

Training Catalog

SPRING
2021

For Early Care & Education and School-Age Child Care Professionals
in Cabarrus, Mecklenburg, Rowan, Stanly, and Union counties

April Trainings

Region 6 Child Care Resource & Referral Training Catalog is a quarterly publication intended to provide professionals working in child care centers, family child care homes, part-day preschools, Head Start, public pre-kindergarten, and school-age programs with information about, and access to, a diverse selection of approved professional development sessions offered by child care resource and referral agencies in Cabarrus, Mecklenburg, Rowan, Stanly, and Union counties. Training sessions are state-approved and can be applied toward the North Carolina requirements for child care training.



REGISTER NOW FOR TRAINING SESSIONS!

- 1 Review the training sessions for topics, dates, times, locations, and credits.
- 2 Review the registration instructions for the county in which your session is offered.
- 3 Register online at childcareresourcesinc.org, or complete the registration form.

REMINDERS FOR ALL TRAINING SESSIONS

- Pre-registration is required, and enrollment is limited.
- Registrations made within two weeks prior to a session date cannot be guaranteed.
- Copy a completed registration form for your own records.
- Training sessions start promptly at the scheduled time. Doors open 15 minutes prior to each session. Once a session has begun, late arrivals are not permitted to enter.

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REGISTRATION INFORMATION FOR ALL SESSIONS

CABARRUS, MECKLENBURG, & UNION

Payment: Check or money order (payable to Child Care Resources Inc.) or credit cards. All training fees are NON-REFUNDABLE.

How to Register

Online: Visit childcareresourcesinc.org to view, register, and pay for sessions.

By mail or in person: Send registration form with payment to: Child Care Resources Inc., 200-B Regency Executive Park Drive, Suite 240, Charlotte, NC 28217 OR at Child Care Resources Inc., 105-A Cedar St., Monroe, NC 28110

By Phone: (704) 376-6697

ROWAN

Payment: Cash, check, or money order (payable to Smart Start Rowan).

How to Register

By mail or in person: Send or bring registration form with payment to:

Smart Start Rowan

1329 Jake Alexander Blvd. S., Salisbury, NC 28146

By phone: (704) 630-9085

STANLY

Payment: Cash, check, or money order (payable to Stanly County Partnership for Children) are accepted.

How to Register

Online: Download Stanly County's registration form at stanlypartnership.org

By mail or in person: Send or bring registration form with payment to:

Stanly County Partnership for Children, 1000 N. First Street, Suite 8 (Stanly Commons), Albemarle, NC 28001

By phone: Call (704) 982-2038

TRAINING LOCATIONS

Mecklenburg: Child Care Resources Inc., 200-B Regency Executive Park Drive, Suite 240, Charlotte, NC 28217

Union: Child Care Resources Inc., 105-A Cedar St. Monroe, NC 28110

Stanly

Stanly County Partnership for Children. 1000 N. First Street, Suite 8, Albemarle, NC 28001

Rowan

Child Care Connections/Smart Start Rowan, 1329 Jake Alexander Blvd. S., Salisbury, NC 28146

Cabarrus

Please check training description for location



Technology Requirements for Online Virtual Sessions

Individual email addresses for registration are required.

Any trainings that are offered virtually will require participants to have access to a computer or other electronic device with internet connection.

Participants must also have the ability to watch and listen to video online, have the capabilities to unmute themselves, share their cameras, and participate via chatbox throughout the session.

Additional needs:

- Keyboard/mouse or mousepad
- Speakers to hear audio
- Ability to send and receive electronic documents, scan/email assignments
- A PDF reader

Note: *Most online sessions are 2 credit hours (unless otherwise stated). You will be contacted at least 1 week prior to training with instructions and login information pertaining to your online training.*

LEVELS: Wondering if a session is right for you? Each description indicates the level of knowledge participants can expect to gain from a training.

Entry - Offers basic background information

Beginner - Explores practical application

Intermediate - Expands existing knowledge

Advanced - Provides specific, in-depth knowledge relevant to field of concentration or interest area

ONLINE SESSIONS

Accessible anytime, anywhere on a computer or mobile device!

A+ SUPERVISION

Did you know that with appropriate supervision, most accidents and incidents that occur in child care programs can be avoided? In this online/On Demand session, participants will learn to recognize common situations that pose risks to children, and will learn proactive measures to ensure safety in child care programs through appropriate supervision practices.

ALL ABOUT THE ITERS-R or ALL ABOUT THE ECERS-R

Through a series of 10- to 15-minute lessons, we'll highlight each Subscale of the ITERS-R or the ECERS-R. You won't be learning how to get through the actual day of assessment, but how to have a high-quality classroom that is assessment-ready every day of the year! Along the way, we'll provide application and encouragement to apply the standards you learn to your environment.

ALL ABOUT THE SACERS-U

This session will provide an overview of the SACERS-U Rating Scale to include the history of the Rated License Assessment process, definitions of the terms used in the tool, indicators of quality as they related to the SACERS-U, and a review of the subscales and scoring process. Participants will also explore the materials that need to be in a school-age classroom.

ARE YOUR CHILDREN IN TIMES SQUARE? MOVING FROM SENSORY OVERLOAD TO SENSORY ENGAGEMENT

This module is designed to help participants understand the impact of sensory overload, especially with the element of light, and to offer strategies and ideas about moving children's spaces from sensory overload to sensory engagement. Participants will learn the difference between lighting and illumination, conduct a lighting assessment of their classroom, and will learn how to enhance classroom mood by adding illumination to the environment.

Technology Requirements

Individual email addresses for registration are required.

These trainings are self-paced and will require participants to have access to a computer or other electronic device with internet connection.

Additional needs:

- Keyboard/mouse or mousepad
- Speakers/headphones for audio
- Ability to send and receive electronic documents, scan/email assignments
- A PDF reader

Note: Online sessions are \$15 and 2 credit hours unless otherwise noted. You will be contacted within 3 business days with instructions and login information pertaining to your online training.

BELONGING: INCLUDING CHILDREN OF GAY AND LESBIAN PARENTS (AND ALL CHILDREN!) IN YOUR PROGRAM

Today's families are diverse. They come in all sizes and in many configurations. As early childhood educators, this diversity challenges us to be more accepting, responsive, and respectful in our relationships with young children and families. This module intends to address how to create a sense of belonging for all families, including gay and lesbian families.

BREAST MILK: THE PERFECT BABY FOOD

With recently updated rules and regulations regarding breastfeeding in child care centers, educating ourselves about breastfeeding is crucial. This session will describe how the feeding of infants has changed over the past three generations, the impact that breastfeeding (or the lack of) has on childhood obesity and other health concerns, and how child care centers can promote, encourage, and support breastfeeding within the child care facility.

BULLYING: TODAY'S MEAN SCENE

This self-paced webinar will give child care professionals a baseline knowledge of the current types and trends in bullying. Red flags and warning signs that may put a child at risk for being bullied and best practices for prevention and intervention will be discussed.

CIRCLE TIME FUN AND LEARNING

Do you ever struggle with planning circle time only to have the children quickly lose interest? This course helps teachers plan and implement interesting circle times that will draw children in, promote development, and still be appropriate.

CONVERSATION: THE COMMON THREAD IN OUR WORK

This session is designed to provide teachers with strategies to simplify and integrate many of the demands of their curricula by enhancing their use of rich, authentic conversation with children in all areas of the classroom.

DEALING WITH SEPARATION ANXIETY

Even ET suffered from separation anxiety! Although well cared for by his new friends, he still longed for his home and more familiar surroundings. ET's reaction is not unlike what child care providers see every day in their work with young children. Participants will learn practical ways to help children deal with separation anxiety. Great for new and seasoned teachers!

FATHERS AND FATHER FIGURES

Parents are children's first and primary teachers. Every parent has a unique way of caring for and interacting with his or her child, with mothers and fathers typically interacting with their children in different ways. Research shows the impact of fathers and father figures on children's social and emotional development. This is the topic of this self-paced session as we think about obstacles to father involvement and discuss ways to support and encourage father involvement.

ONLINE SESSIONS

Accessible anytime, anywhere on a computer or mobile device!

FUNDING SCHOOL AGE PROGRAMS

School age programs can often lack needed funding to support special projects or initiatives. This online/OnDemand course will explore different paths that administrators and teachers can take as they research outside funding to help support these programs.

GRANTING CHILDREN THEIR EMOTIONS

This session is designed to introduce teachers to the important idea of granting children their expressed emotions, explore strategies for increasing trust, and consider the effects and ethical issues of not taking children's emotions seriously.

GREAT PLACES TO BE A BABY: INFANTS' AND TODDLERS' LEARNING ENVIRONMENTS

Research tells us infants and toddlers learn best in environments where they can have secure relationships with caring and responsive adults, where they feel safe and where they feel free to explore and learn. A well-arranged environment can help you meet the needs of infants and toddlers. This session highlights the importance of the environment and provides an overview of what to consider when creating and maintaining developmentally appropriate infant and toddler learning environments.

IT'S OFF TO SCHOOL WE GO

While school readiness includes a child's ability to get along with others and to recognize some numbers and letters, it also includes the range of skills that develop from birth to five across all developmental domains. This session will explore such developmental areas as social-emotional, cognitive, language and literacy, and physical development, and how they each contribute to a child's readiness for school.

POTTY TIME: WHEN IS THE RIGHT TIME?

In this training session, participants will learn to look for the cues that signal toilet training readiness in toddlers. Learn what to do when toileting accidents occur and learn how to work with parents throughout the toilet training process,

PRIMARY CAREGIVING

The security of a child's attachment to primary caregivers provides a base for the child's emotional-social development. Learn how to understand the benefits of using primary caregiving techniques in the child care center and how to implement a primary caregiving system in your classroom.

PROFESSIONALISM: THE SECRET OF SUCCESS

This session will give practical ideas and strategies for building a professional image. It will focus on the fact that it is not only how you dress, but the attitude you display as well as the knowledge that you continue to gain that builds this image. It is designed to help participants realize that they are indeed professionals.

STEM SCIENCE: EXPLORE! DISCOVER! INVESTIGATE!

Science in early care and education is focused on children's natural interest in the world. Preschool children learn science concepts by active exploration of that world. Join us as we explore the components of nature/science for young children and the skills that children are developing when exploring science, such as observing, recording, problem solving, and organizing information.

WE'RE ALL STRESSED HERE! HOW TO AVOID BURNOUT

Working with young children is rewarding, but it also has its own set of challenges. Participants will learn ways to manage stress and rediscover the joys of providing care and teaching young children.

CEU COURSES

ACTIVE READING WITH PRESCHOOLERS

Read aloud sessions with small groups and individual children are an important part of the daily routine in early childhood classrooms. "Active Reading" (developed for families by Read Charlotte and Charlotte-Mecklenburg Library) is a proven strategy to engage young children with books in ways that build language and vocabulary and teach important reading skills. In this course designed for teachers by CCRI, you will learn how children develop early reading skills and how reading aloud contributes to those skills, including how to ask engaging questions, how to select and teach "rare words", and how to connect books to your children's lives in ways that extend conversation about a book. You will learn how to choose the best books for your preschoolers (ages 3-5) and how to engage them in the ABCs of Active Reading: Ask questions, Build vocabulary, Connect to the child's world.

\$25 | 0.5 CEUs

ACTIVE READING FOR INFANTS & TODDLERS

Read aloud sessions with small groups and individual children are an important part of the daily routine in early childhood classrooms. "Active Reading" (developed for families by Read Charlotte and Charlotte-Mecklenburg Library) is a proven strategy to engage young children with books in ways that build language and vocabulary and teach important pre-reading skills. In this course designed for teachers by CCRI, you will learn how to use the Talk More strategy to promote language and vocabulary and create Active Reading lesson plans for infants and toddlers. You will also learn how to choose the best books for your infants and toddlers and how to engage them in the ABCs of Active Reading: Ask questions, Build vocabulary, and Connect to the child's world.

\$25 | 0.5 CEUs

ONLINE SESSIONS

Accessible anytime, anywhere on a computer or mobile device!

WHO'S IN CHARGE HERE? EFFECTIVE LEADERSHIP

Good leaders know how to motivate staff and impact the workplace. Participants will evaluate their own leadership styles and learn how to positively influence staff and provide a motivating work environment.
**For administrators and those in leadership positions.*

ZONING IN ON BEHAVIOR PREVENTION: IT'S ALL IN THE ATTITUDE!

If you have many children with challenging behaviors, or seem to be dealing constantly with such behaviors, chances are there is a problem with your program, not with the children. You will probably need to change aspects of your program – that is, the physical environment of the classroom; your schedule and curriculum; and your own attitudes,

actions, and reactions. These are prevention strategies (or indirect guidance), which are your most powerful tools for changing challenging behaviors and the focus of this session. Once you have made these changes, children who come into your class with intense emotional needs that they usually express through negative behaviors, will have almost no need to do so. This session will focus on those attitudes, actions, and reactions.

ONLINE SESSIONS – ROWAN



PROFESSIONALISM

FAMILY PARTICIPATION

Learn about how to connect with parents and learn about the benefits of connecting with families for you, your school and most importantly, the children you serve!

\$5 | 2.0 credit hours | Level: Beginner

SOCIAL & EMOTIONAL DEVELOPMENT

TAMING THE WILD PART 1 & 2

Learn about how to connect with parents and learn about the benefits of connecting with families for you, your school and most importantly, the children you serve!

\$5 | 4.0 credit hours | Level: Beginner

How to Register for Rowan Online Sessions

By mail

Send registration form on Page 10 to:
Smart Start Rowan, 1329 Jake Alexander Blvd. S.,
Salisbury, NC 28146

By phone

Call (704) 630-9085

SCHEDULED SESSIONS

| WORKSHOP TITLE | DATE | TIME | LOCATION | CATEGORY |
|--|-------------------------------|----------------|---------------|---------------------------|
| Emergency Preparedness and Response | Tue., April 6 | 10 am-12:30 pm | Meck/Zoom | Administration |
| ITS-SIDS | Tue., April 6 | 6:30-8:30 pm | Meck/Zoom | Infant/Toddler |
| All About the ECERS-R | Tue., April 6 | 6:30-8:30 pm | Rowan/Zoom | Preschool |
| ITS-SIDS | Sat., April 10 | 9-11 am | Meck/Zoom | Infant/Toddler |
| ITS-SIDS | Tue., April 13 | 6:30-8:30 pm | Rowan/Zoom | Infant/Toddler |
| Using Sign Language with Infants and Toddlers | Tue., April 13 | 6:30-8:30 pm | Stanly/Zoom | Infant/Toddler |
| Reflecting on School-Age Care | Tue., April 13 | 6:30-8:30 pm | Cabarrus/Zoom | School-Age |
| The Influence of Culture on Caregiving | Tue., April 13 | 6:30-8:30 pm | Meck/Zoom | Child Development |
| Children and Safe, Meaningful Outdoor Play | Wed., April 14 | 10 am-12 pm | Meck/Zoom | Health, Safety, Nutrition |
| ITS-SIDS | Thu., April 15 | 6-8 pm | Union/Zoom | Infant/Toddler |
| How Are You? How Am I? | Thu., April 15 | 6:30-8:30 pm | Meck/Zoom | Social-Emotional |
| Creating a Classroom Community | Fri., April 16 | 6:30-8:30 pm | Meck/Zoom | Preschool |
| BSAC (Basic School-Age Care) | Mon., Apr. 19 & Wed., Apr. 21 | 6:30-8:30 pm | Meck/Zoom | School-Age |
| Staying on Track | Tue., April 20 | 6:30-8:30 pm | Stanly | Social-Emotional |
| Using NC Foundations for Early Learning to Create Curriculum | Tue., April 20 | 6:30-8:30 pm | Rowan/Zoom | Curriculum |
| Understanding the SACERS-U | Wed., April 21 | 6-8:30 pm | Cabarrus/Zoom | School-Age |
| Adult and Child Interactions | Thu., April 22 | 6:30-8:30 pm | Meck/Zoom | Child Development |
| Understanding the FCCERS-R | Mon., Apr. 26 & Mon., May 24 | 6:45-8:45 pm | Union/Zoom | Child Development |
| NC Feld: NC Foundations for Early Learning and Development | Tue., Apr. 27 & Wed., Apr. 28 | 11:30 am-2 pm | Meck/Zoom | Curriculum |
| Connections: A Virtual Teacher Collaboration | Tue., April 27 | 6:30-8:30 pm | Rowan/Zoom | Professionalism |
| Language Development and Communication | Thu., April 29 | 6:30-8:30 pm | Meck/Zoom | Infant/Toddler |
| Promoting Friendship and Social Play in Preschool | Thu., April 29 | 6:30-8:30 pm | Cabarrus/Zoom | Preschool |
| Thinking Constructively | Thu., April 29 | 6-8 pm | Meck/Zoom | School-Age |
| Are Your Interest Centers Interesting? | Fri., April 30 | 6:30-8:30 pm | Meck/Zoom | Preschool |

SESSION DESCRIPTIONS

Zoom trainings are offered virtually and will require participants to have the capabilities to mute/unmute themselves, share their cameras, and participate via chatbox throughout the session. Individual email addresses for registration are required.

ADMINISTRATION

EMERGENCY PREPAREDNESS AND RESPONSE

The Emergency Preparedness and Response (EPR) in Child Care Training provides early educators with information and tools to prepare for many types of emergencies. The EPR in Child Care Training addresses NC Child Care Rules on emergency preparedness, current best practice recommendations, and guidance on completing the online EPR Plan. **The EPR Plan template can be found on the NC Emergency Management website.*

[Tue., Apr. 6 | 10 am-12:30 pm | Meck/Zoom](#)
\$15 | 2.5 credit hours | Level: Beginner

CHILD DEVELOPMENT

ADULT AND CHILD INTERACTIONS

Early care providers have many responsibilities that involve enhancing the development and learning of children in their care while responding to children's needs, interests, and assistance with getting along with others in a group care setting. In this session, we will explore the impact of early care provider's roles and responsibilities on adult and child interactions. We will discuss negative, positive, and neutral interactions and the kind of adult support needed and appropriate for children in early care environments.

[Thu., Apr. 22 | 6:30-8:30 pm | Meck/Zoom](#)
\$15 | 2.0 credit hours | Level: Beginner

PCAN 5: THE INFLUENCE OF CULTURE ON CAREGIVING

The population of our country is increasingly diverse. It is very common for our work to bring us in contact with families and staff of varied ethnicities, races, and cultures. To help make sure our work is of the best possible quality, it is important that we are able to work collaboratively with families whose backgrounds may be different from our own. In this session, we will explore how culture influences caregiving styles and resolving culturally based differences in ways of caring for children.

[Tue., Apr. 13 | 6:30-8:30 pm | Meck/Zoom](#)
\$15 | 2.0 credit hours | Level: Intermediate

UNDERSTANDING THE FCCERS-R

This session provides an introduction to the Family Child Care Environment Rating Scale, Revised (FCCERS-R), what FCCERS-R assessors are looking for, and how the FCCERS-R can be used as a guide to help improve the quality and effectiveness of a program. We'll give guidance on how the 7-point scoring system works, learn about definitions and key terms used in the FCCERS-R, and learn strategies and methods for improving the quality of care in every aspect of the learning environment, to include: promoting early literacy and reasoning skills; maintaining developmentally appropriate play spaces; ensuring high-quality supervision, discipline and guidance; and providing dynamic staff-child interactions. **Participants must attend both sessions and complete a homework assignment to receive credit.*

[Mon., Apr. 26 & Mon., May 24 | 6:45-8:45 pm](#)
Union/Zoom | \$25 | 5.0 credit hours
0.5 CEUs | Level: Entry

CURRICULUM

NC FELD: NORTH CAROLINA FOUNDATIONS FOR EARLY LEARNING AND DEVELOPMENT

This 2-part session will provide participants with an introduction to Foundations, North Carolina's new early learning and development guidelines, how they are structured, and how to implement them in early childhood settings. Participants will construct the knowledge base necessary to use the standards in supporting children in their learning and development by embedding the standards in daily classroom planning and practice. **Participants must attend both sessions.*

[Tue., Apr. 27 & Wed., Apr. 28 | 11:30 am-2 pm](#)
Meck/Zoom | \$25 | 0.5 credit hours
0.5 CEUs | Level: Intermediate

USING NC FOUNDATIONS FOR EARLY LEARNING TO CREATE YOUR CURRICULUM

This class will help you become familiar with using the NC Foundations for Early Learning in your lesson planning and daily activity implementation. We will identify North Carolina Foundations for Early Learning and Development (Foundations) by name, explain the structure by which the expectations are organized, and identify for what age groups they are written. We will create scenarios that reflect how expectations are embedded in everyday practice. We will also describe how Foundations can be used for differentiation and individualization, and to help children with cultural, linguistic, and ability diversity.

[Tue., Apr. 20 | 6:30-8:30 pm | Rowan/Zoom](#)
\$10 | 2.0 credit hours | Level: Beginner

HEALTH, SAFETY, & NUTRITION

CHILDREN AND SAFE, MEANINGFUL OUTDOOR PLAY

Playgrounds are an extension of the indoor environment. Learning should be taking place outside as well as inside. In this session, we will discuss play levels, important safety issues, and the responsibility of the teacher in providing a safe learning environment for children.

[Wed., Apr. 14 | 10 am-12 pm | Meck/Zoom](#)
\$15 | 2.0 credit hours | Level: Beginner

INFANT/TODDLER

ITS-SIDS

Developed by the NC Healthy Start Foundation's ITS-SIDS Project, this session meets state requirements for ITS-SIDS training. Participants will learn to reduce the risk of SIDS through safe sleep practices for infants. Participants will also review Safe Sleep Policy guidelines, NC Division of Child Development and Early Education licensing rules, and maintenance of the proper forms. SIDS-related materials and resources will be available.

[Tue., Apr. 6 | 6:30-8:30 pm | Meck/Zoom](#)

[Sat., Apr. 10 | 9-11 am | Meck/Zoom](#)

[Thu., Apr. 15 | 6-8 pm | Union/Zoom](#)

\$15 | 2.0 credit hours | Level: Beginner

[Tue., Apr. 13 | 6:30 - 8:30 | Rowan/Zoom](#)

\$10 | 2.0 credit hours | Level: Beginner

LANGUAGE DEVELOPMENT AND COMMUNICATION

It starts with crying, cooing, and babbling, and then you finally hear it – their first words! Sharing those language milestone moments can be some of our best experiences as infant and toddler teachers. During this workshop, you will learn more about the development of language and communication for children birth to 3; the research that links relationships to language learning in the first three years; and strategies to support development in this domain for all infants and toddlers, including dual language learners. In addition, participants will have a chance to discuss and share their ideas about the importance of talking to, singing with, and reading to infants and toddlers to foster a lifetime love of language and learning. This training provides information that supports the ITERS-R subscales: Personal Care Routines, Listening and Talking and Interactions. (DCDEE 8)

[Thu., Apr. 29 | 6:30-8:30 pm | Meck/Zoom](#)
\$15 | 2.0 credit hours | Level: Beginner

USING SIGN LANGUAGE WITH INFANTS AND TODDLERS

Teaching infants and toddlers to use sign language gives them the opportunity to see, feel, and hear language. This professional development experience will guide you through the discovery of how to use sign language as a tool to promote children's confidence, classroom management, and form connections. Participants will learn the benefits of using sign language with young children, how to use basic sign language, and identify strategies for implementing sign language in their classroom environment.

[Tue. Apr 13 | 6:30-8:30 pm | Stanly/Zoom](#)
\$7 | 2.0 credit hours | Level: Beginner

PRESCHOOL

ALL ABOUT THE ECERS-R

In this training, we will go over some of the basic building blocks of the ECERS assessments in order to get you and your classroom assessment ready. You will learn tips and tricks to achieving those high scores and receive clarification on some of the difficult to understand areas of the rating scales.

[Tue., Apr. 6 | 6:30-8:30 pm | Rowan/Zoom](#)
\$10 | 2.0 credit hours | Level: Beginner

ARE YOUR INTEREST CENTERS INTERESTING?

We know young children learn best by experimenting with their environment through hands-on activities and play, which is why our interest centers are such a vital part of the preschool classroom. Participants will learn new techniques and brainstorm ideas to keep their interest centers fresh and exciting!

[Fri., Apr. 30 | 6:30-8:30 pm | Meck/Zoom](#)
\$15 | 2.0 credit hours | Level: Beginner

CREATING A CLASSROOM COMMUNITY

Does your schedule seem erratic? Are your transitions tricky? In this session, we will discuss classroom structures with a focus on creating a classroom community. By understanding how to build community within a classroom – where expectations are known, where there is ease into transitions and routines, and where schedules are appropriate – you will gain a new awareness of how to make the classroom more enjoyable!

[Fri., Apr. 16 | 6:30-8:30 pm | Meck/Zoom](#)
\$15 | 2.0 credit hours | Level: Beginner

PROMOTING FRIENDSHIP AND SOCIAL PLAY IN PRESCHOOL

This session will give practical ideas and strategies for dealing with children who have a difficult time making friends. It will also provide information on how teachers can help in this process and an overview of the children who may experience difficulty in making friends.

[Thu., Apr. 29 | 6:30-8:30 pm | Cabarrus/Zoom](#)
\$15 | 2.0 credit hours | Level: Beginner

PROFESSIONALISM

CONNECTIONS: A VIRTUAL TEACHER COLLABORATION

Representatives from WAGES and TEACH will be present to discuss their programs for interested ECE staff. Teachers will have a chance to connect and learn from each other during this session.

Tue., Apr. 27 | 6:30 - 8:30 | Rowan/Zoom
No fee | 2.0 credit hours | Level: Beginner

SCHOOL-AGE

BSAC (BASIC SCHOOL AGE CARE)

BSAC (Basic School Age Care) is an introductory-level training event for school-age care professionals who are new to the field. The training includes the following modules: 1) Health, Safety, & Nutrition, 2) Environmental Design, 3) Child/ Youth Development 4) Developmentally Appropriate Activities, 5) Guiding Child Behavior, and 6) Quality School-Age Care. This training is required by the NC Division of Child Development for school-age care professionals working in licensed programs but is a great training for new staff in any afterschool program setting. There are no prerequisites to the course. *Course requirements to earn the CEU certificate include attending online sessions, reading handouts, video vignettes, and interactive online activities. *Participants in the online event will be required to complete 1 hour of pre/post work assignments and participate in 4 hours of online course work. *Participants must attend both sessions

Mon., Apr. 19 & Wed., Apr. 21 | 6:30-8:30 pm
Meck/Zoom | \$25 | 5.0 credit hours
0.5 CEUs | Level: Beginner

REFLECTING ON SCHOOL-AGE CARE

We all have bad days. From ripped materials and screaming students to failed learning activities and chaotic transitions, all school-age professionals have days they wished they could do over again. With reflective practice, school-age professionals can take these past "failures" and transform them into future success. Join other school-age professionals in a training that explores the process of reflective practice in afterschool and summer camp environments.

Participants will gain valuable insight in how to spot potential weaknesses in their teaching approach and develop these shortfalls into strengths.

Tue., Apr. 13 | 6:30pm-8:30pm
Cabarrus/Zoom | \$15 | 2.0 credit hours
Level: Beginner

THINKING CONSTRUCTIVELY

Providing students with a productive and engaging indoor environment is a core ideal of Reggio Emilia pedagogy. Strong indoor classrooms offer school-age participants with a safe way to ask questions, problem solve, and develop new learning skills. Join other school age professionals as we explore easy and effective methods to bring Reggio Emilia philosophy into the confines of the school-age classroom. School-age professionals will leave with a stronger understanding of Reggio Emilia practices and new ways to apply this philosophy to indoor environments.

Thu., Apr. 29 | 6-8 pm | Meck/Zoom
\$15 | 2.0 credit hours | Level: Intermediate

UNDERSTANDING THE SACERS-U

This session will provide an overview of the SACERS-U Rating Scale to include the history of the Rated License Assessment process, definitions of the terms used in the tool, indicators of quality as they relate to the SACERS-U, and a review of the subscales and scoring process. Participants will also explore the materials that need to be in a school-age classroom.

Wed., Apr. 21 | 6-8:30 pm | Cabarrus/Zoom
\$15 | 2.5 credit hours | Level: Beginner

SOCIAL & EMOTIONAL DEVELOPMENT

HOW ARE YOU, HOW AM I?

Most preschool teachers are diligent about introducing their students to a large variety of literature and pre-literacy activities. But emotional literacy – the ability to identify, understand, and respond to emotions in yourself and others in a healthy manner – is even more basic to school readiness. We'll examine the many benefits to children who gain a strong foundation in emotional literacy, explore simple ways in which you can foster emotional literacy in your classroom, and share some excellent resources for tools and activities that teachers can incorporate into their daily classroom curriculum to make intentional teaching of emotions fun and easy.

Thu., Apr. 15 | 6:30-8:30 pm | Meck/Zoom
\$15 | 2.0 credit hours | Level: Entry

STAYING ON TRACK

Why are daily classroom routines and schedules so important in the lives of teachers and young children? How does following a consistent daily schedule with embedded routines support the social and emotional development of the children in your class? What can we do to help children "stay on track" as they move through a typical preschool/classroom day? Through this training, you will receive answers to these questions and develop a deeper understanding of the role of schedules and routines in supporting healthy social-emotional development for all children.

Tue., Apr. 20 | 6:30-8:30 pm | Stanly/Zoom
\$7 | 2.0 credit hours

REGISTRATION FORM

*Mecklenburg, Cabarrus, Union counties only

Organization/Program Name: _____

Organization Address: _____

City: _____ State: _____ County: _____ Zip Code: _____

Organization Phone Number: _____ Fax Number: _____

Email Address: _____

Type of Program (circle one): Child Care Center / Family Child Care Home / Other _____

Please list the title and date of the training session selection(s). In order to register multiple participants, you must include their last name. Please make copies as needed to register additional participants or sessions.

TRAINING SESSION TITLE: _____ **Date of Session:** _____

Participant Name: (First, Last): _____

Participant Address: _____

Participant City: _____ State: _____ County: _____ Zip: _____

Participant Phone: _____ Email: _____

Position (Administrator/Teacher/Assistant): _____

Ethnicity (circle one) Caucasian / African American / Asian / Hispanic-Latino / Native American / Multi-Racial / Prefer not to give

Gender (circle one) M / F

____ # of children in care (0-3yrs) ____ # of children in care (3-5yrs) ____ # of children in care (5-12yrs)

Participant Age: ____ 15-19 years ____ 20-25 ____ 25-34 ____ 35-44 ____ 45-59 ____ 60-69 ____ 65 and over ____ Prefer not to give

TRAINING SESSION TITLE: _____ **Date of Session:** _____

Participant Name: (First, Last): _____

Participant Address: _____

Participant City: _____ State: _____ County: _____ Zip: _____

Participant Phone: _____ Email: _____

Position (Administrator/Teacher/Assistant): _____

Ethnicity (circle one) Caucasian / African American / Asian / Hispanic-Latino / Native American / Multi-Racial / Prefer not to give

Gender (circle one) M / F

____ # of children in care (0-3yrs) ____ # of children in care (3-5yrs) ____ # of children in care (5-12yrs)

Participant Age: ____ 15-19 years ____ 20-25 ____ 25-34 ____ 35-44 ____ 45-59 ____ 60-69 ____ 65 and over ____ Prefer not to give

Check or Money Order made payable to Child Care Resources Inc., 200-B Regency Executive Park Drive, Suite 240, Charlotte, NC 28217 *Credit Card Payments accepted online only.