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.
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 or bring registration form with payment to:
  - Child Care Resources Inc., 4600 Park Road, Suite 400, Charlotte, NC 28209 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:
  - Child Care Connections/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) 982-203

TRAINING LOCATIONS

**Mecklenburg:** Child Care Resources Inc., 4600 Park Road, Suite 400, Charlotte, NC 28209

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

**Stanley**
- **Stanley 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

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**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
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.

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.

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.

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.

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.

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
## SCHEDULED SESSIONS

<table>
<thead>
<tr>
<th>WORKSHOP TITLE</th>
<th>DATE</th>
<th>TIME</th>
<th>LOCATION</th>
<th>CATEGORY</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Outdoor Learning Environment</td>
<td>Thu., Aug. 20</td>
<td>9:30-11:30 am</td>
<td>Mecklenburg</td>
<td>Child Development</td>
</tr>
<tr>
<td>Understanding the ITERS-R</td>
<td>Thu., Aug. 20</td>
<td>6-8 pm</td>
<td>Zoom</td>
<td>Infant/Toddler</td>
</tr>
<tr>
<td>Promoting Friendship and Social Play in Preschool</td>
<td>Thu., Aug. 20</td>
<td>6:30-8:30 pm</td>
<td>Mecklenburg</td>
<td>Preschool</td>
</tr>
<tr>
<td>Exploring Social Emotional Development - Relationships</td>
<td>Mon., Aug. 24</td>
<td>6:30-8:30 pm</td>
<td>Zoom</td>
<td>Infant/Toddler</td>
</tr>
<tr>
<td>The Basics of Inclusion</td>
<td>Tue., Aug. 25</td>
<td>6-8 pm</td>
<td>Zoom</td>
<td>Child Development</td>
</tr>
<tr>
<td>Reflecting on School-Age Care</td>
<td>Tue., Aug. 25</td>
<td>6:30-8:30 pm</td>
<td>Zoom</td>
<td>School-Age</td>
</tr>
<tr>
<td>Toxic Stress and its Impact on Young Children</td>
<td>Sat., Aug. 29</td>
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</tr>
<tr>
<td>Causes of Misbehavior: Why Do They Act That Way?</td>
<td>Tue., Sept. 1</td>
<td>6:30-8:30 pm</td>
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</tr>
<tr>
<td>How to Avoid Burnout</td>
<td>Wed., Sept. 2</td>
<td>1-3 pm</td>
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<tr>
<td>Exploring Social Emotional Development - Relationships</td>
<td>Tue., Sept. 8</td>
<td>6:30-8:30 pm</td>
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<tr>
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<td>Thu., Sept. 10</td>
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<tr>
<td>ITS-SIDS</td>
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<tr>
<td>Emergency Preparedness and Response</td>
<td>Mon., Sept. 14</td>
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<tr>
<td>ITS-SIDS</td>
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<tr>
<td>Developing Appropriate, Positive Guidance Techniques</td>
<td>Thu., Sept. 17</td>
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<td>Child Development</td>
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<tr>
<td>Implementing High-Quality Infant/Toddler Care</td>
<td>Thu., Sept. 17</td>
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<tr>
<td>How to Thrive During Challenging Conversations</td>
<td>Thu., Sept. 17</td>
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<tr>
<td>Please Let Them Play</td>
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<td>ITS-SIDS</td>
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<tr>
<td>Preventing Challenging Behaviors</td>
<td>Tue., Sept. 22</td>
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<tr>
<td>The Missing Piece: A Loving and Nurturing Environment</td>
<td>Wed., Sept. 23</td>
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<tr>
<td>Turning Difficult Situations Around</td>
<td>Thu., Sept. 24</td>
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<tr>
<td>A+ Supervision</td>
<td>Sat., Sept. 26</td>
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<td>Health, Safety, &amp; Nutrition</td>
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<tr>
<td>Beyond Band-Aids</td>
<td>Sat., Sept. 26</td>
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<tr>
<td>ITS-SIDS</td>
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<td>Zoom</td>
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<tr>
<td>A+ Supervision</td>
<td>Wed., Sept. 30</td>
<td>3-5 pm</td>
<td>Zoom</td>
<td>Health, Safety, &amp; Nutrition</td>
</tr>
</tbody>
</table>
SESSION DESCRIPTIONS

ADMINISTRATION
EMERGENCY PREPAREDNESS AND RESPONSE
Emergency Preparedness is a vital component of quality early care and education. Every child deserves the safest environment possible in which to grow and thrive. This detailed curriculum provides information, knowledge, and tools to prepare early educators for many types of emergencies. *This curriculum meets the state standards and requirements for Emergency Preparedness and Response. *This session is reserved for administrators ONLY, and class is limited to 12 participants.
Mon., Sept. 14 | 10 am-12:30 pm | Zoom
$15 | 2 credit hours | Level: Beginner

CHILD DEVELOPMENT
A GUIDE TO DEVELOPING APPROPRIATE, POSITIVE GUIDANCE TECHNIQUES
As commonly practiced, traditional discipline fails to distinguish between non-punitive teacher intervention and punishment. Traditional discipline criticizes children, often publicly, for unacceptable behaviors. It punishes children for having problems they cannot solve, while guidance teaches children to solve their problems in socially acceptable ways.
Thu., Sept. 17 | 9:30-11:30 am | Zoom
$15 | 2.0 credit hours | Level: Beginner

THE OUTDOOR LEARNING ENVIRONMENT
Children need an outdoor space that is an extension of their indoor space. This session will guide participants in evaluating and enhancing their outdoor areas.
Thu., Aug. 20 | 9:30-11:30 am | Mecklenburg
$15 | 2 credit hours | Level: Beginner

CURRICULUM
PLEASE LET THEM PLAY
Research shows that children learn best in an environment that allows them the opportunity to explore, discover, and play. Play is an important part of a developmentally appropriate child care program. When children have meaningful, enriched, and purposeful play experiences, cognitive, physical, social-emotional, and language development are supported. Join us as we take a comprehensive look at the value of play.
Mon., Sept. 21 | 6:45-8:45 pm | Zoom
$15 | 2.0 credit hours | Level: Entry

HEALTH, SAFETY, & NUTRITION
A+ SUPERVISION
In this session, participants will learn to recognize common situations that pose risks to children and proactive measures to ensure safety in child care programs through appropriate supervision practices.
Sat., Sept. 26 | 9-11 am | Zoom
Wed., Sept. 30 | 3-5 pm | Zoom
$15 | 2.0 credit hours | Level: Beginner

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.
Sat., Sept. 12 | 9-11 am | Zoom
Tue., Sept. 15 | 10 am-12 pm | Zoom
Wed., Sept. 16 | 6-8 pm | Zoom
Tue., Sept. 22 | 10 am-12 pm | Zoom
Tues., Sept. 29 | 6:30-8:30 pm | Zoom
$15 | 2 credit hours | Level: Beginner

INFANT/TODDLER
EXPLORING SOCIAL EMOTIONAL DEVELOPMENT WITHIN THE CONTEXT OF RELATIONSHIPS
Strong, nurturing relationships are key to healthy development for infants and toddlers. Through supportive relationships, infants and toddlers develop a sense of trust, how to interact with others, and eventually how to express empathy. This professional development event will explore social emotional development within the context of relationships. Participants will learn how providing responsive care will help infants and toddlers form secure relational attachments and develop a strong foundation from which they can explore their environment.
Mon., Aug. 24 | 6:30-8:30 pm | Zoom
Tue., Sept. 8 | 6:30-8:30 pm | Zoom
$15 | 2.0 credit hours | Level: Intermediate

THE BASICS OF INCLUSION
This workshop will look at typical development of preschool children, early warning signs of a disability or delay, and what to do if a teacher suspects a child has a delay or disability. Also covered will be features of a quality inclusive program and how to arrange and adapt the environment for children with disabilities.
Tue., Aug. 25 | 6-8 pm | Zoom
$15 | 2.0 credit hours | Level: Entry

BEYOND BAND-AIDS
All child care programs must respond to children's accidents, injuries, and illnesses. Most are responsible for administering medications. Dealing with such situations safely and appropriately is a serious task, and statistics show that we need to be better prepared to do this well. With careful planning, proactive and protective measures will help ensure children's safety.
Sat., Sept. 26 | 12-2 pm | Zoom
$15 | 2.0 credit hours | Level: Beginner
LEADING THE WAY: IMPLEMENTING HIGH-QUALITY INFANT/TODDLER CARE
No matter what our role is in child care, we share a common goal: to provide quality group care for infants and toddlers. But what does that look like? In this training, we will discuss evidence-based practices and policies that support the high-quality infant toddler care we strive to provide. As we discuss quality infant-toddler care practices and how different programs approach implementing these practices, we’ll share the benefits for children and their caregivers. We will look at six essential program policies that support relationship-based strategies in child care and examine your beliefs and philosophy as they relate to evidence-based quality group care. (DCDEE 1,3,5)
Thu., Sept. 17 | 6:30-8:30 pm | Stanly
$15 | 2.0 credit hours | Level: Beginner

UNDERSTANDING THE ITERS-R
This session provides an introduction to the Infant Toddler Environment Rating Scale, Revised (ITERS-R), what ITERS-R assessors are looking for, and how the ITERS-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 ITERS-R, and learn strategies and methods for improving the quality of care in every aspect of the learning environment, including promoting early literacy and reasoning skills; maintaining developmentally appropriate play spaces; ensuring high-quality supervision, discipline and guidance; and providing dynamic staff-child interactions.
Thu., Aug. 20 | 6-8 pm | Zoom
$15 | 2.0 credit hours | Level: Entry

PRESCHOOL
PROMOTING FRIENDSHIP AND SOCIAL PLAY IN PRESCHOOL
This session will give 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., Aug. 20 | 6:30-8:30 pm | Mecklenburg
$15 | 2.0 credit hours | Level: Beginner

PROFESSIONALISM
WE’RE ALL STRESSED! HOW TO AVOID BURNOUT
This workshop will identify causes of stress and burnout. It will also give practical ideas and strategies for avoiding and/or dealing with burnout.
Wed., Sept. 2 | 1-3 pm | Zoom
$15 | 2.0 credit hours | Level: Beginner
HOW TO THRIVE DURING CHALLENGING CONVERSATIONS
I’m speaking, are you listening? We all want to be heard. It’s gratifying, empowering, and makes us feel valued. And in any difference of opinion, we want our side to be represented. We want others to “get” who we are and to hear our point of view, even if they don’t agree with us. Come join us and be ready to role play, listen, and learn tips and strategies for effective communication.

Thu., Sept. 17 | 6:30-8:30 pm | Zoom
$15 | 2.0 credit hours | Level: Beginner

TURNING DIFFICULT SITUATIONS AROUND
No matter what you do in life, there will be a challenging situation to face in your personal or work life. These types of challenges are ones that need to be corrected and handled with openness to learn from the situation. In this session, we will explore the eight common causes of conflict in the workplace and strategies to resolve conflicts and turn difficult situations around!

Thu., Sept. 24 | 6:30-8:30 pm | Zoom
$15 | 2.0 credit hours | Level: Beginner

SCHOOL-AGE 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 wish 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 to explore the process of reflective practice in after-school 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., Aug. 25 | 6:30-8:30 pm | Zoom
$15 | 2.0 credit hours | Level: Beginner

SOCIAL & EMOTIONAL DEVELOPMENT

CAUSES OF MISBEHAVIOR: WHY DO THEY ACT THAT WAY?
Why do some children come to depend on challenging behaviors, while others discover better, more effective ways to get what they want? Generally, children use negative behavior when they lack the skills that would help them meet their needs. Teachers who take the time to assess the reason for misbehavior are better able to teach children new social-emotional skills. This session focuses on the common reasons children misbehave, a crucial first step in determining how to prevent/reduce challenging behaviors.

Tue., Sept. 1 | 6:30-8:30 pm | Zoom
$15 | 2.0 credit hours | Level: Beginner

PREVENTING ChallengING Behaviors: AN Ounce of Prevention is Worth a Pound of Cure
The environment a teacher creates, paired with her knowledge of the children in her care, can prevent many challenging behaviors in young children. Teachers who create positive social environments find that children more easily develop the social-emotional skills they need to succeed. This session focuses on modifications teachers can make in six key areas of the environment that will prevent and reduce conflict that leads to challenging behaviors.

Tue., Sept. 22 | 6:30-8:30 pm | Zoom
$15 | 2.0 credit hours | Level: Entry

THE MISSING PIECE: A LOVING AND NURTURING ENVIRONMENT FOR CHILDREN
A quality early childhood teacher will realize that along with our desire to teach the children in our care, we must care for the children we teach. Nurturing relationships are taken for granted, yet are often not put into practice. How we talk to and treat children is as important to their development as the curriculum content we teach. This course will keep this important aspect in our minds as we discuss how clashing cultures and temperament affect our approach to building teacher/child relationships. We will also discuss how what we do and say to children can actually influence (and even cause!) challenging behaviors, as well as affecting brain development and adding to toxic stress. Join us as we look for the missing pieces that teachers need to complete the puzzle of growing young children into healthy adults.

Wed., Sept. 23 | 6:30-8:30 pm | Zoom
$15 | 2.0 credit hours | Level: Entry

TOXIC STRESS AND ITS IMPACT ON YOUNG CHILDREN
Stress is a fact of life, no matter your age. Some stress is good for us – it keeps us attentive, sharp, productive, and learning. But toxic stress affects brain development and learning in young children and can have long-lasting effects. This session will help participants define stress responses and understand the difference between “tolerable” and “toxic” stress. We’ll look at the long-term effects of toxic stress and investigate practices for mitigating those effects and promoting resilience in young children.

Sat., Aug. 29 | 6:30-8:30 pm | Zoom
$15 | 2 credit hours | Level: Entry
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