

Webinar:

Training Future Childcare Workers: The Child Care Experience™



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Live it. Learn it.™

Hands-On Training Tools + Comprehensive Curriculum + Dedicated Support

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 Product Manager

Realityworks[®]
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Attendees will:

- Child Care Experience™ Program Overview
- Child Care Experience™ Package Contents
- CCE Software Introduction and Programming
- Post-Simulation Results
- Child Care Experience™ Curriculum
- Packages and Pricing
- Q&A



Child Care Experience™ Program Overview



What is the Child Care Experience?

Simulated child care environment in an infant room

Child care workers care for multiple infants of varying ages simultaneously

Teaches transferable career skills for working with infants

Why the Child Care Experience was Developed

Provide	A risk-free immersible environment for students to learn from
Provide	A realistic way to gain transferable career skills
Provide	Access to an environment not all students have exposure to
Provide	An advanced level infant care simulation experience

Skills Taught in the Child Care Experience

Infant caregiving
skills

Infant CPR
procedures

Infant airway
obstruction
procedures

Employability
skills

Entrepreneurship
skills

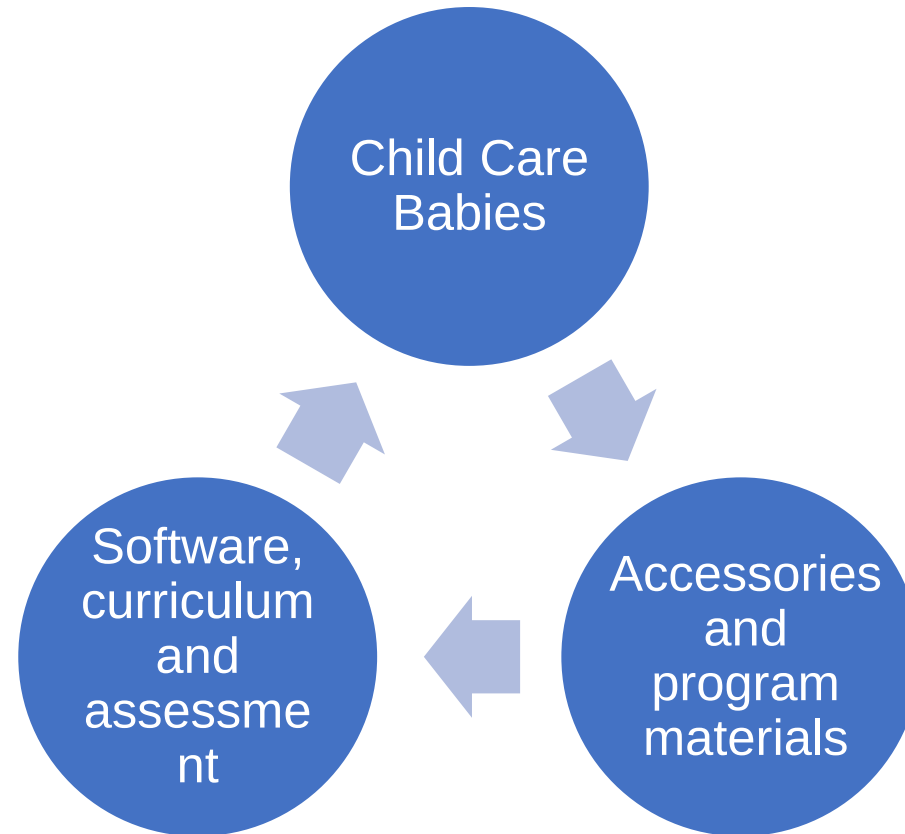
And more...



Child Care Experience™ Package Contents



Child Care Experience Components



Child Care Baby

3 Month Baby

Bottle

Swaddling Blanket

Diapers

Outfit

Charger

Portable Crib

CPR Kit

Baby Wristbands (5)

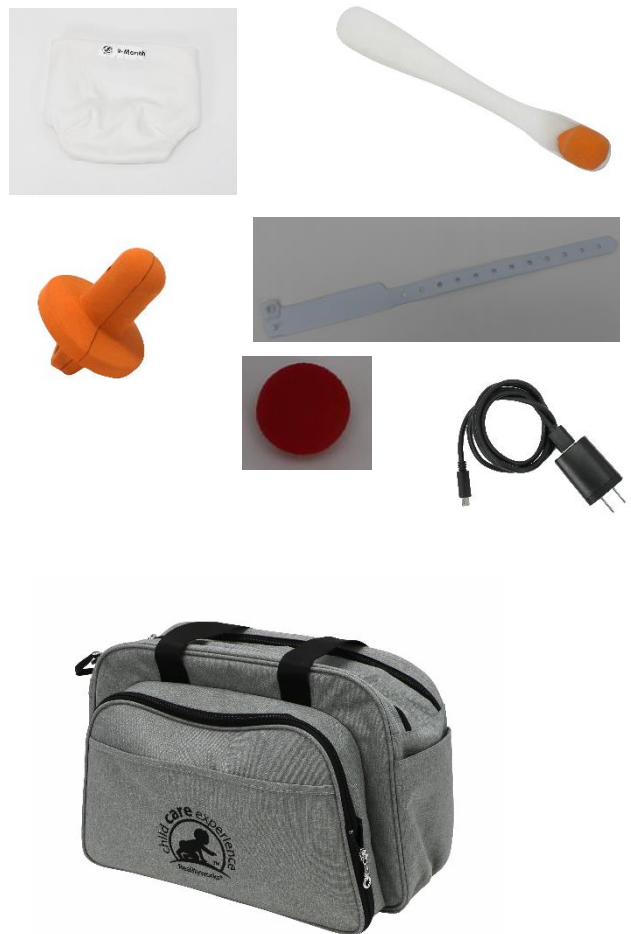
9 Month Baby

- Solid Food Spoon
- Diapers
- Pacifier
- Outfit
- Charger
- Choking Object
- Portable Crib
- Baby Wristbands (5)

3 Month Child Care Baby



9 Month Child Care Baby



Baby Supplies

3 Month Baby with Outfit

Used During...

9 Month Baby with Outfit

Bottle



Feed



• Solid Food Spoon

Swaddling Blanket



Fussy



• Pacifier

Diapers



Change



• Diapers

CPR Kit



CPR

Choking



• Choking Object

Portable Crib



Sleeping



• Portable Crib

Charger



For Power



• Charger

Baby wristband



Identification



• Baby Wristband

Child Care Baby Accessory Bundle

- Tummy Time Blanket
- Changing Mat
- High Chair



Child Care Experience Starter Kit

- Tablet with software installed
- Curriculum (access via online link)
- Beacon with wristband (4)
- Small storage box



Storage Kit

- Rolling case
- Soft-sided carrying bags (2)



Classroom Management Lab Pack

- Education and Training Scenario Cards
- Child Care Scenario Cards
- Infant Health and Safety Scenario Cards
- CDA Infant/Toddler Scenario Cards



Link to Online Resources

Child Care
Experience
Curriculum

Participant Care
Card

Child Care
Experience
Participant
Certificate

Quick Start
Guide

Software Help
Guide

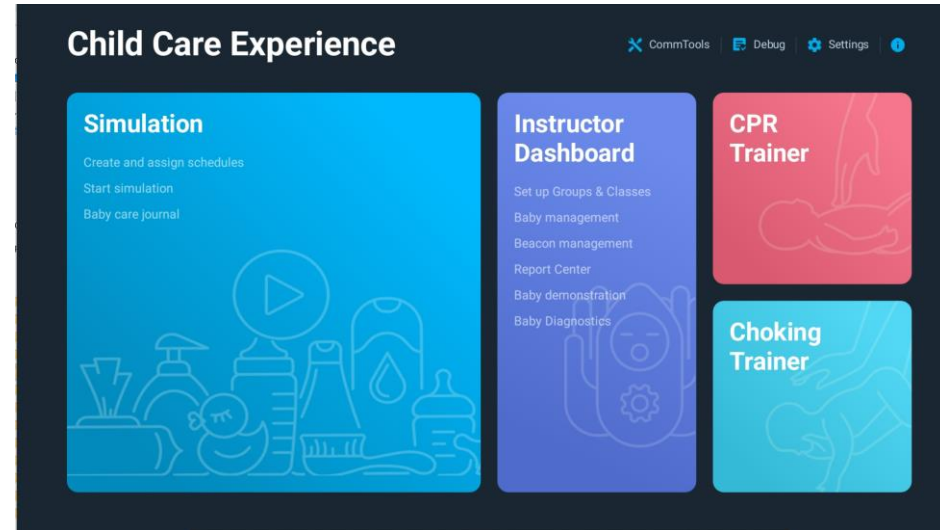


Child Care Experience™ Software Introduction and Programming



Getting Started

- Set up the smart device
- Pair babies
- Create a class
- Create a group
- Add Babies to the group



Random Event Scenarios

- Step 1: An audio cue will be given by the tablet
- Step 2: A caregiver in the simulation should go to the tablet and choose their name from the dropdown menu identifying themselves.
- Step 3: The event will be displayed on the tablet and the caregiver should read it.
- Step 4: The caregiver will enter their answer in the space provided and submit it.
- The scenarios and answers will be shown on the reports

Scenario (PARENT)

A parent calls during the day. They state that they saw you reading to the children for too long and that the children were not getting enough time to actively play.

What will you do in this case?

Select student:

Peggy

Answer (Maximum 125 characters):

Show her the daily schedule that they follow closely

Submit

Logging Care Into the Infant Daily Report

 **Student 1: Feed**

TIME (Tap to edit)	STUDENT	NOTES
2:42 PM	Student 1	testing qig
2:43 PM	Student 1	 Add Note
2:43 PM	Student 1	bottle 5oz

 Add event

Save & Close

Infant Daily Report

Teacher Name: _____

Child's Name: _____

Arrival Time: _____ Date: _____



Information about your baby's day

Feeding information:

 Bottle Time: _____

 Solids Time: _____

_____ Bottle Time: _____

_____ Solids Time: _____

_____ Bottle Time: _____

_____ Solids Time: _____

Diaper changes: 

Time: _____ Note: _____

Time: _____ Note: _____

Time: _____ Note: _____

Demeanor:

    Time: _____

Notes to Parent:



Practicing in Demo Mode



Care Events

Care Event	3-Month ChildCare Baby	9-Month ChildCare Baby
Burp	Beacon	Beacon
Rock	Beacon	Beacon
Feed	Beacon Bottle	Beacon Solid Food Spoon Highchair
Diaper Change	Beacon 3-Month Diaper Set Changing Table/Pad	Beacon 9-Month Diaper Set Changing Table/Pad
Fussy	Beacon Swaddling Blanket	Beacon Pacifier
Random Events	Tablet	Tablet
Resting/Awake	Crib or Tummy Time Blanket	Crib or Tummy Time Blanket
Choke	N/A	Beacon Choking Object

Feed

- 3-month Baby:
 - Hold the bottle to Baby's mouth. Baby makes a feeding sound and coos when it is done.
- 9-month Baby:
 - Put Baby in the highchair and use the Solid Food Spoon to feed baby. Hold the spoon up to Baby's mouth and in the mouth as if feeding it baby food. Baby makes a feeding sound and coos when done.



Burp

Place Baby up to your shoulder and pat Baby's back. Baby makes small whimpering sounds then burps after several minutes.



Rock

Provide constant, gentle rocking side to side motions. Baby makes soft whimpering sounds and coos when done.



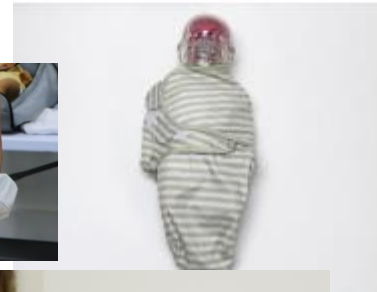
Diaper Change

- Put Baby on the changing table in the designated area. Baby is required to be on the changing table for a diaper change event. Take Baby's diaper off. Baby still whimpers. Put the OTHER diaper on. Baby coos. Note: In the app, write "I washed my hands" in the notes section.



Fussy

- 3-month Baby: wrap the Baby in the swaddling blanket so that the sensors align as directed by fold marks on the blanket. Baby will coo when it is done.
- 9-month Baby: Put the pacifier into Baby's mouth. Baby will coo when the event is over.



Abuse Demonstration

The following actions will be recorded as a 'mishandle' event on the student report and are considered abuse to Child Care Baby:

- Head support failure – Baby's head falls back, forward or to any side (3-month Baby)
- Shaken Baby – Baby's head goes back and forth 3 times within 2 seconds (3-month Baby)
- Rough handling – Hitting, kicking, dropping type of movement (3-month and 9-month Baby)



Software Overview - Running a Simulation





Post-Simulation Results



Types of Reports

Student
Reports

Group
Reports

Baby
Reports

Sample Group Report

Group Report Morning

Simulation - 4/14/2023

Class: Childcare 101		Start Time: 2:42 PM	
Group: Morning		Stop Time: 2:58 PM	
Student/Infant Ratio: 3:4		Total Simulation Time: 16 minutes	

Participants	Beacons	Babies	Age
Cody	BEC054B	9M05-1F7C	9
Samantha	BEC032A	9M06-B673	9
Peggy	BEC4D03	3M01-A4C5	3
		3M02-B8D3	3

Total number of Care Events during Simulation: 20
 Total number of Student Note Entries: 2
 Random Scenarios Completed: 2
 Average Response Time in seconds: 14s
 Number of Events with Response Time >60s: 0

Group Overall Performance = 97%

Event Type	# of Care Events	Proper Care	Attempted Care	Missed Care	Abuse Event	#	%
Feed	4	4	0	0	Sbs	0	0%
Diaper	4	4	0	0	Head Support	0	0%
Burp	4	4	0	0	Rough Handling	0	0%
Fuss	4	3	1	0	Other	0	0%
Rock	4	4	0	0			
Choke	0	0	0	0			
Total #	20	19	1	0			
Total %	100%	95%	5%	0%	Total	0	0%

Comments:

Summary by Student

Student Clock-In Name	Care Performed by Student			Response Time		Abuse Events	Student Notes	Random Scenarios
	Total #	Proper	Attempted	AVG	# > 60s			
Cody	5	5	0	18s	0	0	0	1
Samantha	3	3	0	23s	0	0	0	1
Peggy	4	4	0	9s	0	0	2	0
Unknown	8	7	1	12s	0	0	0	0
MISSED EVENTS	0	—	—	—	—	—	—	—
TOTALS	20	19	1	14s	0	0	2	2

Random Scenarios completed during simulation

2:56 PM	Student Name: Samantha Question: A seven month-old student is eating cereal during snack time. When you look inside her mouth, you see a large, wet mass of cereal inside. Answer: get it out
2:57 PM	Student Name: Cody Question: You have removed the obstruction from the mouth of a choking seven month-old in your care. However, the child is now unresponsive. Answer: cpr and yell to call 911

Group Report Morning

Simulation - 4/14/2023

Detail by Time

Time	Detail	Student	Baby
2:42 PM	Rock Proper Care	Unknown	3M01-A4C5
2:43 PM	Rock Proper Care	Cody	3M02-B8D3
2:44 PM	Rock Proper Care	Unknown	9M05-1F7C
2:44 PM	Burp Proper Care	Samantha	3M01-A4C5
2:45 PM	Rock Proper Care	Peggy	9M06-B673
2:46 PM	Burp Proper Care	Unknown	3M02-B8D3
2:47 PM	Burp Proper Care	Peggy	9M05-1F7C
2:47 PM	Feed Proper Care	Unknown	3M01-A4C5
2:48 PM	Burp Proper Care	Cody	9M06-B673
2:48 PM	Feed Proper Care	Cody	3M02-B8D3
2:49 PM	Fuss Attempted Care	Unknown	3M01-A4C5
2:49 PM	Feed Proper Care	Samantha	9M05-1F7C
2:51 PM	Feed Proper Care	Unknown	9M06-B673
2:51 PM	Fuss Proper Care	Peggy	3M02-B8D3
2:52 PM	Diaper Proper Care	Samantha	3M01-A4C5
2:52 PM	Fuss Proper Care	Cody	9M05-1F7C
2:53 PM	Diaper Proper Care	Peggy	3M02-B8D3
2:53 PM	Fuss Proper Care	Cody	9M06-B673
2:54 PM	Diaper Proper Care	Unknown	9M05-1F7C
2:55 PM	Diaper Proper Care	Unknown	9M06-B673

Sample Student Reports

Student Report Cody

Simulation - 4/14/2023

Class: Childcare 101	Start Time: 2:42 PM
Group: Morning	Stop Time: 2:58 PM
Beacon: BECD548	Total Simulation Time: 16 minutes
Infants in child care: 4	Student/Infant Ratio: 3:4

Number of Care Events during Simulation	5
Number of Proper Cares	5
Number of Attempted Cares	1
Missed Cares	0
Average Response Time	18s
Number of Response Times > 60 seconds	0

Summary of Baby Care Events

Time	Baby Name	Baby Age	Care Event	Care Result	Response Time	Abuse		
						HS	RH	SBS
2:43 PM	3M02-B8D3	3	Rock	Proper	12s	0	0	0
2:48 PM	9M06-B673	9	Burp	Proper	8s	0	0	0
2:48 PM	3M02-B8D3	3	Feed	Proper	11s	0	0	0
2:52 PM	9M05-1F7C	9	Fuss	Proper	17s	0	0	0
2:53 PM	9M06-B673	9	Fuss	Proper	42s	0	0	0

Infant Report for Parent/Guardian

Time	Care Event	Baby Name	Infant Note for Parent/Guardian
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Random Scenarios completed during simulation

Time	Question	Answer
2:57 PM	You have removed the obstruction from the mouth of a choking seven month-old in your care. However, the child is now unresponsive.	cpr and yell to call 911

Comments:

Student Report Peggy

Simulation - 4/14/2023

Class: Childcare 101	Start Time: 2:42 PM
Group: Morning	Stop Time: 2:58 PM
Beacon: BEC4DD3	Total Simulation Time: 16 minutes
Infants in child care: 4	Student/Infant Ratio: 3:4

Number of Care Events during Simulation	4
Number of Proper Cares	4
Number of Attempted Cares	1
Missed Cares	0
Average Response Time	9s
Number of Response Times > 60 seconds	0

Summary of Baby Care Events

Time	Baby Name	Baby Age	Care Event	Care Result	Response Time	Abuse		
						HS	RH	SBS
2:45 PM	9M06-B673	9	Rock	Proper	3s	0	0	0
2:47 PM	9M05-1F7C	9	Burp	Proper	16s	0	0	0
2:51 PM	3M02-B8D3	3	Fuss	Proper	10s	0	0	0
2:53 PM	3M02-B8D3	3	Diaper	Proper	8s	0	0	0

Infant Report for Parent/Guardian

Time	Care Event	Baby Name	Infant Note for Parent/Guardian
2:48 PM	Burp	9M05-1F7C	N/A
2:49 PM	Burp	9M05-1F7C	N/A

Random Scenarios completed during simulation

Time	Question	Answer
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Comments:

Sample Baby Reports

Baby Report 3M01-A4C5

Simulation - 4/14/2023

Class: Childcare 101
Group: Morning
Baby's Age: 3 month
Infants in child care: 4
Start Time: 2:42 PM
Stop Time: 2:58 PM
Total Simulation Time: 16 minutes
Student/Infant Ratio: 3:4

Care Events

Time	Care Event	Care Given	Student Name	Response Time	Abuse
2:42 PM	Rock	Proper	Unknown	10s	0
2:44 PM	Burp	Proper	Samantha	6s	0
2:47 PM	Feed	Proper	Unknown	13s	0
2:49 PM	Fuss	Attempted	Unknown	28s	0
2:52 PM	Diaper	Proper	Samantha	42s	0

Infant Report for Parent/Guardian

Time	Care Event	Student Name	Infant Note for Parent/Guardian
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Total Simulation Time	16 minutes
Total Time in Crib	-
% of Time in Crib	-

Comments:

Baby Report 9M05-1F7C

Simulation - 4/14/2023

Class: Childcare 101
Group: Morning
Baby's Age: 9 month
Infants in child care: 4
Start Time: 2:42 PM
Stop Time: 2:58 PM
Total Simulation Time: 16 minutes
Student/Infant Ratio: 3:4

Care Events

Time	Care Event	Care Given	Student Name	Response Time	Abuse
2:44 PM	Rock	Proper	Unknown	13s	0
2:47 PM	Burp	Proper	Peggy	16s	0
2:49 PM	Feed	Proper	Samantha	21s	0
2:52 PM	Fuss	Proper	Cody	17s	0
2:54 PM	Diaper	Proper	Unknown	11s	0

Infant Report for Parent/Guardian

Time	Care Event	Student Name	Infant Note for Parent/Guardian
2:48 PM	Burp	Peggy	N/A
2:49 PM	Burp	Peggy	N/A

Total Simulation Time	16 minutes
Total Time in Crib	-
% of Time in Crib	-

Comments:

Rubric

Child Care Experience Assessment Rubric

	World Class Caregiver	Amateur Caregiver	Indifferent Caregiver	Abusive Caregiver
Care Quality – Proper Care % for student (see Summary by Student Total # Care Events / Proper Care Total)	85-100%	70-84%	55-69%	54% or less
	(20 points)	(15 points)	(10 points)	(5 points)
Teamwork Skills (Group Overall Performance % on Group Report)	90-100%	80-89%	70-79%	60-69%
	(20 points)	(15 points)	(10 points)	(5 points)
Abuse Events (Head Support and Rough Handling on Student Report)	2 or less instances	3 instances	4 instances	5 or more instances
	(20 points)	(15 points)	(10 points)	(5 points)
Shaken Baby (SBS on Student Report)	0 instances	0 instances	0 instance	1 or more instances
	(10 points)	(10 points)	(10 points)	(-10 points)
Infant Report for Parent/Guardian (Compare Summary of Baby Care Events to Infant Report on Student Report)	0-1 care event missing documentation	2 care events missing documentation	3 care events missing documentation	4 care events missing documentation
	(5 points)	(4 points)	(3 points)	(2 point)
Responsive Caregiver (Average Response Time Student Report)	Average response time < 30 seconds	Average response time 31-45 seconds	Average response time 46-60 seconds	Average response time > 1 minute
	(5 points)	(4 points)	(3 points)	(2 point)
Problem Solving Skills (Random Scenarios – Student Report) Extra credit per scenario	Answer is appropriate and effective for the scenario (5 points extra credit)	No Random Event Card Completed (0 points)	No Random Event Card Completed (0 points)	No Random Event Card Completed (0 points))
Total Points				

Total 80 = 100%

Total 60 = 75%

Total 40 = 50%

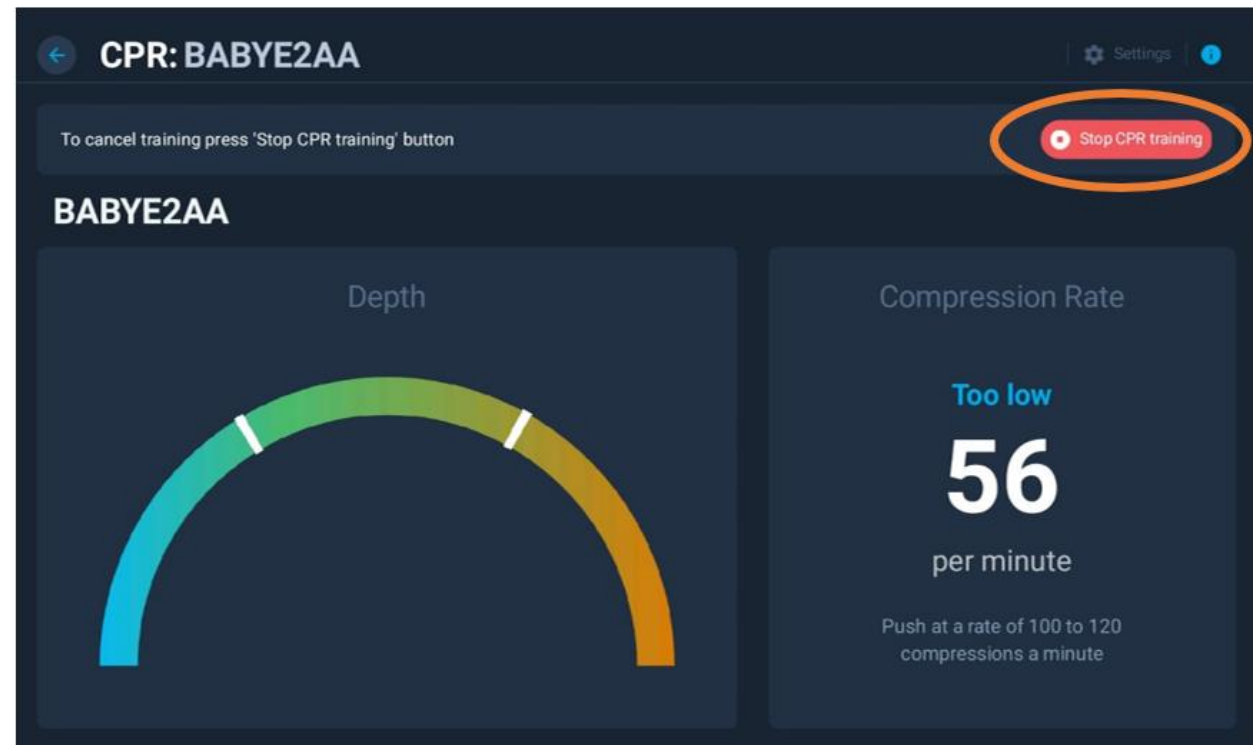
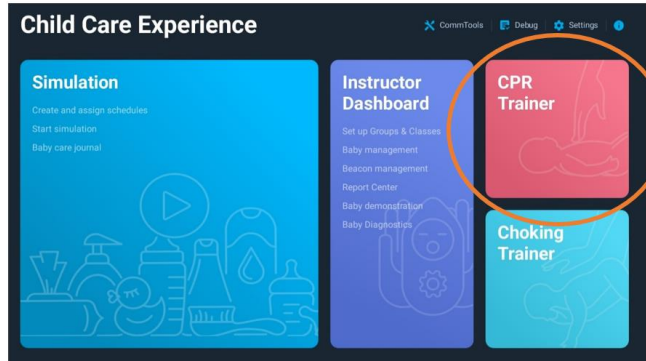
Total 20 = 25%



Training on Infant CPR and Infant Airway Obstruction Procedures



Infant CPR

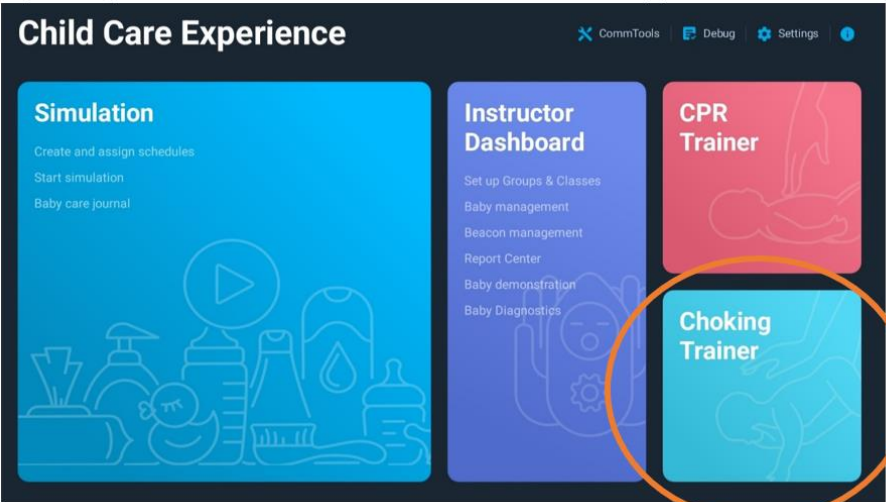


Infant CPR

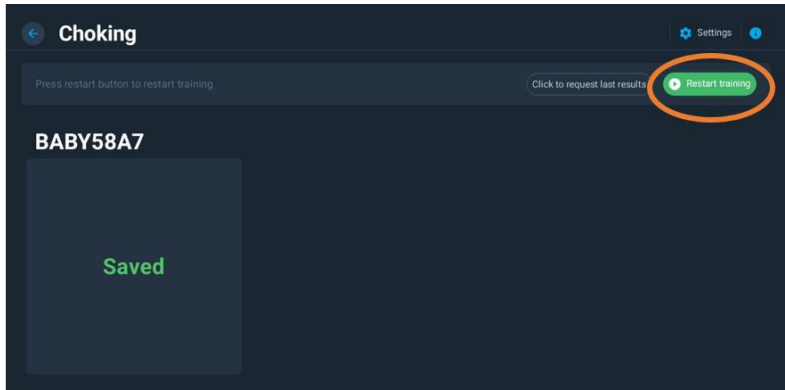
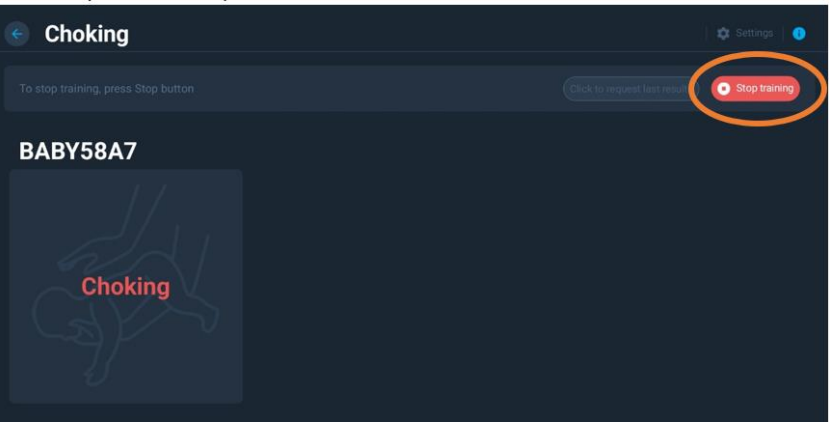
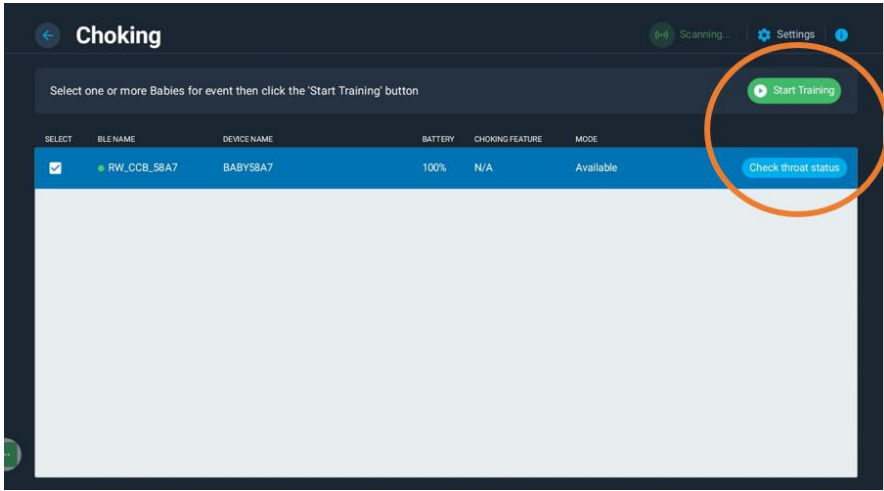


- Process:
 1. Lay CPR Sanitary Bag on infant
 2. Thread the bag through CPR Face Mask
 3. Secure the face mask to the face over ears
 4. Secure CPR Bib over CPR Sanitary Bag aligning at the neckline.
 5. Proceed with CPR using anatomical landmarks of nipple line. One finger width below line, 30 compressions to 2 breaths per minute.

Infant Airway Obstruction



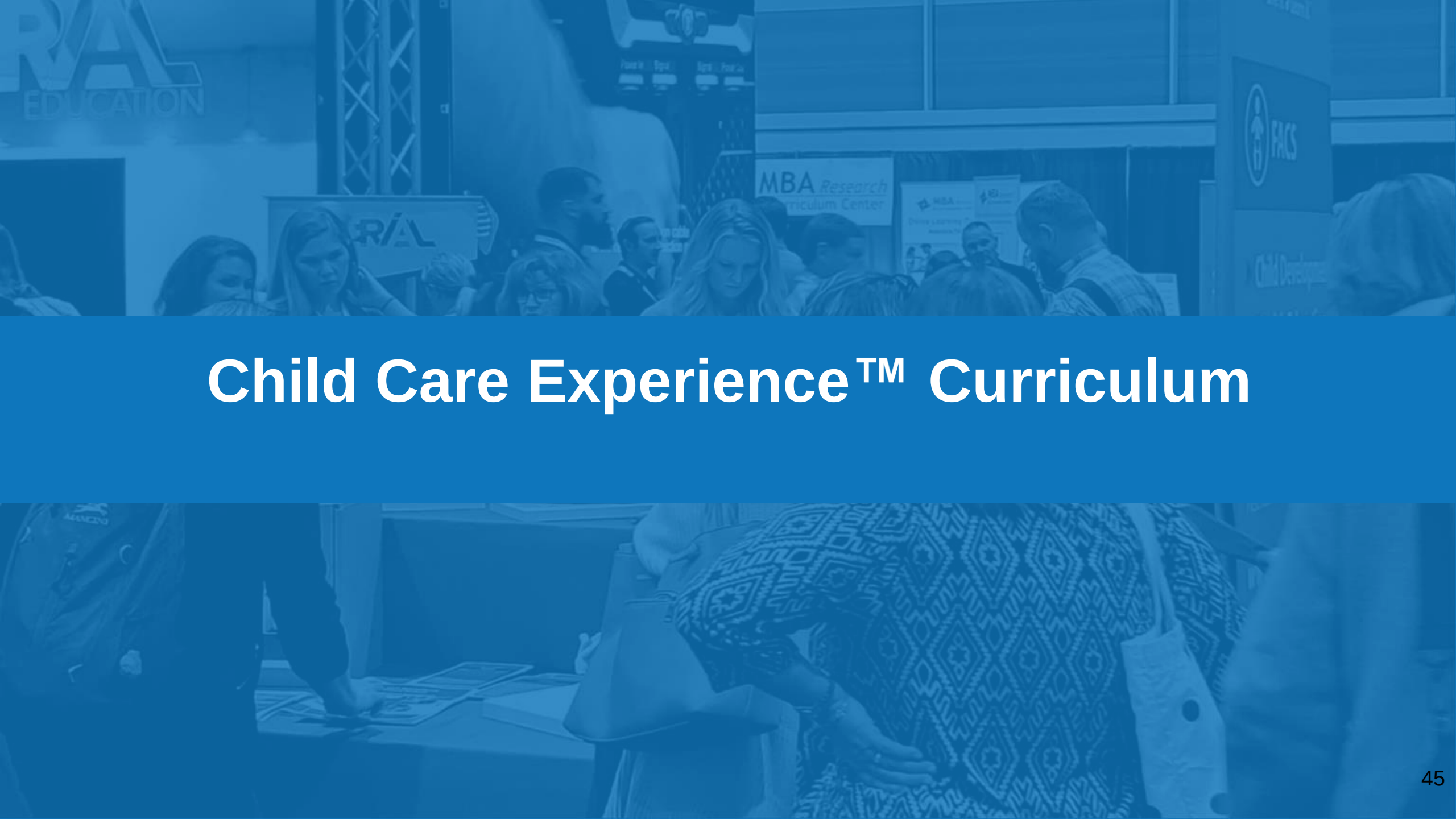
Tap **Check Throat Status** to ensure the throat is closed and tap **Start Training**.



Infant Airway Obstruction

- **Procedure:**
- 5 back slaps
- 5 chest thrusts
- 5 back slaps (when successful the choking object is expelled)





Child Care Experience™ Curriculum

Curriculum Topics

- Infant Feeding and Nutrition
- The Developmental Domains in Infancy (PIES)
- Lesson Planning and Daily Schedule Planning
- Communication with Parents
- Entrepreneurship – Opening a Child Care Center
- Emergency Infant CPR
- Infant Airway Obstruction
- Child Care Simulation Experience

Standards Alignment to National FCS Standards

	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5	Lesson 6	Lesson 7	Lesson 8
National FCS Standards	Infant Feeding and Nutrition	The Developmental Domains of	Lesson Planning and Daily Schedule Planning	Communication With Parents	Entrepreneurship: Opening a Child Care Center	Emergency Infant CPR	Infant Airway Obstruction	Child Care Simulation Experience
Area of Study 4.0 - Education and Early Childhood								
4.1 Analyze career paths within early childhood, education & related services			x		x			x
4.2 Analyze developmentally appropriate and culturally responsive practices to plan for early childhood, education, and services			x		x			x
4.3 Demonstrate integration of curriculum and instruction to meet developmental needs and interests of children, youth and adults, considering gender, ethnicity, geographical, cultural, and global influences			x		x			
4.4 Demonstrate a safe and healthy learning environment for children, youth and adults.	x		x		x	x	x	x
4.5 Demonstrate skills for building and maintaining positive collaborative relationships with children youth and adults in their family and community environments, considering gender, ethnicity, geographical, cultural, and global influence			x	x	x			x
4.6 Demonstrate professional practices and standards related to working with children, youth and adults, including diverse populations.	x		x	x	x			x
Area of Study 12.0 - Human Development								
12.2 Analyze conditions that influence human growth and development.	x	x	x					
12.3 Analyze strategies that promote growth and development across the life span.	x	x	x					
Area of Study 7.0 - Family and Human Services								
7.1 Analyze career paths within family and human services			x		x			x
7.2 Analyze factors in providing family and human services			x		x			x
7.3 Demonstrate professional behaviors, skills, and knowledge in providing family and human services.			x	x	x			x
7.4 Analyze the impact of conditions that could influence the well-being of individuals and families.	x	x				x	x	
7.5 Evaluate services for individuals and families with a variety of conditions that could impact their well-being.					x			
Area of Study 1.0 - Career, Community and Family Connections								
1.1 Analyze strategies to manage multiple roles and responsibilities (individual, family, career, community, and global).			x					x
1.2 Demonstrate transferable knowledge, attitudes, and technical and employability skills in school, community and workplace settings	x		x	x	x	x	x	x
Area of Study 13.0 - Interpersonal Relationships								
13.1 Analyze functions and expectations of various types of relationships			x					
13.3 Demonstrate communication skills that contribute to positive relationships.			x	x	x			x
13.4 Evaluate effective conflict prevention and management techniques.				x				
13.5 Demonstrate teamwork and leadership skills in the family, workplace, and community.			x	x	x			x
13.6 Demonstrate standards that guide behavior in interpersonal relationships			x	x				x

What Courses Would Use the Child Care Experience?



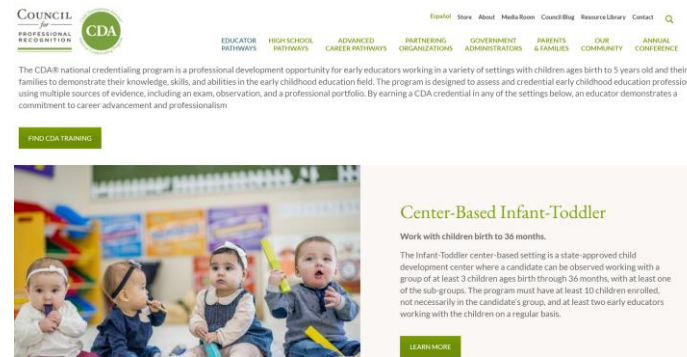
Early Childhood Education I Syllabus 2020-2021

Cathie E. White, M.Ed.
Casa Grande Union High School
Room # L 139
Office Hours: Available upon appointment
cwhite@cguhsd.org
520.836.8500 x 3954

COURSE DESCRIPTION:

Grades 10-12 Full year, 1 credit

This course addresses the physical, social, emotional, and mental development of the child. Parental, caregiver, and occupational roles in early childhood professions will be examined. Students interact with children in the on-campus childcare center.



Example

FAMILY AND CONSUMER SCIENCES

Students are encouraged, but not required, to join related student organizations, such as HOSA or Future Educators.

Course Number	Course Name	Grade				Course Length	Prerequisite	Credit	School				
		9	10	11	12				E	P	S	W	
FCS013324	Child Development: Prenatal Through Age 5	•	•	•	•	Term		.5	•	•	•	•	
OTH724324	Concepts, Issues, and Field Experience in Education/Dual Credit			•	•	Term		.75	•	•	•	•	
FCS724124	Contemporary Healthcare Practices/Dual Credit			•	•	Term		.5	•	•	•	•	
FCS022124	Culinary Arts 1	•	•	•	•	Term		.5	•	•	•	•	
FCS022224	Culinary Arts 2	•	•	•	•	Term	•	.5	•	•			
FCS722321 FCS722322	Culinary Arts 3/Dual Credit			•	•	Year	•	1	•	•			
FCS022024	Culinary Arts Lab Assistant				•	Term	•	.5	•	•	•	•	
OTH783524	Culturally Responsive Teaching and Learning/Dual Credit			•	•	Term		.75	•	•	•	•	
FCS013424	Development Across the Lifespan	•	•	•	•	Term		.5	•	•	•	•	
FCS724224	Digital Literacy for Healthcare/Dual Credit			•	•	Term		.5	•	•	•	•	
FCS021024	Families Today	•	•	•	•	Term		.5	•	•	•	•	
FCS098724	Family and Consumer Science/Life Skills	•	•	•	•	Term	•	.5	•	•	•	•	
FCS026224	Food Science Process and Production			•	•	Term		.5	•	•	•	•	
FCS723124	Foundations of Early Childhood Education/Dual Credit			•	•	Term	•	.75	•	•	•	•	

RealCare Program

Child Care Experience

Potential to Earn:  1 Industry Certification  12+ College Credits

Course Work in this Career Pathway

Middle School Career Exploration Courses	Flavors of Culinary Arts, Textiles/Design & Child Development Grades 7 or 8	
Intro-Level Course	Intro to Educational Practices DC Grades 9-12 	
Specialized Courses	Child Development-Prenatal to 5 Grades 9-12	Human Development-Across the Lifespan Grades 9-12
Capstone Course	Foundations in Early Childhood Education DC Grades 11-12 	
Additional Recommended Courses for 4-Year Programs	Concepts, Issues, & Field Experience in Education 	Culturally Responsive Teaching & Learning DC  AP Psychology, Psychology DC or IB Psychology 

Lesson Sections



**FOCUS – CAPTURE
STUDENTS’
ATTENTION**



**LEARN – TEACHES
THE MAIN
OBJECTIVES OF
THE LESSON**



**SUMMARIZE –
REVIEW KEY
POINTS AND
ASSESS**

Lesson 1 – Infant Feeding and Nutrition

- Focus: Pre-Assessment
- Learn: Infant Feeding and Nutrition slide presentation; hands-on practice feeding the 3 and 9 month Babies
- Review Activity Sheet

Child Care Simulation Experience Curriculum

Name: _____ Class: _____

Infant Feeding and Nutrition Notes

Feeding in the 1st Year

- Because of rapid growth, it is critical that infants have the _____.
- Adding _____ at the proper time is important for proper growth and for establishing healthy eating for life.

Months 1 - 4

- Feeding of an infant should always follow the recommendations of their _____ provider to assure that their individual needs are being met.
- Breast milk or infant formula provide all necessary _____.
- Why solid foods are not started yet:
 - Baby does not have the _____ to eat from a spoon.
 - Starting solids too early can lead to _____.
 - Adding solid foods usually does not improve _____.

How much should baby eat?

- Formula feeding for months 1-5

Age	Amount of formula per feeding	Number of feedings per 24 hours
1 month	___ - ___ ounces	___ - ___
2 months	___ - ___ ounces	___ - ___
3-5 months	___ - ___ ounces	___ - ___

Breast feeding

- Because it is hard to know how much baby is getting at each feeding, counting _____ is a good way to know if baby is getting enough.
 - At least _____ wet diapers indicate that baby is getting enough.
- _____ breast milk is easily measured.

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Lesson 2 – The Developmental Domains in Infancy PIES (physical, intellectual, emotional, social)

- Focus: Pre-Assessment
- Learn: Developmental Domains in Infancy slide presentation
- Review: Case Studies

Child Care Simulation Experience Curriculum

Name: _____ Class: _____

PIES Case Studies Worksheet

Directions: Each case study describes an infant. Read the information and complete the chart by identifying examples of how the child is demonstrating the areas of development.

Case Study 1: Ben

Ben is 11 months old. He is social and enjoys making eye contact with others. Ben is trusting, but he shows nervousness when his mother is out of his sight. He like to say da da da when he sees his father walk into the room. He is a happy baby who laughs easily. His family's pet, Oreo, really makes him laugh. He likes to sit on the floor to watch Oreo. Sometimes he stands while holding the furniture for support. His favorite playtime activities are knocking down block towers and playing peek-a-boo. At nap time or bed time, he wants his pacifier and favorite blanket.

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

Case Study 2: 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. He loves tummy time and playing in the bath tub. He has a short attention span. He fusses when left alone but smiles when a new toy is shown to him.

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Lesson 3 – Lesson Planning and Daily Schedule Planning

- Focus: Lesson Planning and Daily Schedule Brainstorm Activity
- Learn: Lesson Planning and Daily Schedule Planning for Infant Slide Presentation; sample schedules
- Review: Child Care Licensing Activity; Lesson Planning for Infants Activity

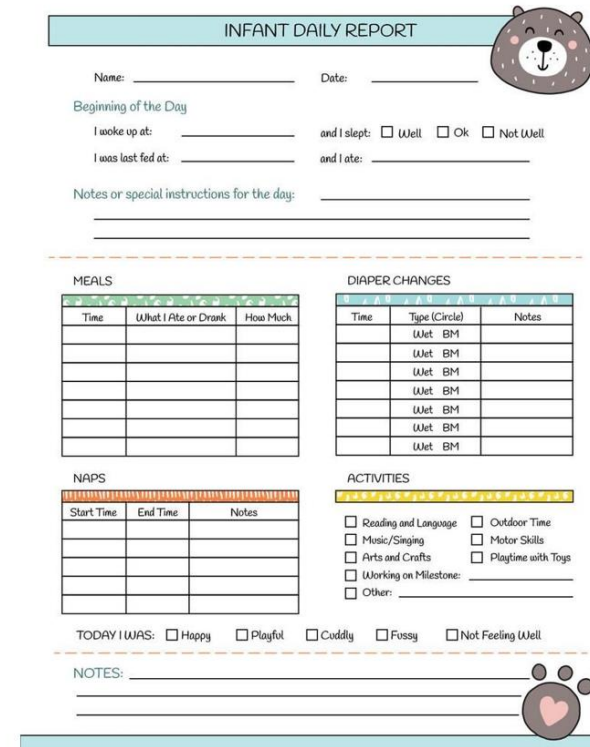
Infant Daily Schedule: Example 2

8-9:00	Drop-off, Bottles/Breakfast
9-9:30	Diapers
9:30-10:00	Circle Time
10-10:30	Bottles/Snack and Diapers
10:30-11:30	Naptime
11:30-12:00	Bottles/Lunch and Diapers
12-12:30	Story Time
12:30-1:00	Outside/ Gross Motor
1:30-2:30	Naptime
2:30-3:00	Bottles/ Snack and Diapers
3-4:00	Sensory Play or Art
4-5:00	Individual Play Time
5-5:30	Pick up

Lesson 4 – Communication With Parents

- Focus: The Seven Be's of Effective Communication with Parents Jigsaw activity
- Learn: Communication Skills for Child Care Professionals Slide Presentation: Infant Daily Reports; Simulation with Reporting Practice
- Review: Assessment Activity

Daily Infant Schedule Report Forms



The form is titled "INFANT DAILY REPORT" and features a cartoon bear illustration. It includes fields for Name and Date, a section for "Beginning of the Day" with prompts for waking up, sleeping, and eating, and a section for "Notes or special instructions for the day". Below these are four tables: "MEALS", "DIAPER CHANGES", "NAPS", and "ACTIVITIES". The "MEALS" table has columns for Time, What I Ate or Drank, and How Much. The "DIAPER CHANGES" table has columns for Time, Type (Circles), and Notes. The "NAPS" table has columns for Start Time, End Time, and Notes. The "ACTIVITIES" section includes checkboxes for Reading and Language, Music/Singing, Arts and Crafts, Working on Milestone, Outdoor Time, Motor Skills, and Playtime with Toys, as well as an "Other" field. At the bottom, there is a "TODAY I WAS:" section with checkboxes for Happy, Playful, Cuddly, Fussy, and Not Feeling Well, followed by a "NOTES:" section with a cartoon bear illustration.

INFANT DAILY REPORT

Name: _____ Date: _____

Beginning of the Day

I woke up at: _____ and I slept: ☐ Well ☐ Ok ☐ Not Well

I was last fed at: _____ and I ate: _____

Notes or special instructions for the day: _____

MEALS

Time	What I Ate or Drank	How Much

DIAPER CHANGES

Time	Type (Circle)	Notes
	Wet BM	
	Wet BM	
	Wet BM	
	Wet BM	
	Wet BM	
	Wet BM	
	Wet BM	

NAPS

Start Time	End Time	Notes

ACTIVITIES

☐ Reading and Language ☐ Outdoor Time

☐ Music/Singing ☐ Motor Skills

☐ Arts and Crafts ☐ Playtime with Toys

☐ Working on Milestone: _____

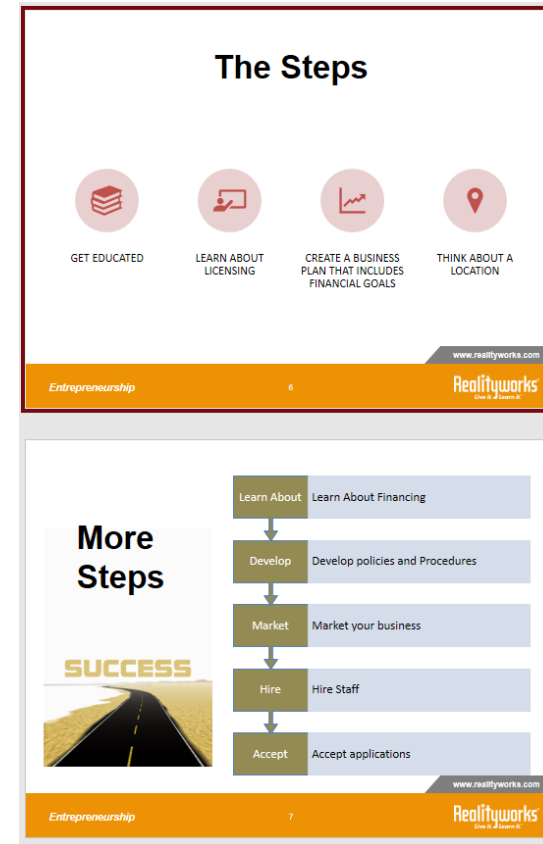
☐ Other: _____

TODAY I WAS: ☐ Happy ☐ Playful ☐ Cuddly ☐ Fussy ☐ Not Feeling Well

NOTES: _____

Lesson 5 – Entrepreneurship: Opening a Child Care Center

- Focus: Child Care Center Dream Sheet
- Learn: Opening a Child Care Center Slide Presentation
- Review: Creating Your Child Care Center Plan



Lesson 6 – Emergency Infant CPR

- Focus: What Do I Do Next? Infant CPR Steps
- Learn: CPR Slide Presentation: Hands-on Practice With Infant CPR
- Review: Emergency Infant CPR Review Test



Lesson 7 – Infant Airway Obstruction

- Focus: What's in the Bag? Identifying Choking Hazards
- Learn: Infant Airway Obstruction Slide Presentation; Hands-on Practice with Infant Airway Obstruction
- Review: Infant Airway Obstruction Emergency Procedures Test



Lesson 8 – Child Care Simulation Experience

- Focus: Introduction to Child Care Baby & Readiness Quiz
- Learn: Practice in Demo Mode; Child Care Simulation Rotation; Scenario Stations
- Review: Debrief and Reflection

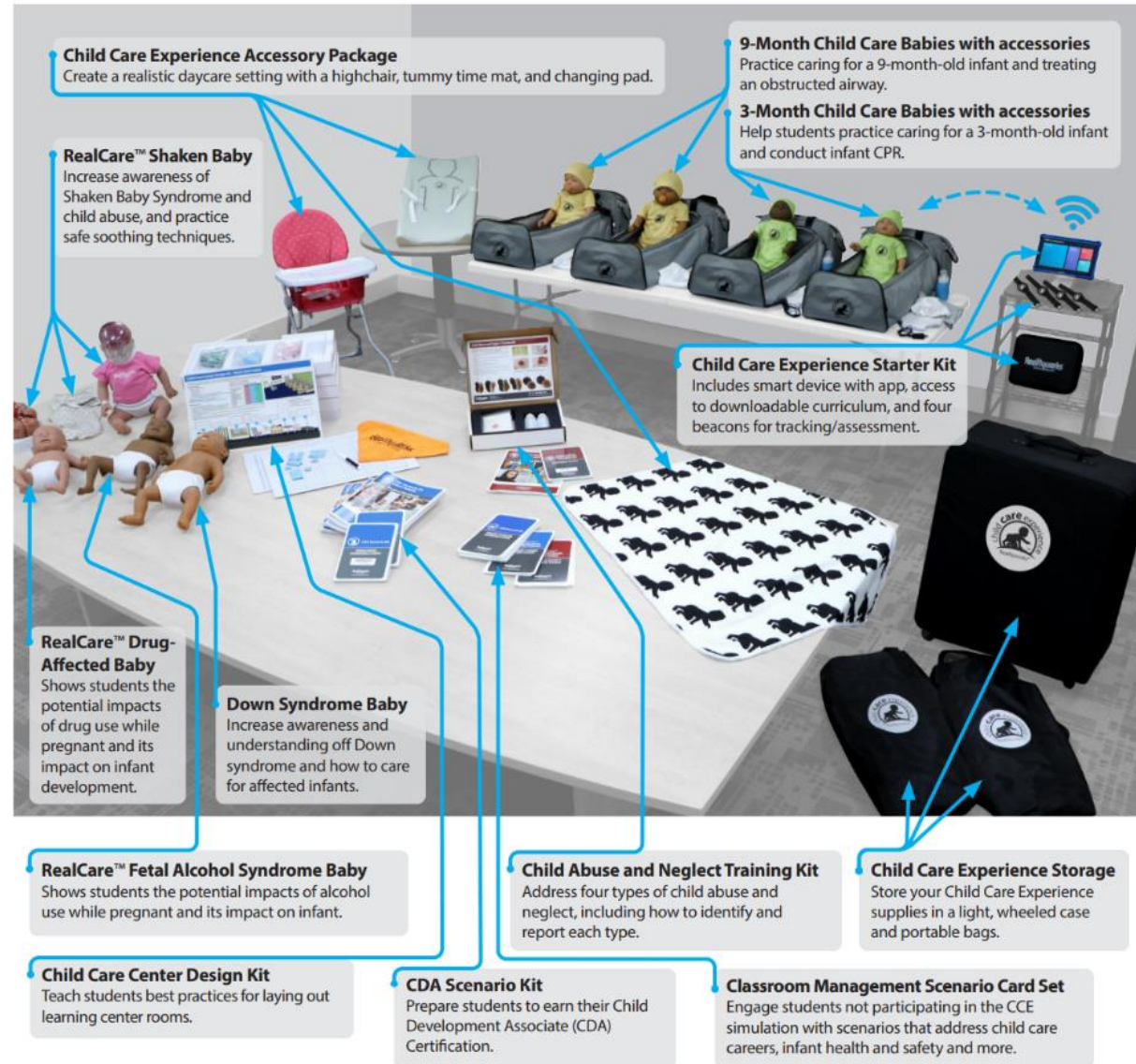




Packages



21st Century Child Care Program



Add-On Child Care Baby

3 Month Baby

- SKU: 11510102
- Bottle
- Swaddling Blanket
- Diapers
- Outfit
- Charger
- Portable Crib
- CPR Kit
- Baby Wristbands (5)

9 Month Baby

- SKU: 11510103
- Solid Food Spoon
- Diapers
- Pacifier
- Outfit
- Charger
- Choking Object
- Portable Crib
- Baby Wristbands (5)

More Resources

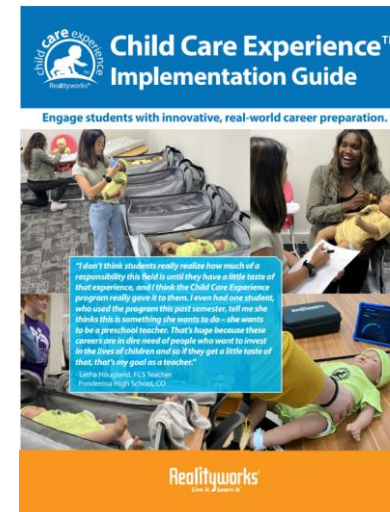
- Implementation Page
- Implementation Guide
- Feature Video
- Archived Webinar
- Product pages

Now what?

- Check out the Child Care Experience Implementation [Page](#)
- Download our Child Care Experience Implementation [Guide](#)
- Feature Video
- Archived Webinar
- Product Pages
- Contact us with questions!

Scan me

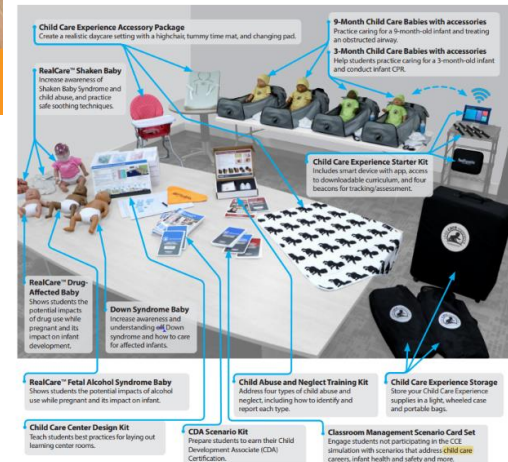
For additional Child Care Experience details
www.realityworks.com/cce-implementation/



Create a 21st Century Child Care Program*

Engage your students, explore careers and teach valuable job skills with our innovative Child Care Experience™ (CCE) program, as well as other child care training tools.

What could your classroom look like?





Questions?





Let's connect!

We can help you start or refresh your own program!

Scan to:

- Connect with your local Realityworks account manager
- Request a free quote
- Ask questions and more

Scan me ↗

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