



# TRAINING TRACKS

SPRING 2021

Hawaii's Resource for Child  
Care Training Classes,  
Updates & MORE

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**PATCH Classes for PARENTS!** Many of our classes are great for parents. Look for the Parent Symbol in the Training Calendar



Sign Up Today!

# BOOKS, BOOKS, BOOKS

BY: NICOLE HIGA PDM



One thing that was important to me as I became a parent was reading. While I was pregnant I would read out loud to my baby daily. Once she was born, I continued to read to her even though I knew she did not understand what I was saying.

As she got older, her love of books and reading grew along with her. If she saw me or anyone in our family pick a book off the shelf, she would stop what she was doing and crawl over. It became part of our regular routine. Every day she would go to the book shelf and pick out books to read. It also became a sacred part of our bed time routine. She would pick a few books and snuggle up next to me as I read to her. She definitely had her favorites. I always kept a few books hidden in the closet to rotate when she was ready for something different. To her they were always like brand new books because they were out of sight and out of mind. Once she passed the age of putting everything in her mouth, I introduced her to the public library and we made regular trips to borrow books. She was ecstatic when she was able to get her own library card once she could write her own name.

As she started talking and became curious about the world around her, she would ask questions. I would patiently answer them the best I could (and yes, it was sometimes difficult at the end of the day when I was tired myself). After a while I would start asking her simple questions about the book we were reading. The ones that we read over and over again, I would read a sentence and leave out one or two words for her to fill in. Once she was preschool age, we would look at a cover and through the pictures and I would ask her what she thought the book was going to be about. We would make predictions about the story. I asked her simple questions at the end to check for comprehension.

Now that she is a beginner reader, we have added another part to our routine. She reads a book to me before I read to her. I was honestly a little worried at the beginning of the pandemic that she would fall behind academically. I have reframed my thinking to believe that we both benefitted by having the opportunity to have a whole year of connection. She has come a long way in her reading and although she had a year of virtual learning, I can see the leaps and bounds she has made and I am so proud of her.

*\*\*For more ideas about how to integrate books into your home and classroom, attend the training Bigger Than Books online on 4/10 Saturday and 6/18 Friday\*\**



# Snacks Ideas for Spring

## Spring Crackers

Ingredients:

Whole Grain Crackers (round shape)

Hummus or Greek yogurt

Cucumbers, bell peppers, grapes tomatoes, carrots

Raisins for eyes



## Bunny Waffles

Ingredients:

Whole Grain Waffles

Bananas

Blueberries

Strawberries

Shredded Carrots for whiskers



## Hardboiled Bunny

Ingredients:

Hardboiled egg

Raisins for eyes

Carrots for nose and whiskers



## Goldfish

Ingredients:

Orange

Blueberries

Strawberries

Carrots



# CHILD CARE RESOURCES

## FOR CHILD CARE

### Child Care Aware

A variety of online resources for families including information on how to choose quality child care, child development, activity tips and ideas, military support and more! Visit [www.childcareaware.org](http://www.childcareaware.org)

### Child Care Connections Hawaii Subsidies

Subsidy program helps low-income families to sustain their employment, educational efforts and job training by paying a subsidy for their children who are in the care of DHS-approved child care providers.

<https://humanservices.hawaii.gov/bessd/ccch-subsidies/>

## ADDITIONAL TRAINING

American Red Cross  
377-6646

American Safety & Health  
Institute  
• 1-800-246-5101\*

American Heart Association  
• Big Island: 967-2825  
• Maui: 244-7185  
• Oahu: 538-7021  
• Kauai: 245-7311

Child Development Associate CDA  
Credential  
• 1-800-424-4310

<https://www.cdacouncil.org/credentials/apply-for-cda>

Hawaii Association for the Education of  
Young Children (HIAEYC)  
• 1-800-246-5101\*

Medic First Aid  
• 1-800-800-7099\*  
[www.medicfirstaid.com](http://www.medicfirstaid.com)

\*These mainland agencies will advise independent trainers for you to contact to schedule local training.

### Child and Adult Care Food Program (CACFP)

Provides aid to child adult care institutions and family or group day care homes for the provision of nutritious foods that contribute to the wellness, healthy growth, and development of young children, and the health and wellness of older adults and chronically impaired disabled persons.

<http://hcnp.hawaii.gov/overview/cacfp/>

### Hawaii Child Care Regulations

Registration of Family Child Care Homes, Licensing of Group Child Care Centers and Group Child Care Homes, Licensing of Infant and Toddler Child Care Centers, Licensing of Before and After School Child Care Facilities

<http://humanservices.hawaii.gov/bessd/child-care-program/child-care-licensing/child-care-regulations/>

### United States Consumer Product Safety Commission

Online resource for safety education, regulations, laws, and product recall information.  
<http://www.cpsc.gov/en/recalls/>



Aloha United Way

Aloha United Way  
• Dial 211

In the same way calling 911 connects to emergency services, 211 connects to 4,000 government and community services. Available Mon-Fri, 6am-9pm.

### DHS Approved Safe Sleep Trainings:

- <https://shop.aap.org/aap-store/inriverassociations/reducingthe-risk-of-sids-and-suid-in-early-education-and-child-care/>
- <https://extension.psu.edu/programs/betterkidcare/lessons/safe-sleep-practices-forcaregivers-reduce-the-risk-of-suid>
- <https://www.patchhawaii.org/train-with-patch/>
- [https://extensiononline.tamu.edu/secure\\_index.php](https://extensiononline.tamu.edu/secure_index.php)  
<https://www.patchhawaii.org/train-with-patch/>
- #518: Safe Sleep in Child Care
- #506: Health Safety & Nutrition
- #514: Addressing Hawaii's Environmental Standards

# CHILD CARE RESOURCES



## FOR PARENTS & CAREGIVERS

### FAMILY RESOURCES

#### Early Childhood Hawai'i

promotes healthy family relationships by emphasizing the important role fathers play in the lives of their children. The Commission serves in an advisory capacity to state agencies and makes recommendations on programs, services, contracts, policies, and laws relating to children and families.

<http://humanservices.hawaii.gov/fatherhood/>

#### Children with Special Needs

Resources for Children Age 0-5 Years and Their Families Hawaii State Departments of Health (DOH), Human Services (DHS), and Education (DOE), and Executive Office on Early Learning (EOEL)

<http://health.hawaii.gov/cshcn/ulu>

#### Medicaid

provides health coverage or nursing home coverage to certain categories of individuals, including children, pregnant women, parents of eligible children, low income adults, former foster care children, aged, blind and disabled individuals.

<https://medquest.hawaii.gov/>

#### Early Intervention Services

If you are concerned about a child's development or would like to make a referral, please call the Early Intervention information and referral line at

- 808-594-0066 (Oahu)
- 1-800-235-5477 (Neighbor Islands)

To make a referral by fax, please download

the EI referral form and instructions from the website provided below.

Early Intervention Services are provided to assist

a child in five developmental areas:

- Physical (sits, walks)
- Cognitive (pay attention, solve problems)
- Communication (talks, understand)
- Social or emotional (plays with others, has confidence)
- Adaptive (eats, dresses self)

<https://health.hawaii.gov/eis/files/2018/07/EIS-7.01.18.pdf>



# CHILD CARE RESOURCES



## For Child Care Providers and Families

**Families**, are you looking for Child Care? As the state only Child Care Resource & Referral Agency we would be more than happy to assist you. You can give us a call any time during our business hours M - F 7:30am - 4:30pm or you can click [here](https://stage.worklivesystems.com/parent/39). (<https://stage.worklivesystems.com/parent/39>)

**Providers**, with our online portal please feel free to update your home/center profile at any time 24 hours a day. You can add photos, update contact information, add information about your services. You can do so by clicking [here](#) or feel free to call us at anytime during our business hours.

Oahu: (808) 839-1988

Maui: (808) 242-9232

Kauai (808) 246-0622

East Hawaii: (808) 961-3169

West Hawaii: (808) 322-3500

Lanai & Molokai: (800)-498-4145

## Recalled Products

*From Consumer Product Safety Commission (CPSC)*

If you would like to subscribe and receive emails about recalled items go to this website:

<https://www.cpsc.gov/Newsroom/Subscribe/>

**Target Recalls Infant Rompers** Due to Choking Hazard <https://www.cpsc.gov/Recalls/2021/Target-Recalls-Infant-Rompers-Due-to-Choking-Hazard>

**Target Recalls Infant-Toddler Girl's One-Piece Rashguard Swimsuits** Due to Choking Hazard <https://www.cpsc.gov/Recalls/2021/Target-Recalls-Infant-Toddler-Girls-One-Piece-Rashguard-Swimsuits-Due-to-Choking-Hazard>

**Juratoys Recalls Toy Trumpets** Due to Choking Hazard <https://www.cpsc.gov/Recalls/2021/Juratoys-Recalls-Toy-Trumpets-Due-to-Choking-Hazard>

**Anker Play Products Recalls 10-in-1 Incredible Inventions Science Kit** Due to Violation of the Federal Lead Paint Ban <https://www.cpsc.gov/Recalls/2021/Anker-Play-Products-Recalls-10-in-1-Incredible-Inventions-Science-Kit-Due-to-Violation-of-the-Federal-Lead-Paint-Ban>



to the State of Hawaii Department of Human Services, Benefit,  
Employment & Support Services Division

# Temporary Public Assistance During COVID-19 Pandemic



## Apply for Child Care Subsidies and Preschool Open Doors!

During this COVID-19 crisis, Hawai'i has temporarily changed its rules for child care subsidies. Many more families are now eligible. We urge all families who have been financially impacted by this pandemic to apply today.

Learn more about applying to Child Care Connection Hawai'i online at

<http://humanservices.hawaii.gov/bessd/ccch-subsidies/how-to-apply/>



Child Care Connection Hawai'i Office  
49 S. Hotel Street, Suite 301  
Honolulu, HI 96813



(808) 566-2600; Fax: (808) 537-2416



[BESSD.Rescare.Honolulu.ChildCare@dhs.hawaii.gov](mailto:BESSD.Rescare.Honolulu.ChildCare@dhs.hawaii.gov)

## Apply for Health Insurance- Med-QUEST (Hawaii Medicaid) or Healthcare.gov



Our organization is doing our part to help slow the spread of the Coronavirus while continuing our services. We encourage our community to:

1. Apply for Medicaid benefits online:  
<https://medical.mybenefits.hawaii.gov>
2. If you do not have access to a computer, apply by calling (808) 524-3370 (Oahu) OR  
1-(800)-316-8005 (Neighbor Islands)
3. Please avoid coming to our offices.  
A drop box is available at our office to receive paper applications if you are unable to apply online or call.



Please know that if you were on Medicaid as of 3/18/2020 or have become eligible since then, your Medicaid coverage will NOT be terminated during this period of National Emergency.

**If you don't qualify for Med-QUEST (Hawaii Medicaid), we can assist you with applying to the Federal Health Insurance Marketplace (808) 692-8151.**

## Apply for Food Assistance (SNAP)/Financial Assistance



The Benefit, Employment, and Support Services Division (BESSD) of DHS will continue to serve residents throughout the pandemic.

### Applicants:

- Use the digital fillable/printable application form on the DHS website: <http://humanservices.hawaii.gov/bessd/1961-2/> OR
- Call the office for an application form: <https://humanservices.hawaii.gov/wp-content/uploads/2018/04/Statewide-Processing-Centers-04-2018.pdf>
- Drop off your forms at the processing center drop box.

**Documents needed: birth certificate and valid ID (such as driver's license/state ID), Social Security Number**

### Current Recipients:

Eligibility reviews (ER) during March, April, and May will be extended an additional six (6) months to ensure benefits during COVID-19 pandemic.

**Call 1-(855)-643-1643 (toll free)**

Able-Bodied Adults Without Dependents (ABAWD):

- **There will be NO Work / Education & Training requirement temporarily.**



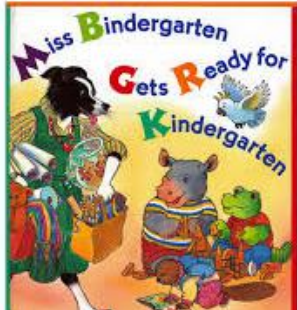
# Books We Love

## Transitioning to Kindergarten



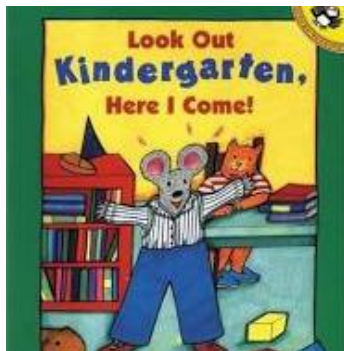
### Will I Have a Friend?

When Pa was taking Jim to school for the first time, Jim said, "Will I have a friend at school?" "I think you will," said pa



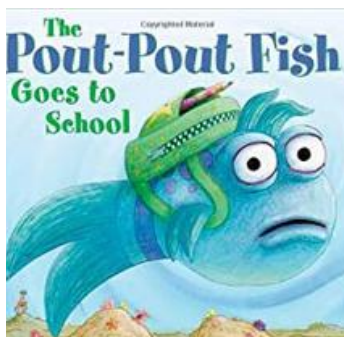
### Miss Bindergarten Gets Ready for Kindergarten

It's the first day of kindergarten and Miss Bindergarten is hard at work getting the classroom ready for her twenty-six new students. Meanwhile, Adam Krupp wakes up, Brenda Heath brushes her teeth, and Christopher Beaker finds his sneaker. Miss Bindergarten puts the finishing touches on the room just in time, and the students arrive. Now the fun can begin!



### Look Out Kindergarten, Here I Come!

The first day of kindergarten is finally here, and Henry can't wait to paint pictures, sing songs, and practice counting. When he gets to school, though, he's not so sure he's ready for kindergarten. But before long Henry discovers that the only thing he's not ready for is how much fun he's going to have at school!



### The Pout - Pout Fish Goes to School

Mr. Fish is nervously awaiting his first day of school, and he frets about not knowing how to write his name, how to draw shapes, and how to do math—until he's reassured that school is the perfect place to learn how to master all of these new skills, in Pout-Pout Fish Goes to School from Deborah Diesen and Dan Hanna.



### Getting Ready for Kindergarten

To assist with the Kindergarten transition process, the Center on the Family has produced Getting Ready for Kindergarten, a locally-written children's book about beginning kindergarten. In this beautifully illustrated book, Mary Ann and Eric Nemoto tell the story of Leilani, who is cared for by her grandmother, and Tino, who is in preschool, as they prepare for kindergarten. Getting Ready for Kindergarten shows parents and teachers working together to provide Leilani and Tino with a positive start to kindergarten.



# E.C.E. SCHOLARSHIPS

PATCH supports the professional development of those in the field of early childhood education and care. Our Early Childhood Education (E.C.E) Scholarships reimburse tuition monies to students who have passed eligible courses. Funding is limited and issued on a first come, first serve basis.

## What does the E.C.E. Scholarship Cover?

- Eligible college coursework tuition from in-state institutions.
- PACE classes now converted to college credits.
- CDA credit direct assessment or renewal fees.

## What is the maximum I can receive?

**\$750 per round.**

Applicants may qualify for more than one round, other financial aid is taken into account. Reimbursements distributed after close of application round.

## Deadlines:

**Applications must be postmarked on or BEFORE the deadline date.**

- Round 1: **August 31**
- Round 2: **January 15**
- Round 3: **May 31**

**Contact your local PATCH office or visit [www.patchhawaii.org](http://www.patchhawaii.org) to download an application.**

## What is the criteria for coursework?

- Early childhood or child development focused.
- College courses completed **June 2020-May 2021**
- PACE classes now converted to college credits.
- CDA Credential dated **June 2020-May 2021**

Chaminade University, Education Department

- 739-4652

Professional & Career Education Program (PACE)

- Oahu: 845-9496 Hilo: 974-7421

University of Hawaii

- West Oahu: 454-4700

College of Education, Manoa: 946-7915

Maui College, Human Services Program

- 984-3208

Kauai Community College, Early Childhood Education Program

- 245-8373

Hawaii Community College, Early Childhood Education Program

- 974-7421

Honolulu Community College, Early Childhood Education Program

- 845-9466



Tuition

# ONLINE TRAINING WITH PATCH

HAVE YOU MET YOUR ANNUAL

TRAINING REQUIREMENTS?



Join us April - June  
2021 Live Webinars

[WWW.COLLABORATION.NET/LOGIN/PATCHHAWAII](http://WWW.COLLABORATION.NET/LOGIN/PATCHHAWAII)

## BASIC SERIES INTRODUCTION TO FCC

Monday Evenings: 6-9 W/ Jodie

- 4/5: Intro to FCC
- 4/12: The Business of FCC Part I: The Basics
- 4/19: The Business of FCC Part II: Building IT
- 4/26: The Business of FCC Part III: Promoting
- 5/3: Relationships With Family in Your FCC
- 5/10: Addressing Hawaii's Health Standards
- 5/17: Addressing Hawaii's Environmental Standards
- 5/24: Family Child Care Environment
- 6/7: Program Provisions: Child Development
- 6/14: Providing Quality Care

## CHALLENGING BEHAVIOR— ADVANCE SERIES

Saturday 1 - 4pm W/ Momi

- 4/17: Working with Challenging Behaviors
- 4/24: Interview Process
- 5/1: Building a Behavior Support Plan I
- 5/8: Building a Behavior Support Plan II
- 5/15: Effective Teaming

## CHALLENGING BEHAVIORS — BASIC SERIES

Friday 6-9 W/ Tami

- 4/16: Building Relationships
- 4/23: Creating Supportive Environment
- 4/30: Creating Supportive Environment II
- 5/7: Teaching Positive Relationships
- 5/14: Teaching Positive Behaviors I
- 5/21: Teaching Positive Behaviors II

## INTRODUCTION TO PRESCHOOL EDUCATION SERIES

Wednesday 6-8:30pm W/ Mallisa

- 4/28: Classroom Mgmt & Supervision
- 5/5: Conversations with Preschoolers
- 5/12: Communication with Co-workers & Families

**REGISTRATION  
OPENS APRIL 1  
SPACES ARE  
LIMITED,  
REGISTRATION IS  
REQUIRED.**

# ONLINE TRAINING

# WITH PATCH

## HEALTH & WELLNESS TRAINING

**Saturday: 5:30 - 7:30 W/ Leia**

4/10: Healthy Portions, Healthy Choices

4/17: Happy Mealtime, Healthy Body

4/24: Nutrition All Day (Trainer: Stacy)

**Wednesday: 6:00 - 7:30 W/ Mei**

**6/2:** Healthy Portions, Healthy Choices

**6/9:** Happy Mealtime, Healthy Body

**6/16:** Nutrition All Day

**6/23:** Basic Food Allergies (6:00 - 8:00pm)

## SPECIAL NEEDS SERIES

**Sunday: 4:00 - 5:30pm W/ Stacy**

5/9: Intro to Inclusion

5/16: Exploring Inclusion

5/23: Inclusive Early Childhood Environments

5/30: Family Partnerships & Inclusion

6/6: Creating a Culturally Inclusive Environment

6/13: Working in an Inclusive Environment

6/20: Special Needs: Community Resource & Referral Process

## OTHER PATCH TRAINING

4/7:	Wednesday	6:30pm - 8:00pm	Effective Stress Management	Mallisa
4/9:	Friday	6:00pm - 9:00pm	Partnering with Parents	Alex
4/10:	Saturday	9:00 am - 12:00pm	Bigger Than Books	Momi
4/14:	Wednesday	6:30pm - 8:00pm	Conflict Management	Mallisa
4/21:	Wednesday	6:30pm - 8:00pm	Effective Time Management	Mallisa
4/24:	Saturday	9:00am - 12:00pm	Working with Children w/ADD/ADHD	Thao
5/8:	Saturday	9:00am - 12:00pm	Overview of CDA	Stacy
5/8:	Saturday	5:30pm - 7:00pm	Intro to Seizures	Leia
5/15:	Saturday	9:00am - 10:30am	Indoor/Outdoor Safety	Alejandra
5/19:	Wednesday	6:30pm - 8:30pm	Nurturing Responsible Behavior	Mallisa
5/22:	Saturday	9:00am - 10:30am	Hazardous Materials	Alejandra
5/22:	Saturday	6:00pm - 9:00pm	Child Abuse & Neglect	Alex
5/26:	Wednesday	6:00pm - 7:30pm	Traumatic Brain Injuries	Mei
5/29:	Saturday	9:00am - 12:00pm	Partnering with Parents	Alejandra
5/29:	Saturday	5:30pm - 7:00pm	Effective Stress Management	Leia
6/5:	Saturday	6:00pm - 9:00pm	Positive Discipline	Alex
6/12:	Saturday	5:30pm - 7:00pm	Conflict Management	Leia
6/18:	Friday	6:00pm - 9:00pm	Bigger Than Books	Alex
6/19:	Saturday	9:00am - 10:30am	Traumatic Brain Injuries	Thao
6/25:	Friday	6:00pm - 9:00pm	Child Abuse & Neglect	Alejandra
6/30:	Wednesday	6:00pm - 9:00pm	Teaching with Puppets	Alex



## WESTED BASIC I/T SERIES

Thursday 6-7:30pm W/Jowett

4/22:Ages of Infancy (Trainer: Alejandra)

5/20:Emotional Development

6/3:Health, Safety & Nutrition (Safe Sleep)

6/10:It's Not Just Routine

## SAFE SLEEP

Thursday 6-7:30pm

4/8:Safe Sleep in Child Care W/ Jowett

4/29:Safe Sleep in Child Care W/Alejandra

5/13:Safe Sleep in Child Care W/Jowett

5/27:Safe Sleep in Child Care W/Jowett

6/15:Safe Sleep in Child Care W/Stacy

6/24:Safe Sleep in Child Care W/Alejandra

## INFANT/TODDLER SOCIAL EMOTIONAL SERIES

Thursday 6-7:30pm W/Jowett

4/6:Intro to Social Emotional Wellness

4/13:Temperament & Secure Relationships

4/20:Development of Social Emotional Wellness

4/27:Observations & Responsive Routines

5/4:Building Emotional Literacy

5/11:Working in Partnerships with Families

5/18:Individualized Intervention with I/T

5/25:When Behavior Goes Off Track

6/1:Effects of Challenging Behaviors

6/8:Developing a Support Plan for I/T

## OTHER PATCH I/T TRAINING

4/15:Thursday	6 - 8pm	Shaken Baby Syndrome	Thao
5/6:Thursday	6 - 9pm	Stress & Trauma with I/T & Young Children	Thao
6/5:Saturday	9 - 12pm	Stress & Trauma with I/T & Young Children	Alejandra
6/17:Thursday	6 - 9pm	Cultural Diversity in I/T Settings	Jowett

Courses that apply to Safe Sleep Requirements are in Red



# Training Catalog and Descriptions December 2020 Update



CLASS#	PROFESSIONALISM (PRO) (SA6) (DHS H&S Child Care Business/Program Mgmt.)	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) (CCB/PM - 3hrs)		3		
003	<b>Mentoring Overview:</b> Learn essential skills to become a mentor. (PRO, SA6 - 3hrs) (CCB/PM - 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) (CCB/PM - 1hr, FE - 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) (CCB/PM - 3hrs)	BASIC 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 - 1.5hrs) (RG, SA3 - 1.5hrs) (CCB/PM - 3hrs)	BASIC 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) (CCB/PM - 3hrs)	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) (CCB/PM - 2hrs)	CHILD CARE ADMIN	2		
011	<b>Effective Stress Management Practices:</b> Understand the physical symptoms of stress, how it affects our behavior and tips to reduce stress. (PRO, SA6 - 1.5hrs) (CCB/PM - 1.5hrs)		1.5		
012	<b>Conflict Management:</b> Define conflict management styles and identify which style is best in different situations. (PRO, SA6 - 1.5hrs) (CCB/PM - 1.5hrs)		1.5		
014	<b>Effective Time Management:</b> Gain a better understanding on strategies to become more efficient with time management. (PRO, SA6 - 1.5hrs) (CCB/PM - 1.5hrs)		1.5		
CLASS#	GROWTH & DEVELOPMENT (GD) (SA8) (DHS H&S Child Growth & Development)	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) (CGD - 3hrs)		3	X	
102	<b>Emotional Development:</b> The development of emotional stages in infants and toddlers. (GD, SA8 - 2hrs) (RG, SA3 - 1hr) (CGD - 3hrs)	BASIC I/T	3	X	
103	<b>Discoveries of Infancy I:</b> Early learning development. (GD, SA8 - 3hrs) (CGD - 3hrs)	BASIC I/T	3		
104	<b>Language Development:</b> Understanding and supporting language development (GD, SA8 - 3hrs) (CGD - 3hrs)	BASIC I/T	3		
105	<b>Brain Development:</b> Understanding how the brain develops and the impact on early learning. (GD, SA8 - 3hrs) (CGD - 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) (CGD - 3hrs)	INTRO. TO PRESCHOOL	3	X	
107	<b>Conversations with Preschoolers:</b> Techniques for building conversations with preschoolers. (GD, SA8 - 2hrs) (CGD - 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) (CGD - 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) (CGD - 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) (CGD - 3hrs)	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) (CGD - 3hrs)	BASIC 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) (CGD - 3hrs)	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) (CGD - 3hrs)	I/T SOCIAL EMOTIONAL	3		
117	<b>Early Childhood Education and Care:</b> Early childhood programs emphasis on developmentally appropriate practice and continuous quality improvement. (GD, SA2 - 2 hrs) (CGD - 2hrs)	CHILD CARE ADMIN	2		
CLASS#	RELATIONSHIPS & GUIDANCE (RG) (SA3) (DHS H&S Managing Challenging Behaviors)	SERIES	HOURS	MULTI ASK/SA	For Parents
203	<b>Positive Discipline:</b> Gaining a better understanding of the importance of Positive Discipline and the positive effect it has in educational settings. (RG, SA3 - 3hrs) (MCB - 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) (MCB - 2hrs)		2	X	
*207	<b>Social Guidance:</b> Helping infants and toddlers develop positive peer interactions. (RG, SA3 - 3hrs) (CGD - 3hrs)	BASIC I/T	3		
*208	<b>Flexible, Fearful and Feisty:</b> Understanding temperament and the impact on behavior. (RG, SA3 - 3hrs) (CGD - 3hrs)	ADVANCED I/T	3		
216	<b>Nurturing Responsible Behavior:</b> Strategies to nurture responsibility and prevent discipline problems. (RG, SA3 - 2hrs) (MCB - 2hrs)		2		
219	<b>Building Relationships:</b> Making the connection between social and emotional development and challenging behaviors. (RG, SA3 - 3hrs) (MCB - 3hrs)	Challenging Behaviors Basic	3		
*220	<b>Creating Supportive Environments II:</b> Developing strategies that support children's positive social behavior. (RG, SA3 - 3hrs) (PE - 3hrs)	Challenging Behaviors Basic	3		
221	<b>Teaching Positive Relationships:</b> Identifying effective teachable moments and introducing strategies for teaching friendship skills. (RG, SA3 - 3hrs) (MCB - 3hrs)	Challenging Behaviors Basic	3		
*222	<b>Teaching Positive Behaviors I:</b> Introducing strategies for teaching anger management skills. (RG, SA3 - 3hrs) (CGD - 3hrs)	Challenging Behaviors Basic	3		
*223	<b>Teaching Positive Behaviors II:</b> Strategies for teaching children beginning problem solving skills. (RG, SA3 - 3hrs) (CGD - 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) (MCB - 3hrs)	Challenging Behaviors Advanced	3		
225	<b>Building a Behavior Support Plan I:</b> Introduction to the Positive Behavior Support process. (RG, SA3 - 3hrs) (MCB - 3hrs)	Advanced Challenging Behaviors	3		
226	<b>Building a Behavior Support Plan II:</b> Introducing the process for developing Behavior Support Plans. (RG, SA3 - 3hrs) (MCB - 3hrs)	Advanced Challenging Behaviors	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) (LAP - 3hrs)	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) (LAP - 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) (LAP - 3hrs)	SUPPORTING PLAY	3		

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*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) (LAP - 3hrs)	SUPPORTING PLAY	3		
231	<b>Classroom Management and Supervision:</b> Looking at challenging supervision issues and classroom management. (RG, SA3 - 2hrs) (MCB - 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) (MCB - 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) (CGD - 3hrs)	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) (CGD - 3hrs)	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) (MCB - 3hrs)	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) (MCB - 3hrs)	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) (MCB - 1.5hrs, FE - 1.5hrs)	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) (MCB - 3hrs)	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) (CGD - 3hrs)	I'M MOVING/ LEARNING	3		

CLASS#	PROGRAM MANAGEMENT (MAN) (SA5) (DHS H&S Child Care Business/Program Mgmt.)	SERIES	HOURS	MULTI ASK/SA	For Parents
307	<b>Beyond the Norm:</b> Using themes to enhance your curriculum. (MAN, SA5 - 2hrs) (CCB/PM - 2hrs)		2		
308	<b>Moving from Here to There:</b> Smooth transitional times. Primarily for center based providers. (MAN, SA5 - 3hrs) (CCB/PM - 3hrs)		3		
309	<b>Together in Care:</b> Creating close caregiver/child relationships within a group. (MAN, SA5 - 2hrs) (PLE, SA2 - 1hr) (CCB/PM - 3hrs)	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) (PCYC - 3hrs)	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) (CCB/PM - 2hrs)		2		
313	<b>Developmental Milestones:</b> Understanding and using Developmental Milestone charts. (MAN, SA5 - 3hrs) (CCB/PM - 3hrs)		3		
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) (CCB/PM - 3hrs)	QUALITY CARE	3		
318	<b>The Business of FCC, Part I: The Basics.</b> An overview of how to start a self-owned business. (MAN, SA5 - 3hrs) (CCB/PM - 3hrs)	BASIC 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) (CCB/PM - 3hrs)	BASIC 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) (CCB/PM - 3hrs)	BASIC 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) (CCB/PM - 3hrs)	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) (CCB/PM - 1.5hrs)	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) (CCB/PM - 2hrs)	CHILD CARE ADMIN	2		

CLASS#	PLANNING LEARNING EXPERIENCES (PLE) (SA2) (DHS H&S Learning Activities and Play)	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) (LAP - 3hrs)		3	X	
403	<b>From Bubbles to Butterflies:</b> Thematic science activities for 4-5 year olds. A create-and-take class. (PLE, SA2 - 1.5hrs) (RG, SA3 - 1.5hrs) (LAP - 3hrs)		3	X	
404	<b>The Magic of Puppets:</b> Using Puppets to support language (PLE, SA2 - 2hrs) (LAP - 2hrs)	Puppet Series	2		
405	<b>Teaching with Puppets:</b> Using Puppets to teach within your setting. (PLE, SA2 - 2hrs) (LAP - 2hrs)	Puppet Series	2		
406	<b>Easy Puppets for Children:</b> Create and take samples of easy puppets for children to make. (PLE, SA2 - 3hrs) (LAP - 3hrs)	Puppet Series	3		
407	<b>Extending Books I:</b> Ways to encourage literacy in young children. (PLE, SA2 - 3hrs) (LAP - 3hrs)		3		
408	<b>Extending Books II:</b> Create-and-take story props based on children's favorite books. (PLE, SA2 - 3hrs) (LAP - 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) (CGD - 3hrs)	BASIC I/T	3		
*410	<b>The Responsive Process:</b> Helping caregivers provide sensitive, responsive care. (PLE, SA2 - 2hrs) (RG, SA3 - 1hr) (CGD - 3hrs)	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) (CGD - 3hrs)	BASIC I/T	3		
412	<b>Building Puppets:</b> Create-and-take teaching puppets and story aprons to use in your setting. (PLE, SA2 - 2hrs) (LAP - 2hrs)	Puppet Series	3		
413	<b>Puppets and Multicultural Tales:</b> Create and take puppets to use with multicultural stories. (PLE-2, DIV-1, SA2-2, SA4-1) (LAP-3)	Puppet Series	3	X	
414	<b>Bigger than Books:</b> Overview of the importance of reading aloud to young children. (PLE, SA2 - 3hrs) (LAP - 3hrs)		3		
415	<b>From Sand to Snow:</b> Sensory activities for toddlers and preschoolers. (PLE, SA2 - 3hrs) (LAP - 3hrs)		3		
420	<b>Conversations with Infants and Toddlers:</b> Strategies to engage infants and toddlers in conversations. (PLE, SA2 - 3hrs) (LAP - 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) (LAP - 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) (LAP - 3hrs)	QUALITY CARE	3		

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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) (LAP - 3hrs)	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) (LAP - 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) (LAP - 3hrs)	QUALITY CARE	3		
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) (LAP - 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) (LAP - 3hrs)	IT MOVING/ LEARNING	3		
428	<b>Building Emotional Literacy:</b> Strategies to build emotional literacy. (PLE, SA2 - 3 hrs) (LAP - 3hrs)	IT SOCIAL EMOTIONAL	3		
429	<b>Teaching with Puppets (online only):</b> Using puppets for early childhood education and seeing the distinct effectiveness for several developmental areas. (PLE, SA2 - 3 hrs) (LAP - 3hrs)		3		

CLASS#	HEALTH, SAFETY, NUTRITION (HSN) (SA1) (DHS H&S Health and Safety)	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) (HS - 3hrs)	BASIC I/T	3	X	
*506	<b>Health, Safety &amp; Nutrition:</b> Health and safety issues surrounding infant and toddler care. (HSN, SA1 - 3hrs) (HS / SS - 3hrs)	BASIC I/T	3		 
507	<b>Fostering Resiliency:</b> Understanding and developing strategies that help children "bounce back" from stress. (HSN, SA1 - 3hrs) (HS - 3hrs)		3		
512	<b>Health and Safety in Preschool Settings:</b> Overview of health and safety regulations. (HSN, SA1 - 2hrs) (HS - 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) (HS - 3hrs)	BASIC FCC	3		
*514	<b>Addressing Hawaii's Environmental Standards:</b> An overview of Hawaii State regulations addressing environmental (safety) standards. (HSN, SA1 - 3hrs) (HS / SS - 3hrs)	BASIC 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) (HS - 1.5hrs, CGD - 1.5hrs)	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) (HS - 1.5hrs, CSC - 1.5hrs)		3		
*517	<b>Child Abuse and Neglect:</b> Defining, recognizing, reporting and preventing child abuse and neglect. (HSN, SA1 - 3hrs) (HS - 1.5hrs, PCMA - 1.5hrs)		3		
*518	<b>Safe Sleep in Childcare:</b> Setting safe sleep environments and response to emergencies. (HSN, SA1 - 1.5hrs) (HS / SS - 1.5hrs)		1.5	I/T	
*519	<b>Basic Food Allergies:</b> An overview of food allergies and symptoms, precautionary measures creating a food allergy plan. (HSN, SA1 - 2hrs) (HS - 1hr, CN - 1hr)		2		
*520	<b>Healthy Portions, Healthy Choices:</b> Plan balanced, healthy meals and snacks using USDA guidelines and create nutrition policies. (HSN, SA1 - 1.5hrs) (CN - 1.5hrs)		1.5		
*521	<b>Happy Mealtime, Healthy Body:</b> Implement healthy mealtime environments, explore screen time guidelines and engage families. (HSN, SA1 - 1.5hrs) (CN - 1.5hrs)		1.5		
*522	<b>Nutrition All Day:</b> Planning nutrition activities into everyday curriculum for all ages. (HSN, SA1 - 1.5hrs) (CN - 1.5hrs)		1.5		
523	<b>Intro to Seizures:</b> Define the difference between seizures and epilepsy and learn the causes, risk factors, and facts. (HSN, SA1 - 1.5hrs) (HS - 1.5hrs)		1.5		
524	<b>Traumatic Brain Injuries:</b> Understand the symptoms of traumatic brain injury and how to prevent them in children. (HSN, SA1 - 1.5hrs) (HS - 1.5hrs)		1.5		
525	<b>Shaken Baby Syndrome:</b> Define and explore risk factors, prevention, and signs and symptoms. (HSN, SA1 - 2hrs) (HS - 2hrs)		2	I/T	
526	<b>Indoor/Outdoor Safety:</b> Gain a better understanding of furniture arrangement, safety checklists, and resources needed to stay safe. (HSN, SA1 - 1.5hrs) (HS - 1.5hrs)		1.5		
527	<b>Hazardous Materials:</b> Discover how to handle, dispose and define hazardous materials you may not be aware of to keep everyone safe. (HSN, SA1 - 1.5hrs) (HS - 1.5hrs)		1.5		
*528	<b>Stress &amp; Trauma with Infants and Young Children:</b> Identify what stressors affect infants & young children, the impact of that stress on the body and adulthood, and strategies to help comfort young children. (HSN, SA1 - 3hrs) (HS - 1.5hrs, PCMA - 1.5hrs)		3	I/T	







CLASS #	WORKING WITH FAMILIES (WF) (SA4) (DHS Family Engagement)	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) (FE - 3hrs)		3		
602	<b>Partnering with Parents:</b> Learn effective communication strategies. (WF, SA4 - 3hrs) (FE - 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) (FE - 2hrs)		2		
604	<b>Greetings and Departures:</b> Helping parents and children transition into and out of the child care setting. (WF, SA4 - 2hrs) (FE - 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) (CCB/PM - 3hrs)	BASIC I/T	3	X	
606	<b>Protective Urges:</b> Working with the feelings of parents and caregivers. (WF, SA4 - 3hrs) (FE - 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) (FE - 3hrs)	ADVANCED I/T	3		
608	<b>Positive Conferences:</b> Planning effective parent conferences. (WF, SA4 - 2hrs) (MAN, SA5 - 1hr) (FE - 3hrs)		3	X	
615	<b>Effective Teaming:</b> Gaining a better understanding of the importance of teamwork and the positive effect it has in educational settings. (WF, SA4 - 3hrs) (FE - 3hrs)	Challenging Behaviors Advanced	3		
616	<b>First Moves: Welcoming New Families:</b> Supportive strategies to help families transition into new programs. (WF, SA4 - 3hrs) (FE - 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) (FE - 3hrs)	I/T SERIES 3	3		

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618	"Does my child play all day?": Talking to Families about Curriculum: Learn family friendly communication strategies and tools to help families understand how children learn. HPCS Guiding Principle 3. (WF, SA4 - 3hrs) (FE - 3hrs)	QUALITY CARE	3		
619	Relationships with Families in Your FCC: An overview of how to establish positive working relationships with families. (WF, SA4 - 3 hrs) (FE-3hrs)	BASIC FCC	3		
*620	I'm Moving, I'm Learning: Culture, Families, Nutrition: Getting families involved in healthy practices. (WF, SA4 - 1.5 hrs) (HSN, SA1 - 1.5 hrs) (FE - 1.5hrs, CN - 1.5hrs)	IM MOVING/ LEARNING	3	X	
621	Working in Partnerships with Families: Working with families and developing social skills for infants and toddlers. (WF, SA4 - 3 hrs) (FE - 3hrs)	I/T SOCIAL EMOTIONAL	3		
623	Promoting Positive Attachment: Build understanding and awareness of secure attachment for infants. (WF, SA4 - 2 hrs) (FE - 2hrs)		2		I/T
*624	Family Partnerships and Inclusion: Importance of building family partnerships, cultural awareness and effective communication. (WF, SA4 - 1.5 hrs) (FE - 0.75hr, CSN - 0.75hr)	SPECIAL NEEDS	1.5		
*625	Special Needs: Community Resources and Referral: Exploring resources and the referral process for supports. (WF, SA4 - 1.5 hrs) (FE - 0.75hr, CSN - 0.75hr)	SPECIAL NEEDS	1.5		
626	Families, Child Care Centers and Community Partnerships: Building family partnerships and encouraging family engagement/involvement as essential practices. (WF, SA4 - 2 hrs) (FE - 2hrs)	CHILD CARE ADMIN	2		
627	Introduction to Families: Define ways people think about families and how these definitions affect the relationships between families and providers. (WF, SA4 - 2 hrs) (FE - 2hrs)	Building Family Partnerships	2		
628	Family Engagement: Exploring the meaning of family partnerships, engagement, involvement, and participation. (WF, SA4 - 2 hrs) (FE - 2hrs)	Building Family Partnerships	2		
629	Supporting Family Outcomes: Build communication strategies to use with families. Identify program practices that strengthen families knowledge and skills in supporting children's growth and learning. (WF, SA4 - 2 hrs) (FE - 2hrs)	Building Family Partnerships	2		
630	Providing Family Resources: Identify strategies to engage in difficult conversation with families about resources. (WF, SA4 - 2 hrs) (FE - 2hrs)	Building Family Partnerships	2		
631	Understanding the Impact of Unstable Housing: ELH: Helping providers develop an empathy in regards to families that may be experiencing homelessness. (WF, SA4 - 2hrs) (DIV, SA3 - 1hr) (FE - 3hrs)	Education Leads Home	3		
632	Family Engagement: ELH: Increasing positive family engagement during times when families are experiencing residential instability. (WF, SA4 - 2hrs) (DIV, SA3 - 1hr) (FE - 3hrs)	Education Leads Home	3		
633	Supportive Program Policies: ELH: Explore perspectives providers have regarding circumstances that lead to homelessness. (WF, SA4 - 2hrs) (DIV, SA3 - 1hr) (FE - 3hrs)	Education Leads Home	3		

CLASS#	LEARNING ENVIRONMENT (ENV) (SA1) (DHS H&S Physical Environment)	SERIES	HOURS	MULTI ASK/SA	For Parents
700	Space to Grow: Introduction to basic concepts relating to infant and toddler space. (ENV, SA1 - 3hrs) (PE - 3hrs)	ADVANCED I/T	3		
701	Creating Supportive Environments I: Making the connection between the environment, social-emotional development, and challenging behaviors. (ENV, SA1 - 3hrs) (PE - 3hrs)	Challenging Behavior Basic	3		
702	The Prepared Preschool Environment: Overview of an appropriate environment for preschoolers. (ENV, SA1 - 2hrs) (PE - 2hrs)	INTRO. TO PRESCHOOL	2		
703	The Prepared Infant and Toddler Environment: How to strategically create a responsive environment for infants and toddlers. (ENV, SA1 - 3hrs) (PE - 3hrs)	I/T SERIES 3	3		
704	Flowing Through the Day: Classroom Transitions: Providing transitions that support children's relationships and learning. HPCS Guiding Principles 4, 5, 8, and 9. (ENV, SA1 - 3hrs) (PE - 3hrs)	QUALITY CARE	3		
705	Family Child Care Environment: An overview of key elements to include in family child care environments. (ENV, SA1 - 3hrs) (PE - 3hrs)	BASIC FCC	3		
*708	Creating a Culturally Inclusive Environment: Language and awareness in a group setting and strategies for building tolerance and acceptance. (ENV, SA1 - 1.5 hrs) (PE - 0.75hr, CSN - 0.75hr)	SPECIAL NEEDS	1.5		

CLASS#	OBSERVATION & ASSESSMENT (OA) (SA7)	SERIES	HOURS	MULTI ASK/SA	For Parents
*801	Respectfully Yours: Respecting infants and toddlers as competent learners. (SA7, SA6, SA3 - 1hr each) (OA, PRO, RG - 1hr each) (CGD - 3hrs)	ADVANCED I/T	3	X	
**803	Interview Process: Using interviews and observations to determine the reasons behind challenging behaviors. (OA, SA7 - 3hrs) (MCB - 1.5hrs, CGD - 1.5hrs)	Challenging Behaviors Advanced	3		
*804	Observing Children at Play: Recognize the value of systematic observation and learn ways to incorporate this skill into daily practice. (OA, SA7 - 3hrs) (LAP - 3hrs)	SUPPORTING PLAY	3		
*805	Observation and Assessments in Preschool Settings: Introduction to observational tools and how to use them. (OA, SA7 - 2hrs) (CCB/PM - 2hrs)	INTRO TO PRESCHOOL	2		
*806	I'm Moving, I'm Learning: Planning and Assessment: Observation, assessment, and planning environments for motor development. (OA, SA7 - 1.5 hrs) (ENV, SA1 - 1.5) (CGD - 3hrs)	IM MOVING/ LEARNING	3	X	
**807	Observation and Responsive Routines: The importance of careful observation and supportive environments. (OA, SA7 - 1.5 hrs) (ENV, SA1 - 1.5 hrs) (CGD - 1.5hrs, PE - 1.5hrs)	I/T SOCIAL EMOTIONAL	3	X	
**808	Working in an Inclusive Environment: Observation, planning, prevention and reflection in an inclusive environment. (OA, SA7 - 1.5 hrs) (PE - 0.75hr, CSN - 0.75hr)	SPECIAL NEEDS	1.5		

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

Note: KEY \*Training Class falls in two DHS Topic Areas

Note: KEY \*\*Training Class falls in a different DHS Topic Area





About this

# TRAINING CALENDAR

## HOW TO READ THE PATCH TRAINING CALENDAR

PATCH's Training Calendar is designed for easy reading. Each class has indicators related to Hawaii's Attitudes, Skills and Knowledge (ASK) Core Areas and Subject Areas (SA) for the Child Development Associate (CDA) credential.

PATCH Training Series include:

- Basic Series (10 classes)  
Challenging Behaviors Basic Series (6 classes)
- Challenging Behaviors Advanced Series (5 classes)
- Child Care Administration Series (5 classes)
- I'm Moving, I'm Learning Series (5 classes)
- \* Infant/Toddler Series 3 (10 classes)
- \* Infant/Toddler Social Emotional Series (10 classes)
- Introduction to Preschool Series (7 classes)
- Puppet Series (5 classes)
- Quality Care Series (10 classes)
- Special Needs Series (7 classes)
- Supporting Play Series (5 classes)
- \* WestEd Basic Infant/Toddler Series (10 classes)
- \*++WestEd Advanced Infant/Toddler Series (10 classes)
- \* meets DHS I/T licensing requirements.
- ++ offered online as self-paced webinars.

For more details visit [www.patchhawaii.org](http://www.patchhawaii.org)

## 8 SUBJECT AREAS

Utilized for the Child Development Associate (CDA)

These indicators are important when looking for specific types of classes to fulfill initial CDA requirements:

**SA 1**-Planning a safe, healthy learning environment

**SA 2**-Steps to advance children's physical and intellectual development

**SA 3**-Positive ways to support children's social and emotional development

**SA 4**-Strategies to establish productive relationships with families

**SA 5**-Strategies to manage an effective program operation

**SA 6**-Maintaining a commitment to your profession

**SA 7**-Observing and recording children's behavior

**SA 8**-Principles of child growth and child development

## 10 ASK CORE AREAS

AS UTILIZED BY THE DHS HAWAII EARLY CHILDHOOD REGISTRY

Growth & Development (GD)

Professionalism (PRO)

Diversity (DIV)

Observation & Assessment (OA)

Health, Safety & Nutrition (HSN)

Relationships and Guidance (RG)

Learning Environments (ENV)

Planning Learning Experiences (PLE)

Working With Families (WF)

Program Management (MAN)

Short on time this quarter?

Need Training? Go ONLINE!



### Need Safe Sleep Training?

Safe Sleep Classes will be listed in **YELLOW**. Look for the icon next to class offering for approved Safe Sleep Classes!

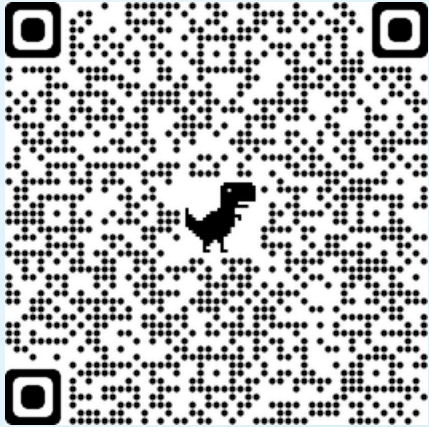


**PATCH Classes for PARENTS!** Many of our classes are great for parents. Look for the **Parent Symbol** in the Training Calendar

[WWW.COLLABORATION.NET/LOGIN/PATCHHAWAII](http://WWW.COLLABORATION.NET/LOGIN/PATCHHAWAII)

Please check your island PATCH training calendar for classes near you, or contact the training department on your island to host training at your facility

# NEED TECHNICAL ASSISTANCE WITH OUR ONLINE TRAINING CLASSES?



For Assistance to Register for an online course scan QR code or [click here](#)

Video: step by step direction to register and to join an online course [click here](#)



# TECHNICAL SUPPORT

# PATCH PARTNERS WITH COUNTY OF MAUI TO SUPPORT OVER 2,500 CHILD CARE PROVIDERS AND CHILDREN IMPACTED BY COVID



PEOPLE ATTENTIVE TO CHILDREN (PATCH), HAWAII'S STATEWIDE CHILD CARE RESOURCE AND REFERRAL AGENCY, PARTNERED WITH COUNTY OF MAUI EARLY CHILDHOOD RESOURCE CENTER (MCECRC) AND KŪPALE TECHNOLOGIES TO SUPPORT OVER 2,500 CHILD CARE PROVIDERS AND CHILDREN UNDER MAYOR VICTORINO'S APPROVAL OF CARES ACT FUNDING USAGE FOR THIS VULNERABLE POPULATION.

THE FUNDING SUBSIDIZED PATCH'S CARES BIN & DEEP SANITATION KITS WHICH SUPPORTED ALL LICENSED CHILD CARE PROVIDERS IN COUNTY OF MAUI. THE PROJECT'S GOAL WAS TO MITIGATE THE RISK OF EXPOSURE AND SPREAD OF COVID-19 THROUGH FIVE FOCUS AREAS INCLUDING: ENVIRONMENTAL CLEANING, SANITIZING, AND DISINFECTING; HAND HYGIENE; PERSONAL PROTECTIVE EQUIPMENT; SOCIAL AND EMOTIONAL SCREENING; AND ACCESS TO COVID-19 RESOURCES AND INFORMATION.

EACH CARES BIN KIT WAS PACKED WITH MORE THAN 35 INTENTIONAL RESOURCES AND DISTRIBUTED BETWEEN OCTOBER AND DECEMBER 2020 ACROSS MAUI, MOLOKA'I AND LĀNA'I. ITEMS INCLUDED 10X10 TENTS, TOUCHLESS TOOLS (SUCH AS GARBAGE CANS AND HAND SANITIZING STATIONS), MICROFIBER CLEANING TOWELS, CHEMICAL RESISTANT GLOVES, GLOW GERM HAND WASHING TRAINING KITS, CLEANING AGENTS, LAMINATED COVID-19 INFORMATIONAL RESOURCE POSTERS, ADULT FACE MASKS AND SHIELDS, AND-FOR CHILDREN-DRINKING CUPS, BOOKS, SIDEWALK CHALK, GARDENING SEEDS, FACE MASKS, AND LAP TRAYS.

THROUGH THIS PROJECT, PATCH WAS ABLE TO ORGANIZE AND DISTRIBUTE KITS TO 128 LICENSED CHILD CARE PROGRAMS, 405 CHILD CARE PROVIDERS, AND 2,125 CHILDREN IN COUNTY OF MAUI, KEEPING KEIKI AND FRONT LINE CHILD CARE PROVIDERS HEALTHY AND SAFE DURING THE PANDEMIC.



# WOULD YOU LIKE TO VOLUNTEER OR INTERN WITH PATCH?



NEED VOLUNTEER HOURS FOR A CLASS? WOULD YOU LIKE TO  
INTERN AT A COMPANY WITH HEART? JUST LOVE FILING?

Whatever your reason, send inquiries to  
[PATCH@PATCH-HI.org](mailto:PATCH@PATCH-HI.org)

WE CAN'T WAIT TO SEE YOUR SMILING FACE!

# PATCH OFFICES STATEWIDE

## OAHU

560 N Nimitz Hwy  
Ste. 218  
Honolulu, HI 96817  
808.833.6866

## WEST HAWAII

75-5995 Kuakini Hwy  
Suite 521  
Kailua-Kona, HI 96720  
808.322.3500

## KAUAI

4485 Pahe'e St.  
Ste. 124  
Lihue, HI 96766  
808.246.0622

## MAUI

1063 Lower Main St.  
Ste. C217  
Wailuku, HI 96793  
808.242.9232

## EAST HAWAII

26 Waianuenue Ave.  
Hilo, HI 96720  
808.961.3169

Check out our social  
media for news on  
events and training  
reminders!

Go to the **PATCH**  
website for more info:  
[www.PATCHhawaii.org](http://www.PATCHhawaii.org)

Email **PATCH** at  
[PATCH@PATCH-HI.org](mailto:PATCH@PATCH-HI.org)



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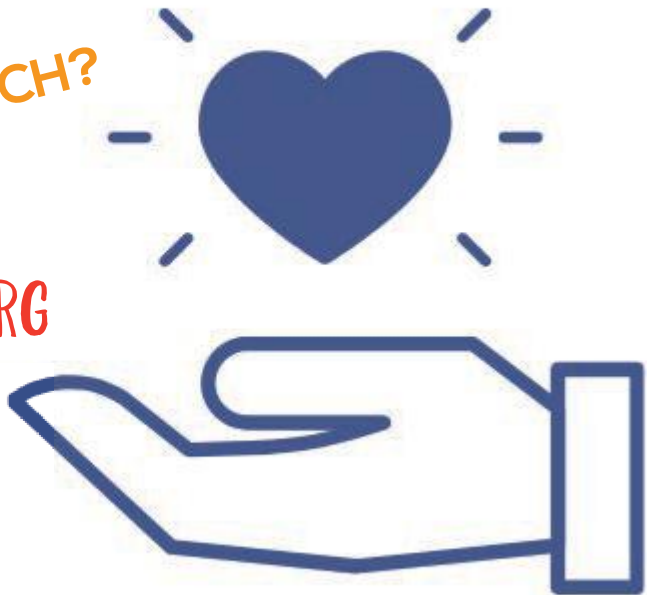
[@PATCH\\_Hawaii](https://twitter.com/PATCH_Hawaii)

Love **PATCH?**

**DONATE ONLINE AT  
WWW.PATCHHAWAII.ORG**



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You shop. Amazon gives.





OUR MISSION IS TO SUPPORT AND IMPROVE  
THE QUALITY AND AVAILABILITY OF CARE  
FOR THE YOUNG PEOPLE OF HAWAII.



**PATCH**

Supporting Hawaii's Child Care Needs

Many of PATCH's services are supported by, and in partnership with the State of Hawaii  
Department of Human Services