



Supporting Hawaii's Child Care Needs

TRAINING TRACKS

SUMMER 2021

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

Contents

- 2** Plant a Rainbow
- 3** Snack Idea for Spring
- 4-7** Child Care Resources
- 8** Books We Love
- 9** Scholarship Information
- 10-12** Online Training Schedule
- 13-16** Training Catalog
- 18** Technical Assistance w/ Training
- 19** What has PATCH been doing

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



Sign Up Today!



PLANT A RAINBOW

BY: PHYLICIA BURRIS, KAUAI ISLAND COORDINATOR



"Let's plant a rainbow Miss Phylicia," said a bright eyed little girl who was in my preschool classroom. I stopped teaching to consider what she meant. "What do you mean by that?" I proceeded to ask her. She quickly answered my question by stating, "At home, my mommy always says we can plant a rainbow!" The other students joined in to contribute to the conversation about what planting a rainbow could possibly mean.

It was then that I realized what was occurring before my very eyes. This was an organic child-led conversation! It was exciting and new to be able to discuss the children's interest regarding what they wanted to learn. We began to brainstorm as a class about exactly what we wanted this "rainbow" to look like. We decided to plant an array of flowers, some purple, red and yellow. We determined that once the flowers were planted and bloomed they could end up looking just as predicted, "like a rainbow!"

Gardening with children is a great way to experience a new and exciting way of teaching. Not only is it open ended, it has the ability to be child led and it addresses content areas and central domains that are critical to early childhood development. Take for example the fact that it addresses fine motor skills by allowing the children to grasp and pinch seeds, use shovels, carry buckets, etc. It promotes language and literacy as children express language regarding the world around them and learn new gardening vocabulary words. Children discover scientific skills as they learn about the process of a seed growing into a plant. They learn how to persist as this process does not happen overnight. Children also learn how to collaborate and socialize with their peers and much more!

Recollecting this story brings sweet memories to me of my days as a preschool teacher. So the next time a child tells you to plant a rainbow, take time to remember this story and to consider all of the wonderful learning opportunities that can come from planting and gardening with young children!



PATCH Food Program Newsletter



Water, Water, Water

Water helps your body work properly. Your body has lots of important jobs and it needs water to do many of them. Your blood, which contains a lot of water, carries oxygen to all the cells of your body. Without oxygen, those tiny cells would die and your body would stop working.

Your immune system needs water to help fight off illness.

Besides being an important part of the fluids in your body, water is needed by each cell to work.

Water and milk are the best fluid choices. Lots of foods contain water too. Fruits and vegetables contain a lot of water are watermelon, strawberries, cantaloupe, peaches, oranges, cucumber, zucchini, celery, apples, watercress, tomatoes, bell peppers, cauliflower, cabbage, grapefruit.

How much water you need to drink a day? Your body regulates the amount of water in your system. The body holds on to water when you don't have enough or gets rid of it if you have too much. If your pee is very light yellow, you are hydrated. When your pee is very dark yellow, it's probably time to drink up.

Another tip: drink ½ oz water per 1 pound of your body.

Did you know?

Avocado has the highest protein and oil content of all fruits, but most of this is the healthier unsaturated type.



Yoga with children

Teach children fun yoga poses related to water like "boat," "fish," "bridge," "dolphin"



Physical Activity Corner

Infants

- Short periods of supervised tummy time
- 2-3 periods of outdoor play daily

Toddlers

- 60-90 minutes Moderate Vigorous Physical Activity (MVPA) daily
- 60-90 minutes outdoor play daily (2-3 periods)

Preschoolers

- 90-120 minutes MVPA daily
- 60-90 minutes outdoor play daily (2-3 periods)

Visit [Healthy Kids, Healthy Future \(healthykidshealthyfuture.org\)](http://Healthy Kids, Healthy Future (healthykidshealthyfuture.org)) for more tips and ideas.

Cooking with Your Children



My Bagel Breakfast

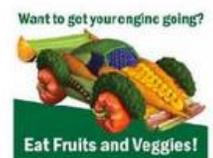
Ingredients:
Whole Grain Bagel
Strawberries
Blueberries

Provide all the ingredients. Children make their own happy face with bagel and berries for breakfast. Or whatever design they want and makes them happy. Older children may cut their own fruits with supervision.

Food for Thought

Q: Why did the student eat his homework?

A: the teacher told him it was a piece of cake



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

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/>

NAEYC

The National Association for the Education of Young Children (NAEYC) is a professional membership organization that works to promote high-quality early learning for all young children, birth through age 8, by connecting early childhood practice, policy, and research. We advance a diverse, dynamic early childhood profession and support all who care for, educate, and work on behalf of young children. The association comprises nearly 60,000 individual members of the early childhood community and 52 Affiliates, all committed to delivering on the promise of high-quality early learning. Together, we work to achieve a collective vision: that all young children thrive and learn in a society dedicated to ensuring they reach their full potential. <https://www.naeyc.org/>

CDA Council

The Council for Professional Recognition is a leader in the credentialing of early childhood educators worldwide. <https://www.cdacouncil.org/en/>

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/>



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://www.patchhawaii.org/train-with-patch/>
- #518: Safe Sleep in Child Care
 - #506: Health Safety & Nutrition
 - #514: Addressing Hawaii's Environmental Standards

**** AAP SAFE SLEEP CURRENTLY BEING REVISED PLEASE CHECK THEIR WEBSITE TO SEE WHEN COURSE IS MADE AVAILABLE AGAIN.

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.worklifesystems.com/parent/39). <https://stage.worklifesystems.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](https://stage.worklifesystems.com/program/39) or feel free to call us at anytime during our business hours. <https://stage.worklifesystems.com/program/39>

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/](https://www.cpsc.gov/newsroom/subscribe/)

TJX Recalls Infant Sleep Bags Due to Suffocation Risk; Sold at T.J. Maxx, Marshalls and Sierra:

<https://www.cpsc.gov/Recalls/2021/TJX-Recalls-Infant-Sleep-Bags-Due-to-Suffocation-Risk-Sold-at-T-J-Maxx-Marshalls-and-Sierra>

Kolcraft Reannounces Recall of Inclined Sleeper Accessory and Urges Consumers to Act Now to Prevent Risk of Suffocation: <https://www.cpsc.gov/Recalls/2021/Kolcraft-Reannounces-Recall-of-Inclined-Sleeper-Accessory-and-Urges-Consumers-to-Act-Now-to-Prevent-Risk-of-Suffocation>

K & M International Recalls Slap Watches Due to Coin Cell Battery Ingestion and Choking Hazards:

<https://www.cpsc.gov/Recalls/2021/K-M-International-Recalls-Slap-Watches-Due-to-Coin-Cell-Battery-Ingestion-and-Choking-Hazards>

Ergobaby Recalls METROUS Strollers Due to Choking Hazard:

<https://www.cpsc.gov/Recalls/2021/Ergobaby-Recalls-METROUS-Strollers-Due-to-Choking-Hazard>

JCPenney Recalls Girls Puffer Jackets Due to Entanglement Hazard:

<https://www.cpsc.gov/Recalls/2021/JCPenney-Recalls-Girls-Puffer-Jackets-Due-to-Entanglement-Hazard>

Fisher-Price Recalls 4-in-1 Rock 'n Glide Soothers After Four Infant Deaths; 2-in-1 Soothe 'n Play Gliders Also Recalled: <https://www.cpsc.gov/Recalls/2021/Fisher-Price-Recalls-4-in-1-Rock-n-Glide-Soothers-After-Four-Infant-Deaths-2-in-1-Soothe-n-Play-Gliders-Also-Recalled>

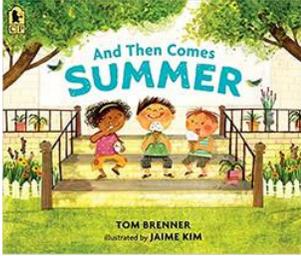


AGES AND STAGES: BIRTH TO 5 YEARS

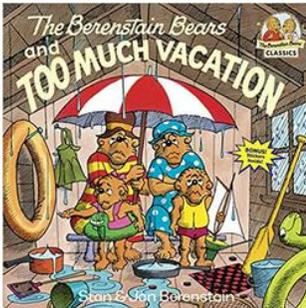
	<i>Physical and Linguistic</i>	<i>Emotional</i>	<i>Social</i>
<i>Birth to 1 month</i>	5-8 feedings a day. Sleeps 20 hours per day. Makes basic distinctions with 5 senses as well as temperature and perception of pain.	Generalized Tension.	Helpless. Asocial. Fed by mother
<i>2 to 3 Months</i>	Can sense color, visual and oral exploration. Cries, coos, and grunts. Gains control of eye muscles, lifts head when laying on stomach.	Expresses delight and distress.	Smiles at faces, visually fixates on a face, may be soothed by rocking.
<i>4 to 6 Months</i>	Can localize sounds. Babbles, makes most vowels and around half of consonants. Gains control of head and arm moments, purposive grasping, rolls over. Feeds 3-5 times a day.	Enjoys being cuddled.	Recognizes mother, distinguishes between familiar people and strangers.
<i>7 to 9 Months</i>	Gains control of core and hands, can sit without support. Starts crawling.	Specific emotional attachment to mother.	Protests separation from mother. Enjoys "peek-a-bo".
<i>10 months To 1 year</i>	Gains control of legs and feet, apposition of thumb and fore-finger. Stands. Says first words, responds to simple commands. Eats 3 meals and 2 snacks, sleeps 12 hours and naps.	Shows anger, fear of strangers, curiosity, and exploration.	Responds to name. waves goodbye, understands "no", plays pat-a-cake. Gives and takes objects.
<i>1 year to 18 months</i>	Creeps up stairs, walks for 10-20 minutes, makes simple lines with crayons. Shows dependent behavior. Repeats a few words. Feeds self.	Very upset when separated from mother, fear of bath.	obeys limited commands. Interested in mirror image.
<i>1.5 to 2 years</i>	Runs, kicks ball, builds with blocks, controls bowels and bladder. Vocabulary of over 200 words.	Temper tantrums start.	Resentment of new baby. Does opposite of what they are told.
<i>2 to 3 Years</i>	Rides tricycle, uses crayons. Starts to use short sentences, controls and explores language. May stutter briefly. shows emotions on face. Uses "I", "me", "you".	Fear of separation. develops anger and humor	Enjoys other children. Negativism, resists demands, gives orders, insists on routine.
<i>3 to 4 Years</i>	Stands on one leg, jumps, draws simple shapes. Uses "we". Self-sufficient in many routines. Pleasure in genital manipulation. practices sex-role activities. Uses "we".	Romantic attachment to opposite sex parent, jealousy of same-sex parent. Fears the dark and injury.	Likes to share, cooperative play with other children, Intense curiosity & interest in other children's bodies. Imaginary friend.
<i>4 to 5 Years</i>	Mature motor control, dresses self, copies complex shapes, adult speech sounds, basic gamer, tells stories, 2,000 word vocabulary.	Develops responsibility, guild, and pride	Prefers to play with other children, becomes competitive, prefers sex appropriate activities

BOOKS WE LOVE

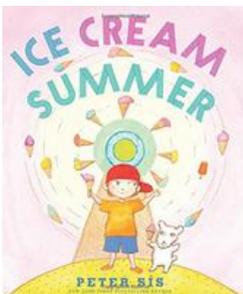
Summer Reading



And Then Comes Summer When the days stretch out like a slow yawn, and the cheerful faces of Johnny-jump-ups jump up . . . then it's time to get ready for summer! From flip-flops and hide-and-seek to fireworks and ice-cream trucks, from lemonade stands and late bedtimes to swimming in the lake and toasting marshmallows, there's something for everyone in this bright and buoyant celebration of the sunny season



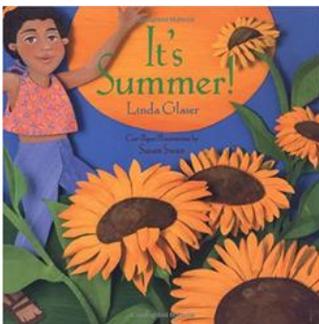
The Berenstain Bears and Too Much Vacation Go on a vacation with the Bear family in this classic First Time Book® from Stan and Jan Berenstain. Papa, Mama, Brother, and Sister are heading to the Great Grizzly Mountains for a relaxing vacation. But a messy cabin, noisy animals, a swarm of mosquitos, and a rainstorm just might dampen all of their fun.



Ice Cream Summer Dear Grandpa, Summer is going well. I am very busy. But don't worry, I am not forgetting about school! I read every day. I practice my math facts. And I am even studying world history! Peter Sís's delicious tongue-in-cheek vision of summer dishes up the whole scoop on everyone's favorite frozen treat, and proves that ice cream is every bit as enriching for the mind as it is for the taste buds.



Summer is Summer What is summer? For so many children summer is lemonade and salty air, baseball and ice cream, fireflies and starry nights, and much, much more. Join four friends as they explore the outdoor world of summer and all its sensory pleasures. Phillis and David Gershator's evocative language and Sophie Blackall's imaginative pictures celebrate this fun-filled season.



It's Summer! A child observes the coming of summer and its effects on the weather, animals, and plants. Includes suggestions for summertime activities to enjoy alone or with a parent.

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 to download an application.

What is the criteria for coursework?

- Early childhood or child development focused.
- College courses completed **June 2021-May 2022**
- PACE classes now converted to college credits.
- CDA Credential dated **June 2021-May 2022**

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 July - Sept. 2021
Live Webinars

WWW.COLLABORATION.NET/LOGIN/PATCHHAWAII

BASIC SERIES INTRODUCTION TO FCC

Monday Evenings: 6-9 W/ Jodie

7/26: Intro to FCC

8/2: The Business of FCC Part I: The Basics

8/9: The Business of FCC Part II: Building IT

8/16: The Business of FCC Part III: Promoting

8/23: Relationships With Family in Your FCC

8/30: Addressing Hawaii's Health Standards

9/13: Addressing Hawaii's Environmental Standards

9/20: Family Child Care Environment

9/27: Program Provisions: Child Development

10/4: Providing Quality Care

REGISTRATION OPENS
JULY 1 SPACES ARE
LIMITED, REGISTRATION
IS REQUIRED.

SPECIAL NEEDS SERIES

Saturday: 9:00 - 10:30am W/Thao

7/31: Intro to Inclusion

8/7: Exploring Inclusion

8/14: Inclusive Early Childhood Environments

8/21: Family Partnerships & Inclusion

8/28: Creating a Culturally Inclusive Environment

9/4: Working in an Inclusive Environment

9/11: Special Needs: Community Resource &
Referral Process

ONLINE TRAINING

WITH PATCH

OTHER PATCH TRAINING

7/7:	Wednesday	6:00pm - 7:30 pm	Effective Stress Management	Alex
7/9:	Friday	6:00pm - 8:00pm	Classroom Management & Supervision	Tami
7/12:	Monday	6:00pm - 9:00pm	Nurturing Responsible Behavior	Chelsey
7/14:	Wednesday	6:00pm - 7:30 pm	Effective Time Management	Alex
7/16:	Friday	6:00 pm - 7:30pm	Healthy Portions, Healthy Choices	Tami
7/19:	Monday	5:30pm - 7:30pm	Conversations with Preschoolers	Leia
7/30:	Friday	5:30pm - 7:00pm	Happy Mealtime, Healthy Body	Tami
8/6:	Friday	6:00pm - 7:30pm	Nutrition All Day	Tami
8/13:	Friday	6:00pm - 8:00pm	Basic Food Allergies	Tami
9/3:	Friday	6:00pm - 7:30pm	Conflict Management	Momi
9/10:	Friday	6:00pm - 9:00pm	Teaching with Puppets	Momi
9/15:	Wednesday	6:00pm - 9:00pm	Partnering with Parents	Alex
9/17:	Friday	6:00pm - 9:00pm	Early Childhood Curriculum	Momi
9/22:	Wednesday	6:00pm - 8:00pm	Communication w/ Co-Workers & Fam	Alex
9/24:	Friday	6:00pm - 9:00pm	Intentional Teaching	Momi
9/29:	Wednesday	6:00pm - 9:00pm	Medication Administration	Alejandra
10/1:	Friday	6:00 pm - 9:00pm	Fostering Resiliency	Alex



WESTED BASIC I/T SERIES

Thursday 6-9:00pm

7/6: Intro to Infant & Toddler Care	Brenda
7/13: Together in Care	Brenda
7/20: Ages in Infancy	Brenda
7/27: Discoveries of Infancy I	Brenda
8/3: Discoveries of Infancy II	Brenda
8/10: Emotional Development	Stacy
8/17: Language Development	Stacy
8/24: Health, Safety, Nutrition	Stacy
8/31: It's not Just Routine	Stacy
9/7: Social Guidance	Stacy

WESTED ADVANCE I/T SERIES

Thursday 6-9:00pm W/Jowett

7/29: Respectfully Yours
8/5: The Responsive Process
8/12: Brain Development
8/19: Special Needs
8/26: Flexible, Fearful & Feisty *(inst. TBD)*
9/2: Individual care & Small Groups
9/9: Space to Grow
9/16: Development & Learning in Multicultural Setting
9/23: Protective Urges
9/30: Responding to the Family's Needs

OTHER PATCH I/T TRAINING

7/15: Thursday	6 - 7:30 pm	Safe Sleep in Child Care	Alejandra
8/27: Friday	6 - 7:30 pm	Safe Sleep in Child Care	Alejandra
9/14: Tuesday	6 - 7:30 pm	Safe Sleep in Child Care	Stacy
9/21: Tuesday	6 - 9:00 pm	Stress & Trauma in Infants & Young Children	Alejandra

Courses that meet the 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	Overview of CDA: What is the CDA and how can PATCH help you? (PRO, SA6 - 3hrs) (CCB/PM - 3hrs)		3		
003	Mentoring Overview: Learn essential skills to become a mentor. (PRO, SA6 - 3hrs) (CCB/PM - 3hrs)		3		
*006	Communication with Co-workers and Families: 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	Introduction to Family Child Care: Introduction to family child care as a service, business and profession. (PRO, SA6 - 3hrs) (CCB/PM - 3hrs)	BASIC FCC	3		
008	Providing Quality Care: 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	Babysitting: Part II. 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	Child Care Staff Qualifications and Professional Development: 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	Effective Stress Management Practices: 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	Conflict Management: Define conflict management styles and identify which style is best in different situations. (PRO, SA6 - 1.5hrs) (CCB/PM - 1.5hrs)		1.5		
014	Effective Time Management: 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	Exploring the Incredible Unit Blocks: Discover the true design of unit blocks (GD, SA8 - 2hrs) (PLE, SA2 - 1hr) (CGD - 3hrs)		3	X	
102	Emotional Development: The development of emotional stages in infants and toddlers. (GD, SA8 - 2hrs) (RG, SA3 - 1hr) (CGD - 3hrs)	BASIC I/T	3	X	
103	Discoveries of Infancy I: Early learning development. (GD, SA8 - 3hrs) (CGD - 3hrs)	BASIC I/T	3		
104	Language Development: Understanding and supporting language development (GD, SA8 - 3hrs) (CGD - 3hrs)	BASIC I/T	3		
105	Brain Development: Understanding how the brain develops and the impact on early learning. (GD, SA8 - 3hrs) (CGD - 3hrs)	ADVANCED I/T	3		
106	Introduction to Early Childhood Education and Care: 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	Conversations with Preschoolers: Techniques for building conversations with preschoolers. (GD, SA8 - 2hrs) (CGD - 2hrs)	INTRO. TO PRESCHOOL	2		
108	Developmental Guidelines for Infants and Toddlers: Overview of developmental guidelines for infants and toddlers. (GD, SA8 - 3hrs) (CGD - 3hrs)	I/T SERIES 3	3		
109	Understanding Infant & Toddler Curriculum: A guide to creating a responsive curriculum for infants and toddlers. (GD, SA8 - 3hrs) (CGD - 3hrs)	I/T SERIES 3	3		
110	Understanding Social & Emotional Development of I/T: 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	Program Provisions: Child Development. 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	Temperament and Secure Relationships: 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	Development of Social Emotional Wellness: Developmental concepts of infant/toddler social emotional wellness. (GD, SA8 - 3 hrs) (CGD - 3hrs)	I/T SOCIAL EMOTIONAL	3		
117	Early Childhood Education and Care: 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	Positive Discipline: 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	Building A Classroom Community: 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	Social Guidance: Helping infants and toddlers develop positive peer interactions. (RG, SA3 - 3hrs) (CGD - 3hrs)	BASIC I/T	3		
*208	Flexible, Fearful and Feisty: Understanding temperament and the impact on behavior. (RG, SA3 - 3hrs) (CGD - 3hrs)	ADVANCED I/T	3		
216	Nurturing Responsible Behavior: Strategies to nurture responsibility and prevent discipline problems. (RG, SA3 - 2hrs) (MCB - 2hrs)		2		
219	Building Relationships: Making the connection between social and emotional development and challenging behaviors. (RG, SA3 - 3hrs) (MCB - 3hrs)	Challenging Behaviors Basic	3		
*220	Creating Supportive Environments II: Developing strategies that support children's positive social behavior. (RG, SA3 - 3hrs) (PE - 3hrs)	Challenging Behaviors Basic	3		
221	Teaching Positive Relationships: Identifying effective teachable moments and introducing strategies for teaching friendship skills. (RG, SA3 - 3hrs) (MCB - 3hrs)	Challenging Behaviors Basic	3		
*222	Teaching Positive Behaviors I: Introducing strategies for teaching anger management skills. (RG, SA3 - 3hrs) (CGD - 3hrs)	Challenging Behaviors Basic	3		
*223	Teaching Positive Behaviors II: Strategies for teaching children beginning problem solving skills. (RG, SA3 - 3hrs) (CGD - 3hrs)	Challenging Behaviors Basic	3		
224	Working with Challenging Behaviors: 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	Building a Behavior Support Plan I: Introduction to the Positive Behavior Support process. (RG, SA3 - 3hrs) (MCB - 3hrs)	Advanced Challenging Behaviors	3		
226	Building a Behavior Support Plan II: Introducing the process for developing Behavior Support Plans. (RG, SA3 - 3hrs) (MCB - 3hrs)	Advanced Challenging Behaviors	3		
*227	The Importance of Play: 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	The Child Who Doesn't Engage in Play: 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	The Child Who Doesn't Engage with Others: 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		

Training Catalog and Descriptions December 2020 Update



*230	The Child Who is Excluded: 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	Classroom Management and Supervision: Looking at challenging supervision issues and classroom management. (RG, SA3 - 2hrs) (MCB - 2hrs)	INTRO. TO PRESCHOOL	2		
232	Supporting the Individual Needs of Infants and Toddlers: Strategies to work with infants and toddlers with challenging behaviors. (RG, SA3 - 3hrs) (MCB - 3hrs)	I/T SERIES 3	3		
*236	Talking with Children: 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	Intro to Social/Emotional Wellness: Introduction to key social emotional needs of infant/toddlers. (RG, SA3 - 3 hrs) (CGD - 3hrs)	I/T SOCIAL EMOTIONAL	3		
238	Individualized Intervention with Infants and Toddlers: Understanding challenging behaviors in infants and toddlers. (RG, SA3 - 3 hrs) (MCB - 3hrs)	I/T SOCIAL EMOTIONAL	3		
239	When Behavior Goes Off Track: Responding to challenging behaviors in infants and toddlers. (RG, SA3 - 3 hrs) (MCB - 3hrs)	I/T SOCIAL EMOTIONAL	3		
*240	Effects of Challenging Behavior: 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	Developing a Support Plan for Infants/Toddlers: Using a program process to develop a behavior support plan. (RG, SA3 - 3 hrs) (MCB - 3hrs)	I/T SOCIAL EMOTIONAL	3		
*242	I'm Moving, I'm Learning: Body Language: 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	Beyond the Norm: Using themes to enhance your curriculum. (MAN, SA5 - 2hrs) (CCB/PM - 2hrs)		2		
308	Moving from Here to There: Smooth transitional times. Primarily for center based providers. (MAN, SA5 - 3hrs) (CCB/PM - 3hrs)		3		
309	Together in Care: Creating close caregiver/child relationships within a group. (MAN, SA5 - 2hrs) (PLE, SA2 - 1hr) (CCB/PM - 3hrs)	BASIC I/T	3	X	
*310	Individual Care and Small Groups: Working with infants and toddlers individually and in small groups. (MAN, SA5 - 2hrs) (RG, SA3 - 1hr) (PCYC - 3hrs)	ADVANCED I/T	3	X	
311	Bringing Home to School: Bridging the cultural gap between home and school. Primarily for center based providers. (MAN, SA5 - 2hrs) (CCB/PM - 2hrs)		2		
313	Developmental Milestones: Understanding and using Developmental Milestone charts. (MAN, SA5 - 3hrs) (CCB/PM - 3hrs)		3		
317	Documenting Quality Curriculum in a Quality Program: 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	The Business of FCC, Part I: The Basics. An overview of how to start a self-owned business. (MAN, SA5 - 3hrs) (CCB/PM - 3hrs)	BASIC FCC	3		
319	The Business of FCC, Part II: Building It. 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	The Business of FCC, Part III: Promoting It. 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	I'm Moving, I'm Learning: Introduction. 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	Inclusive Early Childhood Environments: Benefits of inclusion, planning inclusive environments, exploring attitudes towards inclusion. (MAN, SA5 - 1.5 hrs) (CCB/PM - 1.5hrs)	SPECIAL NEEDS	1.5		
323	Child Care Business Basics, Program Design and Management: 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	Parachutes and Peacocks: 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	From Bubbles to Butterflies: 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	The Magic of Puppets: Using Puppets to support language. (PLE, SA2 - 2hrs) (LAP - 2hrs)	Puppet Series	2		
405	Teaching with Puppets: Using Puppets to teach within your setting. (PLE, SA2 - 2hrs) (LAP - 2hrs)	Puppet Series	2		
406	Easy Puppets for Children: Create and take samples of easy puppets for children to make. (PLE, SA2 - 3hrs) (LAP - 3hrs)	Puppet Series	3		
407	Extending Books I: Ways to encourage literacy in young children. (PLE, SA2 - 3hrs) (LAP - 3hrs)		3		
408	Extending Books II: Create-and-take story props based on children's favorite books. (PLE, SA2 - 3hrs) (LAP - 3hrs)		3		
*409	Discoveries of Infancy II: Supporting early learning development. Should be taken after Discoveries of Infancy I (# 103). (PLE, SA2 - 3hrs) (CGD - 3hrs)	BASIC I/T	3		
*410	The Responsive Process: Helping caregivers provide sensitive, responsive care. (PLE, SA2 - 2hrs) (RG, SA3 - 1hr) (CGD - 3hrs)	ADVANCED I/T	3	X	
*411	Ages of Infancy: Understanding the rapid growth and changing needs of infants and toddlers. (PLE, SA2 - 3hrs) (CGD - 3hrs)	BASIC I/T	3		
412	Building Puppets: Create-and-take teaching puppets and story aprons to use in your setting. (PLE, SA2 - 2hrs) (LAP - 2hrs)	Puppet Series	3		
413	Puppets and Multicultural Tales: Create and take puppets to use with multicultural stories. (PLE-2, DIV-1, SA2-2, SA4-1) (LAP-3)	Puppet Series	3	X	
414	Bigger than Books: Overview of the importance of reading aloud to young children. (PLE, SA2 - 3hrs) (LAP - 3hrs)		3		
415	From Sand to Snow: Sensory activities for toddlers and preschoolers. (PLE, SA2 - 3hrs) (LAP - 3hrs)		3		
420	Conversations with Infants and Toddlers: Strategies to engage infants and toddlers in conversations. (PLE, SA2 - 3hrs) (LAP - 3hrs)	I/T SERIES 3	3		
421	Early Childhood Curriculum 101: 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	Intentional Teaching: 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		

Training Catalog and Descriptions December 2020 Update



423	Observation-based Planning for Young Children: 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	Science Discoveries in the Preschool Environment: 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	More Than Counting: Math in the Preschool: 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	Curriculum 201: Integrated Curriculum Using Science and Social Studies: 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	I'm Moving, I'm Learning: Move, Play and Learn: Movement activities integrating play and learning. (PLE, SA2 - 3 hrs) (LAP - 3hrs)	IT MOVING/ LEARNING	3		
428	Building Emotional Literacy: Strategies to build emotional literacy. (PLE, SA2 - 3 hrs) (LAP - 3hrs)	IT SOCIAL EMOTIONAL	3		
429	Teaching with Puppets (online only): 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	It's Not Just Routine: A look at feeding, diapering and toileting routines. (HSN, SA1 - 2hrs) (MAN, SA5 - 1hr) (HS - 3hrs)	BASIC I/T	3	X	
*506	Health, Safety & Nutrition: Health and safety issues surrounding infant and toddler care. (HSN, SA1 - 3hrs) (HS / SS - 3hrs)	BASIC I/T	3		
507	Fostering Resiliency: Understanding and developing strategies that help children "bounce back" from stress. (HSN, SA1 - 3hrs) (HS - 3hrs)		3		
512	Health and Safety in Preschool Settings: Overview of health and safety regulations. (HSN, SA1 - 2hrs) (HS - 2hrs)	INTRO. TO PRESCHOOL	2		
513	Addressing Hawaii's Health Standards: An overview of Hawaii State regulations pertaining to health standards for family child care homes. (HSN, SA1 - 3hrs) (HS - 3hrs)	BASIC FCC	3		
*514	Addressing Hawaii's Environmental Standards: An overview of Hawaii State regulations addressing environmental (safety) standards. (HSN, SA1 - 3hrs) (HS / SS - 3hrs)	BASIC FCC	3		
*515	Babysitting: Part I. 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	Medication Administration in Childcare: Identifying proper medication administration, components of a medication policy and medication disposal. (HSN, SA1 - 3hrs) (HS - 1.5hrs, CSC - 1.5hrs)		3		
*517	Child Abuse and Neglect: Defining, recognizing, reporting and preventing child abuse and neglect. (HSN, SA1 - 3hrs) (HS - 1.5hrs, PCMA - 1.5hrs)		3		
*518	Safe Sleep in Childcare: Setting safe sleep environments and response to emergencies. (HSN, SA1 - 1.5hrs) (HS / SS - 1.5hrs)		1.5	I/T	
*519	Basic Food Allergies: An overview of food allergies and symptoms, precautionary measures creating a food allergy plan. (HSN, SA1 - 2hrs) (HS - 1hr, CN - 1hr)		2		
*520	Healthy Portions, Healthy Choices: Plan balanced, healthy meals and snacks using USDA guidelines and create nutrition policies. (HSN, SA1 - 1.5hrs) (CN - 1.5hrs)		1.5		
*521	Happy Mealtime, Healthy Body: Implement healthy mealtime environments, explore screen time guidelines and engage families. (HSN, SA1 - 1.5hrs) (CN - 1.5hrs)		1.5		
*522	Nutrition All Day: Planning nutrition activities into everyday curriculum for all ages. (HSN, SA1 - 1.5hrs) (CN - 1.5hrs)		1.5		
523	Intro to Seizures: 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	Traumatic Brain Injuries: Understand the symptoms of traumatic brain injury and how to prevent them in children. (HSN, SA1 - 1.5hrs) (HS - 1.5hrs)		1.5		
525	Shaken Baby Syndrome: Define and explore risk factors, prevention, and signs and symptoms. (HSN, SA1 - 2hrs) (HS - 2hrs)		2	I/T	
526	Indoor/Outdoor Safety: 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	Hazardous Materials: 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	Stress & Trauma with Infants and Young Children: 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	Working with Children who have ADD/ADHD: The importance of working with the child, family, and professionals. (WF, SA4 - 3hrs) (FE - 3hrs)		3		
602	Partnering with Parents: Learn effective communication strategies. (WF, SA4 - 3hrs) (FE - 3hrs)		3		
603	Adjusting to the New Setting: Helping the child and family adjust to a new child care setting. (WF, SA4 - 2hrs) (FE - 2hrs)		2		
604	Greetings and Departures: Helping parents and children transition into and out of the child care setting. (WF, SA4 - 2hrs) (FE - 2hrs)		2		
*605	Introduction to Infant/Toddler Care: A look at quality care in infant toddler programs. (WF, SA4 - 2hrs) (PRO, SA6 - 1hr) (CCB/PM - 3hrs)	BASIC I/T	3	X	
606	Protective Urges: Working with the feelings of parents and caregivers. (WF, SA4 - 3hrs) (FE - 3hrs)	ADVANCED I/T	3		
607	Responding to the Family's Needs: Helping caregivers become more responsive to the needs of family members. (WF - SA4 - 3hrs) (FE - 3hrs)	ADVANCED I/T	3		
608	Positive Conferences: Planning effective parent conferences. (WF, SA4 - 2hrs) (MAN, SA5 - 1hr) (FE - 3hrs)		3	X	
615	Effective Teaming: 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	First Moves: Welcoming New Families: Supportive strategies to help families transition into new programs. (WF, SA4 - 3hrs) (FE - 3hrs)	I/T SERIES 3	3		
617	Building Partnerships with Families: An in-depth look into building effective partnerships with families. (WF, SA4 - 3hrs) (FE - 3hrs)	I/T SERIES 3	3		

Training Catalog and Descriptions December 2020 Update

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

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)

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

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

Short on time this quarter?
Need Training?
Go ONLINE!

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

STATEWIDE PROVIDER APPRECIATION DAY

FARM TO KEIKI

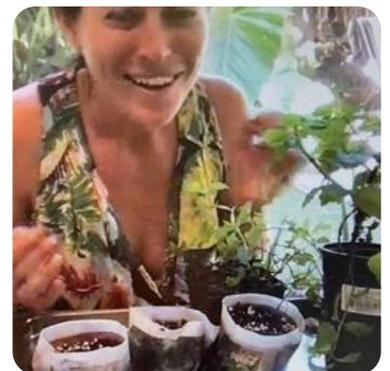


THIS YEAR WAS OUR FIRST PATCH STATEWIDE PROVIDER APPRECIATION DAY. WE WANTED TO MAKE THIS ONE EXTRA SPECIAL BECAUSE IT WAS A TOUGH YEAR FOR EVERYONE, BUT OUR FAMILY CHILD CARE PROVIDERS PERSISTED AND CONTINUED TO PROVIDE CARE FOR THE CHILDREN OF HAWAII AND WE WANTED TO SHOW OUR APPRECIATION FOR ALL THAT THEY DID AND ALL THAT THEY DO.

THIS EVENT WAS OFFERED TO ALL LICENSED FAMILY CHILD CARE PROVIDERS AND POTENTIAL PROVIDERS IN THE STATE. PRIOR TO THE EVENT, ALL THOSE WHO WERE REGISTERED FOR THE TRAINING WERE CONTACTED AND SCHEDULED TO PICK UP SUPPLIES AT THEIR LOCAL PATCH OFFICE TO ENSURE THEY HAD EVERYTHING IN FRONT OF THEM AT THE TIME OF THE EVENT. EVERYONE RECEIVED THE FARM TO KEIKI TEACHER'S EDITION BOOK, PINKEYE PURPLE HULL COWPEA SEEDS (PURCHASED FROM THE HAWAII SEED GROWERS NETWORK), BLUE BUTTERFLY PEA FLOWERS, AND A GIFT CARD FOR HOME DEPOT (TO PURCHASE SOIL, A PLANT START, AND 2 POTS).

THE EVENT WAS HELD VIRTUALLY ON MICROSOFT TEAMS AND ENOUGH TIME WAS ALLOTTED FOR TECHNICAL SUPPORT AND SETTING UP THE NECESSARY AREAS (GARDENING AREA AND COOKING AREA). THE TRAINER, TIANA DID AN EXCELLENT JOB WITH INTRODUCTIONS AND LEARNING ABOUT THE PARTICIPANTS. TIANA TAUGHT EVERYONE ABOUT GARDENING IN HAWAII. WE LEARNED HOW TO MAKE PAPER POTS AND HOW TO RE-POT PLANTS WHEN THEY "OUTGROW THEIR HOMES." SHE SPOKE ABOUT HOW THE BEST WAY TO GET CHILDREN TO EAT FRUITS AND VEGGIES IS TO HAVE THEM BE A PART OF THE PROCESS. THEY WILL BE MORE WILLING TO TRY SOMETHING THAT THEY HAD A HAND IN. SHE SHOWED EVERYONE HOW TO MAKE GARDENING FUN AND EXCITING. TOGETHER WE MADE HERBAL TEA USING OUR MINT LEAVES, HOT WATER, AND BUTTERFLY PEA FLOWER AND DID SCIENCE WHEN WE MIXED IN LEMON JUICE. OUR BEAUTIFUL BLUE WATER CHANGED TO PURPLE RIGHT IN FRONT OF OUR EYES!!!!

WE CLOSED THE EVENT WITH QUESTIONS AND GAMES WHICH WERE SUPER COMPETITIVE! AFTER THE PROVIDER APPRECIATION DAY, THOSE WHO ATTENDED RECEIVED THEIR CERTIFICATES IN THE MAIL ALONG WITH A WELLNESS KIT (BATH AND BODY GIFT SET AND A "TEACHERS PLANT THE SEEDS THAT GROW FOREVER" COFFEE MUG)



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

EAST HAWAII

26 Waianuenu Ave.
Hilo, HI 96720
808.961.3169

MAUI

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

LANAI & MOLOKAI

1063 Lower Main St.
Ste. C217
Wailuku, HI 96793
800.498.4145

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

Go to the **PATCH** website for more info:
www.PATCHhawaii.org

Email **PATCH** at
PATCH@PATCH-HI.org



www.facebook.com/PATCHHI



[@PATCH_Hawaii](https://www.instagram.com/PATCH_Hawaii)



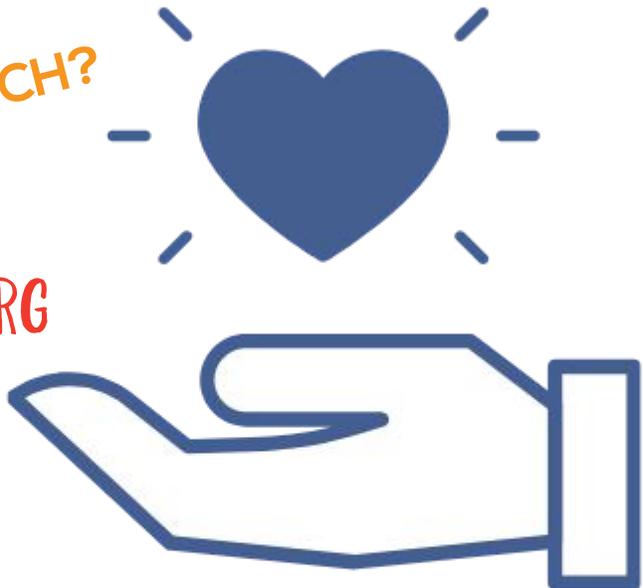
[@PATCH_Hawaii](https://twitter.com/PATCH_Hawaii)

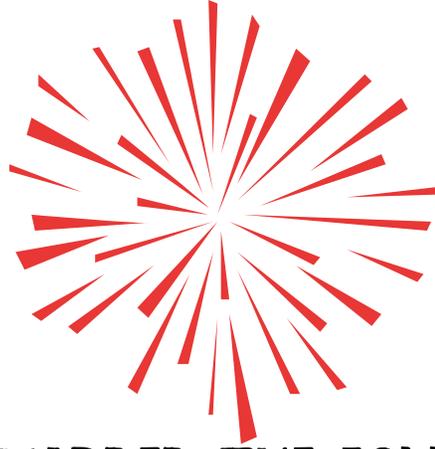
Love **PATCH**?

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



amazon smile
You shop. Amazon gives.





PATCH WAS AWARDED THE FOLLOWING CONTRACTS THROUGH DHS: CHILD CARE TRAINING CHILD CARE REGISTRY & SCHOLARSHIPS INFANT & TODDLER



PATCH HAS BEEN AWARDED A GRANT FROM THE HAWAII COMMUNITY FOUNDATION (HCF) TO HAVE A PROMISING MINDS COHORT OF FAMILY CHILD CARE PROVIDERS ON OAHU FROM AUGUST TO DECEMBER 2021. THE GOAL OF THE PROMISING MINDS COHORT IS TO PROMOTE THE HEALTHY DEVELOPMENT OF VULNERABLE CHILDREN AGES 0–5, TEACH STRATEGIES TO BUILD RESILIENCE IN THOSE WHO HAVE ALREADY EXPERIENCED TRAUMA, AND HELP BUILD A STRONG COMMUNITY NETWORK BETWEEN PARTICIPATING PROVIDERS. FAMILY CHILD CARE PROVIDERS ON OAHU, PLEASE KEEP A LOOK OUT FOR AN EMAIL FROM PATCH SOON FOR REGISTRATION FOR THE PROMISING MINDS COHORT.

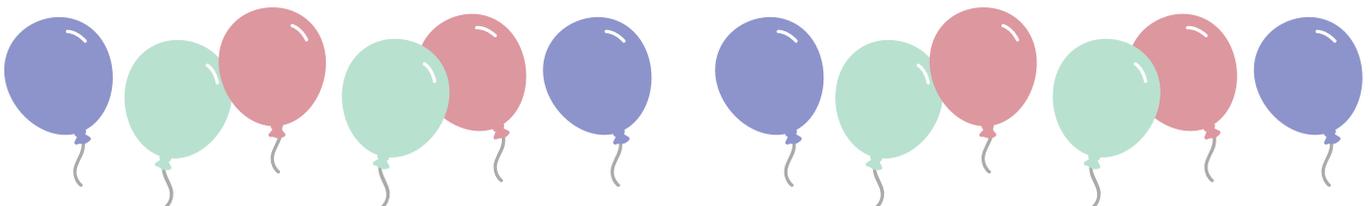


HAWAII COMMUNITY
FOUNDATION
Amplify the Power of Giving



KAUAI UNITED WAY

THANK YOU KAUAI UNITED WAY
FOR YOUR GENEROUS SUPPORT TO
PATCH





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