

# Training Catalog and Descriptions November 2022 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 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		
015	<b>Marketing your Family Child Care Home:</b> Learn about traditional FCC marketing strategies and how to create new ones that align with current strategies that may work. (PRO, SA6-1.5hrs) (MAN, SA5-1.5hrs) (CCB/PM - 3hrs)		3	X	
016	<b>Professionalism in Family Child Care:</b> Learn about the attitude, skills, knowledge and competencies of an individual who is a professional practitioner in the Family Child Care Home model. (PRO, SA6-3hrs) (CCB/PM - 3hrs)		3		
017	<b>Marketing your Family Child Care: ECQA</b> Improve the ability to develop a marketing plan and use marketing tools to communicate with families about the benefits of the program. (PRO, SA6-1.5hrs) (MAN, SA5-1.5hrs) (CCB/PM - 3hrs)		3	X	
018	<b>Marketing your Program for Center-Based Child Care Providers: ECQA</b> Improve the ability to develop a marketing plan and use marketing tools to communicate with families about the benefits of the program. (PRO, SA6-1.5hrs) (MAN, SA5-1.5hrs) (CCB/PM - 3hrs)		3	X	
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		
118	<b>The Growing Brain: The Basics:</b> To understand how the brain grows and develops from conception through 5 years old. (GD, SA8 - 3 hrs) (CGD - 3hrs) (Zero to Three) *Limited Availability for in In-person on Oahu and Virtually statewide.	THE GROWING BRAIN I/T	3		
119	<b>The Factors Affecting Brain Growth &amp; Development:</b> Understanding key factors that affect brain development & how to support healthy overall brain development. (GD, SA8 - 3 hrs) (CGD - 3hrs) (Zero to Three) *Limited Availability for in In-person on Oahu and Virtually statewide.	THE GROWING BRAIN I/T	3		
120	<b>Cognition and Executive Function:</b> Understanding how young children develop cognitive & executive functions in relation to brain development. (GD, SA8 - 3 hrs) (CGD - 3hrs) (Zero to Three) *Limited Availability for in In-person on Oahu and Virtually statewide.	THE GROWING BRAIN I/T	3		
121	<b>Social-Emotional Development: To Support Social &amp; Emotional Development &amp; to Provide Positive Guidance.</b> (GD, SA8 - 3 hrs) (CGD - 3hrs) (Zero to Three) *Limited Availability for in In-person on Oahu and Virtually statewide.	THE GROWING BRAIN I/T	3		
122	<b>Introduction to the Mind in the Making Seven Essential Life Skills:</b> Overview of the seven evidence-based executive function life skills that can help children and adults thrive now and in the future. (GD, SA8 - 1.5hrs) (CGD - 1.5hrs)	MIND IN THE MAKING I/T	1.5		
123	<b>Focus and Self Control: Mind in the Making Seven Essential Life Skills:</b> Children need this skill to achieve goals. This includes paying attention, exercising self-control, remembering the rules, and thinking flexibly. (GD, SA8 - 2hrs) (CGD - 2hrs)	MIND IN THE MAKING I/T	2		
124	<b>Perspective Taking: Mind in the Making Seven Essential Life Skills:</b> This involves understanding what others think and feel, and forms the basis for children's understanding of the intentions of parents, teachers and friends. (GD, SA8 - 2hrs) (CGD - 2hrs)	MIND IN THE MAKING I/T	2		
125	<b>Critical Thinking: Mind in the Making Seven Essential Life Skills:</b> This skill helps children analyze and evaluate information to guide their beliefs, decisions and actions. Children need critical thinking to make sense of the world around them and to solve problems. (GD, SA8 - 2hrs) (CGD - 2hrs)	MIND IN THE MAKING I/T	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		

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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)	CHALLENGING BEHAVIORS ADVANCED	3		
226	<b>Building a Behavior Support Plan II:</b> Introducing the process for developing Behavior Support Plans. (RG, SA3 - 3hrs) (MCB - 3hrs)	CHALLENGING BEHAVIORS ADVANCED	3		
*227	<b>The Importance of Play:</b> Learn the characteristics and importance of play and identify common problems children may have in play. (RG, SA3 - 1.5hrs) (PLE, SA2 - 1.5hrs) (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		
*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>Introduction 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/T MOVING/ LEARNING	3		
243	<b>Understanding Behavior:</b> Understanding how children's behavior is influenced by the brain. (RG, SA3 - 3 hrs) (MCB - 3hrs) (Zero to Three) *Limited Availability for In-person on Oahu and Virtually statewide.	THE GROWING BRAIN I/T	3		
244	<b>Challenging Behaviors in Family Child Care:</b> Learn how to respond to challenging behaviors in a mixed age setting. (RG, SA2- 3 hrs) (MCB - 3hrs)		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/T 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		
324	<b>Budgets, Projections, and Planning for Family Child Care: ECQA</b> Strengthen foundational knowledge of fiscal terms, concepts, and practices. (MAN, SA5 - 2 hrs) (CCB/PM - 2hrs)		2		
325	<b>Financial Reports and Internal Controls for Family Child Care: ECQA</b> Realize the importance of fiscal planning to the sustainability of your business. Learn tips and best practices to help break down fiscal processes into manageable steps. (MAN, SA5 - 2 hrs) (CCB/PM - 2hrs)		2		
326	<b>Budgets, Projections, and Planning for Center-Based Child Care Providers: ECQA</b> Strengthen foundational knowledge of fiscal terms, concepts, and practices. (MAN, SA5 - 2hrs)(CCB/PM - 2hrs)		2		
327	<b>Financial Reports and Internal Controls for Center-Based Child Care Providers: ECQA</b> Realize the importance of fiscal planning to the sustainability of your business. Learn tips and best practices to help break down fiscal processes into manageable steps. (MAN, SA5 - 2hrs) (CCB/PM - 2hrs)		2		
328	<b>Recruiting and Retaining Staff for Center-Based Child Care Providers: ECQA</b> Support child care administrators in their efforts to strengthen systems of staff recruitment and improve their ability to retain quality staff. (MAN, SA5 - 3hrs) (CCB/PM - 3hrs)		3		

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 sock, finger, and stick puppets to use in your setting. (PLE, SA2 - 2hrs) (LAP - 2hrs)	PUPPET SERIES	2		

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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)	IT 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		
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		
430	<b>Routine Transitions in Family Child Care Homes:</b> Learn how to apply appropriate transitions to daily routines in a Family Child Care Home. (PLE, SA2 - 3 hrs) (LAP - 3hrs)		3		
431	<b>Communication &amp; Language Development:</b> To understand how communication and language skills develop the first 5 years, the role of the brain & how to support it. (PLE, SA2 - 3 hrs) (LAP - 3hrs) (Zero to Three) *Limited Availability for in In-person on Oahu and Virtually statewide.	THE GROWING BRAIN IT	3		
432	<b>Everyday Play:</b> Enhancing Parents' Skills to Advance Children's Physical and Intellectual Development. (PLE, SA2 - 3 hrs) (LAP - 3hrs) (Zero to Three) *Limited Availability for in In-person on Oahu and Virtually statewide.	THE GROWING BRAIN IT	3		
433	<b>Communicating: Mind in the Making Seven Essential Life Skills:</b> Communicating is the skill of determining what one wants to communicate and realizing how it will be understood by others. (PLE, SA2 - 2hrs) (LAP - 2hrs)	MIND IN THE MAKING IT	2		
434	<b>Making Connections: Mind in the Making Seven Essential Life Skills:</b> This involves deciphering what's the same, what's different, and sorting them into categories. Making unusual connections is at the core of creativity. (PLE, SA2 - 2hrs) (LAP - 2hrs)	MIND IN THE MAKING IT	2		
435	<b>Taking on Challenges: Mind in the Making Seven Essential Life Skills:</b> Children who take on challenges instead of avoiding or simply coping with them achieve better outcomes in school and in life. (PLE, SA2 - 2hrs) (LAP - 2hrs)	MIND IN THE MAKING IT	2		
436	<b>Self-Directed, Engaged Learning: Mind in the Making Seven Essential Life Skills:</b> By setting goals and strategies for learning, children become attuned and better prepared to change as the world changes. (PLE, SA2 - 2hrs)(LAP - 2hrs)	MIND IN THE MAKING IT	2		

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 IT	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 IT	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	IT	
*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	IT	
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	IT	
529	<b>Emergency Preparedness for Children with Varying Needs:</b> Learn how to create an emergency plan, the importance of an updated and well stocked emergency safety kit, and how to plan and cope before and after a disaster. (HSN, SA1 - 2.5hrs) (HS - 2.5hrs)		2.5		

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 IT	3	X	

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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)	IT 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)	IT SERIES 3	3		
618	<b>"Does my child play all day?": Talking to Families about Curriculum:</b> Learn family friendly communication strategies and tools to help families understand how children learn. HPCS Guiding Principle 3. (WF, SA4 - 3hrs) (FE - 3hrs)	QUALITY CARE	3		
619	<b>Relationships with Families in Your FCC:</b> An overview of how to establish positive working relationships with families. (WF, SA4 - 3 hrs) (FE-3hrs)	BASIC FCC	3		
*620	<b>I'm Moving, I'm Learning: Culture, Families, Nutrition:</b> Getting families involved in healthy practices. (WF, SA4 - 1.5 hrs) (HSN, SA1 - 1.5 hrs) (FE - 1.5hrs, CN - 1.5hrs)	IM MOVING/ LEARNING	3	X	
621	<b>Working in Partnerships with Families:</b> Working with families and developing social skills for infants and toddlers. (WF, SA4 - 3 hrs) (FE - 3hrs)	IT SOCIAL EMOTIONAL	3		
623	<b>Promoting Positive Attachment:</b> Build understanding and awareness of secure attachment for infants. (WF, SA4 - 2 hrs) (FE - 2hrs)		2		IT
*624	<b>Family Partnerships and Inclusion:</b> 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	<b>Special Needs: Community Resources and Referral Process:</b> Exploring resources and the referral process for supports. (WF, SA4 - 1.5 hrs) (FE - 0.75hr, CSN - 0.75hr)	SPECIAL NEEDS	1.5		
626	<b>Families, Child Care Centers and Community Partnerships:</b> Building family partnerships and encouraging family engagement/involvement as essential practices. (WF, SA4 - 2 hrs) (FE - 2hrs)	CHILD CARE ADMIN	2		
627	<b>Introduction to Families:</b> 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	<b>Family Engagement:</b> Exploring the meaning of family partnerships, engagement, involvement, and participation. (WF, SA4 - 2 hrs) (FE - 2hrs)	BUILDING FAMILY PARTNERSHIPS	2		
629	<b>Supporting Family Outcomes:</b> 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	<b>Providing Family Resources:</b> Identify strategies to engage in difficult conversation with families about resources. (WF, SA4 - 2 hrs) (FE - 2hrs)	BUILDING FAMILY PARTNERSHIPS	2		
631	<b>Understanding the Impact of Unstable Housing: ELH</b> 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	<b>Family Engagement: ELH</b> 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	<b>Supportive Program Policies: ELH</b> 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	<b>Space to Grow:</b> Introduction to basic concepts relating to infant and toddler space. (ENV, SA1 - 3hrs) (PE - 3hrs)	ADVANCED I/T	3		
701	<b>Creating Supportive Environments I:</b> Making the connection between the environment, social-emotional development, and challenging behaviors. (ENV, SA1 - 3hrs) (PE - 3hrs)	CHALLENGING BEHAVIORS BASIC	3		
702	<b>The Prepared Preschool Environment:</b> Overview of an appropriate environment for preschoolers. (ENV, SA1 - 2hrs) (PE - 2hrs)	INTRO. TO PRESCHOOL	2		
703	<b>The Prepared Infant and Toddler Environment:</b> How to strategically create a responsive environment for infants and toddlers. (ENV, SA1 - 3hrs) (PE - 3hrs)	IT SERIES 3	3		
704	<b>Flowing Through the Day: Classroom Transitions:</b> Providing transitions that support children's relationships and learning. HPCS Guiding Principles 4, 5, 8, and 9. (ENV, SA1 - 3hrs) (PE - 3hrs)	QUALITY CARE	3		
705	<b>Family Child Care Environment:</b> An overview of key elements to include in family child care environments. (ENV, SA1 - 3hrs) (PE - 3hrs)	BASIC FCC	3		
*708	<b>Creating a Culturally Inclusive Environment:</b> Language and awareness in a group setting and strategies for building tolerance and acceptance. (ENV, SA1 - 1.5 hrs) (PE - 0.75hr, CSN - 0.75hr)	SPECIAL NEEDS	1.5		
**709	<b>Learning Environment in the Family Child Care Setting:</b> To understand the importance of the learning environment in the family childcare home. (ENV, SA1 - 1.5 hrs, GD SA8 - 1.5 hrs) (PE - 1.5hr, CGD - 1.5hr)		3		X

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

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