

# Children's Enrichment Enterprises, Inc.



## PSO-150420

45-Hr Child Development and/or 45-Hr Preschool Course  
45-Hr Child Development and/or 45-Hr Infant/Todd Course  
45-Hr Child Development and/or 45-Hr School-Age Course  
9-Hr Communications Course

## CKO- 152000

65 Core of Knowledge Workshops

MMSR Training Maryland Model for School  
Readiness

## MMSR Domain Training

Infant/Toddler Assessment  
Training

CSEFEL Training

On-Line Core of Knowledge  
Training

On-Line CDA Training

Initial and Renewal And Other

First Aid/CPR Renewal

## Social/Emotional Core of Knowledge Workshop Outcomes 1/01/11 (NEW)

We are pleased to add to our trainings 21 classes developed by the Center on the Social and Emotional Foundations for Early Learning (CSEFEL), a national center focused on strengthening the capacity of Child Care and Head Start to improve the social and emotional outcomes of young children. Topics are organized around six general topics related to social and emotional development and challenging behaviors:

1. Strategies for promoting social skills and emotional development
2. Classroom practices that are designed to prevent challenging behavior
3. Positive parenting practices that promote young children's social and emotional development and prevent and remediate challenging behavior
4. Individualized intervention for use when preventive strategies are not successful

### Child Development

#### 1) **A Manner of Speaking: Saying I'm Sorry - CD**

Training Level - Beginning to Intermediate

2.0 Clock hours - CHILD DEVELOPMENT

Training Outcomes:

1. Teachers will recognize the impact of requiring children to apologize for their behavior.
2. Teachers will develop strategies and alternatives to demanding apologies for transgressions between children in the classroom.
3. Teachers will consider a variety of alternative strategies to reframe conflicts between children using positive guidance techniques.

#### 2) **Brain Research: Bright Beginnings for Babies - CD**

Training Level - Beginning to Intermediate

2.0 Clock hours - CHILD DEVELOPMENT

Training Outcomes:

1. Teachers will list the windows of opportunity for wiring the brains of infants and toddlers.
2. Teachers will identify suggestions for enhancing wiring opportunities during the first 3 years of a child's life.
3. Teachers will describe the wiring opportunities for each domain of development including emotional, social, intellectual (which includes language and cognition), and physical (which includes motor and vision).
4. Teachers will create interactive experiences designed to enhance wiring opportunities in the classroom.
5. Teachers will construct curriculum plans to stimulate wiring opportunities for children in their classrooms.

#### 3) **Brain Research and Its Implications for Early Childhood Programs - CD**

Training Level - Intermediate to Advanced

2.0 Clock hours - CHILD DEVELOPMENT

Training Outcomes:

1. Teachers will understand and apply the environmental implications of brain research to their classrooms.
2. Teachers will understand and apply curricula implications of brain research to their classrooms.
3. Teachers will understand and apply interactions and staffing implications of brain research to their staffing patterns.
4. Teachers will understand and apply family communication implications of brain research to the families with whom they work.

- 4) **Braking Our Impulses: Shifting Gears to Positive Discipline - CD**  
Training Level - Beginning to Intermediate  
2.0 Clock hours - CHILD DEVELOPMENT  
Training Outcomes:  
1. Teachers will refine teaching skills and techniques in examining what children can learn from situations in which behavior problems are present.  
2. Teachers will identify alternative guidance and discipline strategies to use with various behavior problems.
- 5) **Building Spaces, Finding Words - Creating the Context for Positive Discipline - CD**  
Training Level - Intermediate to Advanced  
2.0 Clock hours - CHILD DEVELOPMENT  
Training Outcomes:  
1. Teachers will recognize how positive discipline principles can impact the classroom context.  
2. Teachers will formulate plans for applying positive discipline to the classroom.
- 6) **Facilitating Collaborations among Children - CD**  
Training Level - Intermediate to Advanced  
2.0 Clock hours - CHILD DEVELOPMENT  
Training Outcomes:  
1. Teachers will explain why collaboration among children develops self-esteem, problem solving skills, and negotiation skills.  
2. Teachers will explain why collaboration among children fosters respect between children.  
3. Teachers will identify and integrate collaboration activities in the classrooms.  
4. Teachers will use children's ideas and interests to identify emergent curriculum topics of interest to children that might be worth pursuing through curriculum.  
5. Teachers will identify ways to encourage collaborations among children.  
6. Teachers will explore ways to support collaborative behaviors among children.  
7. Teachers will recognize that children's collaborations enhance feeling of competence and develop problem-solving skills.  
8. Teachers will assess the level of intervention and direction needed to scaffold children's collaborative skills.  
9. Teachers will explore the concept of shared control and collaboration among adults and children.
- 7) **Fostering Emotional Literacy in Young Children: Labeling Emotions - CD (New)**  
Training Level - Intermediate to Advanced  
2.0 Clock hours - CHILD DEVELOPMENT  
Emotional literacy is the ability to identify, understand, and respond to emotions in oneself and others in a Healthy manner. Specific factors impact children's ability to understand emotions including:  
  - Body language
  - Tone of voice
  - Facial expression
  - Physiological response (e.g., crying, sweating)
- 8) **Granting Children Their Emotions -CD**  
Training Level - All Levels  
2.0 Clock hours - CHILD DEVELOPMENT  
Training Outcomes:  
1. Teachers will understand the consequences for healthy child development of not granting children their emotions.  
2. Teachers will empathize with children by listening to children, and by recognizing and accepting expressed emotions.  
3. Teachers will serve as a resource to families on responding with empathy to their children's emotions and why such a response is important.  
4. Teachers will serve as role models for families by demonstrating ways to empathize with children and to recognize and accept expressed emotions.
- 9) **Helping Children Learn to Manage Their Own Behavior - CD (New)**

Training Level – Intermediate to Advanced

2.0 Clock hours – CHILD DEVELOPMENT

One way to help young children manage their own behavior allowing teachers to spend more time teaching and less time dealing with occurrences of challenging behavior is through “Self-Management.” This includes:

- Teach children what is expected of them (e.g., tasks they are supposed to do).
- Keep track of whether or not children completed these tasks.
- Monitor their own behavior and control their own action.

10) **The Impact of Language Differences on Classroom Behavior – CD (New)**

Training Level – Intermediate to Advanced

2.0 Clock hours – CHILD DEVELOPMENT

Teachers will gain a greater understanding of the following concepts:

- Children who speak different languages or dialects at home than what is used for instruction may need additional support to be successful within the center.
- Greater understanding by teachers and care providers is important to these children’s success.
- Some behaviors that second language learners exhibit are similar to those of children with disabilities.
- Some children acquire a second language more easily than others.
- Teachers should be prepared for children’s linguistic developmental differences by understanding how children learn a second language and how they can support children who are learning a second language.

11) **The Impact of Sensory Integration on Behavior: Discovering Our Best Selves – CD**

Training Level – All Levels

2.0 Clock hours – CHILD DEVELOPMENT

Training Outcomes:

1. Teachers will identify four research-based strategies for helping children deal with over-stimulation or under-stimulation in classroom settings.
2. Teachers will evaluate the visual images in their classrooms and make recommendations for positive changes.
3. Teachers will identify topics that they would enjoy investigating together with children.
4. Teachers will demonstrate an understanding of how to use purposeful body movement and connections with nature as ways to channel children’s positive energy in positive directions.

12) **Infants Don’t Pretend, Do They? The Seeds of Dramatic Play – Enhanced by Adults – CD**

Training Level – Beginning to Intermediate

2.0 Clock hours – CHILD DEVELOPMENT

Training Outcomes:

1. Teachers will understand the importance and value of dramatic play with all children, particularly infants and toddlers.
2. Teachers will explore ideas for educating parents and other caregivers about the importance of playing with their children.

13) **Instructive Discipline is Built on Understanding – Choosing *Time In* – CD**

Training Level – Beginning to Intermediate

2.0 Clock hours – CHILD DEVELOPMENT

Training Outcomes:

1. Teachers will differentiate between discipline and punishment.
2. Teachers will define children’s misbehavior as opportunities to teach.
3. Teachers will explore the differences between time out and time in.
4. Teachers will review the school’s written material about discipline to assess if it accurately represents the school’s philosophy of discipline.
5. Teachers will select a name that the school’s approach to discipline will be called.

14) **Interpreting Play to Parents “But, They’re Only Playing”: – CD**

Training Level - Intermediate to Advanced

2.0 Clock hours - CHILD DEVELOPMENT

Training Outcomes:

1. Teachers will explain the importance of play through play environments, curriculum planning, and explaining how they work.
2. Teachers will practice observing children at play in partnership with parents to provide concrete examples of what their child is learning that are congruent with the family's cultural value system.
3. Teachers will describe what children are learning when they play.
4. Teachers will demonstrate to families that their cultural values and beliefs are understood and accepted by modifying descriptions of children's play to match family expectations.

15) **Logical Consequences to Inappropriate Behaviors - CD (New)**

Training Level - Intermediate to Advanced

2.0 Clock hours - CHILD DEVELOPMENT

Teachers will gain a greater understanding of the following concepts:

- The actions or responses that are implemented following a child's inappropriate behavior that serve to discourage the child from engaging in the behavior again
- Used as an alternative to punishment, such as reprimands or scolding
- Used to help guide children by helping them face the results of their behavior

16) **Hard Joys: Managing Behavior with a Creative Mind and a Playful Spirit -CD**

Training Level - Intermediate to Advanced

2.0 Clock hours - CHILD DEVELOPMENT

Training Outcomes:

1. Teachers will understand that most children experience behavioral difficulties at some time.
2. Teachers will identify the variability and uniqueness of each child's experience with behavioral difficulties.
3. Teachers will apply six tools for reshaping difficult behaviors.
4. Teachers will investigate behaviors as signals of underlying developmental issues.
5. Teachers will recognize children's different energy zones and how they apply to behavioral difficulties.
6. Teachers will select solutions for difficulties caused by different energy zones from an array of solutions.

17) **Not in Praise of Praise - CD**

Training Level - Beginning to Intermediate

2.0 Clock hours - CHILD DEVELOPMENT

Training Outcomes:

1. Teachers will understand the advantages and disadvantages of praise.
2. Teachers will identify different positive discipline strategies to use in place of praise.
3. Teachers will practice changing praise statements into reflective listening or encouraging statements.
4. Teachers will refine teaching skills in using reflective listening or encouragement to supplement or replace praise in the classroom.

18) **Promoting Positive Peer Social Interactions - CD (New)**

Training Level - Intermediate to Advanced

2.0 Clock hours - CHILD DEVELOPMENT

Interactions that take place between peers that are positive in nature and successful for both children involved.

Children with Positive Peer Social Interactions tend to have:

- Positive social and emotional development
- Popularity among peers
- Stronger friendships
- More opportunities for classroom activity inclusion

19) **Reality Bites: Biting at the Center - CD**

Training Level - Beginning to Intermediate

## 2.0 Clock hours – CHILD DEVELOPMENT

### Training Outcomes:

1. Teachers will explore the different perspectives from which one might view biting behavior in the classroom including the child's perspective, the family's perspective, and the teacher's perspective.
2. Teachers will understand the developmental nature of biting behavior and how it makes participants feel (including how the child who bites might feel, how the child who has been bitten might feel, how the family might feel and how the teachers might feel).
3. Teachers will develop a comprehensive approach to handling biting that includes a focus on the child who bites might feel, how the child who has been bitten, the family, the classroom, the schedule, and the teachers' problem solving strategies.
4. Teachers will consider additional perspectives of the children in the classroom and the other families in the classroom.

## 20) **Using Motivation Effectively with Young Children - Fortune Cookie Philosophy- CD**

Training Level – Intermediate to Advanced

## 2.0 Clock hours – CHILD DEVELOPMENT

### Training Outcomes:

1. Teachers will explain the difference between intrinsic and extrinsic motivation and be able to give examples of how each type of motivation is used in their classrooms.
2. Teachers will identify how routines can tap into children's intrinsic motivation by making active choices about what they want to do.
3. Teachers will explore the impact of the physical environment on children's intrinsic motivation.
4. Teachers will identify ways to create appropriate environments to help children engage and participate educationally in activities they select.
5. Teachers will identify the role adult interaction plays in influencing children's play, social interactions, and motivation.
6. Teachers will practice three key teaching strategies for increasing children's intrinsic motivation through interactions and using encouragement.
7. Teachers will describe four ways to involve families in understanding the importance of motivating their children in ways that encourage learning.

## 21) **Using Sign Language as a Tool to Communicate – Caring for Little Ones - CD**

Training Level – All Levels

## 2.0 Clock hours – CHILD DEVELOPMENT

### Training Outcomes:

1. Teachers will identify sign language as a means of communication and a means of supporting self-esteem.
2. Teachers will demonstrate 8-10 signs for needs meeting words such as more, all done, mommy, daddy, stop, etc.
3. Teachers will create hand sign placards and pair them with the spoken words that match the signs.
4. Teachers will combine hand sign with words in the classroom setting.

## 22) **What's So Positive About Positive Discipline? – CD**

Training Level - Intermediate to Advanced

## 2.0 Clock hours – CHILD DEVELOPMENT

### Training Outcomes:

1. Teachers will understand the concept of positive discipline.
2. Teachers will formulate specific ideas for applying positive discipline to the classroom by:
  - becoming reliable, ethical role model
  - basing expectation of behavior on knowledge of child development as well as knowledge of individual children
  - respectfully and completely explaining rules to children and families on a routine basis
  - identifying reasonable, related, and respectful consequences
  - understanding and analyzing the underlying causes and motivation for inappropriate behavior
  - identifying behaviors that might require further intervention by helping professionals
  - focusing on preventing problem situations
  - giving attention and encouragement to children for meeting classroom expectations as well as for typical behavior
  - focusing on what children can do instead of on what they can't or shouldn't do

- giving children many age- appropriate choices
- identifying and discussing feelings openly
- coaching children in using more sophisticated social problem-solving skills including sharing, trading, dividing resources, compromising, negotiating, strategizing
- avoiding labeling children
- channeling excess energy into more appropriate and constructive pursuits

## CURRICULUM

### 1) **A Joyful Journey to Literacy: The Great Debate - CURR**

Training Level - Beginning to Intermediate

2.0 Clock hours - CURRICULUM

Training Outcomes:

1. Teachers will identify and remember 4 basic principles of emergent literacy.
2. Teachers will examine stages of literacy development and list strategies to help children develop at each stage.
3. Teachers will evaluate their current literacy strategies, identify strengths and weaknesses, and make a plan for positive changes.
4. Teachers will select new literacy strategies to use in the classroom.

### 2) **Building Character through Community Service - CURR**

Training Level - All Levels

2.0 Clock hours - CURRICULUM

Training Outcomes:

1. Teachers will describe the connections between community service and ethical development in young children.
2. Teachers will select an appropriate community service project to implement with children and families in their classrooms.
3. Teachers will identify the benefits of service learning to children's educational experiences.
4. Teachers will choose community service project possibilities that emerge from their observations of children's interests and concerns.

### 3) **Choosing Courage in a Climate of Fear - CURR**

Training Level - All Levels

2.0 Clock hours - CURRICULUM

Training Outcomes:

1. Teachers will identify children's fears and ways to respect them.
2. Teachers will describe ways to respond to children's fears with curiosity.
3. Teachers will identify ways to investigate children's fears through curriculum activities.
4. Teachers will examine their own fears and how those fears might affect the children with whom they work.

### 4) **Conversations with Children: The Common Thread in Our Work - CURR**

Training Level -Intermediate to Advanced

2.0 Clock hours - CURRICULUM

Training Outcomes:

- 1) Teachers will implement the elements of high quality interactions and conversation with children.
- 2) Teachers will explain the value of conversation as a strategy to meet multiple educational goals in the classroom.
- 3) Teachers will implement strategies for capturing teachable moments with conversation.
- 4) Teachers will identify new ways to address educational goals and standards by integrating them via conversation throughout the classroom and throughout the day.

### 5) **Helping Children Make Transitions between Activities - CURR (New)**

Training Level - Intermediate to Advanced

2.0 Clock hours - CURRICULUM

Teachers will gain a greater understanding of the following concepts regarding transitions:

- Allow children to move individually from one area to another area when they complete an activity (e.g., as children finish snack, they are encouraged to go to the carpet and choose a book; as children finish putting away their coats and backpacks they are encouraged to get a puzzle).
- Teach children to help others (e.g., have children move as partners from one activity to another or ask one child to help another child gather his/her backpack).
- Help children self-monitor during transitions (e.g., children can be asked to think about how quietly or quickly they moved from one activity to another).

6) **Helping Children Understand Routines and Classroom Schedules - CURR (New)**

Training Level - Intermediate to Advanced

2.0 Clock hours - CURRICULUM

Teachers will gain a greater understanding of the following concepts:

- The terms routines and schedules are often used interchangeably.
- Schedules represent the big picture and list main activities to be completed daily.
- Routines represent the steps done to complete the schedule.

7) **How Children Build Their Understanding of Numbers - CURR**

Training Level - Beginning to Intermediate

2.0 Clock hours - CURRICULUM

Training Outcomes:

1. Teachers will identify the three different levels of meaning for number words.
2. Teachers will describe the characteristics of children who are at the preoperational and concrete operations stages of cognitive development according to Jean Piaget.
3. Teachers will distinguish between the thinking of a preoperational child and a concrete operations child and identify additional examples of each based on classroom observation or experience.
4. Teachers will list several examples of ways to help preoperational and concrete operations children build their concepts of interval numbers by classifying objects, seriating materials, and matching patterns.

8) **Learning through Music: The Support of Brain Research - CURR**

Training Level - Beginning to Intermediate

2.0 Clock hours - CURRICULUM

Training Outcomes:

1. Teachers will identify the developmental enhancements that music can provide to young children.
2. Teachers will integrate musical activities into their curriculum, routines, and transitions.
3. Teachers will relate the importance of musical activities for positive developmental and learning outcomes to families.

9) **Math in Early Childhood - CURR**

Training Level - Beginning to Intermediate

2.0 Clock hours - CURRICULUM

Training Outcomes:

1. Teachers will describe Piaget's sensory-motor and preoperational stages of cognitive development.
2. Teachers will list ways to focus on play, exploration, and constructive approaches to learning math.
3. Teachers will list ways to help children build a large body of general knowledge that supports emerging math skills.
4. Teachers will list ways to address gender stereotypes and sexism in the classroom related to children's math abilities.

10) **Play and the Outdoors: What's New Under the Sun? - CURR**

Training Level - Beginning to Intermediate

2.0 Clock hours - CURRICULUM

Training Outcomes:

1. Teachers will define their role in outdoor play.
2. Teachers will describe how to use the outdoors as an extension of the classroom.
3. Teachers will explain why outdoor play is important.
4. Teachers will describe the importance of assessment for outdoor play.

11) **The Project Approach in the Early Years – (Part I, II, and III) - 3 Sessions – CURR**

Training Level – Intermediate to Advanced

6.0 Clock hours - CURRICULUM

Training Outcomes:

1. Teachers will identify the three phases of a project.
2. Teachers will analyze a curriculum project.
3. Teachers will use observation to identify potential topics of interest to children.
4. Teachers will identify possible project ideas to explore with children in their classrooms.
5. Teachers will implement one project to explore the project approach to curriculum further.

12) **Promoting Humor in an Early Childhood Program- CURR**

Training Level – Beginning to Intermediate

2.0 Clock hours – CURRICULUM

Training Outcomes:

1. Teachers will learn specific techniques and activities for applying humor to working with all ages of children.
2. Teachers will learn how to enhance the mood of the classroom through humor.
3. Teachers will gain an awareness of the benefits of using humor in an early childhood setting.
4. Teachers will better understand the developmental process of humor in children

13) **Recycled Materials – CURR**

Training Levels – Beginning to Intermediate

2.0 Clock hours - CURRICULUM

Training Outcomes:

1. Teachers will list recycled materials that can be used in the classroom.
2. Teachers will explain uses of recycled materials in the classroom.
3. Teachers will illustrate their understanding of supportive communication with children.
4. Teachers will analyze children’s play for learning objectives.

14) **Supporting Constructive Play in the Wild – CURR**

Training Level - Intermediate to Advanced

2.0 Clock hours - CURRICULUM

Training Outcomes:

1. Teachers will learn how to make constructive play available to children.
2. Teachers will learn the difference between motor play and constructive play.
3. Teachers will learn which constructive play develops.
4. Teachers will understand what materials need to be available to encourage constructive play.
5. Teachers will assess their outdoor environments to ascertain which components of constructive play are available and which are missing.
6. Teachers will explore ideas for bringing the classroom outdoors.
7. Teachers will determine ways to respond to the challenge of loose parts in the outdoor environment.

15) **Understanding Diversity and Promoting an Anti-bias Curriculum – CURR**

Training Level – All Levels

## 2.0 Clock hours - CURRICULUM

Training Outcomes:

1. Teachers will learn a working definition of an anti-bias curriculum
2. Teachers will learn new ways to promote an anti-bias curriculum throughout daily living with young children.
3. Teachers will gain an understanding of developmental issues that relate to anti-bias education.
4. Teachers will learn the skills and information for planning programs that encourage an appreciation and enjoyment of diversity in the early childhood setting.

### 16) **Using Classroom Activities and Routines to Support Peer Interaction - CURR (New)**

Training Level - Intermediate to Advanced

2.0 Clock hours - CURRICULUM

Teachers will gain a greater understanding of the following concepts:

- Actively teaching social skills.
- Planning around routines and activities.
- Arranging the environment.

## **Health, Safety & Nutrition**

### 1) **Becoming a Sun-Safe Early Care and Education Center - HSN**

Training Level - All Levels

2.0 Clock hours - HEALTH, SAFETY & NUTRITION

Training outcomes:

1. Teachers will explain the health consequences of sun exposure for young children.
2. Teachers will describe the four steps to sun safety.
3. Teachers will construct a classroom sun safety plan.
4. Teachers will communicate the program's sun safety plan to families.

### 2) **Breastfeeding Promotion in Early Care and Education - HSN**

Training Level - All Levels

2.0 Clock hours - HEALTH, SAFETY & NUTRITION

Training Outcomes:

1. Teachers will list the health benefits of breastfeeding.
2. Teachers will describe the emotional benefits of breastfeeding.
3. Teachers will demonstrate ways to support breastfeeding mothers by providing an open invitation to breastfeed during the day, a private, comfortable place to breastfeed, and labeled baskets in the freezer for the storage of frozen breast milk.
4. Teachers will share information about breastfeeding benefits with others in their school communities.

### 3) **Exclusion of Children with Fevers from Child Care -HSN**

Training Level - All Levels

2.0 Clock hours - HEALTH, SAFETY & NUTRITION

Training Outcomes:

1. Teachers will explain how illness is spread.
2. Teachers will identify when a child with an elevated temperature should not be in a group care setting.
3. Teachers will distinguish between false beliefs and current best practices related to elevated temperature.
4. Teachers will identify who should be excluded from group care settings based solely on elevated temperature.
5. Teachers will summarize the recommendations for determining when to exclude children from group care settings.
6. Teachers will discuss how to handle conflicting opinions from health care professionals.

### 4) **Hand Hygiene in Early Care and Educational Settings - HSN**

Training Level - All Levels

2.0 Clock hours – HEALTH, SAFETY, & NUTRITION

Training Outcomes:

1. Teachers will understand the American Academy of Pediatrics/American Public Health Association's standard for hand hygiene in the early care and education setting.
2. Teachers will apply suggestions for appropriate hand hygiene to their hand washing behavior in the Classroom.
3. Teachers will identify when alcohol-based hand sanitizers are appropriate and inappropriate.
4. Teachers will recognize the impact of modeling good hand hygiene on children in their program.
5. Teachers will demonstrate appropriate hand hygiene in the classroom.
6. Teachers will design and implement a monitoring and evaluation system that includes regular and unannounced direct observation.

5) **Maintaining a Hygienic Environment: Six Tips for Germ Control -HSN**

Training Level – Beginning to Intermediate

2.0 Clock hours – HEALTH, SAFETY, & NUTRITION

Training Outcomes:

1. Teachers will explore six tips for maintaining a hygienic environment.
2. Teachers will understand the differences between cleaning and sanitizing.
3. Teachers will know when to clean and when to sanitize.
4. Teacher will analyze their environments and cleaning and sanitizing routines to identify ways to avoid unnecessary contamination in the classroom.

6) **Nutrition and Child Development – HSN**

Training Level – All Levels

2.0 Clock hours – HEALTH, SAFETY, & NUTRITION

Training Outcomes:

1. Teachers will connect child growth and child development as key components for healthy development.
2. Teachers will explain the consequences of malnutrition.
3. Teacher will develop a plan to improve the facilitation of good nutrition habits in their programs.
4. Teachers will identify the components of good nutrition.
5. Teachers will investigate their role in helping children acquire and use nutritional eating patterns.
6. Teachers will design and implement a nutrition education program to impact children's nutritional health.

7) **SIDS: Saving Babies in Our Communities – HSN**

Training Level - Beginning

2.0 Clock hours – HEALTH, SAFETY, & NUTRITION

Training Outcomes:

1. Teachers will understand what Sudden Infant Death Syndrome (SIDS) is.
2. Infant teachers will know the risk factors that contribute to Sudden Infant Death Syndrome (SIDS).
3. Teachers will understand why infants under the age of 12 months are always put to sleep on their backs.
4. Teachers will learn teaching strategies to collaborate with families to understand the risks of SIDS and how to reduce the chances of their babies becoming victims of SIDS.

8) **Who Needs This Mess? Family-Style Meals – HSN**

Training Level – Beginning to Intermediate

2.0 Clock hours – HEALTH, SAFETY, & NUTRITION

Training Outcomes:

1. Teachers will understand the concept of mealtimes as curriculum,
2. Teachers will identify the steps needed to transition from restaurant style meal service to family style meal service.
3. Teachers will make a plan to handle messes and spills.
4. Teachers will list the benefits of family-style meal service for children.
5. Teachers will understand the importance of respecting children's choices about what they eat.

**Special Needs**

1) **Art for All Children: A Conversation About Inclusion - SN**

Training Level - All Levels

2.0 Clock hours - SPECIAL NEEDS

Training Outcomes:

1. Teachers will create with a simple art material; reflect on their thinking, doing, and making processes and have increased awareness of creative thinking and learning with art materials.
2. Teachers will identify the ways their art expression is the same and different from the work of their peers.
3. Teachers will describe developmental changes in children's drawing.
4. Teachers will understand how to guide an art experience with children that fosters an appreciation for diversity and recognition of similarity in their art.

2) **Gaining A Greater Understanding of ADHD - SN**

Training Level - Intermediate to Advanced

2.0 Clock hours - SPECIAL NEEDS

Training Outcomes:

1. Teachers will be able to define "special needs" as a legal term.
2. Teachers will understand attention deficit hyperactivity disorder and the accompanying behaviors.
3. Teachers will gain awareness of how to address behaviors exhibited by children with ADHD.

3) **Helping Children Express Their Wants and Needs - SN (New)**

Training Level - Intermediate to Advanced

2.0 Clock hours - SPECIAL NEEDS

Children with communication disorders may display the following characteristics in multiple environments:

- Use of limited number of words
- Difficulty understanding concepts
- Problems following directions
- Displaying frustration when trying to communicate

4) **Inclusion: The Role of the Program - SN (New)**

Training Level - Intermediate to Advanced

2.0 Clock hours - SPECIAL NEEDS

Teachers will gain a greater understanding of the following concepts:

- **The Americans with Disabilities Act (ADA)** a federal civil rights law, which states that people with disabilities are entitled to equal rights in employment, state and local public services, and public accommodations, such as schools and early childhood programs, including child care centers, Head Start programs, and family child care homes.
- **Section 504 of the Rehabilitation Act** Prohibits discrimination against children and adults on the basis of a disability by any program or activity receiving federal financial assistance.
- **Individuals with Disabilities Education Act (IDEA)** Ensures that all children and youth with disabilities have access to a free, appropriate public education

5) **Learning Materials for Children of All Abilities: Begin with Universal Design - SN**

Training Level - All Levels

2.0 Clock hours - SPECIAL NEEDS

Training Outcomes:

1. Teachers will demonstrate an understanding of universal design and how it applies to early childhood learning materials.
2. Teachers will identify different ways to adapt learning materials so they are more usable by children with or without disabilities.
1. Teachers will evaluate learning materials based on criteria for universal design and use by children with Disabilities

6) **Positive Behavior Support: An Approach to Address Challenging Behavior - SN (New)**

Training Level - Intermediate to Advanced

2.0 Clock hours – SPECIAL NEEDS

Teachers will gain a greater understanding of the following concepts:

- An individualized approach to developing effective interventions for children with severe challenging behavior
- Developed from the science of applied behavior analysis (behavior modification)
- Incorporates the values of child-centered approaches

7) **Positive Strategies for Children with Sensory Integration Challenges – SN**

Training Level –Intermediate to Advanced

2.0 Clock hours – SPECIAL NEEDS

Training Outcomes:

1. Teachers will describe ways to support and celebrate individual differences in sensory integration.
2. Teachers will list reasons children with sensory integration difficulties need nature and experiences in the natural world.
3. Teachers will identify why multi-sensory experiences with nature contribute to children’s sensory integration.
4. Teachers will identify curriculum activities to encourage children to move their bodies.
5. Teachers will describe ways indoor and outdoor environments can support children with sensory integration challenges.
6. Teachers will describe ways for teachers to ally with families of children with sensory integration challenges.

8) **Programs for Vulnerable Children; and Child Protection Requirements – SN**

Training Level – All Levels

Clock hours – SPECIAL NEEDS

Training Outcomes:

1. Teachers will describe the variety of early childhood programs that serve vulnerable populations of children.
2. Teachers will identify ways early childhood programs reach and serve vulnerable children.
3. Teachers will summarize the goals and objectives of early childhood programs serving special populations of children.
4. Teachers will identify early childhood programs in their community that serve vulnerable children.
5. Teachers will select an early childhood education program that serves vulnerable children and get additional information about their programs.
6. Teachers will explain professional advocacy roles and responsibilities related to vulnerable children.
7. Teachers will make a plan to visit and learn more about a local program that serves vulnerable children.
8. Teachers will list information they would like to find out during the visit.
9. Teachers will describe ways to advocate for vulnerable children.
10. Teachers will learn the types of abuse and/or neglect prevalent in the lives of young children. (including Social/Emotional abuse and/or neglect; and Physical abuse and/or neglect.
11. Teachers will understand the legal requirements of Child Protection (including the Signs, Symptoms, and Reporting Requirements of suspected Child Abuse and/or Neglect.

9) **The Role of Time-Out In Addressing Challenging Behaviors – SN (New)**

Training Level – Intermediate to Advanced

2.0 Clock hours – SPECIAL NEEDS

Coming Soon

10) **Using Your Senses to Adapt Environments – Checklist for an Accessible Environment – SN**

Training Level – Beginning to Intermediate

2.0 Clock hours – SPECIAL NEEDS

Training Outcomes:

1. Teachers will identify accessible features of the environment that increase classroom safety and access for children with special needs.
2. Teachers will describe ways to encourage children’s participation and learning by adapting the physical, auditory, visual, or social environment.
3. Teachers will apply their understanding of accessibility and accommodation to suggest at least one practical change they could make in the environment.

**Professionalism**

- 1) **Acknowledging Children's Positive Behaviors - PROF (New)**  
Training Level - Intermediate to Advanced  
2.0 Clock hours - PROFESSIONALISM  
Coming Soon
  
- 2) **An Introduction to Action Research - PROF**  
Training Level - Intermediate to Advanced  
2.0 Clock hours - PROFESSIONALISM  
Training Outcomes:
  1. Teachers will be able to describe action research and how it will be used in the classroom to address teaching challenges and enhance teaching effectiveness.
  2. Teachers will list the six steps of action research.
  3. Teachers will identify three of the approaches to action research.
  4. Teachers will identify a classroom problem for which action research may be a useful tool for addressing the problem (the question).
  5. Teachers will develop a plan to complete an action research project on the identified problem.
  
- 3) **Assessing Mathematical Learning - PROF**  
Training Level - Intermediate to Advanced  
2.0 Clock hours - PROFESSIONALISM  
Training Outcomes:
  1. Teachers will explore the purposes, values, and uses of assessment to determine children's understanding of mathematical concepts.
  2. Teachers will identify and evaluate their current mathematics assessment practices.
  3. Teachers will brainstorm and list a variety of methods for assessing children's understanding of mathematical concepts in each of the 5 areas of mathematics understanding.
  4. Teachers will role-play questioning strategies which will help to improve student responses.
  5. Teachers will list and explain ways to document assessment of children's understanding of mathematical concepts.
  6. Teachers will create a mathematics assessment plan for their classroom.
  
- 4) **Building Positive Teacher-Child Relationships - PROF (New)**  
Training Level - Intermediate to Advanced  
2.0 Clock hours - PROFESSIONALISM  
Teachers will gain a greater understanding of the following concepts:
  - Positive teacher/child relationships influence success in elementary school
  - Positive teacher/child relationships are related to:
    - Good peer interactions
    - Positive relationships with future teachers
    - Lower levels of challenging behaviors
    - Higher levels of competence in school
  
- 5) **Designing and Creating Natural Play Environments - PROF**  
Training Level - All Levels  
2.0 Clock hours - PROFESSIONALISM  
Training Outcomes:
  1. Teachers will explore creating a more natural kind of outdoor environment that includes different colors, sounds, textures and scents.
  2. Teachers will explore what children might discover, learn, and experience in a natural play environment.
  3. Teachers will design a strategy for enlisting family members and staff to create a more natural outdoor learning environment.
  
- 6) **Docia Shares a Story about Making Rules - PROF**  
Training Level - Beginning

2.0 Clock hours - PROFESSIONALISM

Training Outcomes:

1. Teachers will explore the idea of setting rules in the classroom setting.
2. Teachers will assess the developmental appropriateness of their classroom rules.
3. Teachers will recognize appropriate formats for the classroom rules.
4. Teachers will re-evaluate classroom rules to consider modifying or amending them.

7) **Expressing Warmth and Affection to Children - PROF (New)**

Training Level - Intermediate to Advanced

2.0 Clock hours - PROFESSIONALISM

Teachers will gain a greater understanding of the following concept regarding how Teacher- Child Warmth and Affection impact the following:

- Contribute to secure relationships between children and adults
- Provide models of positive, gentle, behavior
- Are linked with ability to interact positively with peers
- Cause teachers to feel enjoyed and appreciated

8) **Functional Behavioral Assessment: What are Children Trying to Tell Us? - PROF (New)**

Training Level - Intermediate to Advanced

2.0 Clock hours - PROFESSIONALISM

Teachers will gain a greater understanding of the following concepts:

- Functional Behavioral Assessment (FBA) is used to understand the purpose or function of a specific challenging behavior exhibited by a child.
- FBA is a process for developing an understanding of a child's challenging behavior, and, in particular, how the behavior is influenced by environmental events.
- FBA identifies the environmental factors or events that consistently predict or result from children's challenging behavior.

9) **Great Places to Be a Baby: Infants' and Toddlers' Learning Environments - PROF**

Training Level - Beginning

2.0 Clock hours - PROFESSIONALISM

Training Outcomes:

1. Teachers will chart characteristics of Greenman's four infant and toddler jobs.
2. Teachers will critique infant rooms focusing on appropriate and inappropriate learning environments.
3. Teachers will critique young toddler rooms focusing on appropriate and inappropriate learning environments.
4. Teachers will explain the importance of an appropriate environment for infants and toddlers.

10) **How Do I Relate and Share Professionally - PROF**

Training Level - Intermediate to Advanced

2.0 Clock hours - PROFESSIONALISM

Training Outcomes:

1. Teachers will understand how to relate to other staff professionally.
2. Teachers will be able to establish and maintain a professional/political web by advocating for policies, debating professionalism, guiding practices, and by improving communication and listening.

11) **Managing Home and Work Responsibilities - PROF**

Training Level - Beginning to Intermediate

2.0 Clock hours - PROFESSIONALISM

Training Outcomes:

1. Teachers will gain an awareness of the unbalancing beliefs in regard to work and family.
2. Teachers will better understand the ways to change beliefs to more positive ways of thinking.
3. Teachers will learn resources to help early childhood providers maintain a sense of balance in their lives.

12) **Meaningful Work for Young Children - PROF**

Training Level - Intermediate to Advanced

2.0 Clock hours - PROFESSIONALISM

Training Outcomes:

1. Teachers will differentiate between toys and materials that create opportunities to work, to play, and to be entertained.
2. Teachers will explain why children should spend as much or more time doing chores, playing, participating in self-initiated individual and group play, and doing homework as being entertained.
3. Teachers will identify the impact of age, sex-role expectations, and ethnic differences in role expectations on children's work, play, and entertainment.
4. Teachers will make a point to use real work to address challenging behaviors.
5. Teachers will distinguish between praising children for completing work tasks, and allowing children to determine the value of their own work.

13) **NAEYC Code of Ethical Conduct & Statement of Commitment - PROF**

Training Level - Intermediate to Advanced

2.0 Clock Hours - PROFESSIONALISM

1. Teachers will provide a definition of a code of ethics.
2. Teachers will state three reasons why a Code of Ethics is important in the field of early childhood.
3. Teachers will name the four areas addressed by the NAEYC Code of Ethics
4. And define a practical application for each area.

14) **Observation: The Primary Tool in Assessment/To See Each Child with Wisdom, Humor, and Heart - PROF**

Training Level - Beginning to Intermediate

2.0 Clock hours - PROFESSIONALISM

Training Outcomes:

1. Teachers will explain the importance of observing, recording, and sharing information.
2. Teachers will plan curriculum based on group as well as individual needs based on the information gathered through observation.
3. Teachers will plan activities that allow opportunities for the teacher to be an "outside observer" and a "participant observer."
4. Teachers will distinguish between testing and observation.
5. Teachers will practice using different strategies for observing and taking observation notes.

15) **The Power of Observation - PROF**

Training Level - Beginning to Intermediate

2.0 Clock hours - PROFESSIONALISM

Training Outcomes:

1. Teachers will explain how to use observation to appreciate and like individual children as a starting point to building relationships with families.
2. Teachers will describe the different sets of information that teachers have about children in their classroom and that families have about their child at home.
3. Teachers will list strategies for finding points of entry with children and families.
4. Teachers will distinguish between one's own attitudes, assumptions, and expectation about people and events and those of the families of children in their classroom.
5. Teachers will construct a plan for organizing, reviewing, and using information from observation notes.
6. Teachers will list strategies to use observations to inform interactions, teaching, and curriculum, and/or to communicate with families.

16) **Promoting Healthy Development in the Consumer Culture - From "I Want It!" to "I Can Do It!" - PROF**

Training Level - All Levels

2.0 Clock hours - PROFESSIONALISM

Training Outcomes:

1. Teachers will summarize the issues that impact children in a consumer culture.
2. Teachers will investigate how children's thinking makes them vulnerable to marketing.
3. Teachers will investigate how marketing to children can make undermine their development and learning.
4. Teachers will explore strategies for empowering children to evaluate the accuracy of marketing pitches.
5. Teachers will construct curriculum plans to address consumerism in developmentally appropriate ways in the classroom.
6. Teachers will apply teaching strategies designed to support children's problem solving related to consumerism.

17) **Recognizing the Essentials of Developmentally Appropriate Practice – PROF**

Training Levels – Beginning to Intermediate

2.0 Clock hours - PROFESSIONALISM

Training Outcomes:

1. Teachers will define developmentally appropriate practice as an approach to informed decision making within the context of the early childhood classroom.
2. Teachers will identify three essential components or principles of developmentally appropriate practice.
3. Teachers will understand that developmentally appropriate practice is more than a list of do's and don'ts.
4. Teachers will identify misconceptions about developmentally appropriate practice.
5. Teachers will show how an understanding of early childhood education and development supports developmentally appropriate practice.
6. Teachers will examine the concept of previous knowledge.
7. Teachers will examine children's contextual factors.
8. Teachers will analyze how respect for children is translated into teaching behavior.
9. Teachers will plan ways to apply the essentials of developmentally appropriate practice to their teaching practice.

18) **Strategies to Increase Peer Social Interactions: Prompting and Acknowledgment –PROF**  
**(New)**

Training Level – Intermediate to Advanced

2.0 Clock hours – PROFESSIONALISM

Teachers will gain a greater understanding of the following concepts--

Cues in the environment include:

- Placing four chairs at a table, when you want no more than four children to work at that table during center time.
- Displaying photographs in the Block Area of children from the classroom building with blocks in that area.
- Labeling children's journals with both their photographs and their names, so they know which one belongs to them.

Direct instruction in social skills include:

- Providing a child with words to use when he wants another child's toy, and then asking him to practice. For example, the teacher might say, "Ask Alejandro if you can use the tow-truck when he is finished with it."
- Telling a child that she should come to the meeting area when she hears the class" gathering song."

19) **Supportive Social Learning – PROF**

Training Level - Intermediate to Advanced

2.0 Clock hours - PROFESSIONALISM

Training Outcomes:

1. Teachers will identify the four supportive social learning components,
2. Teachers will list appropriate listening skills,
3. Teachers will generate statements of supportive communication to use with students,
4. Teachers will evaluate supportive communication situations,

20) **Time Out: How It is Abused – What it Could/Should Look Like - PROF**

Training Level – Beginning

2.0 Clock hours - PROFESSIONALISM

Training Outcomes:

1. Teachers will recognize the difference between time out used by teachers in a positive way and time out used by teachers in a negative or inappropriate way.
2. Teachers will understand appropriate teaching strategies to use when applying time out.
3. Teachers will analyze the effects of time out on children and their behaviors.

21) **Using Choices and Preferences to Promote Improved Behavior – PROF (New)**

Training Level – Intermediate to Advanced

2.0 Clock hours – PROFESSIONALISM

Teachers will gain a greater understanding of the following concepts:

- Offering children choices.
- Happens at specific points in time.
- Happens throughout the day.
- Child has a choice between two or more activities or materials.
- Children must be given access to the choices they choose.

22) **Using Environmental Strategies to Promote Positive Social Interactions – PROF (New)**

Training Level – Intermediate to Advanced

2.0 Clock hours – PROFESSIONALISM

Teachers will gain a greater understanding of the following concepts:

- Researchers have demonstrated the importance of peer relationships in childhood and later life adjustment; for example connections have been found between peer relationship problems and loneliness, feelings of depression, and feelings of anxiety.
- Peer relationship difficulties in childhood could result in later serious internalizing difficulties, including withdrawal and depression in adulthood. In addition, low acceptance by peers was found to be predictor of grade retention, school drop out, mental health problems, and behavior problems

22) **Using Functional Communication Training to Replace Challenging Behavior – PROF (New)**

Training Level – Intermediate to Advanced

2.0 Clock hours – PROFESSIONALISM

Teachers will gain a greater understanding of the following concepts:

- FCT is a strategy for use with children who:
  - Require more individualized intervention
  - Are unresponsive to classroom-wide prevention strategies
- FCT involves identifying the function or purpose of the child's challenging behavior
- FCT involves teaching an appropriate replacement behavior that will serve the same purpose for the child

23) **Using the Power of Nature to Help Children Heal – PROF**

Training Level – Intermediate to Advanced

2.0 Clock hours – PROFESSIONALISM

Training Outcomes:

1. Teachers will assess children's fears and misconceptions about natural environments.
2. Teachers will understand how children's connections with nature can help them heal and cope with trauma, sadness, violence, fear, depression, attention deficits, and hyperactivity.
3. Teachers will identify teaching strategies to help children develop a sense of the seasons.
4. Teachers will identify teaching strategies to help children develop a sense of themselves as nurturers.
5. Teachers will identify teaching strategies to help children develop a connection to the timeless and larger-than-life elements of nature.
6. Teachers will identify teaching strategies to develop bonds with the natural world in order to feel trust and comfort from connections with the natural world.

24) **What Assessment Means to Early Childhood Educators – PROF**

Training Level – Beginning to Intermediate

2.0 Clock hours – PROFESSIONALISM

Training Outcomes:

1. Teachers will define assessment and explain why it is important.
2. Teachers will list a variety of methods and strategies available for assessment.
3. Teachers will distinguish between traditional approaches and alternative approaches to assessment.
4. Teachers will describe curriculum- based assessment, performance-based assessment, and dynamic assessment.
5. Teachers will list challenges in assessing young children.

## Community

### 1) **Appreciating and Supporting Close Ties Between Child and Family- COMM**

Training Level - All Levels

2.0 Clock hours - COMMUNITY

Training Outcomes:

1. Teachers will employ methods to nurture the family and the child.
2. Teachers will understand the importance of establishing a strong connection with families.
3. Teachers will promote and organize friendly, nurturing environments for families.
4. Teachers will maintain positive communication with families.

### 2) **Family (or Parent) Conferencing: Asking and Listening – COMM**

Training Level - All Levels

2.0 Clock hours - COMMUNITY

1. Teachers will identify effective conferencing techniques.
2. Teachers will evaluate their current level of knowledge and information about the children in their classrooms.
3. Teachers will improve their ability to ask for information.
4. Teachers will enhance their skills for listening to family members.
5. Teachers will contribute ideas to pre-conference family questionnaires.
6. Teachers will learn how to create action plans in collaboration with parents during conferences.
7. Teachers will complete conference-planning forms as a part of the conference planning process.

### 3) **Family (or Parent) Conferencing: Developing Trust –COMM**

Training Level - All Levels

2.0 Clock hours - COMMUNITY

Training Outcomes:

1. Teachers will learn effective conferencing techniques.
2. Teachers will develop a deeper understanding of the family members and the importance of developing trust and its relationship to conferencing.
3. Teachers will identify ways to foster mutual trust.

### 4) **Fathers and Father-Figures: Their Role in Children’s Social/Emotional Development – COMM (New)**

Training Level - Intermediate to Advanced

2.0 Clock hours – COMMUNITY

Teachers will gain a greater understanding of the following concepts:

- Engagement and Interaction
- Availability and Accessibility
  - Physical Presence
  - Emotional Presence
- Responsibility for Day-to-Day Care
  - Direct Care
  - Indirect Care

### 5) **Making Families Welcome – COMM**

Training Level - Beginning to Intermediate

2.0 Clock hours - COMMUNITY

Training Outcomes:

1. Teachers will identify the important role parents and/or family members play in their child's education.
2. Teachers will identify ways to find out what families want for their children from the program.
3. Teachers will compare and contrast different families' expectations.
4. Teachers will identify comfortable ways to include families in their classrooms.
5. Teachers will select a variety of ways for families to be represented in their classrooms when they are not physically present.

6) **Preparing Parents for Change - COMM**

Training Level - All Levels

2.0 Clock hours - COMMUNITY

Training Outcomes:

1. Teachers will explain to families any changes to their classroom environment.
2. Teachers will describe the ways that informing families about changes can build reciprocal trust and lessen anxiety.