














# Training Catalog and Descriptions June 2017 Update



CLASS#	PROFESSIONALISM (PRO) (SA6)	SERIES	HOURS	MULTI ASK/SA	For Parents
002	<b>Overview of CDA:</b> What is the CDA and how can PATCH help you? (PRO, SA6 - 3hrs)		3		
003	<b>Mentoring Overview:</b> Learn essential skills to become a mentor. (PRO, SA6 - 3hrs)		3		
006	<b>Communication with Co-workers and Families:</b> Establishing relationships and communication with families and co-workers. (PRO, SA6 - 1hr) (WF, SA4 - 1hr)	INTRO. TO PRESCHOOL	2	X	
007	<b>Introduction to Family Child Care:</b> Introduction to family child care as a service, business and profession. (PRO, SA6 - 3hrs)	BASIC: INTRO TO FCC	3		
008	<b>Providing Quality Care:</b> An overview of Hawaii's Quality Care program and key elements of providing quality care. (PRO, SA6 - 1.5) (RG, SA3 - 1.5)	BASIC: INTRO TO FCC	3	X	
009	<b>Babysitting: Part II.</b> Child care basics for teenagers interested in working with young children: Activities, Behaviors, Professional Development. (PLE, SA2 - 1hr) (RG, SA3 - 1hr) (PRO, SA3 - 1hr)	BABYSITTING	3	X	
010	<b>Child Care Staff Qualifications and Professional Development:</b> Understanding the professional development pathways for practitioners in of early childhood education and care. (PRO, SA6 - 2 hr)	CHILD CARE ADMIN	2		
CLASS#	GROWTH & DEVELOPMENT (GD) (SA8)	SERIES	HOURS	MULTI ASK/SA	For Parents
101	<b>Exploring the Incredible Unit Blocks:</b> Discover the true design of unit blocks (GD, SA8 - 2hrs) (PLE, SA2 - 1hr)		3	X	
102	<b>Emotional Development:</b> The development of emotional stages in infants and toddlers (GD, SA8 - 2hrs) (RG, SA3 - 1hr)	BASIC I/T	3	X	
103	<b>Discoveries of Infancy I:</b> Early learning development. (GD, SA8 - 3hrs)	BASIC I/T	3		
104	<b>Language Development:</b> Understanding and supporting language development (GD, SA8 - 3hrs)	BASIC I/T	3		
105	<b>Brain Development:</b> Understanding how the brain develops and the impact on early learning. (GD, SA8 - 3hrs)	ADVANCED I/T	3		
106	<b>Introduction to Early Childhood Education and Care:</b> Overview of professionalism, NAEYC Code of Ethics, and Hawaii Preschool Content Standards. (GD, SA8 - 1.5hrs) (PRO, SA6 - 1.5hrs)	INTRO. TO PRESCHOOL	3	X	
107	<b>Conversations with Preschoolers:</b> Techniques for building conversations with preschoolers. (GD, SA8 - 2hrs)	INTRO. TO PRESCHOOL	2		
108	<b>Developmental Guidelines for Infants and Toddlers:</b> Overview of developmental guidelines for infants and toddlers. (GD, SA8 - 3hrs)	I/T SERIES 3	3		
109	<b>Understanding Infant &amp; Toddler Curriculum:</b> A guide to creating a responsive curriculum for infants and toddlers. (GD, SA8 - 3hrs)	I/T SERIES 3	3		
110	<b>Understanding Social &amp; Emotional Development of I/T:</b> Looking at social and emotional development of infants and toddlers. (GD, SA8 - 2hrs) (RG, SA3 - 1hr)	I/T SERIES 3	3	X	
113	<b>Program Provisions: Child Development.</b> An overview of Hawaii State regulations for meeting the needs of children and an introduction to child development. (GD, SA8 - 1.5) (PLE, SA2 - 1.5)	BASIC: INTRO TO FCC	3	X	
114	<b>Temperament and Secure Relationships:</b> Understanding temperament and importance of building secure relationships. (GD, SA8 - 1.5 hrs)(RG, SA3 - 1.5 hrs)	I/T SOCIAL EMOTIONAL	3	X	
115	<b>Development of Social Emotional Wellness:</b> Developmental concepts of infant/toddler social emotional wellness. (GD, SA8 - 3 hrs)	I/T SOCIAL EMOTIONAL	3		
116	<b>Let's Communicate Through Sign:</b> Learn basic signs, developmental milestones, and activities to use with infants through preschoolers. (GD, SA8 - 1.5 hrs) (PLE, SA2-1.5 hrs)	TIME TO SIGN	3	X	
117	<b>Early Childhood Education and Care:</b> Early childhood programs emphasis on developmentally appropriate practice and continuous quality improvement. (GD, SA2 - 2 hrs)	CHILD CARE ADMIN	2		
CLASS#	RELATIONSHIPS & GUIDANCE (RG) (SA3)	SERIES	HOURS	MULTI ASK/SA	For Parents
203	<b>Positive Discipline I:</b> Addresses the frustrations and concerns teachers have when their discipline efforts are not working. (RG, SA3 - 2hrs)		2		
204	<b>Positive Discipline II:</b> Shows how our relationships with children have dramatic effects on their responses to discipline. Builds upon Positive Discipline I (# 203). (RG, SA3 - 2hrs)		2		
205	<b>Positive Discipline III:</b> Teaches how we can begin to read the messages behind a child's behavior. Should be taken after Positive Discipline I & II (# 203 and # 204). (RG, SA3 - 3hrs)		3		
206	<b>Building A Classroom Community:</b> Helping teachers promote respect, teamwork and cooperation within the classroom. Primarily for center based providers (RG, SA3 - 1hr) (PLE, SA2 - 1hr)		2	X	
207	<b>Social Guidance:</b> Helping infants and toddlers develop positive peer interactions. (RG, SA3 - 3hrs)	BASIC I/T	3		
208	<b>Flexible, Fearful and Feisty:</b> Understanding temperament and the impact on behavior. (RG, SA3 - 3hrs)	ADVANCED I/T	3		
216	<b>Nurturing Responsible Behavior:</b> Strategies to nurture responsibility and prevent discipline problems. (RG, SA3 - 3hrs)		3		














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219	<b>Building Relationships:</b> Making the connection between social and emotional development and challenging behaviors. (RG, SA3 - 3hrs)	Challenging Behaviors Basic	3		
220	<b>Creating Supportive Environments II:</b> Developing strategies that support children's positive social behavior. (RG, SA3 - 3hrs)	Challenging Behaviors Basic	3		
221	<b>Teaching Positive Relationships II:</b> Introducing strategies for teaching friendship skills. (RG, SA3 - 2hrs)	Challenging Behaviors Basic	2		
222	<b>Teaching Positive Behaviors I:</b> Introducing strategies for teaching anger management skills. (RG, SA3)	Challenging Behaviors Basic	3		
223	<b>Teaching Positive Behaviors II:</b> Strategies for teaching children beginning problem solving skills. (RG, SA3 - 3hrs)	Challenging Behaviors Basic	3		
224	<b>Working with Challenging Behaviors:</b> Gain a broader understanding of how to help children develop the necessary skills to interact successfully with their peers. (RG, SA3 - 3hrs)	Challenging Behaviors Advanced	3		
225	<b>Building a Behavior Support Plan I:</b> Introduction to the Positive Behavior Support process. (RG, SA3 - 3hrs)	Challenging Behaviors Advanced	3		
226	<b>Building a Behavior Support Plan II:</b> Introducing the process for developing Behavior Support Plans. (RG, SA3 - 3hrs)	Challenging Behaviors Advanced	3		
227	<b>The Importance of Play:</b> Learn the characteristics and importance of play and identify common problems children may have in play. (RG, SA3 - 1.5hrs) (PLE, SA2 - 1.5hrs)	SUPPORTING PLAY	3	X	
228	<b>The Child Who Doesn't Engage in Play:</b> Identify ways that problems affect development and learn new skills to support children who do not engage with people or materials. (RG, SA3 - 3hrs)	SUPPORTING PLAY	3		
229	<b>The Child Who Doesn't Engage with Others:</b> Learn new skills to validate children, create safe environments, nurture playfulness, and help children feel successful and able to comfortably interact with peers. (RG, SA3 - 3hrs)	SUPPORTING PLAY	3		
230	<b>The Child Who is Excluded:</b> Gain a broader understanding of how you can help children develop the necessary skills to interact successfully with their peers. (RG, SA3 - 3hrs)	SUPPORTING PLAY	3		
231	<b>Classroom Management and Supervision:</b> Looking at challenging supervision issues and classroom management. (RG, SA3 - 2hrs)	INTRO. TO PRESCHOOL	2		
232	<b>Supporting the Individual Needs of Infants and Toddlers:</b> Strategies to work with infants and toddlers with challenging behaviors. (RG, SA3 - 3hrs)	I/T SERIES 3	3		
236	<b>Talking with Children:</b> Encouraging conversations with children that support learning. HPCS Domain III Language Development and Literacy, Subdomain: Communication. (RG, SA3 - 2hrs) (PLE, SA2 - 1hr)	QUALITY CARE	3	X	
237	<b>Intro to Social/Emotional Wellness:</b> Introduction to key social emotional needs of infant/toddlers. (RG, SA3 - 3 hrs)	I/T SOCIAL EMOTIONAL	3		
238	<b>Individualized Intervention with Infants and Toddlers:</b> Understanding challenging behaviors in infants and toddlers. (RG, SA3 - 3 hrs)	I/T SOCIAL EMOTIONAL	3		
239	<b>When Behavior Goes Off Track:</b> Responding to challenging behaviors in infants and toddlers. (RG, SA3 - 3 hrs)	I/T SOCIAL EMOTIONAL	3		
240	<b>Effects of Challenging Behavior:</b> Explore the effects and supports of challenging behavior on families and caregivers. (RG, SA3 - 1.5 hrs)(WF, SA4 - 1.5 hrs)	I/T SOCIAL EMOTIONAL	3	X	
241	<b>Developing a Support Plan for Infants/Toddlers:</b> Using a program process to develop a behavior support plan. (RG, SA3 - 3 hrs)	I/T SOCIAL EMOTIONAL	3		
242	<b>I'm Moving, I'm Learning: Body Language:</b> Key concepts, vocabulary and strategies related to motor development (RG, SA3 - 3 hrs)	I'M MOVING/ LEARNING	3		







CLASS#	PROGRAM MANAGEMENT (MAN) (SA5)	SERIES	HOURS	MULTI ASK/SA	For Parents
307	<b>Beyond the Norm:</b> Using themes to enhance your curriculum. (MAN, SA5 - 2hrs)		2		
308	<b>Moving from Here to There:</b> Smooth transitional times. Primarily for center based providers. (MAN, SA5 - 3hrs)		3		
309	<b>Together in Care:</b> Creating close caregiver/child relationships within a group. (MAN, SA5 - 2hrs) (PLE, SA2 - 1hr)	BASIC I/T	3	X	
310	<b>Individual Care and Small Groups:</b> Working with infants and toddlers individually and in small groups. (MAN, SA5 - 2hrs) (RG, SA3 - 1hr)	ADVANCED I/T	3	X	
311	<b>Bringing Home to School:</b> Bridging the cultural gap between home and school. Primarily for center based providers. (MAN, SA5 - 2hrs)		2		
312	<b>Advanced Tax:</b> How to complete tax forms and other tax planning strategies. (MAN, SA5 - 3hrs)		3		
313	<b>Developmental Milestones:</b> Understanding and using Developmental Milestone charts. (MAN, SA5 - 3hrs)		3		
314	<b>Hawaii Preschool Content Standards:</b> Strategies in using the standards for providers working with 4 year-olds. (MAN, SA5 - 2hrs)		2		
317	<b>Documenting Quality Curriculum in a Quality Program:</b> Identifying, collecting and organizing evidence that your program aligns with the Hawaii Preschool Content Standards and Guiding Principles. All HPCS and Guiding Principles. (MAN, SA5 - 3hrs)	QUALITY CARE	3		

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318	<b>The Business of FCC, Part I: The Basics.</b> An overview of how to start a self-owned business. (MAN, SA5 - 3hrs).	BASIC: INTRO TO FCC	3		
319	<b>The Business of FCC, Part II: Building It.</b> An overview of Hawaii State requirements for applying for and establishing your family child care home. (MAN, SA5 - 3hrs)	BASIC: INTRO TO FCC	3		
320	<b>The Business of FCC, Part III: Promoting It.</b> A review of the required written policies and procedures for family child care homes. (MAN, SA5 - 1.5hrs) (WF, SA4 - 1.5hrs)	BASIC: INTRO TO FCC	3	X	
321	<b>I'm Moving, I'm Learning: Introduction.</b> Introduction to key elements, strategies and resources for health practices in programs. (MAN, SA5 - 3 hrs)	I'M MOVING/ LEARNING	3		
322	<b>Inclusive Early Childhood Environments:</b> Benefits of inclusion, planning inclusive environments, exploring attitudes towards inclusion. (MAN, SA5 - 1.5 hrs)	SPECIAL NEEDS	1.5		
323	<b>Child Care Business Basics, Program Design and Management:</b> Understanding that Child Care Administrators need a strong foundation in fundamentals of child development, ECE and organizational management. (MAN, SA5 - 2 hrs)	CHILD CARE ADMIN	2		



CLASS#	PLANNING LEARNING EXPERIENCES (PLE) (SA2)	SERIES	HOURS	MULTI ASK/SA	For Parents
402	<b>Parachutes and Peacocks:</b> Outdoor games and activities for 4-5 year olds. A physically demanding class so dress appropriately. (PLE, SA2 - 2hrs) (MAN, SA5 - 1hr)		3	X	
403	<b>From Bubbles to Butterflies:</b> Thematic science activities for 4-5 year olds. A create-and-take class with a (PLE, SA2 - 1.5hrs) (RG, SA3 - 1.5hrs)		3	X	
404	<b>The Magic of Puppets:</b> Using puppets to support language and learning. (PLE, SA2 - 2hrs)	PUPPETS	2		
405	<b>Teaching with Puppets:</b> Using puppets to teach within your setting. Should be taken after The Magic of Puppets (# 404) and Building Puppets (# 412). Participants must bring sock puppet created in # 412 Building Puppets. (PLE, SA2 - 2hrs)	PUPPETS	2		
406	<b>Easy Puppets for Children:</b> Create and take samples of easy puppets for children to make. Should be taken after The Magic of Puppets (# 404). (PLE, SA2 - 3hrs)	PUPPETS	3		
407	<b>Extending Books I:</b> Ways to encourage literacy in young children. (PLE, SA2 - 3hrs)		3		
408	<b>Extending Books II:</b> Create-and-take story props based on children's favorite books. (PLE, SA2 - 3hrs)		3		
409	<b>Discoveries of Infancy II:</b> Supporting early learning development. Should be taken after Discoveries of Infancy I (# 103). (PLE, SA2 - 3hrs)	BASIC I/T	3		
410	<b>The Responsive Process:</b> Helping caregivers provide sensitive, responsive care. (PLE, SA2 - 2hrs) (RG, SA3 - 1hr)	ADVANCED I/T	3	X	
411	<b>Ages of Infancy:</b> Understanding the rapid growth and changing needs of infants and toddlers. (PLE, SA2 - 3hrs)	BASIC I/T	3		
412	<b>Building Puppets:</b> Create-and-take teaching puppets and story aprons to use in your setting. Participants should bring an old light-weight towel and detergent bottle. Should be taken after The Magic of Puppets (# 404). (PLE, SA2 - 3hrs)	PUPPETS	3		
413	<b>Puppets and Multicultural Tales:</b> Create and take puppets to use with multicultural stories. Should be taken after The Magic of Puppets (# 404). (PLE, SA2 - 2hrs) (DIV, SA4 - 1hr)	PUPPETS	3	X	
414	<b>Bigger than Books:</b> Overview of the importance of reading aloud to young children. (PLE, SA2 - 3hrs)		3		
415	<b>From Sand to Snow:</b> Sensory activities for toddlers and preschoolers. (PLE, SA2 - 3hrs)		3		
419	<b>Teaching Positive Relationships I:</b> Identifying effective teachable moments. (PLE, SA2 - 3hrs)	Challenging Behavior Basic	3		
420	<b>Conversations with Infants and Toddlers:</b> Strategies to engage infants and toddlers in conversations. (PLE, SA2 - 3hrs)	I/T SERIES 3	3		
421	<b>Early Childhood Curriculum 101:</b> What is early childhood curriculum? Planning good curriculum. HPCS Guiding Principles 1, 2, 5, and 6. (PLE, SA2 - 3hrs)	QUALITY CARE	3		
422	<b>Intentional Teaching:</b> The connection of intentional teaching in early childhood education and care to the Guiding Principles of the Hawaii Preschool Content Standards. HPCS Guiding Principles 1 - 10. (PLE, SA2 - 3hrs)	QUALITY CARE	3		
423	<b>Observation-based Planning for Young Children:</b> Using observation and reflective planning for every child: individual children, small groups, whole groups. HPCS Guiding Principle 2. (PLE, SA2 - 1.5hrs) (OA, SA7 - 1.5hrs)	QUALITY CARE	3	X	
424	<b>Science Discoveries in the Preschool Environment:</b> Science curriculum activities including sensory table activities, Science Centers, science experiments and ideas. HPCS Domain IV Cognitive Development, Subdomain: Science. (PLE, SA2 - 3hrs)	QUALITY CARE	3		
425	<b>More Than Counting: Math in the Preschool:</b> Teaching strategies that support the development of mathematical concepts in preschool-age children. HPCS Domain IV Cognitive Development, Subdomain: Mathematics. (PLE, SA2 - 3hrs)	QUALITY CARE	3		

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426	<b>Curriculum 201: Integrated Curriculum Using Science and Social Studies:</b> Using topics that are interesting to children to design curriculum activities. HPCS Guiding Principles 1, 2, 5, and 6. (PLE, SA2 - 3hrs)	QUALITY CARE	3		
427	<b>I'm Moving, I'm Learning: Move, Play and Learn:</b> Movement activities integrating play and learning. (PLE, SA2 - 3 hrs)	I'M MOVING/ LEARNING	3		
428	<b>Building Emotional Literacy:</b> Strategies to build emotional literacy. (PLE, SA2 - 3 hrs)	I/T SOCIAL EMOTIONAL	3		
CLASS#	HEALTH, SAFETY, NUTRITION (HSN) (SA1)	SERIES	HOURS	MULTI ASK/SA	For Parents
505	<b>It's Not Just Routine:</b> A look at feeding, diapering and toileting routines. (HSN, SA1 - 2hrs) (MAN, SA5 - 1hr)	BASIC I/T	3	X	
506	<b>Health, Safety &amp; Nutrition:</b> Health and safety issues surrounding infant and toddler care. (HSN, SA1 - 3hrs)	BASIC I/T	3		
507	<b>Fostering Resiliency:</b> Understanding and developing strategies that help children "bounce back" from stress. (HSN, SA1 - 3hrs)		3		
512	<b>Health and Safety in Preschool Settings:</b> Overview of health and safety regulations. (HSN, SA1 - 2hrs)	INTRO. TO PRESCHOOL	2		
513	<b>Addressing Hawaii's Health Standards:</b> An overview of Hawaii State regulations pertaining to health standards for family child care homes. (HSN, SA1 - 3hrs)	BASIC: INTRO TO FCC	3		
514	<b>Addressing Hawaii's Environmental Standards:</b> An overview of Hawaii State regulations addressing environmental (safety) standards. (HSN, SA1 - 3hrs)	BASIC: INTRO TO FCC	3		
515	<b>Babysitting: Part I.</b> Child care basics for teenagers interested in working with young children: Safety & Health, Child Development, Feeding & Bedtime. (HSN, SA1 - 2hrs) (GD, SA8 - 1hr)	Babysitting	3	X	
516	<b>Medication Administration in Childcare:</b> Identifying proper medication administration, components of a medication policy and medication disposal. (HSN, SA1 - 3hrs)		3		
517	<b>Child Abuse and Neglect:</b> Defining, recognizing, reporting and preventing child abuse and neglect. (HSN, SA1 - 3hrs)		3		
518	<b>Safe Sleep in Childcare:</b> Setting safe sleep environments and response to emergencies. (HSN, SA1 - 1.5hrs)		1.5		
CLASS #	WORKING WITH FAMILIES (WF) (SA4)	SERIES	HOURS	MULTI ASK/SA	For Parents
601	<b>Working with Children who have ADD/ADHD:</b> The importance of working with the child, family, and professionals. (WF,SA4 - 3hrs)		3		
602	<b>Working Wonders with Difficult Parents:</b> Learn effective communication strategies. (WF, SA4 - 3hrs)		3		
603	<b>Adjusting to the New Setting:</b> Helping the child and family adjust to a new child care setting. (WF, SA4 - 2hrs)		2		
604	<b>Greetings and Departures:</b> Helping parents and children transition into and out of the child care setting. (WF, SA4 - 2hrs)		2		
605	<b>Introduction to Infant/Toddler Care:</b> A look at quality care in infant toddler programs. (WF, SA4 - 2hrs) (PRO, SA6 - 1hr)	BASIC I/T	3	X	
606	<b>Protective Urges:</b> Working with the feelings of parents and caregivers. (WF, SA4 - 3hrs)	ADVANCED I/T	3		
607	<b>Responding to the Family's Needs:</b> Helping caregivers become more responsive to the needs of family members. (WF,SA4 - 3hrs)	ADVANCED I/T	3		
608	<b>Positive Conferences:</b> Planning effective parent conferences. (WF, SA4 - 2hrs) (MAN, SA5 - 1hr)		3	X	
615	<b>Effective Teaming:</b> Strategies for forming family centered teams. (WF) (SA4)	Challenging Behaviors Advanced	3		
616	<b>First Moves: Welcoming New Families:</b> Supportive strategies to help families transition into new programs. (WF, SA4 - 3hrs)	I/T SERIES 3	3		
617	<b>Building Partnerships with Families:</b> An in-depth look into building effective partnerships with families. (WF, SA4 - 3hrs)	I/T SERIES 3	3		
618	<b>"Does my child play all day?": Talking to Families about Curriculum:</b> Learn family friendly communication strategies and tools to help families understand how children learn. HPCS Guiding Principle 3. (WF, SA4 - 3hrs)	QUALITY CARE	3		
619	<b>Relationships with Families in Your FCC:</b> An overview of how to establish positive working relationships with families. (WF, SA4 - 3 hrs)	BASIC: INTRO TO FCC	3		
620	<b>I'm Moving, I'm Learning: Culture, Families, Nutrition:</b> Getting families involved in healthy practices. (WF, SA4 - 1.5 hrs)(HSN, SA1 - 1.5 hrs)	I'M MOVING/ LEARNING	3	X	
621	<b>Working in Partnerships with Families:</b> Working with families and developing social skills for infants and toddlers. (WF, SA4 - 3 hrs)	I/T SOCIAL EMOTIONAL	3		
622	<b>Time to Sign for Families:</b> A workshop for families to use sign language with their children (WF, SA4 - 3 hrs)	TIME TO SIGN	3		

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623	<b>Promoting Positive Attachment:</b> Build understanding and awareness of secure attachment for infants. (WF, SA4 - 2 hrs)		2	
624	<b>Family Partnerships and Inclusion:</b> Importance of building family partnerships, cultural awareness and effective communication. (WF, SA4 - 1.5 hrs)	SPECIAL NEEDS	1.5	
625	<b>Special Needs: Community Resources and Referral:</b> Exploring resources and the referral process for supports. (WF, SA4 - 1.5 hrs)	SPECIAL NEEDS	1.5	
626	<b>Families, Child Care Centers and Community Partnerships:</b> Building family partnerships and encouraging family engagement/involvement as essential practices. (WF, SA4 - 2 hrs)	CHILD CARE ADMIN	2	

CLASS#	LEARNING ENVIRONMENT (ENV) (SA1)	SERIES	HOURS	MULTI ASK/SA	For Parents
700	<b>Space to Grow:</b> Introduction to basic concepts relating to infant and toddler space. (ENV, SA1 - 3hrs)	ADVANCED I/T	3		
701	<b>Creating Supportive Environments I:</b> Making the connection between the environment, social-emotional development, and challenging behaviors. (ENV, SA1 - 3hrs)	Challenging Behavior Basic	3		
702	<b>The Prepared Preschool Environment:</b> Overview of an appropriate environment for preschoolers. (ENV, SA1 - 2hrs)	INTRO. TO PRESCHOOL	2		
703	<b>The Prepared Infant and Toddler Environment:</b> How to strategically create a responsive environment for infants and toddlers. (ENV, SA1 - 3hrs)	I/T SERIES 3	3		
704	<b>Flowing Through the Day: Classroom Transitions:</b> Providing transitions that support children's relationships and learning. HPCS Guiding Principles 4, 5, 8, and 9. (ENV, SA1 - 3hrs)	QUALITY CARE	3		
705	<b>Family Child Care Environment:</b> An overview of key elements to include in family child care environments. (ENV, SA1 - 3hrs.)	BASIC: INTRO TO FCC	3		
706	<b>Ready, Set, Sign:</b> Learn more signs and their use for classroom management. (ENV, SA1 - 1.5) (PLE, SA2 - 1.5)	TIME TO SIGN	3	X	
707	<b>Ready, Set, Read:</b> Activities using sign language for developing routines, transitions and beginning literacy. (ENV, SA1 - 1.5) (PLE, SA2 - 1.5)	TIME TO SIGN	3	X	
708	<b>Creating a Culturally Inclusive Environment:</b> Language and awareness in a group setting and strategies for building tolerance and acceptance. (ENV, SA1 - 1.5 hrs)	SPECIAL NEEDS	1.5		

CLASS#	OBSERVATION & ASSESSMENT (OA) (SA7)	SERIES	HOURS	MULTI ASK/SA	For Parents
801	<b>Respectfully Yours:</b> Respecting infants and toddlers as competent learners. (SA7, SA6, SA3 - 1hr each) (OA, PRO, RG - 1hr each)	ADVANCED I/T	3	X	
803	<b>Interview Process:</b> Using interviews and observations to determine the reasons behind challenging behaviors. (OA, SA7 - 3hrs)	Challenging Behaviors Advanced	3		
804	<b>Observing Children at Play:</b> Recognize the value of systematic observation and learn ways to incorporate this skill into daily practice. (OA, SA7 - 3hrs)	SUPPORTING PLAY	3		
805	<b>Observation and Assessments in Preschool Settings:</b> Introduction to observational tools and how to use them. (OA, SA7 - 2hrs)	INTRO TO PRESCHOOL	2		
806	<b>I'm Moving, I'm Learning: Planning and Assessment:</b> Observation, assessment, and planning environments for motor development. (OA, SA7 - 1.5 hrs)(ENV, SA1 - 1.5)	I'M MOVING/ LEARNING	3	X	
807	<b>Observation and Responsive Routines:</b> The importance of careful observation and supportive environments. (OA, SA7 - 1.5 hrs)(ENV, SA1 - 1.5 hrs)	I/T SOCIAL EMOTIONAL	3	X	
808	<b>Working in an Inclusive Environment:</b> Observation, planning, prevention and reflection in an inclusive environment (OA, SA7 - 1.5 hrs)	SPECIAL NEEDS	1.5		

CLASS#	DIVERSITY (DIV) (SA4)	SERIES	HOURS	MULTI ASK/SA	For Parents
901	<b>Routines and Culture:</b> Understanding how culture impacts daily routines. (DIV, SA4 - 2hrs)		2		
902	<b>Special Needs:</b> Facing caregiver fears and concerns regarding children with special needs. (DIV, SA4 - 3hrs)	ADVANCED I/T	3		
903	<b>Development and Learning in the Multicultural Setting:</b> Looking at culture and how it impacts early learning. (DIV, SA4 - 3hrs)	ADVANCED I/T	3		
906	<b>Cultural Diversity in Infant and Toddler Settings:</b> Looking at our own personal experiences with diversity and its impact on practices. (DIV, SA4 - 3hrs)	I/T SERIES 3	3		
907	<b>Cultural Sensitivity with Families:</b> Creating a culturally responsive infant and toddler program. (DIV - 1.5hrs, WF - 1.5hrs) (SA4 - 3hrs)	I/T SERIES 3	3	X	
908	<b>Introduction to Inclusion:</b> History of IDEA, terminology and reframing language. (DIV, SA4 -1.5 hrs)	SPECIAL NEEDS	1.5	X	
909	<b>Exploring Inclusion:</b> Exploring inclusion and our role supporting inclusion. (DIV, SA4 -1.5 hrs)	SPECIAL NEEDS	1.5	X	
910	<b>Diversity and Inclusive Child Care Settings:</b> Quality early childhood programs emphasize working well with others, supporting children and families from various cultural and diverse backgrounds. (DIV, SA4 - 2 hrs)	CHILD CARE ADMIN	2	X	