

Trainings

| Title (AT#) | # Hours | OA?/Delivery Method |
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| 9+5=1: 9 personalities, 5 love languages, 1 mission (AT# 138905) | 1.5 | Yes/F2F |
| In this training, participants will learn about the 9 Enneagram types, 5 love languages, and the ways they interact to help build and maintain strong connections and relationships in the classroom and beyond. | | |
| 9+5=1: 9 personalities, 5 love languages, 1 mission (AT# 138906) | 1.5 | Yes/Online |
| In this training, participants will learn about the 9 Enneagram types, 5 love languages, and the ways they interact to help build and maintain strong connections and relationships in the classroom and beyond. | | |
| 60 Minutes of Power: Focusing on the Arrival Routines for Infants and Toddlers (AT# 127914) | 1 | Yes/F2F |
| Caring for an infant/toddler requires devoting significant time and attention to care and routines. Caregiving routines- <u>Arrival</u> in particular- provides a framework for the infant/toddler day. This training will impress upon participants the importance of arrival as a daily routine; a time to connect, interact, and communicate expectations for the upcoming day, not only with the child but with the family as well. | | |
| 60 Minutes of Power: Focusing on the Arrival Routines for Infants and Toddlers (AT# 127916) | 1 | Yes/Online |
| Caring for an infant/toddler requires devoting significant time and attention to care and routines. Caregiving routines- <u>Arrival</u> in particular- provides a framework for the infant/toddler day. This training will impress upon participants the importance of arrival as a daily routine; a time to connect, interact, and communicate expectations for the upcoming day, not only with the child but with the family as well. | | |
| 60 Minutes of Power: Focused on Biting (AT# 128199) | 1 | Yes/F2F |
| When it comes to behavioral concerns, biting is at the top of the list. While it is a common behavior, it has many diverse underlying causes. This training will assist staff to identify underlying causes, and to develop effective responses and strategies to support staff, children and families to be most successful in eliminating this behavior. | | |

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| 60 Minutes of Power: Focused on Biting (AT# 128201) | 1 | Yes/Online |
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When it comes to behavioral concerns, biting is at the top of the list. While it is a common behavior, it has many diverse underlying causes. This training will assist staff to identify underlying causes, and to develop effective responses and strategies to support staff, children and families to be most successful in eliminating this behavior.

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| 60 Minutes of Power: Focused Training on Challenging Behaviors (AT# 128002) | 1 | Yes/F2F |
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Participants will identify stressors that affect children’s behavior. They will review and describe developmentally appropriate expectations for the children in their care. Participants will learn strategies, techniques and resources to help them as they care for children who display challenging behaviors.

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| 60 Minutes of Power: Focused Training on Challenging Behaviors (AT# 128003) | 1 | Yes/Online |
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Participants will identify stressors that affect children’s behavior. They will review and describe developmentally appropriate expectations for the children in their care. Participants will learn strategies, techniques and resources to help them as they care for children who display challenging behaviors.

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| 60 Minutes of Power: Focused on Diapering (AT# 130729) | 1 | Yes/F2F |
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When thinking of daily routines in an Infant/Toddler classroom diapering tops the list. This training will assist staff and caregivers in identifying effective strategies to incorporate learning and make connections with each child through the routine of diapering.

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| 60 Minutes of Power: Focused on Diapering (AT# 130737) | 1 | Yes/Online |
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When thinking of daily routines in an Infant/Toddler classroom diapering tops the list. This training will assist staff and caregivers in identifying effective strategies to incorporate learning and make connections with each child through the routine of diapering.

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| 60 Minutes of Power: Focused Training on Good Nutrition + Physical Exercise = Optimal Health (AT# 129089) | 1 | Yes/F2F |
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This training will help participants understand the link between activity and learning as well as how to incorporate more activity into their learning environments. Participants will also be given resources they can access to increase the nutritional value of meals served as well as easy ways to increase the level of activity within their classroom.

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| 60 Minutes of Power: Focused Training on Good Nutrition + Physical Exercise = Optimal Health (AT# 129090) | 1 | Yes/Online |
| This training will help participants understand the link between activity and learning as well as how to incorporate more activity into their learning environments. Participants will also be given resources they can access to increase the nutritional value of meals served as well as easy ways to increase the level of activity within their classroom. | | |

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| 60 Minutes of Power: Linking Learning and Movement (AT# 128427) | 1 | Yes/F2F |
| Brain research, especially that which has been done over the past 15 years or so, has revealed the significant ways movement and exercise impact an individual's brain structure. The structure of the brain, and the hormones released during exercise, affect a child's ability to process new material, stay on task and self-regulate. All of these are necessary for successful learning. | | |

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| 60 Minutes of Power: Linking Learning and Movement (AT# 128428) | 1 | Yes/Online |
| Brain research, especially that which has been done over the past 15 years or so, has revealed the significant ways movement and exercise impact an individual's brain structure. The structure of the brain, and the hormones released during exercise, affect a child's ability to process new material, stay on task and self-regulate. All of these are necessary for successful learning. | | |

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| 60 Minutes of Power: The Parent Engagement Toolbox (AT# 129299) | 1 | Yes/F2F |
| Parent engagement is more than just saying good morning to parents in the morning. It's about developing a partnership between home and school. In this session, learn about some possible barriers to engagement and how to move past barriers to engagement. | | |

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| 60 Minutes of Power: The Parent Engagement Toolbox (AT# 129300) | 1 | Yes/Online |
| Parent engagement is more than just saying good morning to parents in the morning. It's about developing a partnership between home and school. In this session, learn about some possible barriers to engagement and how to move past barriers to engagement. | | |

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| ABC's of SEL (AT# 133719) | 1 | Yes/Online |
| Participants will learn about and discuss various ways in which social-emotional development is the foundation to all further learning. They will leave with the ability to define social emotional learning and describe the benefits of incorporating in early childhood education. Participants will discover new strategies to utilize in assisting children in the development of their social emotional skills. **This training corresponds with the training titled, "Integrating Social Emotional Learning in Early Childhood." It is not required to that training, but it is suggested to take it first, as this one builds on that one. | | |

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| ABC's of SEL (AT# 133725) | 1 | Yes/F2F |
| <p>Participants will learn about and discuss various ways in which social-emotional development is the foundation to all further learning. They will leave with the ability to define social emotional learning and describe the benefits of incorporating in early childhood education. Participants will discover new strategies to utilize in assisting children in the development of their social emotional skills.</p> <p>**This training corresponds with the training titled, "Integrating Social Emotional Learning in Early Childhood." It is not required to that training, but it is suggested to take it first, as this one builds on that one.</p> | | |

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| Administrator CKC: Taking the Lead (AT# 105045) | 10 | Yes/F2F |
| <p>What does it take to operate a child care program? From working with staff, children, and families to managing budgets and evaluating programs, directors and administrators are called upon to be highly skilled at a variety of things! Ohio's Administrator Core Knowledge and Competencies document was created to highlight the breadth and depth of what program administrators should know and be able to do to operate a quality child care program. This 10-hour session introduces the Administrator CKC and discusses operating programs from a strength-based perspective. This workshop can be taken alone or as the first in a 3-session series for administrators.</p> | | |

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| Administrator CKC Leading & Succeeding: Business and Operations Management (AT# 118105) | 25 | Yes/F2F |
| <p>This session covers the Business and Operations Management Area of Practice in Ohio's Core Knowledge & Competencies (CKC) for Program Administrators. Topics discussed include program operations, facilities, and business practices. Come to this session to sharpen your skills around fiscal management, budgeting, and finding the bottom line! This session is one of five Areas of Practice in the Administrator CKC series.</p> | | |

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| Administrator CKC Leading & Succeeding: Family and Community Partnerships (AT# 118127) | 25 | Yes/F2F |
| <p>The importance of strong family-program partnerships has been well documented. The process for achieving these strong partnerships however, has not always been as clear as the research! This session, based on the Administrator Core Knowledge and Competencies: Family and Community Partnerships Area of Practice, reviews the importance of strong relationships with families and collaborations with community providers. Barriers and roadblocks to forming these partnerships will be discussed along with strategies for overcoming these challenges. Best practice principles for creating a culture of family-centered care will be shared. This session is one of five Areas of Practice in the Administrator CKC series.</p> | | |

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| Administrator CKC Leading & Succeeding: Human Resource Leadership and Development (AT# 118126) | 25 | Yes/F2F |
| <p>This session covers the Human Resource Leadership and Development Area of Practice in Ohio's Core Knowledge & Competencies (CKC) for Program Administrators. Topics discussed include personal and professional awareness, human relations, leadership and advocacy, and staff management. Find out how to interview and evaluate staff, manage time and stress, and deal with difficult situations. This session is one of five Areas of Practice in the Administrator CKC series.</p> | | |

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| Administrator CKC Leading & Succeeding: Marketing 101 (AT# 118205) | 5 | Yes/F2F |
| <p>This training is one of the electives of the Administrator CKC series. The session focuses on marketing techniques for programs with an eye to the getting the best "bang for the buck" on marketing expenditures. Learn how to calculate the average length of enrollment, lifetime customer value, cost per new lead and cost per new customer. This session will also cover how to identify your program's market, getting the message out, choosing the appropriate forms of media and calculating your marketing budget.</p> | | |

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| Administrator CKC Leading & Succeeding: Program Development and Evaluation (AT# 118129) | 25 | Yes/F2F |
| <p>Excellent early childhood and afterschool programs are led by administrators who understand the importance of program planning and evaluation that is based on knowledge and best practice. Discover the importance of aligning program philosophies, mission, and vision with practice in the classroom. Discuss how you can use evaluation results, from classroom assessments to surveys and questionnaires, to strengthen your program. This session is one of five Areas of Practice in the Administrator CKC series.</p> | | |

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| Administrator CKC Leading & Succeeding: The Curriculum Cycle (AT# 118135) | 25 | Yes/F2F |
| <p>This session covers The Curriculum Cycle Area of Practice in Ohio's Core Knowledge & Competencies (CKC) for Program Administrators. Topics include curriculum design, teaching and learning, and child assessment. Discussed will be an overview of curriculum and its linkage to theory, connections of curriculum to materials and environment, and the use of assessment in planning. Find out how to make good choices for curriculum and assessment for your program. This session is one of five Areas of Practice in the Administrator CKC series.</p> | | |

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| Assessment-101 (AT# 118137) | 5 | Yes/F2F |
| <p>For assessment information to be useful for programming purposes, the process should be grounded in best practices. This Training will explore the differences of screening and assessment, outline the strategies for conducting assessments, and review the guidelines for sharing results with a view to ethical practice. Participants will have a chance to explore many of the popular assessment tools on the market. Linkage to state standards and curriculum will be discussed. This session is part of the Curriculum & Assessment Series. It is recommended that participants take Before Assessment: Observation first.</p> | | |

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| ASQ-3 (AT# 113271) | 2.5 | Yes/F2F |
| <p>The Ages & Stages Questionnaires®, Third Edition (ASQ-3™) pinpoints developmental progress in children between the ages of one month to 5 ½ years. Its a highly reliable, easy-to-use parent-completed screening tool. Evidence shows that the earlier development is assessed—the greater the chance a child has to reach his or her potential. Participants will be shown how to use the tool, strategies on conducting screenings and how to make referrals when needed.</p> | | |

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| ASQ-3 Ages & Stages Questionnaires, Third Ed. Live-Online (AT# 136345) | 2.5 | Yes/Online |
| <p>This training will be offered live-online; in some instances it may also be delivered face-to-face along with a virtual option. Please check the registration details.</p> <p>Ages & Stages Questionnaires®, Third Edition (ASQ-3™) pinpoints developmental progress in children between the ages of one month to 5 ½ years. It's a highly reliable, easy-to-use parent-completed screening tool. Evidence shows that the earlier development is assessed—the greater the chance a child has to reach his or her potential. Participants will be shown how to use the tool, strategies on conducting screenings and how to make referrals when needed.</p> | | |

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| ASQ:SE-2 (AT# 113223) | 2.5 | Yes/F2F |
| <p>Early identification of social-emotional problems is crucial, as more and more children are experiencing poverty and other risk factors for depression, anxiety, and antisocial behavior. With Ages & Stages Questionnaires®: Social-Emotional, Second Edition (ASQ:SE-2™), a highly reliable, parent-completed tool with a deep, exclusive focus on children's social and emotional development, you can quickly pinpoint behaviors of concern and identify any need for further assessment or ongoing monitoring for children 2 months - 60 months. Participants will be shown how to use the tool, strategies on conducting screenings and how to make referrals when needed.</p> | | |

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| Ages & Stages Questionnaires-Social-Emotional 2nd Ed. (ASQ:SE-2) Live-Online (AT# 136344) | 2.5 | Yes/Online |
| <p>This training will be offered live-online; in some instances it may also be delivered face-to-face along with a virtual option. Please check the registration details.</p> <p>Early identification of social-emotional problems is crucial, as more and more children are experiencing poverty and other risk factors for depression, anxiety, and antisocial behavior. With Ages & Stages Questionnaires®: Social-Emotional, Second Edition (ASQ:SE-2™), a highly reliable, parent-completed tool with a deep, exclusive focus on children's social and emotional development, you can quickly pinpoint behaviors of concern and identify any need for further assessment or ongoing monitoring for children 2 months - 60 months. Participants will be shown how to use the tool, strategies on conducting screenings and how to make referrals when needed.</p> | | |

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| AVenueS: Learning to Identify Development Challenges in Very Young Children (AT# 137407) | 3.5 | Yes/F2F |
| <p>This training course uses immersive virtual reality and experiential learning to create a risk-free environment for child care staff to practice observing and interpreting the behavior of preschool-age children. The course will provide an opportunity to practice understanding what children are trying to tell us when they are not using words to do it. Through the virtual reality experience, participants observe a child actor and "talk" with the child's "family"(actor) member concerning the child's behavior. Through inquiry and skills of engagement, participants have the opportunity to come to a deeper understanding of how you inform yourself and how you make decisions.</p> | | |

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| BAS – Business Administration Scale (AT# 112817) | 3 | Yes/F2F |
| <p>The Business Administration Scale, or BAS, is a tool designed to measure the quality of the professional and business practices of family child care settings. During this Training, participants will explore the origin of the tool, how it is used, and how it can be used to improve quality in family child care.</p> | | |

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| BAS – Business Administration Scale (AT# 131933) | 3 | Yes/Online |
| The Business Administration Scale, or BAS, is a tool designed to measure the quality of the professional and business practices of family child care settings. During this Training, participants will explore the origin of the tool, how it is used, and how it can be used to improve quality in family child care. | | |

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| Battling Burnout: What It Is, Why It Happens & Mindful Solutions (AT# 119103) | 1.5 | Yes/F2F |
| Beginning with understanding signs and symptoms of burnout in ourselves and others, this session will provide participants with tools for: recognition of stress, stressors, symptoms, assessment of potential causes, multiple strategies for winning the burnout battle. Issues related to work/life balance, time management, and being mindful of social/emotional development in adults will be included. | | |

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| Battling Burnout: What It Is, Why It Happens & Mindful Solutions (AT# 132200) | 1.5 | Yes/Online |
| Beginning with understanding signs and symptoms of burnout in ourselves and others, this session will provide participants with tools for: recognition of stress, stressors, symptoms, assessment of potential causes, multiple strategies for winning the burnout battle. Issues related to work/life balance, time management, and being mindful of social/emotional development in adults will be included. | | |

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| Before Assessment: Observations (AT# 118145) | 5 | Yes/F2F |
| Good observation skills are necessary for work in early childhood and afterschool settings whether you are doing an assessment or observing for curriculum planning or behavioral interventions. In this Training participants will explore the basics of observation, the development of good observational skills, and the use of observational tools. This session is part of the Curriculum & Assessment Series. This is the recommended pre-requisite for Assessment 101. | | |

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| Before Curriculum: Developmentally Appropriate Practice (DAP) (AT# 118146) | 5 | Yes/F2F |
| Quality curriculum and instruction begins with a firm foundation of developmentally appropriate practices. This Training explores what children need according to their age and developmental levels and based on sound theoretical principles. Discussion of how to set up an environment with appropriate materials will be shared. This session is part of the Curriculum & Assessment Series. It is the recommended pre-requisite to Curriculum 101. | | |

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| Before Curriculum: Developmentally Appropriate Practice (DAP) (AT# 133485) | 5 | Yes/Online |
| Quality curriculum and instruction begins with a firm foundation of developmentally appropriate practices. This Training explores what children need according to their age and developmental levels and based on sound theoretical principles. Discussion of how to set up an environment with appropriate materials will be shared. This session is part of the Curriculum & Assessment Series. It is the recommended pre-requisite to Curriculum 101. | | |

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| Building a Quality Program: The Road Map to Success (AT# 124045) | 3.5 | Yes/F2F |
| This training includes an explanation of the different types of licensing non-compliances and a quick review of the purpose of the non-compliance categories, and their impact on your rating. | | |

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| Can you Hear me Now? (AT# 137362) | 1 | Yes/F2F |
| In this training, participants will learn about effective communication, the ways in which it develops in young children, and strategies to help increase this skill in an early childhood setting. | | |

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| Can you Hear me Now? (AT# 137361) | 1 | Yes/Online |
| In this training, participants will learn about effective communication, the ways in which it develops in young children, and strategies to help increase this skill in an early childhood setting. | | |

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| Child Abuse Recognition, Reporting and Prevention (AT# 100265) | 6 | No/F2F |
| Participants will learn Ohio law pertaining to child abuse and neglect: definitions, reporting, and confidentiality as well as abuse/neglect indicators, helping families, prevention of abuse/neglect within and childcare and appropriate discipline. This session meets ODJFS licensing requirements for centers and Type B family child care home providers and ODE licensing for preschool and school age programs. | | |

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| Child Abuse Recognition, Reporting and Prevention (AT# 133312) | 6 | No/Online |
| Participants will learn Ohio law pertaining to child abuse and neglect: definitions, reporting, and confidentiality as well as abuse/neglect indicators, helping families, prevention of abuse/neglect within and childcare and appropriate discipline. This session meets ODJFS licensing requirements for centers and Type B family child care home providers and ODE licensing for preschool and school age programs. | | |

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| Child Abuse Recognition, Reporting and Prevention Review (AT# 100266) | 3 | No/F2F |
| Participants will review Ohio law pertaining to child abuse and neglect: definitions, reporting, and confidentiality as well as abuse/neglect indicators, helping families, prevention of abuse/neglect within and childcare and appropriate discipline. This session meets ODJFS licensing requirements for centers and Type B family child care home providers and ODE licensing for preschool and school age programs to renew Child Abuse Training requirements. | | |

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| Child Abuse Recognition, Reporting and Prevention Review (AT# 133313) | 3 | No/Online |
| <p>Participants will review Ohio law pertaining to child abuse and neglect: definitions, reporting, and confidentiality as well as abuse/neglect indicators, helping families, prevention of abuse/neglect within and childcare and appropriate discipline. This session meets ODJFS licensing requirements for centers and Type B family child care home providers and ODE licensing for preschool and school age programs to renew Child Abuse Training requirements.</p> | | |

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| Children Experiencing Homelessness Enrolled in ECE Programs; The Role of the Program and ECE Professional (AT# 125891) | 2.5 | Yes/F2F |
| <p>When children become homeless they lose their childhood. The opportunity to play and learn is greatly diminished, which negatively impacts a child's health and developmental growth; developmental delays can occur. This training will explore the face of homelessness and outline program design for this population. You will learn specific strategies to create learning/play areas, rituals, routines and schedules, and teaching methods for ECE professionals to meet the unique needs of children who are homeless. Learn how to combat your compassion fatigue and provide support to families. .</p> | | |

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| Create the Ask, Get the Results: Funding Opportunities (AT# 116784) | 1.5 | Yes/F2F |
| <p>Programs are continually seeking ways to add value to their programs without breaking the budget. This Training will provide an overview of funding opportunities through local, corporate and foundation funding streams. Also, providers will learn how to identify their needs in a way that funding streams are likely to provide support and explore how to request funds and services. Additionally, this Training will highlight other community resources to enhance child care program operations.</p> | | |

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| Creating a Mixed Age Learning Environment (AT# 117039) | 2.5 | Yes/F2F |
| <p>In this session, participants will learn how to arrange their environment to accommodate the needs of mixed-age groups in family child care homes. Through discussion and activities, participants will explore the characteristics of the physical space, considerations for selecting toys/materials, and ten social/emotional messages a quality environment conveys to children.</p> | | |

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| Cultural Responsiveness: Becoming Culturally Aware (AT# 130544) | 3 | Yes/Online |
| <p>This session will engage learners in courageous conversations regarding race, culture, socio-economic status and bias. Following this session participants will have a thorough understanding of the ISM's in 2020 and historically how we got to this point.</p> | | |

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| Cultural Responsiveness: Analyzing the Culture of Your Program (AT# 130647) | 3 | Yes/Online |
| Participants will discover the importance of culture to themselves and children in their programs. They will have the opportunity to examine and analyze the cultural responsiveness in their classroom. Developing a vision for their classroom to implement anti-bias practices. | | |

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| Cultural Responsiveness: Planning for Culturally Responsive Family Engagement (AT# 130762) | 3 | Yes/Online |
| Breaking down the barriers sometimes caused by cultural differences can be a cause for anxiety for any early childhood educator. Managing the cultural differences through effective communication, practicing empathy and perspective taking can make all the difference for both families and educators. Participants in this session will discover specific ways to create a culturally responsive environment. | | |

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| Cultural Responsiveness: Planning for Culturally Responsive Child Engagement (AT# 130761) | 3 | Yes/Online |
| This course will help participants begin to plan for culturally responsive child engagement. Going beyond hanging up pictures of culturally diverse people, offering literature that represents cultural diversity, and dolls with different skin tones, this session will help teachers engage with children in authentic ways that are culturally responsive. | | |

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| Curriculum-101 (AT# 118148) | 5 | Yes/F2F |
| What makes an effective curriculum? This Training will explore the components of a comprehensive curriculum and its place in the assess-reflect/plan-teach cycle. Participants will be able to review curriculum from several commercial products and assess the value of each. Alignment to state standards will be discussed along with inclusion of families in the curriculum cycle. This session is part of the Curriculum & Assessment Series. It is recommended that participants take the Before Curriculum: Developmentally Appropriate Practices (DAP) session first. | | |

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| Curriculum Alignment (AT# 110530) | 6 | Yes/F2F |
| What is important when choosing a curriculum? There are several important elements to look for, according to Step Up To Quality. The curriculum should be effective and responsive to children and also be in alignment to Ohio's Early Learning and Development Standards. Participate in this session to find out what curriculum is, how to choose it, what the Big Ideas are for young children, how to align to the standards, and much much more! Please bring a copy of the Early Learning and Development Standards (ELDS) with you to the session. They are available for download on the Early Childhood Ohio website at earlychildhoodohio.org . | | |

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| Curriculum & Assessment: Putting It All Together (AT# 118147) | 10 | Yes/F2F |
| By using assessments and observations, teachers can effectively plan curriculum and provide instruction for quality learning experiences. This is the final Training of the Curriculum and Assessment series and focuses on putting together the components for quality observation, assessment and curriculum use. Participants should have previously attended Before Curriculum: Developmentally Appropriate Practices; Before Assessment: Observations; Curriculum 101; and/or Assessment 101. | | |

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| Different Yet Alike: Inclusion Teaching Practices for Children with Special Needs (AT# 126111) | 2 | Yes/F2F |
| Come explore a variety of instruction methods to support children with special needs in the early care and education setting. There will be discussion on video interviews of child care program staff from Ohio sharing their ideas and experiences caring for children with special needs. Through discussions and activities, the instructor will address how to implement Universal Design for Learning, toy/material modification, and adaptive technology. | | |

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| Difficult Conversations Among Colleagues and Families (AT# 139310) | 1.5 | Yes/F2F |
| Conversations can be difficult for a variety of reasons, whether it's the topic or the dispositions and personalities of those involved. We'll discuss ways you will feel more confident by knowing what to say and how to say it. | | |

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| Difficult Conversations Among Colleagues and Families (AT# 139312) | 1.5 | Yes/Online |
| Conversations can be difficult for a variety of reasons, whether it's the topic or the dispositions and personalities of those involved. We'll discuss ways you will feel more confident by knowing what to say and how to say it. | | |

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| Disability Overview and Strategies (AT# 113722) | 2.5 | Yes/F2F |
| This training provides participants with an overview of including children with disabilities in the Early Childhood classroom. It describes 4 children with different disabilities and provides information about each of the disabilities. Participants learn about strategies that can be used in the Early Childhood classroom when providing services to children with disabilities. | | |

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| Effective Use of the Quality Self-Assessment Tool for Ohio's Afterschool Programs (AT# 118202) | 3 | Yes/F2F |
| <p>Consistent high-quality experiences for children and youth happen when afterschool leaders prepare, plan, review and assess programming and organizational operations. The Quality Self Assessment Tool was created by a collaboration of the Ohio Child Care Resource and Referral Association and the Ohio Afterschool Network, based on national research and practitioner experience, to help program leaders and staff better understand the elements of a high-quality program, reflect on all aspects of their program's operations, and undertake the quality improvement process. This Training introduces participants to the value of self-assessment, reviews key elements of the tool, and provides practical information on how to use the document to begin the program self-assessment process.</p> | | |

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| Emergency Preparedness: Is Your Program Ready? (AT# 116782) | 1.5 | Yes/F2F |
| <p>Is your child care program ready to respond to natural disasters, accidental, technological and terrorist hazards? This Training reviews, the types of disasters, as well as the importance of prevention, preparedness, response and recovery. Participants will gain information on utilizing the local emergency management agency and other resources to facilitate the preparedness process.</p> | | |

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| Empowering Leaders to Create Meaningful Professional Development Plans through Reflection and the Core Knowledge and Competencies - Real Time Online Training (AT# 131268) | 3 | Yes/Online |
| <p>Using pedagogical leadership to plan, support staff, environments and overall program, leaders will reflect on current leadership practices in relation to the supervisory cycle. They will learn how they can use the curriculum cycle, self-assessment and the alignment of Ohio's Core Knowledge and Competencies to support teaching staff in creating meaningful professional development plans to enhance quality programming.</p> | | |

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| Empowering Leaders to Create Meaningful Professional Development Plans through Reflection and the Core Knowledge and Competencies - Real Time Online Training (AT# 131271) | 3 | Yes/F2F |
| <p>Using pedagogical leadership to plan, support staff, environments and overall program, leaders will reflect on current leadership practices in relation to the supervisory cycle. They will learn how they can use the curriculum cycle, self-assessment and the alignment of Ohio's Core Knowledge and Competencies to support teaching staff in creating meaningful professional development plans to enhance quality programming.</p> | | |

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| Explore This! Homework Help (AT# 118154) | 2.5 | Yes/F2F |
| Join us on an expedition through the land of homework. Participants will learn fun and new ways to engage school-agers in completing their homework assignments as well as practicing academic skills. Come ready to explore! | | |

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| Explore This! Homework Help (AT# 133889) | 2.5 | Yes/Online |
| Join us on an expedition through the land of homework. Participants will learn fun and new ways to engage school-agers in completing their homework assignments as well as practicing academic skills. Come ready to explore! | | |

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| Explore This! Language and Writing (AT# 118156) | 2.5 | Yes/F2F |
| Join us on an expedition through the land of language and writing. Participants will learn fun and new ways to engage school-agers in easy language and writing projects that they will enjoy and just might enhance what they are learning during the school day. Come ready to explore! | | |

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| Explore This! Language and Writing (AT# 133812) | 2.5 | Yes/Online |
| Join us on an expedition through the land of language and writing. Participants will learn fun and new ways to engage school-agers in easy language and writing projects that they will enjoy and just might enhance what they are learning during the school day. Come ready to explore! | | |

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| Family Driven Engagement: A Strength-based Parent Centered Approach (AT# 129820) | 2.5 | Yes/F2F |
| Family Driven Engagement: A Strength-based Parent Centered Approach will focus on the Strengthening Families framework and how to implement the five protective factors into your daily practice. This training will take you through each of the protective factors and strategies to make it happen in your childcare program. | | |

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| Family Driven Engagement: A Strength-based Parent Centered Approach (AT# 133524) | 2.5/\$25 | Yes/Online |
| Family Driven Engagement: A Strength-based Parent Centered Approach will focus on the Strengthening Families framework and how to implement the five protective factors into your daily practice. This training will take you through each of the protective factors and strategies to make it happen in your childcare program. | | |

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| Family Style Dining Guide: A Mealtime Approach for Early Care and Education Programs (AT# 114562) | 2 | Yes/F2F |
| <p>Early care and education providers are responsible for creating a mealtime routine that accommodates both the needs of the children and the provider. Family style dining creates an educational and supportive environment that promotes early learning and development, provides a positive eating experience and encourages child/adult interactions. This introductory session will highlight the benefits of family style dining and strategies as participants begin to explore this approach.</p> | | |

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| Fun with Fine Motor for Caregivers (AT# 131181) | 1 | No/Virtual |
| <p>Participants will learn developmentally appropriate practices, while developing the understanding that not all children mature at the same rate. They will understand that young children construct meaning through play, which is the primary method of instruction for them. Participants will list strategies to support young children’s development in the area of fine motor skills, including those with developmental delays or disabilities.</p> | | |

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| Fun with Fine Motor for Caregivers (AT# 131182) | 1 | No/F2F |
| <p>Participants will learn developmentally appropriate practices, while developing the understanding that not all children mature at the same rate. They will understand that young children construct meaning through play, which is the primary method of instruction for them. Participants will list strategies to support young children’s development in the area of fine motor skills, including those with developmental delays or disabilities.</p> | | |

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| Fun with Fine Motor (AT# 131172) | 1 | Yes/Online |
| <p>Participants will learn developmentally appropriate practices, while developing the understanding that not all children mature at the same rate. They will understand that young children construct meaning through play, which is the primary method of instruction for them. Participants will list strategies to support young children’s development in the area of fine motor skills, including those with developmental delays or disabilities.</p> | | |

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| Fun with Fine Motor (AT# 131176) | 1 | Yes/F2F |
| <p>Participants will learn developmentally appropriate practices, while developing the understanding that not all children mature at the same rate. They will understand that young children construct meaning through play, which is the primary method of instruction for them. Participants will list strategies to support young children’s development in the area of fine motor skills, including those with developmental delays or disabilities.</p> | | |

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| Get in the Groove: Using Music to Support Literacy (AT# 119952) | 3 | Yes/F2F |
| <p>Children love to sing, dance, and play with rhythms. Music is fun and connects to all our emotions. But, do you know music is also a way to support language and literacy development? In this workshop, you will gain an understanding of how music supports literacy as well as children's expressive and receptive language development. Leave with strategies and activities that let the children dance, play, and learn by creating new themes for familiar songs that get us moving and grooving.</p> | | |

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| Growing with Gross Motor (AT# 136551) | 1 | Yes/F2F |
| <p>Participants will learn about gross motor skills and the ways to teach and incorporate the development of these skills in children in their everyday routines.</p> | | |

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| Growing with Gross Motor (AT# 136549) | 1 | Yes/Online |
| <p>Participants will learn about gross motor skills and the ways to teach and incorporate the development of these skills in children in their everyday routines.</p> | | |

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| I'm a Writer! Supporting Children as Writers (AT# 125280) | 2.5 | Yes/F2F |
| <p>Children want to write. They write on driveways and sideways with chalk. They make shapes in their playdoh and scribble on their papers. While some teachers and childcare provider's direct children to practice letters, they learn more effectively when it occurs for real purposes and is self-directed. In this workshop, participants will discuss how children develop as writers. Participants will practice these writing activities and leave with specific steps to setting them for the children.</p> | | |

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| Including You and Me: Linking Diversity, Inclusion, and Literacy (AT# 120341) | 3 | Yes/F2F |
| <p>Children come from diverse backgrounds and abilities. It is important their home and family experiences are integrated into their environments. All children also have the right to inclusion and to participate in the classroom, child care, or early childhood setting with their peers. In the workshop, explore your own background using children's books and literacy materials. Gain an understanding of incorporating family and supporting diversity through literacy. Learn about the range of special needs of children and the meaning of inclusion. Leave with strategies to help children express, share and celebrate their differences and similarities through your literacy curriculum and activities.</p> | | |

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| Inclusion: Preparing the ECE Program to Serve Children with Special Needs (AT# 126112) | 2 | Yes/F2F |
| <p>Are you curious what an ECE program needs to know on a programmatic level to serve a child with special needs? Do you know the laws, regulations and program responsibilities? What about building modifications? Enrollment guidelines? Recommended Practices from the Division for Early Childhood? These questions will be explored by creating a scenario of a program searching for the answers and then discuss what to do with the information. You'll also see video interviews from an Ohio program director and her experiences in caring for a child with special needs in her program.</p> | | |

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| Inclusive Practices (AT# 110532) | 6 | Yes/F2F |
| <p>With the emphasis on differentiated learning and the universal design for learning, professionals in early care and learning programs are stretching to meet the needs of all children. Participate in this information-packed session to find out how to provide care for all children, embed practices in everyday routines and play, and how to truly meet the needs for all children in your care in the most natural of ways! Best practices and evidence based results are discussed.</p> | | |

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| Infant Toddler Best Practices: Addressing Biting (AT# 118189) | 2.5 | Yes/F2F |
| <p>Infant and toddler biting in group care is one of the most difficult issues that programs, families, teachers and children have to deal with. This Training will address why infants and toddlers bite in group care including the three types of biting. Through the use of real-life written scenarios, participants will explore how to reduce biting incidents through various strategies that center on child development, environmental situations and teacher interactions. Written scenarios will also be used in learning strategies to deal with biting incidents when they occur and how best to communicate with families on biting issues.</p> | | |

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| Infant Toddler Best Practices: Addressing Biting (AT# 132406) | 2.5 | Yes/Online |
| <p>Infant and toddler biting in group care is one of the most difficult issues that programs, families, teachers and children have to deal with. This Training will address why infants and toddlers bite in group care including the three types of biting. Through the use of real-life written scenarios, participants will explore how to reduce biting incidents through various strategies that center on child development, environmental situations and teacher interactions. Written scenarios will also be used in learning strategies to deal with biting incidents when they occur and how best to communicate with families on biting issues.</p> | | |

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| Infant Toddler Best Practices: Cultural Diversity (AT# 117710) | 2.5 | Yes/F2F |
| <p>Through lecture, video, group discussion & small group activity participants will explore how culture impacts children's development and how providers can make the child care environment culturally relevant.</p> | | |

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| Infant Toddler Best Practices: Encouraging Learning through Heuristic Play (AT# 117701) | 2.5 | Yes/F2F |
| <p>Come and explore new ways to enhance and support infant and toddler development through learning and play. In this session participants will have a firsthand look at heuristic play materials and how to set up these creative play opportunities and environments. Heuristic materials are natural materials, and are common "everyday" items that lends itself to creativity, multiple uses and supports experimentation, problem solving, and developmental skills in a fun and inviting way.</p> | | |

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| Infant Toddler Best Practices: Enhanced Story Time for Infants and Toddlers, A Teacher's Role (AT# 118175) | 2.5 | Yes/F2F |
| Exposure to books and the interactions surrounding them is a foundation for early learning, development and literacy for future school success for infants and toddlers! But what are the best books for infants and toddlers and how can a teacher successfully conduct story times so everyone benefits? Participants will explore a variety of books and discuss story time strategies for interactive, educational and enjoyable book times. Also, participants will create activity examples to extend learning activities based on a story through the use of webbing. | | |

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| Infant Toddler Best Practices: Enhanced Story Time for Infants and Toddlers, A Teacher's Role (AT# 133900) | 2.5 | Yes/Online |
| Exposure to books and the interactions surrounding them is a foundation for early learning, development and literacy for future school success for infants and toddlers! But what are the best books for infants and toddlers and how can a teacher successfully conduct story times so everyone benefits? Participants will explore a variety of books and discuss story time strategies for interactive, educational and enjoyable book times. Also, participants will create activity examples to extend learning activities based on a story through the use of webbing. | | |

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| Infant Toddler Best Practices: Environments (AT# 117712) | 2.5 | Yes/F2F |
| Through lecture, video, group discussion & small group activity participants will explore the benefits of an appropriately designed environment for the child and the care provider. How the environment affects the child's development, behavior and relates to the age of infancy will be discussed. | | |

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| Infant Toddler Best Practices: Environments (AT# 133501) | 2.5 | Yes/Online |
| Through lecture, video, group discussion & small group activity participants will explore the benefits of an appropriately designed environment for the child and the care provider. How the environment affects the child's development, behavior and relates to the age of infancy will be discussed. | | |

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| Infant Toddler Best Practices: Getting in Focus: Observing Infants/Toddlers (AT# 118166) | 2.5 | Yes/F2F |
| Observing infants & toddlers at play, learning and during routines provides critical information on the child's development & interest. It also guides the teacher in providing effective activities, learning opportunities, developing lesson plans and staging an appropriate environment. Participants will explore 'why, when & how' to properly observe, and will conduct practice observations through media. | | |

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| Infant Toddler Best Practices: Getting in Focus: Observing Infants/Toddlers (AT# 133309) | 2.5 | Yes/Online |
| Observing infants & toddlers at play, learning and during routines provides critical information on the child's development & interest. It also guides the teacher in providing effective activities, learning opportunities, developing lesson plans and staging an appropriate environment. Participants will explore 'why, when & how' to properly observe, and will conduct practice observations through media. | | |

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| Infant Toddler Best Practices: Inclusion (AT# 117698) | 2.5 | Yes/F2F |
| Providing inclusive care in infant and toddler group settings have many benefits and rewards, and may present situations that are unique to care teachers and programs. This session examines the foundations for inclusive care including beliefs and attitudes surrounding this topic, plus care teaching strategies and providing adaptive support. Participants will also experience and identify ways to modify the environment and materials to support infant & toddler development and learning through inclusive care. | | |

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| Infant Toddler Best Practices: Lesson Planning (AT# 118173) | 2.5 | Yes/F2F |
| Infants & toddlers need to be provided with intentional opportunities to support development and learning. Creating lesson plans assists teachers in creating these intentional learning opportunities and helps teachers prepare their activities and environment in an organized and effective manner. Participants will explore the benefits & the 5 phase process of lesson planning. | | |

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| Infant Toddler Best Practices: Routines for Nurturing and Learning (AT# 117700) | 2.5 | Yes/F2F |
| Through lecture, group discussion & small group activity, participants will explore how everyday routines, including greeting/departing, napping, eating and diapering/toileting, is a valuable opportunity for infant/toddler learning and nurturing and is the child's curriculum. Care teacher interactions and the impact on child development will be discussed. | | |

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| Infant Toddler Best Practices: Supporting & Guiding Behavior (AT# 118170) | 2.5 | Yes/F2F |
| Infants and toddlers need adults to support and guide their behavior to help them learn to identify their emotions, self-regulate, learn to care for themselves and act in socially acceptable ways. Factors that influence behavior, including the environment and the child's developmental status, and the role care teachers play in supporting and guiding children's behavior will be explored. | | |

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| Infant Toddler Best Practices: The Developing Brain (AT# 117702) | 2.5 | Yes/F2F |
| Through lecture, group discussion & small group activity participants will study how the brain develops, organizes the stimulation from the world around it, and the impact of stress. Care giving strategies used in everyday encounters to support healthy brain development will be discussed. | | |

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| Infant Toddler Best Practices: The Developing Brain (AT# 133620) | 2.5 | Yes/Online |
| Through lecture, group discussion & small group activity participants will study how the brain develops, organizes the stimulation from the world around it, and the impact of stress. Care giving strategies used in everyday encounters to support healthy brain development will be discussed. | | |

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| Infant Toddler Best Practices: Transforming Your Day through Play (AT# 118182) | 2.5 | Yes/F2F |
| Play is the foundation to infant and toddler development and learning, and it is fun!! So how can teachers make the most of play experiences? In addition to participants discussing types of play, and the teacher's role in play, they will explore how children's engagement in play has a direct effect on future skills and abilities as well as a social and emotional impact. Participants will design a play experience to use in their program. | | |

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| Infant Toddler Best Practices: Transforming Your Day through Play (AT# 133383) | 2.5 | Yes/Online |
| Play is the foundation to infant and toddler development and learning, and it is fun!! So how can teachers make the most of play experiences? In addition to participants discussing types of play, and the teacher's role in play, they will explore how children's engagement in play has a direct effect on future skills and abilities as well as a social and emotional impact. Participants will design a play experience to use in their program. | | |

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| Infant Toddler Best Practices: Understanding and Implementing Primary Care (AT# 117713) | 2.5 | Yes/F2F |
| Through lecture, video, group discussion, & small group activity, participants will further deepen their understanding of the 9 characteristics and 3 types of temperament, how they are displayed in infants/toddlers and how temperaments may impact goodness of fit. Participants will explore care teaching strategies suited to types of temperament. | | |

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| Infant Toddler Best Practices: Understanding Behavior (AT# 117711) | 2.5 | Yes/F2F |
| Through lecture, group discussion & small group activity participants will study five possible causes of a child's behavior. How providers respond & interact with a child impacts a child's emotional, social development and the climate of the environment. | | |

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| Integrating Social Emotional Learning in Early Childhood from the Inside Out (AT# 132994) | 1 | Yes/Online |
| Participants will learn about and discuss various ways in which social-emotional development is the foundation to all further learning. They will leave with the ability to define social emotional learning and describe the benefits of incorporating in early childhood education. Participants will discover new strategies to utilize in assisting children in the development of their social emotional skills. ** Take first before ABC's of SEL | | |

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| Integrating Social Emotional Learning in Early Childhood from the Inside Out (AT# 132993) | 1 | Yes/F2F |
| <p>Participants will learn about and discuss various ways in which social-emotional development is the foundation to all further learning. They will leave with the ability to define social emotional learning and describe the benefits of incorporating in early childhood education. Participants will discover new strategies to utilize in assisting children in the development of their social emotional skills.</p> <p>** Take first before ABC's of SEL</p> | | |

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| Introduction to the Environment Rating Scales (AT# 114271) | 2.5 | Yes/F2F |
| <p>In this session, early childhood and afterschool professionals will receive an introduction to the Environment Rating Scales, which can be used in early childhood, afterschool and family child care programs. Through discussion and activities participants will explore the scales and the scoring procedure. This session is a prerequisite to Understanding the ITERS-Revised, Understanding the ECERS-Revised, Understanding the SACERS-Updated, and Understanding the FCCERS-R.</p> | | |

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| Introduction to the Environment Rating Scales (AT# 132353) | 2.5 | Yes/Online |
| <p>In this session, early childhood and afterschool professionals will receive an introduction to the Environment Rating Scales, which can be used in early childhood, afterschool and family child care programs. Through discussion and activities participants will explore the scales and the scoring procedure. This session is a prerequisite to Understanding the ITERS-Revised, Understanding the ECERS-Revised, Understanding the SACERS-Updated, and Understanding the FCCERS-R.</p> | | |

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| ITERS (AT# 114284) | 2.5 | Yes/F2F |
| <p>In this session, early childhood professionals will learn about the specific components of the ITERS-R. Participants will be given activities to assist them in understanding the tool, so that they can do a self-assessment of their environments. Prerequisite: An Introduction to the Environment Rating Scales.</p> | | |

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| ITERS (AT# 133483) | 2.5 | Yes/Online |
| <p>In this session, early childhood professionals will learn about the specific components of the ITERS-R. Participants will be given activities to assist them in understanding the tool, so that they can do a self-assessment of their environments. Prerequisite: An Introduction to the Environment Rating Scales.</p> | | |

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| It's all about "ME". I control "MY" environment 2.0 (AT# 134175) | 2 | Yes/Online |
| <p>This training will provide positive behavior management strategies that will build a positive learning environment, which will decrease challenging behaviors by identifying the change starts with "YOU".</p> | | |

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| It's all about "ME". I control "MY" environment 2.0 (AT# 134176) | 2 | Yes/F2F |
| This training will provide positive behavior management strategies that will build a positive learning environment, which will decrease challenging behaviors by identifying the change starts with "YOU". | | |

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| It's Basic! Quality School Age Programming (AT# 118095) | 2.5 | Yes/F2F |
| What are the needs of children and youth in school-age child care programs and what is my responsibility as a professional in this field? This Training explores quality programming components including health and safety, child development, communicating with children and their families, classroom management and program activities. | | |

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| It's Basic! Quality School Age Programming (AT# 133810) | 2.5 | Yes/Online |
| What are the needs of children and youth in school-age child care programs and what is my responsibility as a professional in this field? This Training explores quality programming components including health and safety, child development, communicating with children and their families, classroom management and program activities. | | |

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| It's Beneficial! Supporting Healthy Relationships (AT# 118139) | 2.5 | Yes/F2F |
| This Training examines the types of relationships fostered in quality school-age programs and how staff can ensure these relationships are positive and productive for children, youth, families, volunteers, community partners and themselves. | | |

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| It's Beneficial! Supporting Healthy Relationships (AT# 133753) | 2.5 | Yes/Online |
| This Training examines the types of relationships fostered in quality school-age programs and how staff can ensure these relationships are positive and productive for children, youth, families, volunteers, community partners and themselves. | | |

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| It's Fundamental! Understanding School Age Children (AT# 118140) | 2.5 | Yes/F2F |
| Have you ever wondered what motivates school-age children? This Training will provide you with an understanding of the unique developmental needs of school-age children. Behavior management, strategies for redirecting inappropriate behavior and the importance of building assets will also be covered. | | |

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| It's Fundamental! Understanding School Age Children (AT# 133854) | 2.5 | Yes/Online |
| Have you ever wondered what motivates school-age children? This Training will provide you with an understanding of the unique developmental needs of school-age children. Behavior management, strategies for redirecting inappropriate behavior and the importance of building assets will also be covered. | | |

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| It's Teachable! Creating a Quality School Age Curriculum (AT# 118138) | 2.5 | Yes/F2F |
| Learning and enrichment experiences are an essential element of the school-age program curriculum. This Training will help school-age professionals create a curriculum that meets the goals of the program and needs of children and youth. Other topics that will be explored include benefits of a curriculum, meeting stakeholder's needs when designing a curriculum, linking the curriculum with academic content standards, teachable moments, field trips and putting the plan into action. | | |

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| It's Teachable! Creating a Quality School Age Curriculum (AT# 133829) | 2.5/\$25 | Yes/Online |
| Learning and enrichment experiences are an essential element of the school-age program curriculum. This Training will help school-age professionals create a curriculum that meets the goals of the program and needs of children and youth. Other topics that will be explored include benefits of a curriculum, meeting stakeholder's needs when designing a curriculum, linking the curriculum with academic content standards, teachable moments, field trips and putting the plan into action. | | |

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| It's Useful! Creating Quality School Age Environments (AT# 118141) | 2.5 | Yes/F2F |
| Explore how to create an environment that is appealing while meeting the needs of children, youth, and staff. This includes equipping programs with soft spaces, interest areas, supplies, effective use of shared space; and effective structuring of schedules and transition times. | | |

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| Leadership Module (AT# 110531) | 6 | Yes/F2F |
| This session covers the Human Resource Leadership and Development Area of Practice in Ohio's Core Knowledge & Competencies (CKC) for Program Administrators. Topics discussed include personal and professional awareness, human relations, leadership and advocacy, and staff management. Find out how to interview and evaluate staff, manage time and stress, and deal with difficult situations. This session is one of five Areas of Practice in the Administrator CKC series. | | |

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| Lesson Planning for Mixed Ages (AT# 117037) | 2.5 | Yes/F2F |
| In this session, participants will explore the lesson planning process as it applies to mixed-age groups in family child care homes. Topics to be explored include the importance of lesson planning, the different phases of lesson planning, and things to keep in mind as you plan learning experiences for individual children and small groups. | | |

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| Management of Communicable Disease: Review (AT# 100268) | 3 | Yes/F2F |
| Participants will review how diseases spread, prevention and disease control in childcare, caring for a well and ill child, common communicable diseases, and policy and procedures. This session meets ODJFS licensing requirements for Centers. | | |

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| Measures of Quality: Planning and Implementation (AT# 109855) | 3 | Yes/F2F |
| <p>Measuring quality through program and classroom assessments is important for program improvement, but assessments alone do not bring about quality. Training participants will explore how to create a quality improvement plan based on assessment results and identify key factors to effective implementation for sustaining change. Prerequisite Training: Program Improvement with Measures of Quality</p> | | |

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| Measures of Quality: Program Improvement (AT# 109850) | 3 | Yes/F2F |
| <p>Research has shown that quality programs have a positive impact on child outcomes, school readiness and school success. What is a quality program and how does a program’s vision and desires for the children they care for align with quality measures? Training participants will explore these topics, including quality environment and interaction indicators, and various program assessment tools. An overview on considerations for selecting program assessment tools will also be presented. This Training is a prerequisite to attend the other five Measures of Quality Trainings: Using the CLASS, Using the Environment Rating Scales as a Measures of Quality, Selecting and Conducting Program Assessments as Measures of Quality, Using Measures of Quality Data to Inform Practice, and Planning and Implementation Using Measures of Quality.</p> | | |

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| Measures of Quality: Selecting and Conducting Program Assessments (AT# 109853) | 3 | Yes/F2F |
| <p>Selecting the appropriate program assessment tools and how the assessments are conducted is key to guiding a program’s quality improvement endeavors. Training participants will examine considerations in selecting program assessment tools that align to their goals for quality improvement, the best “fit” for their program and processes involved in conducting an assessment as a measure of quality. Prerequisite Training: Program Improvement with Measures of Quality</p> | | |

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| Measures of Quality: Using the Environment Rating Scales (AT# 109852) | 3 | Yes/F2F |
| <p>The Environment Rating Scales (ERS) is a recognized tool to assess infant/toddler, preschool, school-age and family child care environments. Training participants will learn how the ERS measures quality, become familiar with the design for accurate assessment observation, learn the scoring system and become aware of considerations for conducting a self-assessment as a measure of quality. Prerequisite Training: Program Improvement with Measures of Quality</p> | | |

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| Measures of Quality: Using the CLASS (AT# 109851) | 3 | Yes/F2F |
| <p>Use of program and classroom assessments in quality improvement can be an effective tool. It is how programs use the data to inform practice that initiates real change. Training participants will explore how to analyze assessment results and utilize the program's strengths and areas of need in making and sustaining quality improvements. Prerequisite Training: Program Improvement with Measures of Quality</p> | | |

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| No Bullies Here: Creative Solutions for Building a Bully Free School Age Program (AT# 120146) | 2.5 | Yes/F2F |
| <p>When it comes to bullying, every one of us is responsible for the solution. Bullying is a serious problem affecting children and we all have a role in helping to stop and prevent it. This Training provides the definition of bullying, the many forms it takes, and its effects. Learn to evaluate your own program and gain ideas in preventing and responding to bullying. Leave with a plan to start changing behavior and to build a bully free zone.</p> | | |

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| Ohio Kids on the Move-Physical Activity Guidelines (AT# 118203) | 2.5 | Yes/F2F |
| <p>We shouldn't have to choose between the physical well-being or the academic success of our children when programming for them afterschool. Ohio Kids on the Move: Physical Activity Guidelines for Afterschool Programs is a collaboration between the Ohio Afterschool Network (OAN) and the Ohio Department of Health (ODH). These guidelines are not requirements, but rather recommendations to support afterschool programs with activities and resources to increase the physical activity of their children and youth afterschool. Join us to hear more about the Physical Activity Guidelines and how you can incorporate them into your Afterschool program.</p> | | |

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| Ohio Kids on the Move-Physical Activity Guidelines (AT# 133566) | 2.5 | Yes/Online |
| <p>We shouldn't have to choose between the physical well-being or the academic success of our children when programming for them afterschool. Ohio Kids on the Move: Physical Activity Guidelines for Afterschool Programs is a collaboration between the Ohio Afterschool Network (OAN) and the Ohio Department of Health (ODH). These guidelines are not requirements, but rather recommendations to support afterschool programs with activities and resources to increase the physical activity of their children and youth afterschool. Join us to hear more about the Physical Activity Guidelines and how you can incorporate them into your Afterschool program.</p> | | |

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| Ohio K-12 Standards Resource Guide: Implementing the Standards (AT# 118165) | 2.5 | Yes/F2F |
| <p>Ohio's K-12 Standards Resource Guide provides school-age professionals guidance on how the K-12 Standards can effectively be implemented. Participants will explore developmentally appropriate instructional strategies and activities, aligned to the Standards, to help students achieve their potential. These program standards include Learning and Development, Administration and Leadership Practices, Staff Qualification and Professional Development, and Family and Community Partnerships.</p> | | |

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| Opening Doors: Building Support for English Language Learners (AT# 118273) | 3 | Yes/F2F |
| <p>If you are trying to figure out how to teach and/or care for children whose first language is not one you speak, you are not alone! Many are working with English Language Learners and have a lot of questions. Fortunately, there are a number of ways to support children by adapting what you already do with all children. These small changes can open up big differences. Start to build a deeper understanding of the development of home language and gaining a second language; strategies for supporting home language and English language learning; and ideas for literacy materials, props, and ways to meet the needs of English language learners.</p> | | |

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| PALS Session 1 (AT# 133636) | 2 | Yes/Online |
| The PALS (Physical Activity Learning Session) training gives early care providers a solid knowledge base of best practices for physical activity for children birth through age five years. The goal of the PALS training is to support practice and policy changes in Early Childhood Education (ECE) programs. PALS combines content learning with facility-level self-assessments, policy development opportunities, resources, and materials to support practice change, leading to healthier, more active children. | | |

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| PALS Session 2 (AT# 133637) | 2 | Yes/Online |
| The PALS (Physical Activity Learning Session) training gives early care providers a solid knowledge base of best practices for physical activity for children birth through age five years. The goal of the PALS training is to support practice and policy changes in Early Childhood Education (ECE) programs. PALS combines content learning with facility-level self-assessments, policy development opportunities, resources, and materials to support practice change, leading to healthier, more active children. | | |

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| PALS Session 1 (AT# 134841) | 2 | Yes/F2F |
| The PALS (Physical Activity Learning Session) training gives early care providers a solid knowledge base of best practices for physical activity for children birth through age five years. The goal of the PALS training is to support practice and policy changes in Early Childhood Education (ECE) programs. PALS combines content learning with facility-level self-assessments, policy development opportunities, resources, and materials to support practice change, leading to healthier, more active children. | | |

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| PALS Session 2 (AT# 134842) | 2 | Yes/F2F |
| The PALS (Physical Activity Learning Session) training gives early care providers a solid knowledge base of best practices for physical activity for children birth through age five years. The goal of the PALS training is to support practice and policy changes in Early Childhood Education (ECE) programs. PALS combines content learning with facility-level self-assessments, policy development opportunities, resources, and materials to support practice change, leading to healthier, more active children. | | |

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| PAS – Program Administration Scale (AT# 113391) | 3 | Yes/F2F |
| The Program Administration Scale, or PAS, is a tool designed to measure the quality of early childhood leadership and management. During this Training, participants will explore the origin of the tool, how it is used, and how it can be used to improve quality in early care and education centers. | | |

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| PAS – Program Administration Scale (AT# 131910) | 3 | Yes/Online |
| The Program Administration Scale, or PAS, is a tool designed to measure the quality of early childhood leadership and management. During this Training, participants will explore the origin of the tool, how it is used, and how it can be used to improve quality in early care and education centers. | | |

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| Pay it Forward: An Introduction to Service Learning Projects (AT# 113132) | 2.5 | Yes/F2F |
| <p>What is service learning? Maybe you have seen the movie Pay It Forward. A social studies teacher asks his students to come up with an idea and to put it into action 'to change the world.' Explore the meaning and purpose of service-learning and walk away with ideas to help neighbors, friends, the school, and/or the community. Service-learning combines a meaningful project and learning by building social skills, leadership, civic responsibility, and academics. Learn ways to build the idea, find the location, plan and carry out the steps and complete the project by creating a sample one to use as a model right away.</p> | | |

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| Play Matters with Children (AT# 123965) | 3 | Yes/F2F |
| <p>Play should be the heart of any early childhood program. Yet it is sometimes overlooked or undervalued with more focus on state standards and preparing for school. In this workshop, you will have a unique, hands-on experience with open-ended materials. Gain strategies for promoting and strengthening play in all early childhood centers and family child care homes. Come ready to build, practice, and evaluate approaches that restore the joy of teaching and working with children while preparing them for success.</p> | | |

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| Play Matters: No Batteries Required! (AT# 119953) | 5 | Yes/F2F |
| <p>Play should be the heart of any early childhood program. Yet it is sometimes overlooked or undervalued with more focus on state standards and preparing for school. In this workshop, you will have a unique, hands-on experience with open-ended materials. Gain strategies for promoting and strengthening play in all early childhood centers and family child care homes. Come ready to build, practice, and evaluate approaches that restore the joy of teaching and working with children while preparing them for success.</p> | | |

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| Positive Guidance: Helping School Age Children Choose Positive Behavior (AT# 120125) | 2.5 | Yes/F2F |
| <p>Do you know there is a difference between punishment and discipline? Adults can help model behavior by being loving, patient, and firm. Young people will trust and respect those that help build their self-esteem in those ways. Participants learn to distinguish the difference between positive discipline/guidance, and punishment; explain 5 reasons children act out; and demonstrate positive ways to solve behavior problems with school-age children</p> | | |

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| Preschoolers at Play: How Materials Can Support Learning and Development (AT# 136449) | 2/\$20 | Yes/F2F |
| <p>How do we “address the who, why, how, and what of choosing the “right stuff” for preschool learning settings?” Utilizing NAEYC’s resource Preschoolers at Play: Choosing the Right Stuff for Learning and Development and participants’ knowledge and experiences, we’ll explore unique perspectives on choosing and using specific play materials to support cognitive, social/emotional, and physical learning development. You’ll engage in conversations, exploration, and planning for the playfulness impact on the environment you create for the young children in your care.</p> | | |

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| Preschoolers at Play: How Materials Can Support Learning and Development (AT# 137310) | 2/\$20 | Yes/Online |
| <p>How do we “address the who, why, how, and what of choosing the “right stuff” for preschool learning settings?” Utilizing NAEYC’s resource Preschoolers at Play: Choosing the Right Stuff for Learning and Development and participants’ knowledge and experiences, we’ll explore unique perspectives on choosing and using specific play materials to support cognitive, social/emotional, and physical learning development. You’ll engage in conversations, exploration, and planning for the playfulness impact on the environment you create for the young children in your care.</p> | | |

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| Putting the Pieces Together: Developing Healthy Children (AT# 121606) | 2.5 | Yes/F2F |
| <p>Running, Jumping, Growing and the Fuel to Make It Happen. We are role models for the children we work with every day and we are a support to their families. Encouraging good nutrition and physical activity starts with us and we can help families keep the habits going outside our programs. This session builds ideas for activities and nutrition education for school age children not just while they are with you but while they are at school and home, too. Learn nutrition tips, recipes and activities. Build more games and activities to keep children moving.</p> | | |

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| Recognition, Prevention & Management of Communicable Diseases (AT# 100267) | 6 | Yes/F2F |
| <p>Participants will learn how diseases spread, prevention and disease control in childcare, caring for a well and ill child, common communicable diseases, and policy and procedures. This session is American Heart Association approved & meets ODJFS licensing requirements.</p> | | |

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| Recognition, Prevention & Management of Communicable Diseases – Live Online (AT# 132639) | 6 | Yes/Online |
| <p>Participants will learn how diseases spread, prevention and disease control in childcare, caring for a well and ill child, common communicable diseases, and policy and procedures. This session is American Heart Association approved & meets ODJFS licensing requirements.</p> | | |

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| Reshaping Our Experiences: Managing Behavior (AT# 116451) | 1.5 | Yes/F2F |
| <p>Sometimes our reactions and approach to challenging behaviors is based on our own expectations and lack of understanding of other issues. If we can reframe what is a challenging behavior and why it may be happening, we can develop strategies, including creative and playful ways to help children. This Training allows participants to investigate behaviors as indicators of other underlying issues related to development, the environment, and other factors.</p> | | |

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| Reshaping Our Experiences: Managing Behavior (AT# 134221) | 1.5 | Yes/Online |
| <p>Sometimes our reactions and approach to challenging behaviors is based on our own expectations and lack of understanding of other issues. If we can reframe what is a challenging behavior and why it may be happening, we can develop strategies, including creative and playful ways to help children. This Training allows participants to investigate behaviors as indicators of other underlying issues related to development, the environment, and other factors.</p> | | |

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| SACERS (AT# 114545) | 2.5 | Yes/F2F |
| <p>In this session, school-age professionals will learn about the specific components of the SACERS-Updated. Participants will be given activities to assist them in understanding the tool, so that they can do a self-assessment of their environments. Prerequisite: Introduction to the Environment Rating Scales.</p> | | |

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| SACERS (AT# 133561) | 2.5 | Yes/Online |
| <p>In this session, school-age professionals will learn about the specific components of the SACERS-Updated. Participants will be given activities to assist them in understanding the tool, so that they can do a self-assessment of their environments. Prerequisite: Introduction to the Environment Rating Scales.</p> | | |

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| Screening and Assessment 1: An Overview of Screening and Assessment Practices (AT# 118428) | 3 | Yes/F2F |
| <p>Assessment is a key part of our work with young children; however, at times, we can find ourselves struggling with terms, using tools that may not provide the information we need, and searching for more efficient and effective options. Overview of Early Childhood Assessment Practices Module contains information regarding key terms associated with the main purposes of early childhood assessment and provides examples of assessment tools used across purposes. More importantly, the module contains information on recommended assessment practice standards and offers guidelines for selecting the right tool for the desired purpose.</p> | | |

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| Screening and Assessment 2: Developmental and Behavioral Screening Practices (AT# 118456) | 3 | Yes/F2F |
| <p>Developmental and behavioral screening is a key early childhood assessment purpose. The Developmental and Behavioral Screening Practices module contains information determining if there are concerns with a child's development and if additional assessment is needed. The module provides definitions regarding terms and formats associated with developmental and behavioral screening. The module also contains information on how developmental and behavioral screening tools may be misused and recommended practices for selecting and administering screening tools for use with young children. The module concludes with recommendations for interpreting and using developmental and behavioral screening tools.</p> | | |

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| Screening and Assessment 3: Planning and Revising Learning Opportunities (AT# 118457) | 3 | Yes/F2F |
| <p>The Planning and Revising Learning Opportunities Module contains information on a five step data-driven decision making process early childhood teams should engage in. While “data” is indeed a four letter word, it isn't anything that we should fear or shy away from. When understood and used properly, the use of data can make our work with children and families easier and more effective. The collection and use of data is the most critical component of quality instruction or support.</p> | | |

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| Sensory Processing: An Overview (AT# 124364) | 2.5 | Yes/F2F |
| <p>This training provides participants with an overview of Sensory Processing. It describes how our brain processes the sensory input we receive through the five external senses (sight, hearing, smell, taste and touch/tactile) and the internal senses (vestibular, proprioceptive and interceptive). When these senses are not integrated, this is a sensory processing disorder. The training will provide ways to recognize signs of sensory processing disorder and activities to help children improve their sensory processing.</p> | | |

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| Selecting Curriculum and Assessment (AT# 137371) | 3 | Yes/F2F |
| <p>This training is for program administrators of licensed early care and education programs in Ohio that serve children birth through the end of preschool who are in the process of selecting and obtaining a curriculum and/or assessment.</p> | | |

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| Social-Emotional Field Guide: An Overview (AT# 119095) | 2.5 | Yes/F2F |
| <p>This workshop looks at the newest of Ohio's Core Knowledge Early Childhood documents, Guiding Young Children's Behavior by Supporting Social and Emotional Development, the Field Guide. Participants will be introduced to the Field Guide's content, discuss ways to support the social and emotional development of young children, be able to identify appropriate community resources and suggest activities for children to build skills. This session is the recommended first session of the Social Emotional Field Guide Training series.</p> | | |

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| Social-Emotional Field Guide: The Administrator's Role (AT# 119252) | 5 | Yes/F2F |
| <p>Child care professionals often struggle with challenging behavior in the classroom. If you are an administrator, you may have struggled with the best way to support your staff through this process. Ohio's Core Knowledge and Competencies Project recently completed work on the Social Emotional Field Guide for practitioners to assist professionals in guiding children's behavior and supporting children's social emotional development. Find out how this document can be used by you to provide assistance to your staff. This session will help you through the use of the guide and provide you tangible, concrete ways to help your staff through these challenges.</p> | | |

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| Special Quest: Creating Bright Futures & An Inclusion Story (AT# 119135) | 3 | Yes/F2F |
| Including young children with disabilities and their families in early care and education settings enriches experiences for all children, families, and staff alike. This Training session will explore real-life examples and experiences from programs that have successfully achieved and benefitted from inclusion. Strategies for including young children with disabilities in natural settings will be introduced and reviewed through the eyes of one child's story. Providing coordinated, comprehensive, family-centered services through partnerships with families, programs, and special need services will be discussed. | | |

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| Special Quest: When Concerns Arise (AT# 118858) | 3 | Yes/F2F |
| Working with children and their families when developmental, behavioral or other concerns are identified can be difficult. Come to this session to find out how to help support families through this transition. Professionals working with families of children with identified needs benefit from understanding this process through the lens of a parent. This session will help staff better communicate with families and better plan for all the children in their care. | | |

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| Special Quest: When Concerns Arise & Enhancing Staff's Confidence and Comfort (AT# 119133) | 3 | Yes/F2F |
| Working with children and their families when developmental, behavioral, or other concerns are identified can be difficult. Come to this session to find out how to help support families through this transition. Professionals working with families of children with identified needs also benefit from guidance that can assist them through the initial identification and planning stages. The second half of this session will help staff better communicate with families and better plan for all the children in their care. | | |

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| Special Quest: Preschool Inclusion-Laying the Ground Work (AT# 122014) | 3 | Yes/F2F |
| This session is intended to lay the groundwork for successful inclusion in preschool. Participants will explore and discuss how families and service providers can effectively work together to create and support inclusive experiences for preschool-age children who have disabilities. Participants will be introduced to a joint position statement created by National Association for the Education of Young Children (NAEYC) and the Division for Early Childhood (DEC). They will use concepts in the position statement to discuss the defining features of inclusion: access, participation, and supports. Additionally, the session highlights federal legislation from several systems that support inclusion. | | |

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| Special Quest: Preschool Inclusion- Samantha's Story (AT# 124368) | 3 | Yes/F2F |
| Participants will explore what is necessary to provide collaborative services to preschoolers with disabilities and their families in early care and education environments. Participants will identify challenges to inclusion and generate strategies that support effective inclusion in their own work. Also discussed will be the how to include partners in the delivery of services. | | |

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| Special Quest: Preschool Inclusion- Drew's Family Story (AT# 124369) | 3 | Yes/F2F |
| <p>Through the story of Drew's family, session participants consider the influence of a parent's own disability on the collaborative process of inclusion. Participants explore and discuss their early experiences with disabilities and how these experiences currently influence their perspectives about disability. In addition, participants explore formal and informal resources and use a community mapping process to identify the various types of resources available in their own communities with a view on what could help support children with disabilities in general.</p> | | |

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| Special Quest: The IEP- Partnering for Success (AT# 124370) | 4 | Yes/F2F |
| <p>This session draws upon the experiences of families, service providers, and administrators in preparing for and contributing to IEP meetings and in implementing IEPs. Participants will consider the IEP process from various perspectives and explore how teams work together to create inclusive experiences that are supported by the IEP process.</p> | | |

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| Special Quest- Just Do It (AT# 124372) | 3 | Yes/F2F |
| <p>This session focuses on the specialized activities and accommodations that can, during normal routines, be provided in inclusive settings for children with significant disabilities. All staff members share the responsibility of ensuring the child's specialized needs are met in the way that supports the child's development while nurturing relationships. Participants will explore the importance of having good communication and close collaboration with family and intervention staff. Specific challenges and barriers to effective collaboration and inclusion will also be addressed.</p> | | |

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| Special Quest- Listening to Families (AT# 124373) | 3 | Yes/F2F |
| <p>This session will lay the foundation for building relationships with families. Relationships depend on good communication, and the most important communication skill is listening. We need to individualize the way we work with each family, and the only way we can truly individualize is to listen, and hear what each family is saying. Listening skills are critical whenever we work with families as we are planning together, delivering services, and transition to the next program.</p> | | |

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| Special Quest- Building Collaborative Relationships (AT# 124374) | 3 | Yes/F2F |
| <p>Children with disabilities and their families thrive when inclusive programs partner with resources in the community. This session includes the opportunity to discuss existing relationships among agencies and programs in the communities of the participants. Strategies for building these relationships will be discussed.</p> | | |

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| Special Quest- Planning to Serve the Diego Family (AT# 124375) | 3 | Yes/F2F |
| <p>This session explores the experience of the Diego family as they access services through a child care program for their young child with a disability. The family's strengths, dreams and needs are explored in the session. A problem-solving process will be used to analyze and plan for high quality early care and education services for the Diego family. Participants will identify their own program's strengths and challenges for serving a child and family with needs such as the one provided in the example. as well as for all of the children served by the program.</p> | | |

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| Standards in the Context of Developmentally Appropriate Practice: Preschool (AT# 137728) | 3 | Yes/F2F |
| This training is for early care and education professionals who work with preschool-age children. Participants will explore the Early Learning and Development Standards in more detail, with a focus on developmentally appropriate practices in settings that serve preschool-age children. | | |

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| Standards in the Context of Developmentally Appropriate Practice: Preschool (Virtual) (AT# 137765) | 3 | Yes/Online |
| This training is for early care and education professionals who work with preschool-age children. Participants will explore the Early Learning and Development Standards in more detail, with a focus on developmentally appropriate practices in settings that serve preschool-age children. | | |

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| Standards in the Context of Developmentally Appropriate Practice: Family Child Care and Mixed Age Groups (AT# 137767) | 3 | Yes/F2F |
| This training walks participants through the Early Learning and Development Standards in more detail, with a focus on implementing the standards in the context of developmentally appropriate practice, within a setting that serves a mixed age group, infant through preschool. | | |

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| Standards in the Context of Developmentally Appropriate Practice: Family Child Care and Mixed Age Groups (Virtual) (AT# 137766) | 3 | Yes/Online |
| This training walks participants through the Early Learning and Development Standards in more detail, with a focus on implementing the standards in the context of developmentally appropriate practice, within a setting that serves a mixed age group, infant through preschool. | | |

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| Standards in the Context of Developmentally Appropriate Practice: Infant and Toddler (AT # 137769) | 3 | Yes/F2F |
| This training walks participants through the Early Learning and Development Standards in more detail, with a focus on implementing the standards in the context of developmentally appropriate practice, within a setting that serves infants and toddlers. | | |

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| Standards in the Context of Developmentally Appropriate Practice: Infant and Toddler (Virtual) (AT# 137768) | 3 | Yes/Online |
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This training walks participants through the Early Learning and Development Standards in more detail, with a focus on implementing the standards in the context of developmentally appropriate practice, within a setting that serves infants and toddlers.

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| Starting a Child Care Program (AT# 118812) | 2.5 | No/F2F |
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Are you interested in opening a child care center or family child care home in Ohio? Join us for this interactive session to learn how to be a successful child care owner. Topics discussed include types of care; personal and professional attributes; national, state, and local trends in child care; understanding the true cost of care; and the phases of building a strong program. Professional and local community resources to support your business will be shared. Please note: this Training does not take the place of the ODJFS Pre-Licensing Training requirement.

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| STEAM: An Integrated Approach to Learning (AT# 115609) | 2.5 | Yes/F2F |
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In this session, participants will be given an introduction to the STEAM (Science, Technology, Engineering, Arts, and Mathematics) approach to learning. Through activities and discussion, participants will learn the history and benefits of using STEAM-based experiences in the preschool or afterschool classroom.

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| STEAM: An Integrated Approach to Learning (AT# 134179) | 2.5 | Yes/Online |
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In this session, participants will be given an introduction to the STEAM (Science, Technology, Engineering, Arts, and Mathematics) approach to learning. Through activities and discussion, participants will learn the history and benefits of using STEAM-based experiences in the preschool or afterschool classroom.

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| STEAM Culture through Afterschool Programming (AT# 115651) | 2.5 | Yes/F2F |
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In this session, participants will understand how to integrate STEAM throughout the entire school-age program. Through discussion and hands-on activities, participants will learn how the role of the professional, teaching strategies, and collaborative relationships with families and community partners work together to support the STEAM approach to learning. Prerequisite: STEAM: An Integrated Approach to Learning

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| STEAM Related Practices in the Afterschool Environment (AT# 115655) | 2.5 | Yes/F2F |
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In this session, participants will learn specific strategies for guiding children through the inquiry process by completing a STEAM-related building challenge. Prerequisite: STEAM: An Integrated Approach to Learning.

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| STEAM in Afterschool: Design it...Do it (AT# 115649) | 2.5 | Yes/F2F |
| In this session, participants will use the engineering design process (Ask, Imagine, Create, Test, Reflect) in a building challenge using common household and classroom materials. Strategies for supporting the design process and using STEAM experiences to support executive function and social-emotional skills will also be discussed. Prerequisite: STEAM: An Integrated Approach to Learning | | |

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| STEAM in Afterschool: Imagine it...Plan it (AT# 115608) | 2.5 | Yes/F2F |
| Participants will begin the process of implementing STEAM (Science, Technology, Engineering, Arts, and Mathematics) related experiences in a school-age environment. Through discussion, reflection, and hands-on experiences, participants will learn teaching strategies, materials, and activities that support STEAM every day, both indoors and outdoors. Prerequisite: STEAM: An Integrated Approach to Learning. | | |

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| Strategies for Managing Biting Behaviors in Infant/Toddler Group Care (AT# 139282) | 1.5 | Yes/F2F |
| Biting behaviors can be stressful for everyone involved. In this training, participants will explore the reasons biting occurs in infant/toddler environments. Using real-life vignettes, participants will examine strategies for reducing and managing biting incidents, including communicating with families. | | |

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| Strategies for Managing Biting Behaviors in Infant/Toddler Group Care (AT# 139283) | 1.5 | Yes/Online |
| Biting behaviors can be stressful for everyone involved. In this training, participants will explore the reasons biting occurs in infant/toddler environments. Using real-life vignettes, participants will examine strategies for reducing and managing biting incidents, including communicating with families. | | |

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| Strengthening Business Practices for Centers Module 1: Budgets, Projections, and Planning (AT# 130425) | 3 | Yes/Online |
| The Strengthening Business Practices for Child Care Programs training series addresses basic concepts in fiscal and operational management of center-based programs. In this session, participants will realize the importance of fiscal planning to the sustainability of their business operations by developing a budget, projecting costs and revenue, and planning for future goals. Participants will strengthen their knowledge of fiscal terms, concepts, and practices which will reinforce the concept that sound fiscal management is foundational to strong business practices, which ultimately improve outcomes for children. | | |

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| <p align="center">Strengthening Business Practices for Centers Module 1: Budgets, Projections, and Planning (AT# 130528)</p> | <p align="center">3</p> | <p align="center">Yes/F2F</p> |
| <p>The Strengthening Business Practices for Child Care Programs training series addresses basic concepts in fiscal and operational management of child care center-based programs. In this session, participants will understand the importance of fiscal planning to the sustainability of business operations by developing a budget, projecting costs and revenue, and planning for future goals. Through discussion and activities, participants will strengthen their knowledge of fiscal terms, concepts, and practices to reinforce awareness that sound fiscal management is foundational to strong business practices, which ultimately improve outcomes for children.</p> | | |

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| <p align="center">Strengthening Business Practices for Centers Module 2: Financial Reports and Internal Controls (AT# 130453)</p> | <p align="center">3</p> | <p align="center">Yes/Online</p> |
| <p>The Strengthening Business Practices for Child Care Programs training series addresses basic concepts in fiscal and operational management of center-based programs. In this session, participants will learn to use three different financial reports to analyze a program’s fiscal health. Participants will discuss the importance of using internal controls to minimize risk and strengthen fiscal management in child care centers.</p> | | |

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| <p align="center">Strengthening Business Practices for Centers Module 2: Financial Reports and Internal Controls (AT# 130531)</p> | <p align="center">3</p> | <p align="center">Yes/F2F</p> |
| <p>The Strengthening Business Practices for Child Care Programs training series addresses basic concepts in fiscal and operational management of center-based programs. In this session, participants will learn to use three different financial reports to analyze a program’s fiscal health. Through discussion and activities, participants will discuss the importance of using internal controls to minimize risk and strengthen fiscal management in child care centers.</p> | | |

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| <p align="center">Strengthening Business Practices for Centers Module 3: Marketing Your Program (AT# 130488)</p> | <p align="center">3</p> | <p align="center">Yes/Online</p> |
| <p>The Strengthening Business Practices for Centers series addresses essential concepts in the fiscal and operational management of center-based child care programs. In this session, participants will develop a marketing plan and identify how to use specific marketing tools to communicate with families about their program's benefits. Topics discussed include identifying external and internal audiences, completing an environmental scan, distinguishing between features and benefits, and increasing communication with existing and prospective families. Marketing your program is one component of sound business practices that improves the sustainability of child care centers.</p> | | |

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| Strengthening Business Practices for Centers Module 3: Marketing Your Program (AT# 130538) | 3 | Yes/F2F |
| <p>The Strengthening Business Practices for Centers series addresses essential concepts in the fiscal and operational management of center-based child care programs. In this session, participants will develop a marketing plan and identify how to use specific marketing tools to communicate with families about their program's benefits. Topics discussed include identifying external and internal audiences, completing an environmental scan, distinguishing between features and benefits, and increasing communication with existing and prospective families. Marketing your program is one component of sound business practices that improves the sustainability of child care centers.</p> | | |

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| Strengthening Business Practices for Centers Module 4: Recruiting and Retaining Staff (AT# 130496) | 3 | Yes/Online |
| <p>The Strengthening Business Practices for Centers series addresses essential concepts in the fiscal and operational management of center-based child care programs. This session supports administrators in their efforts to strengthen staff recruitment systems and improve their ability to retain quality staff. Topics discussed include developing effective job descriptions, conducting interviews, creating an orientation process for new employees, and writing a comprehensive staff handbook. Participants will learn the critical role that leaders have in providing feedback, managing staff performance, and retaining talented staff.</p> | | |

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| Strengthening Business Practices for Centers Module 4: Recruiting and Retaining Staff (AT# 130542) | 3 | Yes/F2F |
| <p>The Strengthening Business Practices for Centers series addresses essential concepts in the fiscal and operational management of center-based child care programs. This session supports administrators in their efforts to strengthen staff recruitment systems and improve their ability to retain quality staff. Topics discussed include developing effective job descriptions, conducting interviews, creating an orientation process for new employees, and writing a comprehensive staff handbook. Participants will learn the critical role that leaders have in providing feedback, managing staff performance, and retaining talented staff.</p> | | |

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| Strengthening Business Practices for Family Child Care Module 1: Budgets, Projections, and Planning (AT# 130431) | 3 | Yes/Online |
| <p>The Strengthening Business Practices for Child Care Programs training series addresses basic concepts in fiscal and operational management of family child care. In this session, participants will realize the importance of fiscal planning to the sustainability of their business operations by developing a budget, projecting costs and revenue, and planning for future goals. Participants will strengthen their knowledge of fiscal terms and practices and reinforce the concept that sound fiscal management is foundational to strong business practices, which ultimately improve outcomes for children.</p> | | |

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| <p align="center">Strengthening Business Practices for Family Child Care Module 1: Budgets, Projections, and Planning (AT# 130530)</p> | <p align="center">3</p> | <p align="center">Yes/F2F</p> |
| <p>The Strengthening Business Practices for Child Care Programs training series addresses basic concepts in fiscal and operational management of family child care businesses. In this session, participants will understand the importance of fiscal planning to the sustainability of business operations by developing a budget, projecting costs and revenue, and planning for future goals. Through discussion and activities, participants will strengthen their knowledge of fiscal terms, concepts, and practices to reinforce awareness that sound fiscal management is foundational to strong business practices, which ultimately improve outcomes for children.</p> | | |

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| <p align="center">Strengthening Business Practices for Family Child Care Module 2: Financial Reports and Internal Controls (AT# 130454)</p> | <p align="center">3</p> | <p align="center">Yes/Online</p> |
| <p>The Strengthening Business Practices for Family Child Care training series addresses basic concepts in fiscal and operational management of family child care. In this session, participants will learn to use three different financial reports to analyze their program’s fiscal health. Participants will discuss how to minimize risk and strengthen fiscal management by implementing a variety of internal controls in the family child care business.</p> | | |

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| <p align="center">Strengthening Business Practices for Family Child Care Module 2: Financial Reports and Internal Controls (AT# 130536)</p> | <p align="center">3</p> | <p align="center">Yes/F2F</p> |
| <p>The Strengthening Business Practices for Family Child Care training series addresses basic concepts in the fiscal and operational management of family child care businesses. In this session, participants will learn to use three different financial reports to analyze their program’s fiscal health. Participants will discuss how to minimize risk and strengthen fiscal management by implementing a variety of internal controls in their family child care business.</p> | | |

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| <p align="center">Strengthening Business Practices for Centers Module 3: Marketing Your Program (AT# 130492)</p> | <p align="center">3</p> | <p align="center">Yes/Online</p> |
| <p>The Strengthening Business Practices for Family Child Care series addresses essential concepts in the fiscal and operational management of family child care businesses. In this session, participants will develop a marketing plan and identify how to use specific marketing tools to communicate with families about their program’s benefits. Topics discussed include identifying external and internal audiences, completing an environmental scan, distinguishing between features and benefits, and increasing communication with existing and prospective families. Marketing is one component of sound business practices that improves the sustainability of your family child care business.</p> | | |

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| <p align="center">Strengthening Business Practices for Centers Module 3: Marketing Your Program (AT# 130540)</p> | <p align="center">3</p> | <p align="center">Yes/F2F</p> |
| <p>The Strengthening Business Practices for Family Child Care series addresses essential concepts in the fiscal and operational management of family child care businesses. In this session, participants will develop a marketing plan and identify how to use specific marketing tools to communicate with families about their program's benefits. Topics discussed include identifying external and internal audiences, completing an environmental scan, distinguishing between features and benefits, and increasing communication with existing and prospective families. Marketing is one component of sound business practices that improves the sustainability of your family child care business.</p> | | |

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| <p align="center">Strengthening Families: An Introduction to Protective Factors Framework (AT# 119745)</p> | <p align="center">3</p> | <p align="center">Yes/F2F</p> |
| <p>What is the Strengthening Families Protective Factors Framework and how does it impact the way you serve families? In this Training you will have an introduction to the key concepts behind the Strengthening Families Protective Factors Framework, including five protective factors, seven program strategies, and strength-based work with families. Don't miss this opportunity to learn how your program can make the biggest impact for the children and families you serve!</p> | | |

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| <p align="center">Strengthening Families: An Introduction to Protective Factors Framework (AT# 133029)</p> | <p align="center">3</p> | <p align="center">Yes/Online</p> |
| <p>What is the Strengthening Families Protective Factors Framework and how does it impact the way you serve families? In this Training you will have an introduction to the key concepts behind the Strengthening Families Protective Factors Framework, including five protective factors, seven program strategies, and strength-based work with families. Don't miss this opportunity to learn how your program can make the biggest impact for the children and families you serve!</p> | | |

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| <p align="center">Strengthening Families: Concrete Support in Times of Need (AT# 119747)</p> | <p align="center">3</p> | <p align="center">Yes/F2F</p> |
| <p>ALL families need help from time to time. Do you know how to help families find and access the resources they need? This Training examines the protective factor of Concrete Support in Times of Need. You will also have the opportunity to learn about two related program strategies that will provide your program specific strategies to strengthen the protective factor of Concrete Support in Times of Need: Link Families to Services and Opportunities & Observe and Respond to Early Warning Signs. If you want to strengthen the families you serve you won't want to miss this!</p> | | |

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| Strengthening Families: Concrete Support in Times of Need (AT# 133632) | 3 | Yes/Online |
| <p>ALL families need help from time to time. Do you know how to help families find and access the resources they need? This Training examines the protective factor of Concrete Support in Times of Need. You will also have the opportunity to learn about two related program strategies that will provide your program specific strategies to strengthen the protective factor of Concrete Support in Times of Need: Link Families to Services and Opportunities & Observe and Respond to Early Warning Signs. If you want to strengthen the families you serve you won't want to miss this!</p> | | |

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| Strengthening Families: Knowledge of Parenting and Child Development (AT# 119748) | 3 | Yes/F2F |
| <p>Is it important that your families understand basic child development? This Training will examine how a program who implements a strong program strategy in the area of Strengthen Parenting will enhance the protective factor of Knowledge of Parenting and Child Development. Don't miss this opportunity to strengthen the families you serve!</p> | | |

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| Strengthening Families: Parental Resilience (AT# 119749) | 3 | Yes/F2F |
| <p>Do you know how to recognize signs of parental resilience? This Training will help you examines the protective factor of Parental Resilience and identify actions you can take to help parents build their resilience by incorporating the following program strategies into their daily work; Respond to Family Crises and Facilitate Friendships and Mutual Support. Don't miss this opportunity to strengthen the families you serve!</p> | | |

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| Strengthening Families: Social Emotional Competence of Children (AT# 119750) | 3 | Yes/F2F |
| <p>Do you know how to recognize characteristic of children who demonstrate realistic social emotional skills for typical developing children? This course explores the protective factor of Social and Emotional Competence of Children and the related program strategy, Facilitate Children's Social and Emotional Development. Don't miss this opportunity to strengthen the families you serve!</p> | | |

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| Strengthening Families: Social Emotional Competence of Children (AT# 134040) | 3 | Yes/Online |
| <p>Do you know how to recognize characteristic of children who demonstrate realistic social emotional skills for typical developing children? This course explores the protective factor of Social and Emotional Competence of Children and the related program strategy, Facilitate Children's Social and Emotional Development. Don't miss this opportunity to strengthen the families you serve!</p> | | |

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| Strengthening Families: Social Connections (AT# 119752) | 3 | Yes/F2F |
| <p>Do you know the value of intentionally connecting families with one another? This course examines the protective factor of Social Connections and the related program strategy, Facilitate Friendships and Mutual Support. Don't miss this opportunity to strengthen the families you serve!</p> | | |

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| Strengthening Families: Moving from Knowledge to Action (AT# 119906) | 3 | Yes/F2F |
| How will you bring the Protective Factors Framework to Life in Your Work? This Training, will offer you a chance to reflect on what you've learned about Strengthening Families and how you are applying it in your work. This Training is provided for individuals who wish to learn more about applying the protective factors in their work and in their lives. | | |

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| Supporting & Guiding Children's Behavior (AT# 117291) | 2.5 | Yes/F2F |
| In this session, participants will learn how to best support and manage children's behavior by understanding potential causes of challenging behaviors across different age groups. Through discussion and small-group activities, participants will explore strategies to prevent, reduce, and manage challenging behaviors in mixed-age groups settings. | | |

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| Supporting Preschool Behavior: Promoting Social-Emotional Development through Activities (AT# 139318) | 1.5 | Yes/F2F |
| Preschoolers are interested in exploring the world and interacting with others. Challenging behaviors occur as they are still learning to navigate their social worlds. In this session, participants will learn effective practices for supporting children's developing social and emotional skills during learning experiences. | | |

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| Supporting Preschool Behavior: Promoting Social-Emotional Development through Activities (AT# 139322) | 1.5 | Yes/Online |
| Preschoolers are interested in exploring the world and interacting with others. Challenging behaviors occur as they are still learning to navigate their social worlds. In this session, participants will learn effective practices for supporting children's developing social and emotional skills during learning experiences. | | |

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| Supporting Preschool Behavior: The Learning Environment (AT# 139304) | 1.5 | Yes/F2F |
| Preschoolers are active, social, and curious! The early childhood environment directly influences the quality of children's behavior by sending messages about how to act and respond. In this session, participants will explore six practices for designing a high-quality supportive environment that promotes social and emotional development and reduces challenging behaviors. | | |

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| Supporting Preschool Behavior: The Learning Environment (AT# 139305) | 1.5 | Yes/Online |
| Preschoolers are active, social, and curious! The early childhood environment directly influences the quality of children's behavior by sending messages about how to act and respond. In this session, participants will explore six practices for designing a high-quality supportive environment that promotes social and emotional development and reduces challenging behaviors. | | |

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| Supporting Preschool Behavior: Transitions (AT# 139313) | 1.5 | Yes/F2F |
| Preschool classrooms are busy! Transitioning between various routines and activities can be stressful for young children, which causes challenging behaviors to surface. In this session, participants will explore effective practices for supporting children during transitions. Intentionally planning for transitions contributes to a predictable environment and reduces the occurrence of challenging behaviors. | | |

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| Supporting Preschool Behavior: Transitions (AT# 139316) | 1.5 | Yes/Online |
| Preschool classrooms are busy! Transitioning between various routines and activities can be stressful for young children, which causes challenging behaviors to surface. In this session, participants will explore effective practices for supporting children during transitions. Intentionally planning for transitions contributes to a predictable environment and reduces the occurrence of challenging behaviors. | | |

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| SWITCH: How to Change when Change is Hard (AT# 113088) | 2.5 | Yes/F2F |
| Psychologists have discovered that our minds are ruled by two different systems- The rational mind and the emotional mind- that compete for control. The rational mind wants to change something at work but the emotional mind loves the comfort of the existing routine. Come learn how our mind controls our thoughts and feelings on change and learn a three-part framework that will help guide individuals in any situations where a change in behavior is needed. Participants will learn to Direct their Riders, Motivate their Elephants and Shape their paths. | | |

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| Teaching Children with Autism Spectrum Disorder (AT# 119323) | 2 | Yes/F2F |
| This training is designed to provide the participants with specific information regarding the most effective classroom strategies that can be used by teachers who work with children with Autism Spectrum Disorders. The Assistive Technology, as is used by teachers who work with children diagnosed with ASD, is defined in terms of low, mid., and high-technology strategies. Examples of Assistive technology strategies are provided and discussed. | | |

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| The Art of Collaborative Teaching (AT# 127857) | 2 | Yes/F2F |
| Through this training participants will develop a better understanding of the variety of co-teaching models. Participants will discuss common co-teaching challenges and brainstorm solutions for these challenges in order to support co-teaching relationships within their child care programs. | | |

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| The Early Childhood Professional (AT# 128581) | 3 | Yes/F2F |
| <p>Participants will gain a deep understanding of professionalism. They will identify attributes of a professionalism in early childhood through respect, dependability, appearance, time management and communication. They will learn the importance of reflection and continually seeking feedback in order to improve practices and develop professional growth. Finally, they will be able to recognize their role as a team member in making ethical decisions, maintaining confidentiality and taking care of yourself.</p> | | |

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| The Early Childhood Professional (AT# 134707) | 3 | Yes/Online |
| <p>Participants will gain a deep understanding of professionalism. They will identify attributes of a professionalism in early childhood through respect, dependability, appearance, time management and communication. They will learn the importance of reflection and continually seeking feedback in order to improve practices and develop professional growth. Finally, they will be able to recognize their role as a team member in making ethical decisions, maintaining confidentiality and taking care of yourself.</p> | | |

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| The Growing Brain: The Basics Unit 1 (AT# 126891) | 3 | Yes/F2F |
| <p>This innovative training curriculum focuses on evidence-informed strategies with which to prepare early childhood providers for their vital role in building healthy brains. The curriculum fills a unique niche by providing a comprehensive understanding of how the brain develops, along with ways the provider can encourage healthy brain development in children from birth to 5 years old. This unit covers how the brain grows and develops from conception through 5 years old.</p> | | |

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| The Growing Brain: The Factors Affecting Brain Growth and Development Unit 2 (AT# 127853) | 3 | Yes/F2F |
| <p>This innovative training curriculum focuses on evidence-informed strategies with which to prepare early childhood providers for their vital role in building healthy brains. The curriculum fills a unique niche by providing a comprehensive understanding of how the brain develops, along with ways the provider can encourage healthy brain development in children from birth to 5 years old. This unit covers key factors that affect brain development and how to support healthy overall brain development.</p> | | |

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| The Growing Brain: Communication and Language Development Unit 3 (AT# 127855) | 3 | Yes/F2F |
| <p>This innovative training curriculum focuses on evidence-informed strategies with which to prepare early childhood providers for their vital role in building healthy brains. The curriculum fills a unique niche by providing a comprehensive understanding of how the brain develops, along with ways the provider can encourage healthy brain development in children from birth to 5 years old. This unit covers how communication and language skills develop in the first 5 years, the brain's role in the development of these skills, and how to support them.</p> | | |

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| The Growing Brain: Cognition and Executive Function Unit 4 (AT# 127859) | 3 | Yes/F2F |
| <p>This innovative training curriculum focuses on evidence-informed strategies with which to prepare early childhood providers for their vital role in building healthy brains. The curriculum fills a unique niche by providing a comprehensive understanding of how the brain develops, along with ways the provider can encourage healthy brain development in children from birth to 5 years old. This unit covers how young children develop cognitive and executive functions in relation to the developing brain.</p> | | |

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| The Growing Brain: Social–Emotional Development Unit 5 (AT# 127860) | 3 | Yes/F2F |
| <p>This innovative training curriculum focuses on evidence-informed strategies with which to prepare early childhood providers for their vital role in building healthy brains. The curriculum fills a unique niche by providing a comprehensive understanding of how the brain develops, along with ways the provider can encourage healthy brain development in children from birth to 5 years old. This unit covers how social–emotional development unfolds in the first 5 years and the brain’s role in this process.</p> | | |

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| The Growing Brain: Understanding Behavior Unit 6 (AT# 127861) | 3 | Yes/F2F |
| <p>This innovative training curriculum focuses on evidence-informed strategies with which to prepare early childhood providers for their vital role in building healthy brains. The curriculum fills a unique niche by providing a comprehensive understanding of how the brain develops, along with ways the provider can encourage healthy brain development in children from birth to 5 years old. This unit covers how children’s behavior is influenced by the brain.</p> | | |

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| The Growing Brain: Everyday Play Unit 7 (AT# 127864) | 3 | Yes/F2F |
| <p>This innovative training curriculum focuses on evidence-informed strategies with which to prepare early childhood providers for their vital role in building healthy brains. The curriculum fills a unique niche by providing a comprehensive understanding of how the brain develops, along with ways the provider can encourage healthy brain development in children from birth to 5 years old. This unit covers the stages and types of play that unfold in early childhood, the role of the brain in this process, and how to maximize children’s learning through play.</p> | | |

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| The Trouble with Trauma (AT# 135467) | 1 | Yes/F2F |
| <p>In this face to face training, participants will learn about the ways trauma presents itself in individuals. They will learn how we can use the four elements of a trauma informed classroom to set children up for success both in the classroom and beyond.</p> | | |

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| The Trouble with Trauma (AT# 135466) | 1 | Yes/Online |
| In this face to face training, participants will learn about the ways trauma presents itself in individuals. They will learn how we can use the four elements of a trauma informed classroom to set children up for success both in the classroom and beyond. | | |

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| Transitions: The Time is Now (AT# 135126) | 1 | Yes/F2F |
| Participants will learn about common transitions in the lives of young children and explore several strategies to assist them in the successful completion of these transitions. | | |

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| Transitions: The Time is Now (AT# 135118) | 1 | Yes/Online |
| Participants will learn about common transitions in the lives of young children and explore several strategies to assist them in the successful completion of these transitions. | | |

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| Trauma in Early Learners: Understanding and Managing Impact (AT# 116531) | 4 | Yes/F2F |
| This training will give participants a comprehensive understanding to support a trauma-informed approach to serving children and families. Part 1: Introduction to Trauma - the brain's stress response system, classifications of stress and trauma and how experiences impact how children develop. Part 2: Managing Trauma in the Classroom - strategies to address stress and trauma in the classroom and increase the learning capacity of children. Part 3: Increasing Developmental Assets - perspective on the strengths of children and tools to build resilience. Part 4: Understanding and Managing Secondary Traumatic Stress - dynamics of secondary traumatic stress, how to recognize burnout, and techniques to relax and keep balance | | |

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| Trauma in our Classroom (AT# 135458) | 2 | Yes/F2F |
| This training will introduce trauma and the affects it has on the children in our classroom as well as offer tips on becoming a trauma responsive classroom. | | |

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| ONLINE: Trauma in our Classroom (AT# 135457) | 2 | Yes/Online |
| This training will introduce trauma and the affects it has on the children in our classroom as well as offer tips on becoming a trauma responsive classroom. | | |

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| Understanding Autism Today (AT# 119322) | 2 | Yes/F2F |
| This training is designed to provide the participants with basic knowledge about Autism Spectrum Disorder. Causes, diagnosis, treatment options, and the basic teaching strategies are discussed. The training includes the latest research news about autism. | | |

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| <p align="center">Using Technology in Early Childhood Settings Module 1 (AT# 118425)</p> | <p align="center">3</p> | <p align="center">Yes/F2F</p> |
| <p>This Training has been developed to help early childhood professionals use technology in their classrooms. During the Training you will be able to view several short videos that show how technology can be used effectively. You will be asked to download the Participant Handbook and print it out. You will use it to reflect on your own practice related to technology, to explore standards and position statements and to make recommendations for the future.</p> | | |

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| <p align="center">Using Technology in Everyday Activities Module 2 (AT# 118192)</p> | <p align="center">6</p> | <p align="center">Yes</p> |
| <p>Session 1: There are four Training goals for this module which tie to the topics that will be addressed. The first goal addresses your basic knowledge of technology terms so that you are comfortable with the terms that are being used in this Training. The second goal looks at where and how technology can be integrated into the classroom. You will then be asked to look at how you can be intentional as you incorporate technology to support the children's' learning. Through this Training you will also evaluate technology using research-based criteria. You will be asked to download the Participant Handbook and print it out. You will use it to reflect on your own practice related to technology, to explore standards and position statements and to make recommendations for the future. Session 2: This course is an extension of Module 2, session 1. We will continue to focus on the four Training goals from session 1 and build upon your knowledge of how to incorporate technology in your everyday activities. During the Training you will be able to view a short video that shows how technology can be used effectively. You will be asked to download the Participant Handbook and print it out. You will use it to reflect on your own practice related to technology, to explore standards and position statements and to make recommendations for the future.</p> | | |

Study Groups

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| Building and Implementing a Primary Classroom (AT# 123941) | 11 | Yes/F2F |
| <p>As a teacher, you build the classroom environment as well as the relationships, partnerships and communities that develop within them. You also build competent, successful learners within your classroom. The book, Building the Primary Classroom, utilizes a framework & strategies for school age teachers. Participants will gain a better understanding of this framework and its impact on the children’s overall learning experience. Session 1: the importance of knowing the children and building a community; Session 2: the structure of the classroom and its effect on behavior; Session 3: the barriers to good relationships and strategies for family involvement; Session 4: using observation, assessment and appropriate activities.</p> | | |

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| Conscious Discipline Community of Learners (AT# 124355) | 14 | Yes/F2F |
| <p>This Community of Learners (study group) investigates evidenced-based concepts “Conscious Discipline” by Dr. Becky Bailey. The goal of the group empowers early childhood professionals to consciously respond to daily conflict and transform it into an opportunity to teach critical life skills to children in the early years. Participants learn the four components of “Conscious Discipline,” which are the seven skills of discipline, the school family, seven powers for conscious adults, and the brain state model. “Conscious Discipline” is implemented in the classroom/family child care home and includes the families so they are equipped with the skills needed to create safe, connected, and problem-solving actions at home.</p> | | |

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| Making Summer Campstastic (AT# 112638) | 10 | Yes/F2F |
| <p>Don't wait until spring to just begin thinking about what you will do with your school children in the summer. Join an active discussion with a group of other school age professionals. Avoid the mad rush at the beginning of the summer as well as the slump later. Administrators and staff will create engaging summer programming for school children and ways to design extended learning through activities, field trips, and group projects. Participants will be able to identify aspects of a quality summer program, recognize the developmental needs of school children and plan accordingly, create a summer schedule, and plan for family engagement. At the end, participants will produce and share a timeline to complete summer planning and initiate implementation as well as a tool to evaluate program effectiveness. Summer Program Tips, Strategies & Activities for School-Agers 5-14 Years Old provided to each member of this community of learners. This resource will be included as a book study in the discussions and activities.</p> | | |

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| Community of Learners for Strengthening Business Practices (AT# 136759) | 7 | Yes/F2F |
| <p>Participants will sign a memorandum of understanding stating that they will complete all Strengthening Business Practice modules pertaining to their business and meet with guest speakers from the business community to complete a project they identified after completion of the modules. Examples of the projects to be developed include an operating budget, a marketing plan, job descriptions/hiring practices, or a staff orientation policy.</p> | | |

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| Understanding and Implementing Creative Curriculum for Family Child Care (AT# 123505) | 12 | Yes/F2F |
| Caring for children within your Family Child Care program is too important to leave to chance. <i>The Creative Curriculum</i> provides a framework of intentional planning for children’s development and learning. Participants will be introduced to the components of the curriculum and discuss the theories and research that provide the foundation for <i>The Creative Curriculum</i> . Learn, discuss, and share with other family child care providers through six meetings on using the curriculum and tools. | | |

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| Zero to Three Critical Competencies for Infant/Toddler Area 1: Social/Emotional Development (AT# 119348) | 18 | Yes/F2F |
| The ZERO TO THREE Critical Competencies for Infant-Toddler Educators™ Professional Development Mini-Series: Supporting Social-Emotional Development provides opportunities for infant-toddler educators to explore, understand, and practice critical interactions with infants and toddlers that support and nurture their social-emotional development and learning. The series is designed for educators who work in home or center-based group settings with infants and/or toddlers. This module is focused on: building warm, positive, and nurturing relationships; providing consistent and responsive caregiving; supporting emotional expression and regulation; promoting socialization; guiding behavior; and promoting a sense of identity and belonging. | | |

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| Zero to Three Critical Competencies for Infant/Toddler Area 2: Cognitive Development (AT# 119361) | 12 | Yes/F2F |
| The ZERO TO THREE Critical Competencies for Infant-Toddler Educators™ Professional Development Mini-Series: Supporting Cognitive Development provides opportunities for infant-toddler educators to explore, understand, and practice critical interactions with infants and toddlers that support and nurture their cognitive development and learning. The series is designed for educators who work in home or center-based group settings with infants and/or toddlers. The series includes four modules focused on: facilitating exploration and concept development; building meaningful curriculum; promoting imitation, symbolic representation, and play; and supporting reasoning and problem solving. | | |

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| Zero to Three Critical Competencies for Infant/Toddler Area 3: Language and Literacy Development (AT# 119363) | 9 | Yes/F2F |
| The ZERO TO THREE Critical Competencies for Infant/Toddler Educators™ Professional Development Mini-Series: Supporting Language and Literacy Development provides opportunities for infant-toddler educators to explore, understand, and practice critical interactions with infants and toddlers that support and nurture their language and literacy development and learning. The mini-series is designed for educators who work in home or center-based group settings with infants and/or toddlers. It includes three modules focused on: promoting communication exchange; expanding expressive and receptive language and vocabulary; and promoting early literacy. | | |