

Webinar:

Creating an Interactive Child Development Course With Realityworks Specialty Babies

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Who is Realityworks?



We partner with educators, administrators and industry leaders to ensure our offerings meet their needs and make lessons truly meaningful.

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Presented by

Denise DuBois

Senior FCS Product Manager

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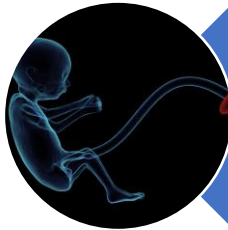
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What we will discuss today...

- Child Development Standards
- Prenatal Development
- Birth Disorders, Defects and Conditions
- Newborn Care
- Child Care
- Child Safety and First Aid
- FREE Resources From Realityworks
- Q&A

National FCS Standards

Human Development - 12.0 Analyze factors that influence human growth and development.



12.1 Analyze principles of human growth and development across the life span.

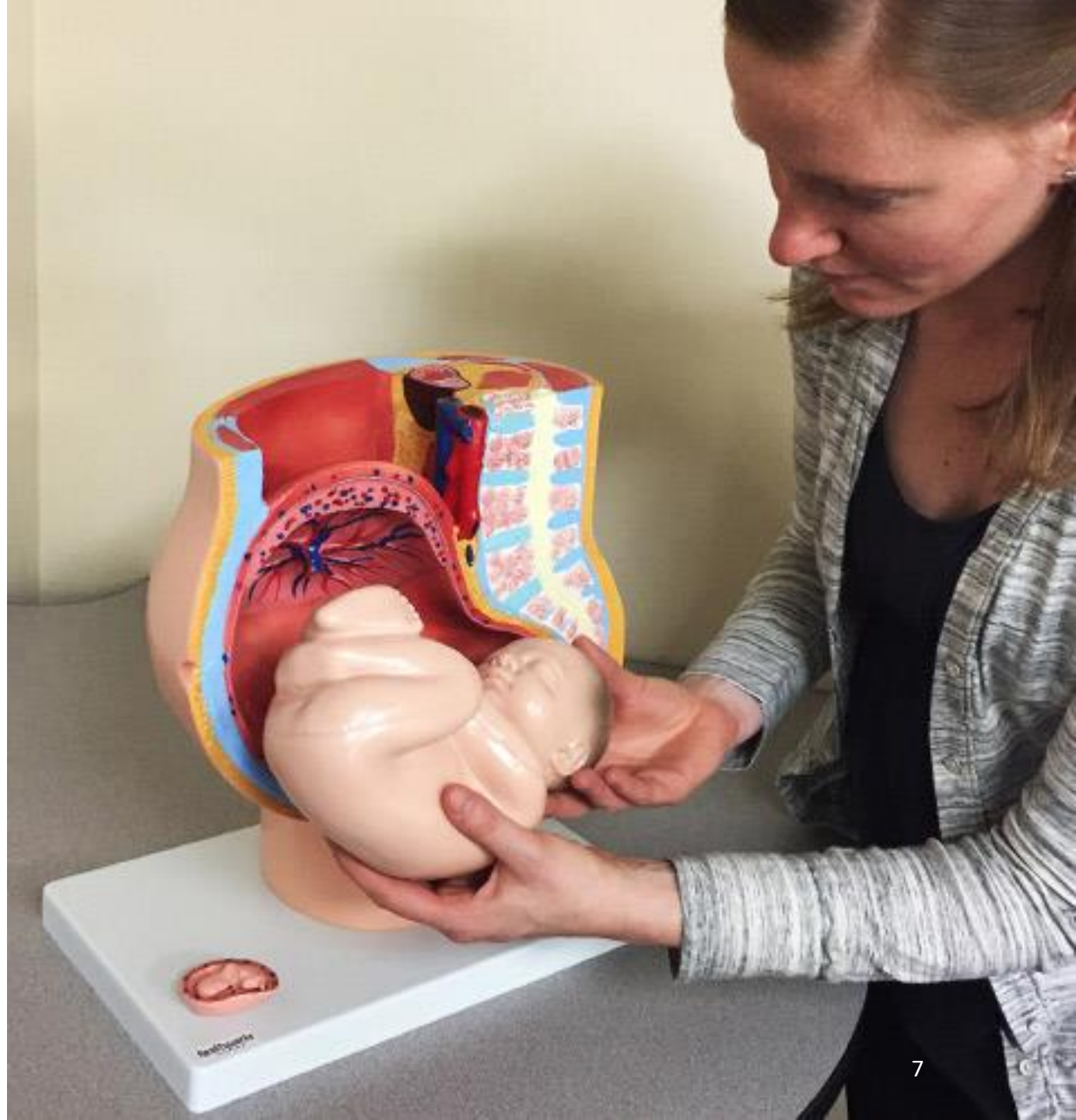


12.2 Analyze conditions that influence human growth and development.

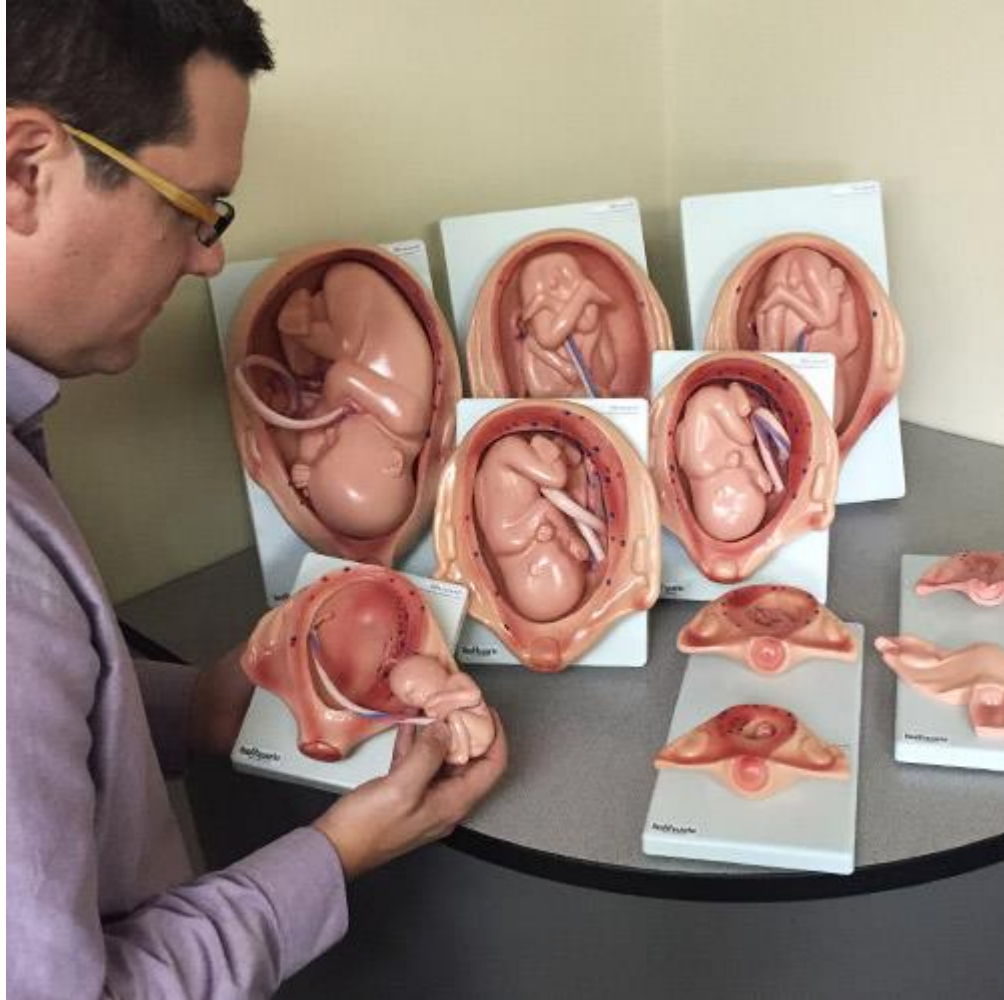


12.3 Analyze strategies that promote growth and development across the life span.

Prenatal Development

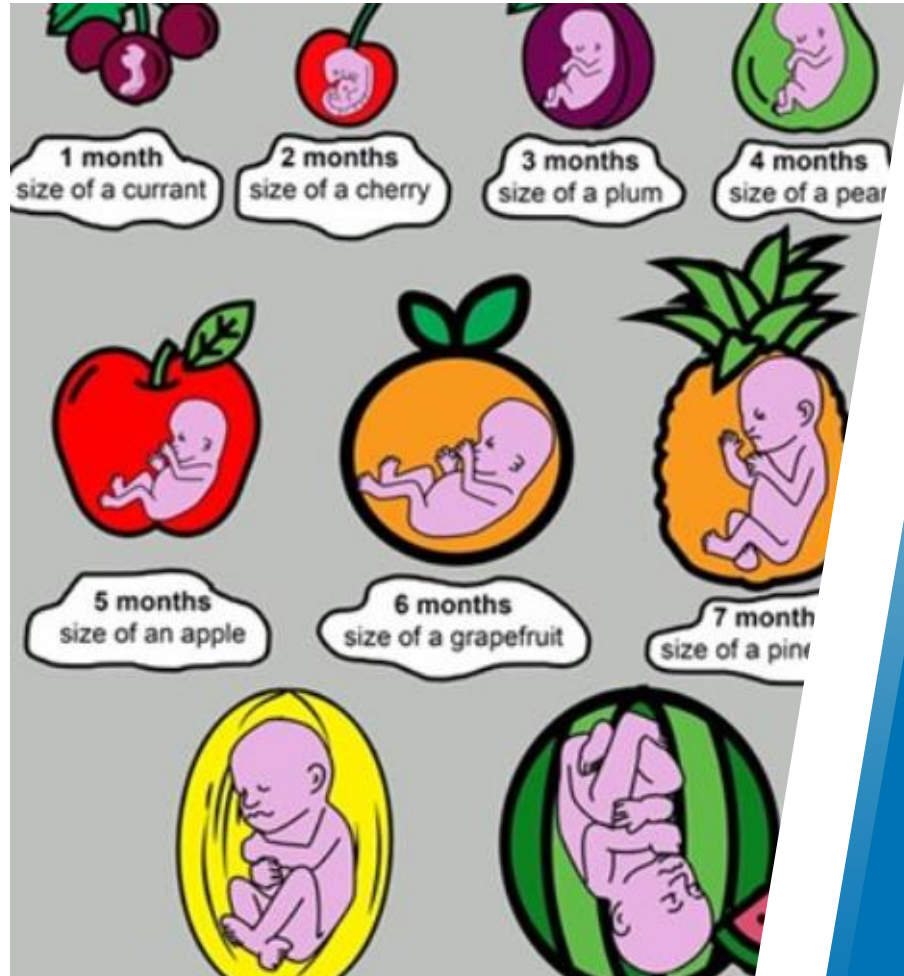


Fetal Development Kit

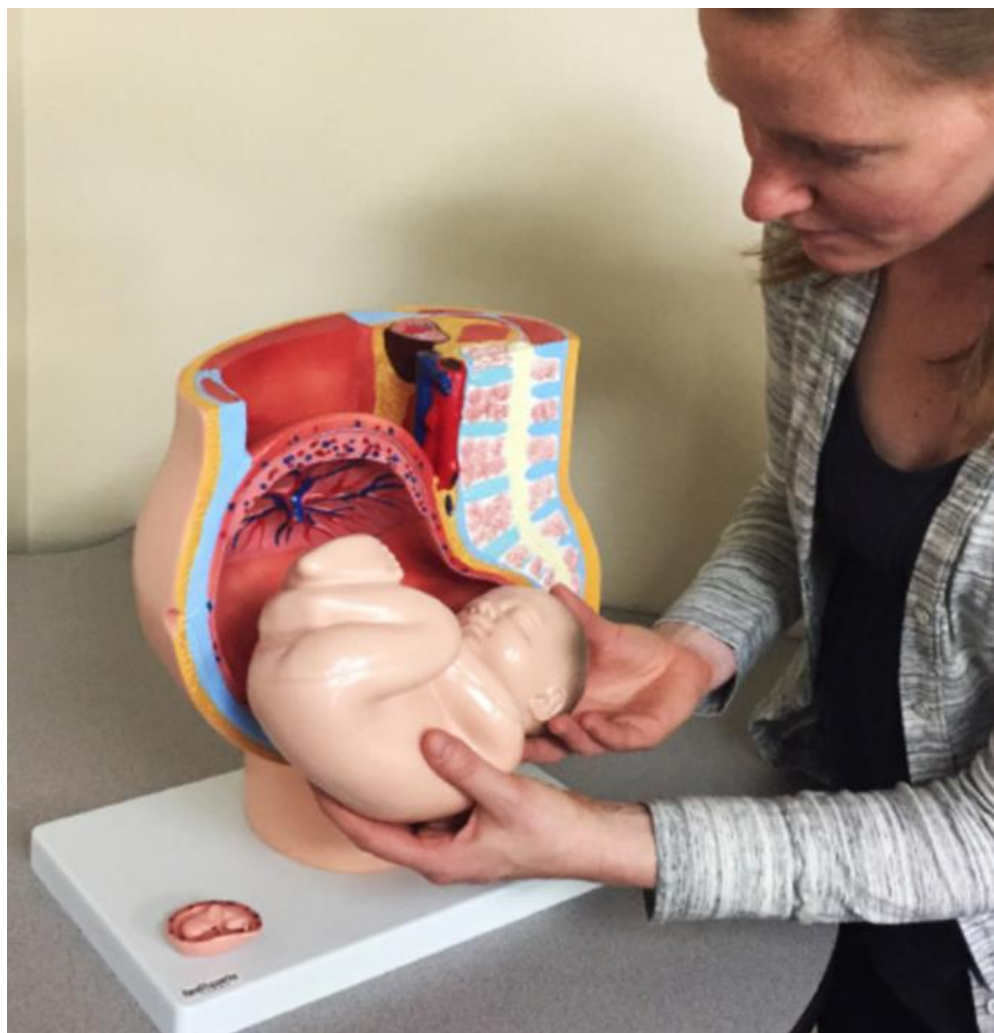


Fetal Development Kit Activity

- Month 1: ¼ inch (pea, one Red Hots candy, one round aspirin)
- Month 2: almost 1 inch (large jelly bean, quarter, large grape)
- Month 3: A little over 2 inches (car key, a ¼ of a Graham Cracker)
- Month 4: 4 ½ inches (toilet paper tube)
- Month 5: 6 ½ inches (standard stapler, tape dispenser)
- Month 6: Almost 12 inches (1-foot ruler)
- Month 7: Almost 15 inches (loaf of standard, store-bought bread)
- Month 8: A little over 16 ½ inches (toy doll)
- Month 9: 19-23 inches (RealCare Baby or similarly sized doll)



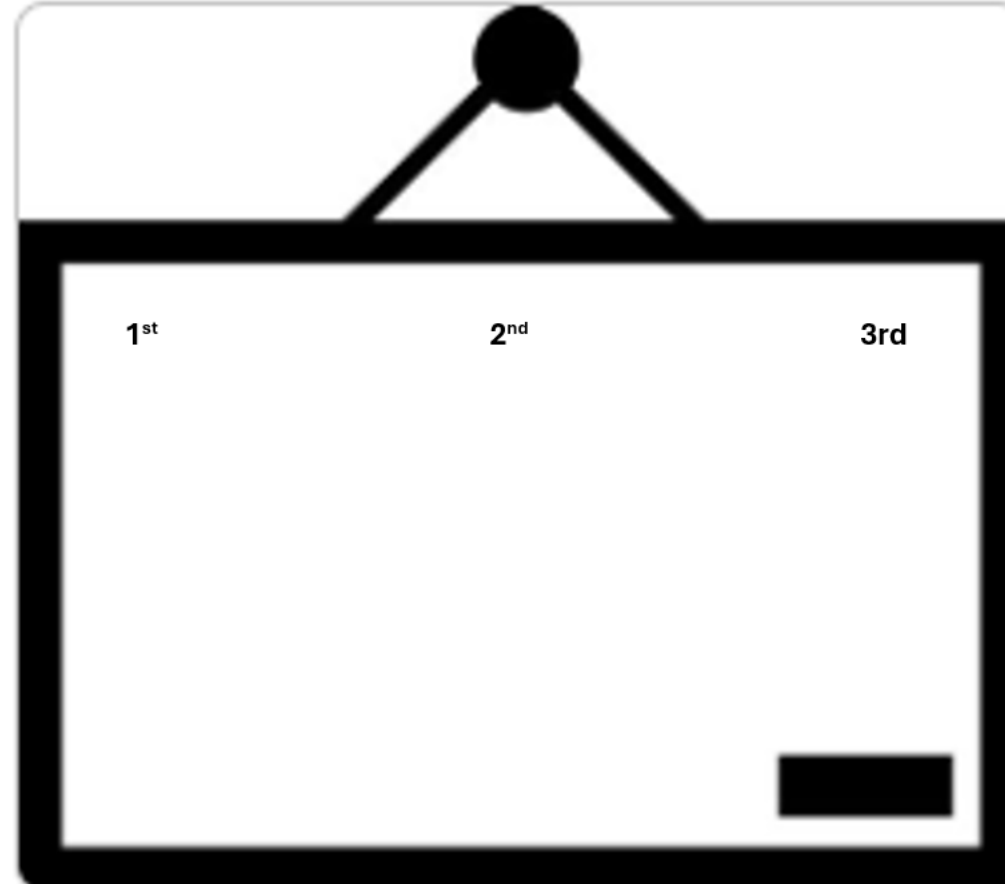
Pregnancy Torso Kit



Pregnancy Torso Activity

Trimester Characteristics

The sperm joins the egg in the fallopian tube.	Able to feel pain.
Cells rapidly divide. The embryo floats toward the uterus.	Vocal cords are used to cry silently.
Embryo implants itself in the wall of the uterus.	Muscles get longer and are easier to move.
Backbone, spine, spinal cord, brain and nervous system form.	Mother feels kicking and movement inside her. Fetus is cushioned in liquid called amniotic fluid.
Lungs, intestines, and beginnings of urinary system start to develop.	Adult taste buds are formed.
Heart starts beating.	Eyebrows, eyelashes, and hair start to grow.
Placenta starts working.	Fetus is able to grasp things with hands. Kicking continues.
Spine and spinal cord grow quickly.	Fetus can hear voices and recognizes mother's voice.
Facial features become visible.	Fingernails and fingerprints appear.
Muscle system is formed.	Sex organs are formed.
Movement begins.	Fetus starts growing quickly in size.
Embryo is about a 1/2 inch long.	Fetus is covered with downy hair called lanugo.
Arms, legs, fingers and toes form.	Fetus inhales amniotic fluid to practice breathing.
Brain waves can be measured.	Skin is covered by a waxy substance called vernix.
Heart is almost completely developed.	Nourishment from the mother through the umbilical cord continues.
Baby teeth form in the gums.	Fetus sleeps most of the day.
Brain is physically fully formed.	Fetus gains the most weight and grows longer.



Birth Model Set



Birth Model Set Activity

Understanding Labor and Delivery

Parent/Guardian Interview

Name: _____ Date: _____

Interview your parent/guardian about how your birth went. If you are adopted, interview about the process for meeting you, adopting you and bringing you home.

For Birth Children:

How did you feel when you found out you were pregnant?

How did the pregnancy go? What symptoms did you have?

Did you have any complications during pregnancy?

What did you do when you felt the first labor contraction?

When did you go the hospital? How did you get to the hospital?

How did the delivery process go? How long did labor/delivery take?

How did the coming home day go?

Is there anything you wish you had known then that you know now?

For Adopted Children:

Why did you decide to become an adoptive parent/guardian?

How did you find me?

What did you know about me before we met?

How long did it take before you could get me?

How did you come to get me?

How did the coming home process go?

What else can you tell me about the adoption process for adopting me?

Is there anything you wish you had known then that you know now?

I have been interviewed for this assignment

Parent/Guardian signature



Birth Disorders, Defects and Conditions



RealCare™ Drug-Affected Baby



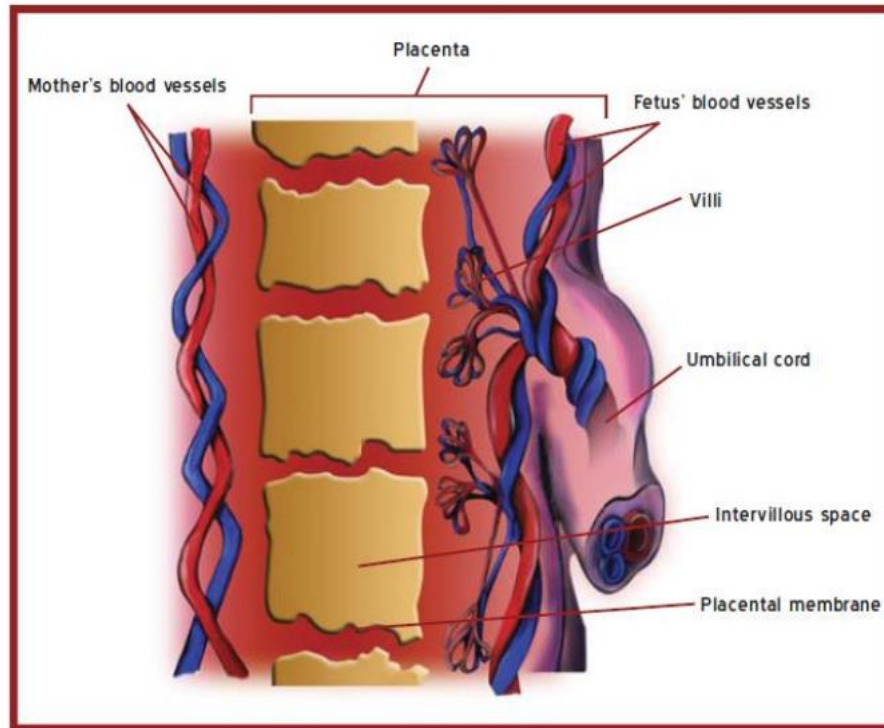
RealCare™ Drug-Affected Baby

- Additional features and functions:
- Emits cries of a drug-affected infant
 - Small gestational size

Drug-Affected Baby Activity

How Nutrients, Oxygen, and Other Substances Reach the Fetus

Nutrients, oxygen, and other substances (e.g., drugs) in the mother's bloodstream cross the placental membrane into the fetus's blood vessels through villi, and then pass through the umbilical cord.³



RealCare™ Fetal Alcohol Syndrome Baby



RealCare™ Fetal Alcohol Syndrome Baby

Additional features and functions:

- Small gestational size
- 2 animations (Fetal Bloodstream and Facial Time Lapse)



RealCare Fetal Alcohol Syndrome Baby Activity

Fetal Alcohol Syndrome Curriculum

Name: _____ Class: _____

Understanding Prenatal Alcohol Exposure Fact Sheet

Directions: Complete the following note page as the slide presentation is shared.

1. _____ occurs when a woman drinks while pregnant.
_____ can disrupt fetal development at any stage during a pregnancy.
2. Exposure to alcohol during _____ can cause persistent abnormalities in physical and cognitive development.
3. Fetal alcohol syndrome is a clinical diagnosis applied to children who have been exposed to alcohol during gestation and exhibit deficits _____.
_____.
4. To meet the clinical FAS case definition, the child must have symptoms in each of the following three categories:
 - (1) _____
 - (2) Abnormalities in facial and skull structure
 - (3) CNS deficits, such as intellectual disabilities and behavioral problems
5. _____ are a group of conditions that can occur in a person who was exposed to alcohol before birth.
6. The purpose of _____ is to improve the quality of life for children and adults with FASD.
7. A fetus depends on its mother for _____.

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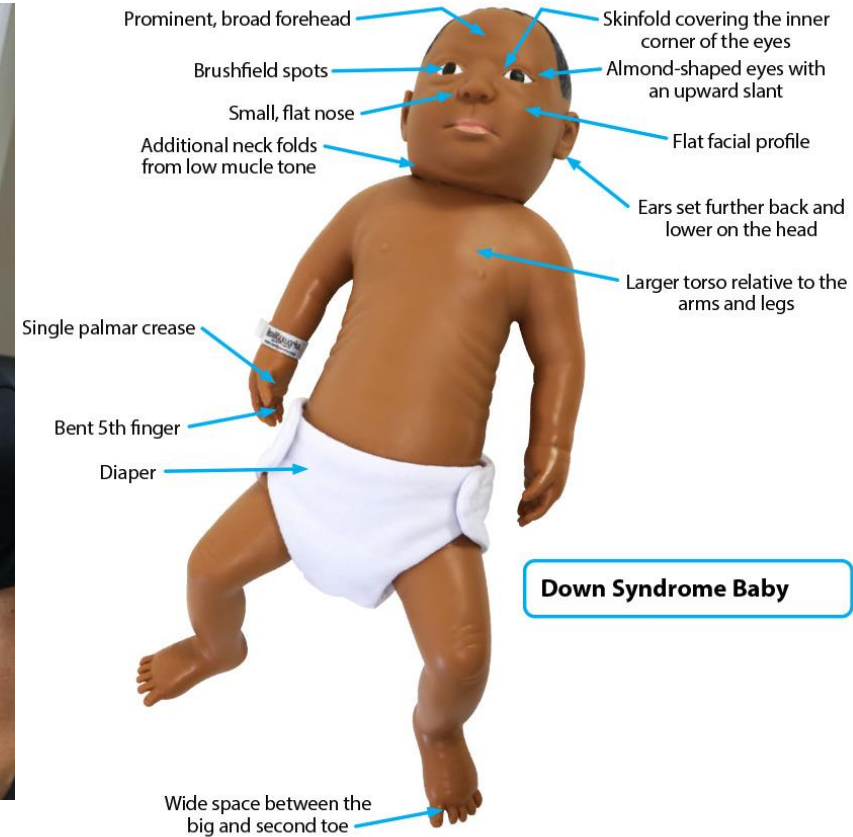
Fetal Alcohol Syndrome Curriculum

8. Prenatal alcohol exposure can cause _____. These effects can develop and appear during childhood and last a lifetime.
9. Central nervous system problems, premature birth, miscarriage, low birthweight, and _____ can all result from alcohol consumption during pregnancy.
10. A common long-term consequence is difficulties with learning and problem-solving. Also, _____ are common.
11. If there is a possibility that a child has fetal alcohol syndrome, it is recommended to talk to a doctor as soon as possible and _____.
12. A doctor will perform a thorough _____ to diagnose FAS.
13. The assessment can include _____, health issues, and observations of the initial weeks of pregnancy.
14. Once FAS is diagnosed, it is important to know that there is _____ or one specific treatment that is the same for every person.
15. Convene a team of _____ that include a doctor, therapist, special education specialist, psychologist, and occupational therapist.

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- https://www.cdc.gov/alcohol-pregnancy/about/index.html?CDC_AAref_Val=https://www.cdc.gov/ncbddd/fasd/alcohol-use.html
- <https://kidshealth.org/en/parents/fas-factsheet.html#:~:text=Students%20with%20fetal%20alcohol%20syndrome,reducing%20distractions%20in%20the%20classroom>
- <https://fasdunited.org/resource-directory/>
- <https://www.niaaa.nih.gov/research/fetal-alcohol-spectrum-disorders>

Down Syndrome Baby



Down Syndrome Baby Activity

Down Syndrome – True or False?

Circle True or False for each of the following statements relating to Down syndrome.

- True False 1. Individuals with Down syndrome are always happy.
- True False 2. Individuals with Down syndrome can have children.
- True False 3. Down syndrome is a common disorder.
- True False 4. Down syndrome is hereditary and runs in families.
- True False 5. Most children with Down syndrome are born to older parents.
- True False 6. All people with Down syndrome have a severe learning disability.
- True False 7. Individuals with Down syndrome are always sick.
- True False 8. Students with Down syndrome can only be taught in special schools.
- True False 9. Individuals with Down syndrome can be active members of their community.
- True False 10. Adults with Down syndrome are the same as children with Down syndrome.
- True False 11. Adults with Down syndrome are able to form long-lasting relationships, including marriage.
- True False 12. Adults with Down syndrome are unemployable.



Answer Key:

- | | |
|-------|-------|
| 1. F | 2. T |
| 3. T | 4. F |
| 5. F | 6. F |
| 7. F | 8. F |
| 9. T | 10. F |
| 11. T | 12. F |

Birth Defects Baby



Birth Defects Baby Activity

Birth Defect Public Service Announcement

1. Assign groups and birth defect/disorder
2. The PSA should educate about the condition and the impact on an infant as it grows up
3. Develop script – here are a few suggestions:
 - Attract the attention of your target audience
 - Speak to the audience in their own language
 - Relate to the audience's lives
 - Deliver a single core message
 - Deliver the message with clarity
 - Motivate the audience to act.
4. Deliver the PSA live to the class

Rubric: <https://irp-cdn.multiscreensite.com/e216b10c/files/uploaded/PSA-Task-Sheet-and-Project-Rubric-handout.pdf>



Most Common Birth Defects



Congenital Heart Defects (CHD)



Clubfoot



Hypospadias



Ventricular Septal Defect



Limb Defects



Atrioventricular Septal Defect



Pulmonary Valve Atresia And Stenosis

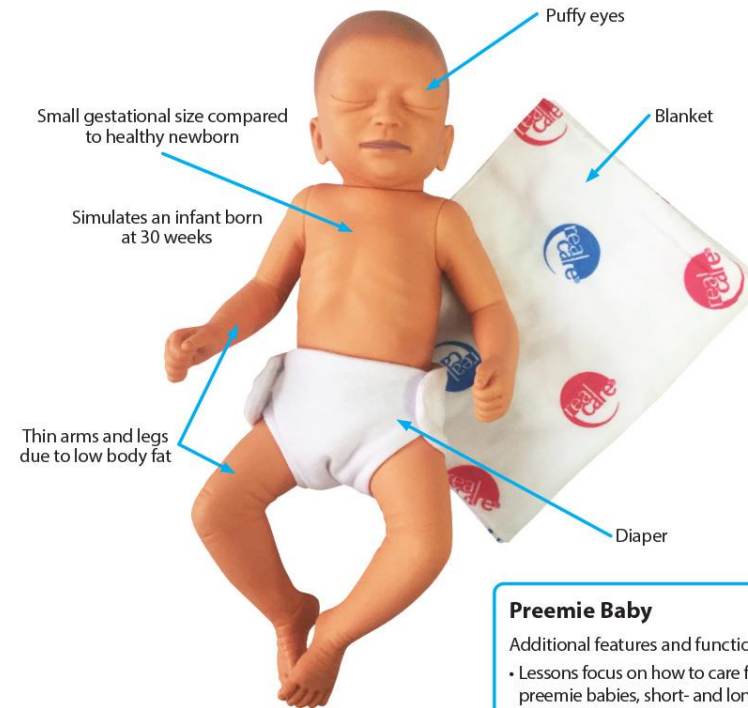
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Newborn Care



RealCare Preemie Baby



Preemie Baby

Additional features and functions:

- Lessons focus on how to care for preemie babies, short- and long-term effects of preterm birth, and how to reduce the risk

Preemie Baby Activity

All About Premature Infants

Use this handout to take notes during the slide presentation.



Definition	
Key Statistics	
Risk Factors (if the mother is....)	
How to Reduce the Risks	

Signs of Preterm Labor	
Potential Characteristics of Premies	
Short Term Impact on Baby	
Long Term Impact on Baby	
Cost	

RealCare Baby



RealCare Baby Activity



Caregiver Scenarios

Unit One—Lesson One
The Important Role of the Caregiver

Scenario 1

David is two years old and is starting his first day at Aria's day care center. As David approaches with his father, Aria greets them and stoops down to look David in the eyes. She smiles and tells him her name.

As David's father leaves, Aria shows David around the room and explains the rules of behavior. She introduces David to the other two-year-old children and asks him to choose a toy he would like to play with until snack time. David chooses a toy that another toddler is playing with and he grabs it from him. Aria scolds David in a loud voice and tells him to apologize to the other child.

David begins to cry. She comforts him and asks him what is wrong. He is crying too hard to answer, so she sits him down in a chair and tells him he can play when he is ready stop crying and start acting nice.

Scenario 2

Aaron is six weeks old and is being cared for by his aunt, Marion, while his mother works three days per week. Aaron gets fussy around 3:00 p.m. and tends to cry non-stop until his mother picks him up after work. Aaron spits up quite a bit when he is fed. Marion makes a note to mention this to Aaron's mother; it could be a problem with acid reflux.

Today, Marion has noticed that Aaron refuses to take the bottle and cries more than usual. She checks to make sure he is dry and that he does not have a fever. She tries to get him to look at a mobile in his crib and she holds a mirror to his face, hoping to distract him, but neither of these is working. Aaron continues to cry. In frustration, Marion goes into the other room to wait for him to stop crying.

Scenario 3

Rachel is three years old and loves to play with her caregiver, Patricia. Patricia is the day care provider for eight children. Rachel likes to follow Patricia around and help her take care of the infants in Patricia's care. Rachel tends to be whiny around the other children. She gets angry easily if she does not get her way.

One day Patricia notices that Rachel has been taking the snacks away from the little girl she sits next to during snack time. Patricia explains to Rachel that she is not allowed to

take other children's snacks or food at any time. She tells Rachel that it is important to not take other people's food. Rachel replies that she is hungry. Patricia explains that if Rachel is still hungry after her snack, she should let Patricia know, so Patricia can give her some more.

Later that day, Patricia sees that Rachel is angry over a toy that someone else has and that she wants. Patricia asks Rachel why she is angry. Rachel explains that she wanted to play with that toy. Patricia responds by saying that she understands what it is like to want something that someone else has, but that Rachel needs to be patient and she can have a turn with the toy later. She gets Rachel interested in another activity.

Scenario 4

Jordan is caring for three children at the home of his neighbors: Nick (18 months), Carl (three years old), and Jessica (six years old). Jordan has decided that going to the park down the street would be a good way to spend the afternoon. Jordan announces the plan right after lunch. He tells Carl and Jessica to get their shoes and jackets on while he changes Nick's diaper and gets him ready to be put into the stroller.

Carl is tired after lunch and wants to stay home and watch TV. Jordan tells him it's time to get going and he can watch TV later. After Jordan changes Nick's diaper and has him ready to go, he notices that Carl is still putting on his shoes. Carl is just learning how to put on his shoes and wants to show Jordan. Jordan tells Carl that they do not have time for that. He puts Carl's shoes on for him. Carl becomes angry, begins to cry, and pulls off his shoes. Jordan becomes angry and tells Carl that if he does not keep his shoes on, he cannot come to the park. Carl is glad to be able to stay home and watch TV, not fully understanding that he will be left alone and might become afraid.

Jordan puts Carl in front of the TV to watch a half-hour show, and decides that he will take Nick and Jessica down a couple of houses and then check back to see if Carl changes his mind while they are gone. In the mean time, the children's mother calls and Carl answers the phone. She is very concerned that Jordan has left Carl alone while he brought the others to the park.

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1.1-15



Analyzing Caregiver Scenarios

Unit One—Lesson One
The Important Role of the Caregiver

Name: _____

Date: _____

Directions: Read your scenarios with your group and discuss and respond to each of the questions below. Be prepared to share your scenarios and responses with the large group.

Decision-Making Skills

Did the caregiver:

- _____ Identify the problem?
- _____ Determine choices for a solution?
- _____ Decide on the best solution?

Caregiver Stress

Did the caregiver:

- _____ Acknowledge his or her frustration level?
- _____ Take steps to handle his or her stress?

Communication Skills with the Child

Did the caregiver:

- _____ Keep rules and instructions simple and clear?
- _____ Be specific about what he or she was saying?
- _____ Acknowledge the child's feelings?
- _____ Show the child respect?
- _____ Use a calm voice?
- _____ Listen to the child and respond?

Communication Skills with the Parent(s)

Did the caregiver:

- _____ Accurately communicate the situation?
- _____ Encourage two-way communication?

Handling Stress with an Infant

Did the caregiver:

- _____ Use techniques for soothing?
- _____ Use techniques for handling stress?

Helping Children Behave

Did the caregiver:

- _____ Consider the child's developmental stage?
- _____ Give positive feedback when the child behaved?
- _____ Give positive correction when the child misbehaved?
- _____ Take one of the three courses of action when the child misbehaved?
 1. Ignore it?
 2. Say something to correct the child?
 3. Physically take control of the situation?

How would you have handled the situation differently?

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1.1-17

Child Care



Common Childhood Illnesses Baby



Name: _____ Class: _____

Fever Case Study

You are babysitting Sally, a 4-month-old baby, for the day while her parents are away at work. After a few hours, Sally starts to get fussy but does not want to eat when you offer a bottle. She is crying and you notice she feels warm. There is a temporal thermometer in her room, and you take her temperature, which reads 101.4° F.

You try to call Sally's parents, but they do not answer. You leave a message and wait for them to call back. Sally does not have any health concerns and is an otherwise healthy baby.

Given your knowledge of fever, what is the most likely cause in an infant this age?

Do you think this route of taking her temperature is accurate given her age? Since the temperature was high, what would be the preferred method of checking her temperature to verify a fever?

Because Sally is uncomfortable, fussy, and refusing to eat, do you think this fever should be treated? What methods could you use to help relieve Sally's fever and discomfort?

How can you monitor Sally's condition and assess for proper hydration?

Common Childhood Illnesses Baby Activity



[V3 Cutdown 23 Gruns Anchor V2 16x9 FNL
CyByHooqXr8 sec22 \(youtube.com\)](https://www.youtube.com/watch?v=uV84e95lAmg)

<https://www.youtube.com/watch?v=uV84e95lAmg>

https://www.youtube.com/watch?v=8hD8lIFg_mo

https://www.youtube.com/watch?v=n90G_OiH-qA

<https://www.youtube.com/watch?v=EWwRdeM5LMg>

Child Care Experience Baby



Child Care Experience Baby Activity

Case Study: George

George is 5 months old. He uses his eyes, hands, and mouth to explore his world. He tries to put toys in his mouth. George likes to be held and will go to anyone who smiles at him. George naps several times each day. He smiles and giggles when mommy comes home after work. He tries to imitate her waving as she come in. George loves tummy time and playing in the bathtub. He has a short attention span. He fusses when left alone but smiles when a new toy is shown to him.

Physical	Intellectual	Emotional	Social
1.	1.	1.	1.
2.	2.	2.	2.
3.	3.	3.	3.

Physical	Intellectual	Emotional	Social
1. Puts toys in his mouth	1. Eyes, hands, and mouth are used to explore	1. Smiles and giggles at mom	1. Goes to anyone
2. Tummy time	2. Imitates mom waving	2. Likes to be held	2. Smiles and giggles at mom
3. Waving	3. Short attention span	3. Fussess when left alone	3. Smiles when sister lays near him

Child Safety and First Aid



RealCare Shaken Baby



Shaken Baby Activity

Mini Lesson on SBS/ABT

1. Show SBS Simulation video:

<https://www.youtube.com/watch?v=oOwCp5VBF4s>

2. Play this 13-minute video called, “When Babies Cry” <https://vimeo.com/33292394>

3. After the video, have participants engage in a short discussion on the different ways they would soothe a crying infant.

4. Complete the 5 S’s of Soothing worksheet by having students answer these questions on their own paper.

5. Play this video on the 5 S’s of Soothing.

<https://www.youtube.com/watch?v=nUUqgnwLX6-M>

5 S’s of Soothing an Infant

Name: _____

Directions: In the “Your Ideas” column, write down what you think the five S’s for soothing a crying infant are. Then insert information from your instructor during the slide presentation under the “Real S” column and write a description of each in the “Description” column.

Your Ideas	Real S	Description
S _____	S _____	_____
S _____	S _____	_____
S _____	S _____	_____
S _____	S _____	_____
S _____	S _____	_____

Write down other ideas on how to soothe an infant:



Choking Baby



Choking Baby Activity

Infant Airway Obstruction Emergency Procedures

What's in the Bag?

Name: _____

Date: _____

Directions: As your instructor quickly pulls objects out of the paper bag, determine whether each object is safe or unsafe for an infant or toddler under the age of four. Place your answers below, creating two lists—safe and unsafe—then explain why you made the decision you did.

Safe Objects:

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

Why do you think the object is safe?

Unsafe Objects:

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

Why do you think the object is unsafe?



Infant eating

 HOT DOGS	 WHOLE NUTS & SEEDS	 POPCORN	 WHOLE CHERRY TOMATOES
 GRAPES	 HARD CANDY & GUM	 PEANUT BUTTER	 RAW VEGGIES
	 MARSHMALLOWS	 CHERRIES & PITS	 MEAT & CHEESE CHUNKS

COMMON BABY CHOKING HAZARD FOODS

Green Active Family

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Infant CPR Manikin



Infant CPR Baby Activity



Free printable poster:

<https://print.carsjade.com/>

How to do infant CPR:

<https://www.youtube.com/watch?v=XJQF-qUWOLA>



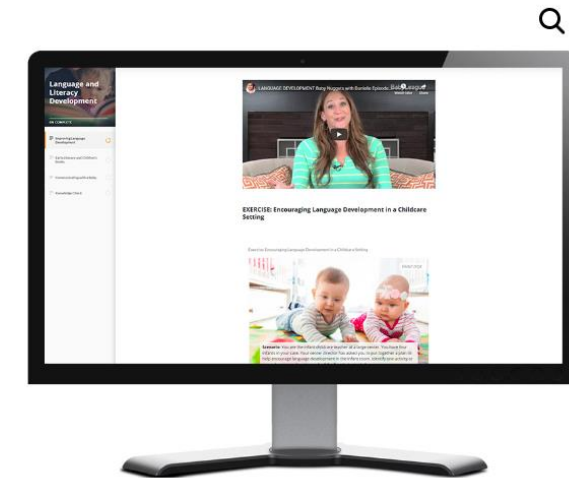
But Wait...
**There's
MORE!**

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Free Online Lesson

- Child Development Online Course – Realityworks



Child Development Online Course

 UNLOCK YOUR FREE TRIAL

This Child Development Online Course covers key topics within child development classes, including pregnancy and childbirth, child development, parenting, as well as infant health and safety. The online curriculum uses an engaging, self-paced format that features knowledge checks, pre- and post-assessments as well as a certificate of completion.

Supplement your program with select lessons as teaching time allows or focus on all 26 lessons for 20-25 hours of course content.

Available access options:

- Teacher license for one classroom
- Site license for multiple classrooms at one school

Lesson topics:

1. Life Goals and Impact of an Unplanned Pregnancy
2. Pregnancy – Physical Changes and Symptoms
3. Fetal Development
4. Pregnancy Myths and Truths
5. Medical Aspects of Pregnancy
6. Birth Process
7. Important Role of the Caregiver
8. Infant & Toddler Development
9. Attachment/Autonomy
10. Nurturing
11. Education and Literacy Development
12. Recreation and Play
13. Parenting Styles
14. Soothing a Crying Infant
15. Preventing Shaken Baby Syndrome
16. Holding and Feeding
17. Bathing and Diapering
18. Safe Environmental Conditions
19. Flathead Syndrome
20. Infant CPR & Choking Emergencies
21. Falls and Bruises
22. Broken Bones
23. Burns
24. Heat and Cold Exposure
25. Infant Illness

Free Resources From Realityworks

Webinars

[Realityworks Webinars | Innovative Hands-On Learning Tools](#)

FREE posters/infographics

https://www.realityworks.com/wp-content/uploads/2021/07/Early-Childhood-Infographic_converted.pdf

Child Care Experience Implementation Guide

<https://www.realityworks.com/wp-content/uploads/2023/09/CCE-Implementation-Guide-WEB.pdf>

RealCare Baby Implementation Guide

https://www.realityworks.com/wp-content/uploads/2020/10/09282020_AJ-RealCare-Baby-Implementation-Guide-Brochure-WEB.pdf

Career Exploration Lessons

<https://www.realityworks.com/products/free-career-exploration-curriculum>



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