| Description Photoperational set (PAD) (PAD) (PAD) (PAD (PAD 2 - Sing) (CORPM - Jung) Set (PAD 2 - Sing) | raini | ng Catalog and Descriptions November 2022 Update | | | | | |
|---|--------|---|--------------|-------|--------|-----------|--|
| 000 Description of Cold. 3 | CLASS# | PROFESSIONALISM (PRO) (SA6) (DHS H&S Child Care Business/Program Mgmt.) | | HOURS | | For Parer | |
| and an and a section of a s | 002 | | | 3 | Hordon | | |
| Build and Section 2011 (1992) (1992 | | | | | | | |
| Nome Number (PR) 5.84: -111 (CE) PM - 111 (CE) PM - 1111 (CE) PM - 111 (CE) PM - 111 (CE | 003 | | | 3 | | | |
| moment moment <thmoment< th=""> <thmoment< th=""> moment<td>*006</td><td></td><td></td><td>2</td><td>x</td><td></td></thmoment<></thmoment<> | *006 | | | 2 | x | | |
| model provide classify classif | 007 | | BASIC FCC | 3 | | | |
| ability Pro0. Space 1 Space (10, 30, 2 + 30%) (20, 30%) Space 1 Space (10, 30, 2 + 30%) (20, 30%) Space 1 Space (10, 30, 2 + 30%) (20, 30%) Space 1 Space (10, 30, 2 + 30%) (20, 30%) Space 1 Space (10, 30, 2 + 30%) (20, 30%) Space 1 Space (10, 30, 2 + 30%) (20, 30%) Space 1 Space (10, 30, 2 + 30%) (20, 30%) Space 1 Space (10, 30, 2 + 30%) (20, 30%) Space (10, 30, 30%) (20, 30%) (20, 30%) Space (10, 30, 30%) (20, 30%) (20, 30%) (20, 30%) Space (10, 30%) (20, 30%) (20, 30%) (20, 30%) (20, 30%) Space (10, 30%) (20, 30 | 008 | | DA 610 F00 | 2 | v | | |
| Image: method in the second in the | 008 | | BASIC FCC | 3 | ^ | | |
| Image: bit set is the present one can be prove the solution of the provide prove the solution of the prove the solution of the provide prove the solution of the provide prove the solution of the provide prov | 009 | | BABYSITTING | 3 | x | | |
| Interview Brass Management Pacies: Interview Intervie | 010 | | | 2 | | | |
| 10 Problem State and and problem State and and and problem backs in place is back in different sharebox. 1.3 101 Profession Problem State and problem State and and problem State State and State State and State Stat | 011 | Effective Stress Management Practices: Understand the physical symptoms of stress, how it affects our behavior and | | 1.5 | | | |
| 0100000000000000000000000000000000000 | | | | | | | |
| Unitered Image and the set of the set | 012 | (PRO, SA6 - 1.5hrs) (CCB/PM - 1.5hrs) | | 1.5 | | | |
| 000000000000000000000000000000000000 | 014 | | | 1.5 | | | |
| Professionalism in Tamily Child Care: Learn about the attubut, shick howed ge and comparison of an individual strange of an individua strange of an individual strange of an individual strange of an | 015 | | | 3 | x | | |
| 011 by the a protection and mark and purchases and mark and purchases and purchases and purchases and marked purchases and marked purchases and purchases and marked purchases and purchas | 016 | | | 2 | | | |
| 017 communicate with numbers about the thereoffield of the program. (PRO, SAD-1 Serie) (XAD, SAD-1 Serie) | 010 | | | 3 | | | |
| Delay and fam makening books communicate with families about the burnelins of the program, (PRO, 5A6-15/mg) (MAÅ, SA, SA, SA, SA, SA, SA, SA, SA, SA, SA | 017 | | | 3 | х | | |
| Bits - 1.9 and (CERNPT & DEVELOPMENT (20) (SAB (DMS RAS Child Growth & Development) Same a Notes Autom a 101 Exploring the increding of unit blocks. 3 X 102 Exploring the increding of unit blocks. 3 X 103 Enclosed be unit blocks. 3 X 104 Enclosed be unit blocks. 3 X 105 Enclosed be unit blocks. 3 X 106 Language Development. 3 SAD.17 3 106 Language Development. 3 ADA.17 3 X 107 Conversations with Preschool cress: 3 ADA.17 3 X 108 Development. Mitto Divelopment. 3 X X 109 Understanding frant 3 and totaling anony and the inspace (CD.3AD - 3hrs) (CDD - 3hrs) Mitto Divelopment 3 X X 109 Understanding frant 3 and totaling anony and total sing source of the inspace of anony and the inspace of anony anony and the inspace of anony anony | 018 | | | 3 | x | | |
| CLASS Development Development Development Number of the second se | 010 | | | ° | | | |
| 110 Discover ine two edges of an at blocks. (Cp. SAB - 2tra) [PLE, SA2 - 110 (CGD - 3tra) NAIGUT 3 X 102 Emotional Development: Instants and backers. (Cp. SAB - 2tra) (CGD - 3tra) NAIGUT 3 X 103 Early straining development: (Cp. SAB - 3tra) (CGD - 3tra) NAIGUT 3 X 104 Understanding and Supporting Language development. (Cp. SAB - 3tra) (CGD - 3tra) NAIGUT 3 X 105 Brain Development: Control Straining Straining Control Strainin Control Straining Control Straining Control Stra | CLASS# | GROWTH & DEVELOPMENT (GD) (SA8) (DHS H&S Child Growth & Development) | SERIES | HOURS | | For Pare | |
| 100 Encoderal Development: MASCIT 3 X 103 Discoveries of Infancy I: MASCIT 3 X 103 Discoveries of Infancy I: MASCIT 3 X 104 Understanding and supporting language development. (ED, SAB - 3hrs) (CGD - 3hrs) MASCIT 3 X 105 Brain Development: Construction Infancy I: MASCIT 3 X 105 Infanction Esh Y: Childron Esh Arching Infancy I: ABA- 3hrs) (CGD - 3hrs) MANEDIT 3 X 106 Infanction Esh Y: Childron Esh Arching Infancs Infanction I | 101 | | | 3 | x | | |
| Image of the second s | 102 | Emotional Development: | BASIC I/T | 3 | x | | |
| 103 Early learning development: (DD, SAB - 3tra) (CGD - | | | BAGICIN | | ^ | | |
| 104 Understanding and supporting language development. (ED, SAB - Shrs) (CGD - Shrs) ADM/CELD IF 3 105 Brain Development. Interaction to Early (Athindro Education and Carc: Covervio protestionistian). NACK C Code of Ethics, and Interaction to Early (Athindro Education and Carc: Covervio protestionistian). NACK C Code of Ethics, and Interaction to Early (Athindro Education and Carc: Covervio protestionistian). NACK C Code of Ethics, and Interaction to Early (Athindro Education and Carc: Covervio protestionistian). NACK C Code of Ethics, and Interaction to Early (Athindro Education and Carc: Covervio protestion). Interaction C Covervio C C 2 Interaction C Covervio Coversition: Nath Protections: (CD, SAB - Shrs) (CCD - Shrs) Interaction C Covervio C C 2 Interaction C Covervio C C Covervio Coversition: Nath Protection: (CD, SAB - Shrs) (CCD - Shrs) Interaction C Covervio C | 103 | Early learning development. (GD, SA8 - 3hrs) (CGD - 3hrs) | BASIC I/T | 3 | | | |
| Brain Development: Additional Section Park Section Sec | 104 | | BASIC I/T | 3 | | | |
| Understanding from the data develops and the singlet on early islanding (GD, SAB - shift) (CD) - shift) Price to Present of C, Price Bandhard, CD, SAB - Shift, PC, SAB - Shift, PC, SAB - Shift, PC, Color d Ehlics, and Presents of C, Price Bandhard, CD, SAB - Shift, PC, SA | 105 | Brain Development: | ADVANCED I/T | 3 | | | |
| 100 Hawaii Preschool Content Standards. (2D, SAB - 1.5hm) (CPD. 3krs) PRESCHOOL 2 X 107 Conversations with Preschoolers: PRESCHOOL X 108 Developmental Quidence for Infants and Todders: (CD, SAB - 3hm) (CCD - 3hms) VT SERES 3 X 109 Applied to orbing a responsive curiculum for Infants and todders: (CD, SAB - 3hm) (CCD - 3hms) VT SERES 3 X 110 todders: (CD, SAB - 3hm) (CCD - 3hms) VT SERES 3 X 113 and an introduction to child development. (CD, CGD - 3hms) VT SERES 3 X 114 media constant a responsive curiculum for Infants and toders: (CD - 3hms) Masses 113 and an introduction to child development. (CD - 3hms) Masses Masses 114 media constants (CD - 3hms) Masses Masses 115 Perogram Provisions: Child Development. An overview of Hawaii State regulations acid welopmental quideling secure and continuous quilty improvement. (CD, SAB - 3 hm) (CCD - 3hms) Masses Masses 116 Perogram Provisions: Child Development and concepts of infant/todder social monitoniu wellnes. Control Name Masses 117 Each Conving Bain: The Basis: To nonderse methantis on development infant and provision development. (CD, SAB - 3 hm) (CCD - 3hm) Masses Masses 118 The Go | | | | | | | |
| 100 Techniques for Junitary acrowersations with preschoolers. (CD, SAB - 2hrs) (CDD - 2hrs) PRESCHOOL 2 108 Developmental Guidelines for Infants and Toddlers: (CD, SAB - 3hrs) (CDD - 3hrs) IT SERESS 3 3 109 Updet to central quarkelines for Infants and Toddlers: (CD, SAB - 3hrs) (CDD - 3hrs) IT SERESS 3 3 X 101 toddle to central quarkelines for Infants and Toddlers: (CD, SAB - 3hrs) (CDD - 3hrs) IT SERESS 3 X 119 Aquite to central quarkelines for Infants and Toddlers: (CD, SAB - 3hrs) (CDD - 3hrs) IT SERESS 3 X 111 and control (CDB - 3hrs) IT SERESS 3 X X 111 and control (CDB - 3hrs) IT SERESS 3 X X 111 and control (CDB - 3hrs) IT SERESS 3 X X 111 references (CDB - 3hrs) IT SERESS 3 X X 111 references (CDB - 3hrs) IT SERESS 3 X X 111 Techniques for tomal second with the second with th | 106 | Hawaii Preschool Content Standards. (GD, SA8 - 1.5hrs) (PRO, SA6 - 1.5hrs) (CGD - 3hrs) | PRESCHOOL | 3 | х | | |
| 108 Developmental Guidelines for Intrata and Toddlers: IT SERES 3 IT 109 Aguide to creating a responsive curriculum for infants and todders. (GD, SAB - 3hrs) (CGD - 3hrs) IT SERES 3 I 110 Understanding Judialies for Infants and todders. (GD, SAB - 3hrs) (CGD - 3hrs) IT SERES 3 I 111 Properties Curriculum: It SERES 3 I It SERES 3 It | 107 | | | 2 | | | |
| Operation of Under Standard Data and Stade State (UC) Sec 3- State) UT SERES 3 J 100 Understanding Mark 1 Todder Carriculum: thins and builds: (SD, SAs - State) (SD - State) UT SERES 3 J 111 todder Carriculum: thins and builds: (SD, SAs - State) (SD - State) UT SERES 3 J X 111 and an introduction to child development. An overview of Havail State regulations for meeting the needs of children and introduction to child development. An overview of Havail State regulations for meeting the needs of children and introduction to child development. (SD, SAs - 15) (FL, SAS - 15) (SAS - 35) | 108 | Developmental Guidelines for Infants and Toddlers: | I/T SERIES 3 | 3 | | | |
| 109 A guide to creating a responsive curriculum for infants and toddlers. (GD, SAB - Athen) (CGD - Stree) 11 States = 3 3 110 Understanding Social & Enclosion Development of IT: Looking at social and enclosinal development of Infants and toddlers. (GD, SAB - This) (RG, SAB - 15) (PLE, SAP - 15) (CGD - Stres) BABIC COL, 2 3 X 111 Program Provisions: Child Development. An overview of Hawaii State regulations for meeting the needs of childing secure relationships. (GD, SAB - 15 hrs) (CGD - Stres) BABIC COL, 3 X 111 Temperament and Secure Relationships: Indexistanding the morphance of building secure relationships. (GD, SAB - 15 hrs) (CGD - Stres) IT SOCIAL, 3 SCI 111 Tem (Col, SAB - 2 hrs) (CGD - Stres) Cole - Stres) Entromotion (CGD, SAB - 2 hrs) (CGD - Stres) SCI 111 The Grewing Brain: The Basics: To understand how the brain grows and develops from conception through Stress and the CGD - Stres) The Grewing Brain: The Basics: To understand how in (CGD - Stres) The Grewing Brain The Basics: To understand how in (CGD - Stres) The Grewing Brain The Basics: To understanding brain development (CG), SAB - 3 hrs) (CGD - Stres) The Grewing Brain The Basics: To understanding brain development A Stress and develop cognitive & executive functions in relation to kan development. (CG), SAB - 3 hrs) (CGD - 3 hrs) The Grewing Brain The Basics: To understanding brain development A Stress and A Stress A stress A stress A stress A stress A stress A stres (CGD - Stres) The Grewing | | | | | | | |
| 110 todders, (CD, SAB - 2the) (RG, SAB - 1th) (CCD - 3hrs) If setting and an introduction to child development. An overview of Havaii State regulations for meeting the needs of children and an introduction to child development. An overview of Havaii State regulations for meeting the needs of children states (CD, SAB - 15hr) (RG, SAB - 15hr) (CCD - 3hrs) AND FOC 3 X 113 Temperament and Secure Relationships: Understanding temperament and social emotional wellness. If social emotional emotional emotion in the basocis emotional wellness emotion and t | 109 | A guide to creating a responsive curriculum for infants and toddlers. (GD, SA8 - 3hrs) (CGD - 3hrs) | I/T SERIES 3 | 3 | | | |
| 113 and an introduction to child development. (CD, SA8 - 1.5) (CGD - 3hrs) III Social III Social </td <td>110</td> <td></td> <td>I/T SERIES 3</td> <td>3</td> <td>х</td> <td></td> | 110 | | I/T SERIES 3 | 3 | х | | |
| 1141 Temperament and Secure Relationships: Understanding temperament and importance of building secure UT SOCIAL 3 X 1151 (C), SAB - 3 hrs (C) (CO - 3hrs) Evelopment of Social Emotional Welless: Developmental concepts of infant/todder social emotional welless. UT SOCIAL 3 X 1171 and continuous quality improvement. (C), SAB - 3 hrs (C) (CO - 3hrs) UT SOCIAL 3 X 1181 off. (C), SAB - 3 hrs (C) (CO - 3hrs) (CO - 3hrs) (CO - 3hrs) The Growing Brain: The Basies: To understand how the brain grows and develops from conception fhrough Systems The Growing Brain: The Basies: To understand how the brain grows and develops from conception fhrough Systems The Growing Brain: The Basies: To understand how the brain grows and develops from conception fhrough Systems The Growing Brain: The Basies: To understand how the brain grows and develops from conception fhrough Systems The Growing Brain: The Basies: To understand how the brain grows and develops from conception fhrough Systems The Growing Brain: The Growing Brain Systems The Growing Brain: The Growing Brain Systems The Growing Brain: The Growing Brain Systems The Growing Brain: The Basies C sociality Systems The Growing Brain: The Systems The Growing Brain: The Growing Brain Systems The Growing Brain: The Growing Brain Systems The Growing Brain: The Growing Brain Systems The Growing Brain Systems The Growing Brain Systems The Growing Brain Syst | 113 | | BASIC FCC | 3 | x | | |
| Interdomanage (Qu): SAB -1.5 mits) (CAD - 3 | 114 | Temperament and Secure Relationships: Understanding temperament and importance of building secure | | 2 | v | | |
| 111 (GD, SAR-3 hrs) (CGD-3hrs) EMOTIONAL 3 1117 Fact VoltMood Education and Care: Early childhood programs emphasis on developmentally appropriate profile CHILD CARE 2 1118 The Growing Brain: The Basis: To understand how the haring grows and develops from conception through 5 years old. (CD, SAR-3 hrs) (CGD-3hrs) (Zero to Three) 'Limited Availability for in h-person on Oahu and Virtually statewide. The GROWING BRAIN TR 3 119 Zero to Three) 'Limited Availability for in h-person on Oahu and Virtually statewide. The GROWING BRAIN TR 3 120 relation to brain development. (GD, SAR-3 hrs) (CGD-3hrs) (Zero to Three) 'Limited Availability for in h-person on Oahu and Virtually statewide. The GROWING BRAIN TR 3 121 Scala-Bronical Development: To Daynon Scala & Throincinal Development & to Provide Positive Guidance. (GD, SAR-3 hrs) (CGD - 3hrs) (Zero to Three) 'Limited Availability for in h-person on Oahu and Virtually statewide. The GROWING BRAIN TR 3 122 Intruction the Making Seven Essential Life Skills: The Skills children need this skill to achive goalas. NRD IN THE MAKING TR 2 123 The GROWING BRAIN TR 2 XMD IN THE MAKING TR 2 124 Intel and form King Seven Essential Life Skills: This kill heps children analyze and evaluation (GD, 2.211), king Mind in the Making Seven Essential Life Skills: This kill heps children analyze and evaluation (GD | 114 | | | 3 | ^ | | |
| 111 and continuous quality improvement. (CD, SA2 - 2 hrs) (CGD - 2 hrs) ADMN 2 118 The Growing Grain: The Basics: To understand how the brain grows and develops from conception through 5 years of (CGD - 3 hrs) (CG | 115 | | | 3 | | | |
| 118 The Growing Brain: The Basics: To understand how the brain grows and develops from conception through 5 years. The Econwise 3 119 to (G) SA8 - 3 bits) (CGD - 2hrs) The Factors Affecting Brain Growth & Development: Understanding key factors that affect brain development & how growth balts you openal brain development. (D, SA8 - 3 bits) (CGD - 3hrs) The Econwise 3 The Growing 3 120 Care to Three) 'Limited Availibility for in In-person on Oahu and Virtually statewide. The Growing 3 1 121 Social-Emotional Development: (CD, SA8 - 3 hrs) (CGD - 3hrs) The Growing 3 1 122 Fortion on Executive Function: Understanding how young children develop cognitive & executive functions in relation to brain development: To Support Social & Emotional Development & to Provide Deside Guidance. (CD, Three) 'Limited Availibility for in In-person on Oahu and Virtually statewide. The GROWING 3 122 Introduction to the Mind in the Making Seven Essential LIFe Skills: Overview of the seven evidence-based executive function limits the Making Seven Essential LIFe Skills: Children need this skill to achieve goals. MND IN THE 4 123 Forsincitoland Development Resential LIFe Skills: This involves understanding what others think MAKING VIET 2 2 124 Introduction to the Mind in the Making Seven Essential LIFe Skills: This involves understanding what others think MAKING VIET < | 117 | | | 2 | | | |
| bit. (b), Aki-3 hts) (Cub - 3hts) (Zerb to Three) - United Availability for in In-person on Cabu and Virtually statewide. Becaulty 119 The Factors Affecting Brain Growth & Development: Understanding key factors that affect brain development & how to support healthy overall brain development. (G), SA8 - 3 hts) (CGD - 3hts) The GROWING 3 120 relation to brain development. (G), SA8 - 3 hts) (CGD - 3hts) The GROWING 3 121 Social-Emotional Development. To Support Social & Emotional Development & how to support healthy or in In-person on Oahu and Virtually statewide. The GROWING 3 122 Introduction to the Making Seven Essential Life Skills: Overview of the seven evidence-based executive function life skills that can heip children and adults thirve now and in the future. (G), SA8 - 1.5hts) (CGD - 1.5hts) Mixing 11 to the Making Seven Essential Life Skills: Children need this Skills to achieve goals. Mixing 11 to the Making Seven Essential Life Skills: Children need this Skills. Children analyze and evaluate. Mixing 11 to Maxing 11 to the Making Seven Essential Life Skills: This involves understanding what others think and feet, and forms the basis for children set understanding of the intentions of parents, teachers and friends. (CD, SA8 - 2hrs) Mixing 11 to Maxing | 118 | The Growing Brain: The Basics: To understand how the brain grows and develops from conception through 5 years | THE GROWING | 3 | | | |
| 119 to support healthy overall brain development. (GD, SAB - 3 hrs) (CGD - 3hrs) THE GROWING 3 120 retrained Availability for in In-person on Oahu and Virtually statewide. BRAIN IT 3 121 Social-Emotional Development. (GD, SAB - 3 hrs) (CGD - 3hrs) THE GROWING 3 BRAIN IT 3 121 Social-Emotional Development. (SD, SAB - 3 hrs) (CGD - 3hrs) The GROWING 3 BRAIN IT 3 121 Social-Emotional Development. (SD, SAB - 3 hrs) (CGD - 3hrs) The GROWING 3 BRAIN IT 3 122 Introduction to the Mind Development. (SD, SAB - 3 hrs) (CGD - 3hrs) MRD NTHE 1.5 BRAIN IT 3 122 Introduction to the Mind in the Making Seven Essential Life Skills: Overview of the seven evidence-based executive MAXING IT 2 1.5 123 This includes paying attention, exerciaig self-control, three how and in the future. (GD, SAB - 1.5hrs) MMD NTHE 4.5 2 124 Proces and Self Control. Hind in the Making Seven Essential Life Skills: This involves understanding what others think and feed, and forms the basis for children standarding what others think and feed, and forms the basis for children standarding what others think and feed, and forms the basis for children standarding what other shift and the making Seven Essential Life Skills: This involves understanding what others think Anand feed, and forms the basis for Children Ad adustion of the inpot | 110 | | BRAIN I/T | J | | | |
| 200 reliation to brain development. (CD, SAB - 3 hts) (CGD - 3hts) (Zero to Three) "Limited Availibility for in h-person on Oahu and Virtually statewide. THE GROWING BRANUT 3 121 Social-Emotional Development. To Support Social & Emotional Development & to Provide Positive Guidance. (CD, SAB - 3 hts) (CGD - 3hts) (Zero to Three) "Limited Availibility for in h-person on Oahu and Virtually statewide. THE GROWING BRANUT 3 122 Introduction to the Mind in the Making Seven Essential Life Skills: Children need this skill to achieve goals. This includes paying attention, exercising self-control, remembering the rules, and thinking flexibly. (GD, SAB - 15hts) (CGD - 2hts) MIND IN THE MAKING UT 2 123 Focus and Self Control: Mind in the Making Seven Essential Life Skills: This includes paying attention, exercising self-control, remembering the rules, and thinking flexibly. (GD, SAB - 2hts) (CGD - 2hts) MIND IN THE MAKING UT 2 124 and feel, and forms is the basis for children s understanding of the intentions of parents, teachers and friends. (CD, SAB - 14th) (CGD - 2hts) MIND IN THE MAKING UT 2 125 Prospective Taking: Mind in the Making Seven Essential Life Skills: This includes a sense of the world arise in development. (CD, SAB - 3ths) (NCD - 2hts) MIND IN THE MAKING UT 2 201 Positive Discipline: Gaining a better understanding of the importance of Positive Discipline and the positive effect it information to goale problems. (CD, SAB - 3ths) (NCD - 3hts) SERIES NOURS | 119 | to support healthy overall brain development. (GD, SA8 - 3 hrs) (CGD - 3hrs) | | 3 | | | |
| 120 Teladobi Datal development. (b): SAG - 3 hts) (CGD - 3 hts) BRAIN IT 3 121 Social-Emotional Development: To Support Social & Emotional Development & to Provide Positive Guidance. (CD, SAG - 3 hts) (CGD - 3 hts) (Zero Three) "Limited Availibility for in h-preson on Oahu and Virtually statewide. MIND IN THE 3 122 Social-Emotional Development: To Support Social & Emotional Development & to Provide Positive Guidance. (CD, SAG - 3 hts) (CGD - 3 hts) (Zero Three) "Limited Availibility for in h-preson on Oahu and Virtually statewide. MIND IN THE 1.5 122 Introduction to the Mind in the Making Seven Essential Life Skills: Overview of the seven evidence-based executive factors in thin the Making Seven Essential Life Skills: This involves understanding what others think and feel, and forms the basis for children's understanding of the intentions of parents, teachers and firends. (CD, SAB - 2hrs) MIND IN THE MARING IT 2 124 and feel, and forms the basis for children's understanding of the intentions of parents, teachers and firends. (CD, SAB - 2hrs) MIND IN THE MARING IT 2 125 trictical Thinkings iMind in the Making Seven Essential Life Skills: This involves understanding what others thinking the skills on the basis for children's understanding of the intentions of parents, teachers and firends. (CD, SAB - 2hrs) MIND IN THE MARING IT 2 125 trictical Thinkings iMind in the Making Seven Essential Life Skills: This involves understanding of the monton suite theastones (CD, SAB - 2hrs) (CCD - 2hrs) <td< td=""><td></td><td></td><td></td><td></td><td></td><td>_</td></td<> | | | | | | _ | |
| 121 Social-Emotional Development: To Support Social & Emotional Development & to Provide Quidance. (GD, SAB - 3hrs) (CGD - 3hrs) (Caro to Three) 'Limited Availibility for in In-person on Oahu and Virulally statewide. THE ERCWING 3 122 Introduction to the Mind in the Making Seven Essential Life Skills: Orview of the seven evidence-based executive MARING VT 1.5 - 123 Focus and Self Control: Mind in the Making Seven Essential Life Skills: Children need this skill to achieve goals. MNO IN THE MARING VT 2 - 124 Prosens and Self Control: Mind in the Making Seven Essential Life Skills: This involves understanding what others think and feel, and forms the basis for children's understanding of the intentions of parents, leachers and friends, (GD, SA8 - 2hrs) MNO IN THE MARING VT 2 - 125 Environde their Subjective Seven Essential Life Skills: This involves understanding what others think and feel, and forms the basis for children's understanding of the intentions of parents, leachers and friends, (GD, SA8 - Mink WT 2 - 126 Critical Thinking: Mind in the Making Seven Essential Life Skills: This skill helps children analyze and evaluate information to guide their beliefs, decisions and actions. Children need childright making Seven Essential Life Skills: This skill helps children analyze and evaluate information to guide their beliefs, decisions and actions. Children need childright making Seven Essential Life Skills: This is skill helps children analyze and evaluate information to guide their beliefs, decisions and actoins. Children need childright making Seve | 120 | | | 3 | | | |
| SAB - 3 hts) (CED - 3hts) (Zero to Three) "Limited Availability for in In-person on Calu and Vintually statewarde. BRANUT 122 Introduction to the Mind in the Making Seven Essential Life Skills: Overview of the seven evidence-based executive trution life skills that can help children and adults thrive now and in the future. (CD, SAB - 1.5hts) (CCD - 1.5hts) MIND IN THE 1.5 123 This includes paying attention, exercising self-control, remembering the rules, and thinking flexibly. (CD, SAB - 3.5hts) (CCD - 3hts) MIND IN THE 2 Image: CCD - 2hts) MIND IN THE 2 Image: CCD - 2hts) Image: C | 121 | | THE GROWING | 3 | | | |
| 122 function life skills that can help children and adults thrive now and in the future. (CD, SA8 - 1.5hrs) (CGD - 1.5hrs) MAKING LT 1.3 123 This includes paying attention, exercising self-control, remembering the rules, and thinking flexibly. (CD, SA8 - 2hrs) (CGD - 2hrs) MIND IN THE MAKING LT 2 124 Perspective Taking: Mind in the Making Seven Essential Life Skills: This involves understanding what others think and feel, and forms the basis for children's understanding of the intentions of parents, teachers and friends. (CD, SA8 - 2hrs) (CFD - 2hrs). MIND IN THE MAKING LT 2 125 Critical Thinking: Mind in the Making Seven Essential Life Skills: 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) SERIES HOURS MULTI ASKSA 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) BASIC IT 3 204 Building A Classroom Community: Helping teachers promote respect, tearmork and cooperation within the classroom. Primarily for center based providers. (RG, SA3 - 3hrs) (CGD - 3hrs) BASIC IT 3 208 Understanding temperament and the import on behavior. (RG, SA3 - 3hrs) (MCB - 2hrs) 2 X 209 Flexible, Fearful and Feisty: Dudersta | 121 | SA8 - 3 hrs) (CGD - 3hrs) (Zero to Three) *Limited Availibility for in In-person on Oahu and Virtually statewide. | BRAIN I/T | 3 | | | |
| Focus and Self Control: Mind in the Making Seven Essential Life Skills: Children need this skill to achieve goals. MIND IN THE 123 This includes paying attention, exercising self-control, remembering the rules, and thinking flexibly. (GD, SA8 - 2hrs) MIND IN THE 124 and feel, and forms the basis for children's understanding of the intentions of parents, teachers and friends. (GD, SA8 - 2hrs) MIND IN THE 2 125 Critical Thinking: Mind in the Making Seven Essential Life Skills: This involves understanding what others thinks and feel, and forms the basis for children's understanding of the intentions of parents, teachers and friends. (GD, SA8 - 2hrs) MIND IN THE 2 126 Critical Thinking: Mind in the Making Seven Essential Life Skills: This involves understanding what others thinks and to solve problems. (GD, SA8 - 2hrs) (CGD - 2hrs) MIND IN THE 2 126 RELATIONSHIPS & GUIDANCE (RG) (SA3 (DVB H&S Managing Challenging Behaviors) SERIES Hours MULTI ASKSA 203 has in educational settings. (RG, SA3 - 3hrs) (NCB - 3hrs) Series 2hrs) 2 x 204 Positive Discipline: Gaining a better understanding of the importance of Positive Discipline and the positive effect it has in educational settings. (RG, SA3 - 3hrs) (NCB - 3hrs) 3 2 x 206 Building A Classroom Community: Helping teachers promote respect, teamwork and cooperation within the classrow. Primarily for center bas | 122 | | | 1.5 | | | |
| 123 This includes paying attention, exercising self-control, remembering the rules, and blinking flexibly. (GD, SAB - Zhrs) MAKING I/T 2 124 and feel, and forms the basis for children's understanding of the intentions of parents, teachers and friends. (GD, SAB - Zhrs) MIND IN THE MARING I/T 2 124 and feel, and forms the basis for children's understanding of the intentions of parents, teachers and friends. (GD, SAB - Zhrs) MIND IN THE MARING I/T 2 125 critical Thinking: Mind in the Making Seven Essential Life Skills: 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, SAB - 2hrs) (CGD - 2hrs) SERIES HOURS MULTI MAKING I/T 2 203 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) SERIES HOURS MULTI MAKING I/T 3 206 classroom. Primarily for center based providers. (RG, SA3 - 3hrs) (CGD - 3hrs) BASIC I/T 3 2 207 Social Guidance: Helping infants and toddlers develop positive peer interactions. (RG, SA3 - 3hrs) (CGD - 3hrs) ADVANCED I/T 3 216 Nurturing Responsible Behavior: GR, SA3 - 3hrs) (MCB - 3hrs) CHALLENGING BEHAVIORS 3 BASIC CHALL | | | | | | | |
| Perspective Taking: Mind in the Making Seven Essential Life Skills: This is will helps children and freid, and forms the basis for children's understanding of the intentions of proroles and freinds. (GD, SA8- MAKING IT 2) MIND IN THE 2 125 Critical Thinking: Mind in the Making Seven Essential Life Skills: 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) MND IN THE 2 2 CLASS# RELATIONSHIPS & GUIDANCE (RG) (SA3) (DHS H&S Managing Challenging Behaviors) SERIES HOURS MULT THE ASKING IT 203 Positive Discipline: Caining a better understanding of the importance of Positive Discipline and the positive effect it has in educational settings. (RG, SA3 - 3hrs) (MCB - 3hrs) 3 2 X 203 Positive Discipline: Caining a better understanding of the importance of Positive Discipline and the positive effect it has in educational settings. (RG, SA3 - 3hrs) (MCB - 3hrs) 3 2 X 204 Building A Classroom Community: Helping teachers promote respect, tearwork and cooperation within the elassroom. Primarily for center based providers. (RG, SA3 - 3hrs) (CGD - 3hrs) BASIC UT 3 3 206 Flexible, Fearful and Feisty: Understanding temperament and the impact on behavior. (RG, SA3 - 3hrs) (CGD - 3hrs) ADVANCED UT 3 3 219 Bu | 123 | | | 2 | | | |
| 124 and teel, and toting the basis for clinit offs dinderstanding of the inferitoris 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 UT 2 125 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 UT 2 203 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 Building A Classroom Community: Helping teachers promote respect, teamwork and cooperation within the classroom. Primarily for center based providers. (RG, SA3 - 3hrs) (CGD - 3hrs) BASIC IT 3 206 Building A Classroom Community: Helping teachers promote respect, teamwork and cooperation within the classroom. Primarily for center based providers. (RG, SA3 - 3hrs) (CGD - 3hrs) BASIC IT 3 207 Helping infance and todillers develop positive peer interactions. (RG, SA3 - 3hrs) (MCB - 2hrs) 2 X 219 Strategies to nutrue responsibile Behavior: (RG, SA3 - 3hrs) (CGD - 3hrs) ADVANCED IT 3 220 Creating Supportive Environments II: Developing strategies that support children's positive social behavior. (RG, SA3 - 3hrs) (MCB - 2hrs) CHALLENGING BARAVORS BAS | 101 | Perspective Taking: Mind in the Making Seven Essential Life Skills: This involves understanding what others think | MIND IN THE | | | | |
| 125 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) MND IN IN HE around them and to solve problems. (GD, SA8 - 2hrs) (CGD - 2hrs) 2 203 RELATIONSHIPS & GUIDANCE (RG) (SA3) (DHS H&S Managing Challenging Behaviors) SERIES HOURS MULT ASK/SA P 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 2 X 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) BASIC UT 3 2 X 207 Helping infants and toddlers develop positive peer interactions. (RG, SA3 - 3hrs) (CGD - 3hrs) BASIC UT 3 2 2 210 Understanding temperament and the impact on behavior. (RG, SA3 - 3hrs) (MCB - 2hrs) ADVANCED UT 3 2 211 Nurturing Responsible Behavior: (RG, SA3 - 3hrs) (MCB - 3hrs) CHALLENGING BEHAVICRS 3 2 219 Building Relationships: Making the connection between social and emotional development and challenging behaviors. (RG, SA3 - 3hrs) (MCB - 3hrs) BEHAVICRS 3 3 | 124 | 2hrs) (CGD - 2hrs) | | 2 | | | |
| MARKING VI around them and to solve problems. (GD, SA8 - 2hrs) (CGD - 2hrs) MARKING VI CLASS# RELATIONSHIPS & GUIDANCE (RG) (SA3) (DHS H&S Managing Challenging Behaviors) SERIES HOURS MULTI SKISA 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 2 2 X 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) BASIC IT 3 2 206 Flexible, Fearful and Feisty: Understanding temperament and the impact on behavior. (RG, SA3 - 3hrs) (CGD - 3hrs) ADVANCED IT 3 2 219 Strategies to nutrue responsibility and prevent discipline problems. (RG, SA3 - 2hrs) (MCB - 2hrs) CHALLENGING BASIC CHALLENGING BASIC 3 220 Creating Supportive Environments II: Developing strategies that support children's positive social behavior. (RG, SA3 - 3hrs) (CGD - 3hrs) CHALLENGING BASIC 3 2 221 Teaching Positive Relationships: Identifying effective teachable moments and introducing strategies for teaching Behaviors 3 3 3 | 125 | | | 2 | | | |
| CLASS# CLAIP Control of Contro of Control of Control of Control of Control of Control | | | MAKING I/T | - | | | |
| 203 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 IT 3 208 Flexible, Fearful and Feisty: Understanding temperament and the impact on behavior. (RG, SA3 - 3hrs) (CGD - 3hrs) ADVANCED IT 3 216 Nurturing Responsible Behavior: Strategies to nurture responsibility and prevent discipline problems. (RG, SA3 - 2hrs) (MCB - 2hrs) 2 2 219 Building Relationships: Making the connection between social and emotional development and challenging behaviors BASIC 3 2207 Creating Supportive Environments II: Developing strategies that support children's positive social behavior. (RG, SA3 - 3hrs) (PE - 3hrs) BEHAVIORS BASIC 3 221 Teaching Positive Relationships: Identifying effective teachable moments and introducing strategies for teaching Behaviors I: Introducing strategies for teaching Behaviors BASIC 3 CHALLENGING BASIC 222 Teaching Positive Relationships: Identifying effective teachable moments and introducing strategies for teaching Behaviors BASIC 3 CHALLENGING BASIC 221 Teach | CLASS# | RELATIONSHIPS & GUIDANCE (RG) (SA3) (DHS H&S Managing Challenging Behaviors) | SERIES | HOURS | | For Pare | |
| 206 Building A Classroom Community: Helping teachers promote respect, tearmwork 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 IT 3 208 Interstanding temperament and the impact on behavior. (RG, SA3 - 3hrs) (CGD - 3hrs) ADVANCED IT 3 216 Nurturing Responsible Behavior: Strategies to nurture responsibility and prevent discipline problems. (RG, SA3 - 2hrs) (MCB - 2hrs) 2 2 219 Building Relationships: Making the connection between social and emotional development and challenging behaviors. GRA3 - 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) BasiC CHALLENGING BEHAVIORS BASIC 3 221 Teaching Positive Relationships: Identifying effective teachable moments and introducing strategies for teaching Behaviors I: Introducing strategies for teaching anger management skills. (RG, SA3 - 3hrs) (CGD - 3hrs) BASIC CHALLENGING BASIC 3 222 Teaching Positive Behaviors I: Introducing strategies for teaching Behaviors I: Introducing strategies for teaching anger | 203 | | | 3 | | | |
| 206 classroom. Primarily for center based providers. (RG, SA3 - 1hr) (PLE, SA2 - 1hr) (MCB - 2hrs) 2 X *207 Helping infants and toddlers develop positive peer interactions. (RG, SA3 - 3hrs) (CGD - 3hrs) BASIC IT 3 *208 Flexible, Fearful and Feisty: Understanding temperament and the impact on behavior. (RG, SA3 - 3hrs) (CGD - 3hrs) ADVANCED IT 3 *208 Flexible, Fearful and Feisty: Understanding temperament and the impact on behavior. (RG, SA3 - 3hrs) (CGD - 3hrs) ADVANCED IT 3 *216 Nurturing Responsible Behavior: Strategies to nurture responsibility and prevent discipline problems. (RG, SA3 - 2hrs) (MCB - 2hrs) 2 2 219 Building Relationships: Making the connection between social and emotional development and challenging behaviors. (RG, SA3 - 3hrs) (MCB - 3hrs) 3 *220 Creating Supportive Environments II: Developing strategies that support children's positive social behavior. (RG, SA3 - 3hrs) (PE - 3hrs) BASIC BASIC 3 *221 Teaching Positive Relationships: Identifying effective teachable moments and introducing strategies for teaching friendship skills. (RG, SA3 - 3hrs) (MCB - 3hrs) Behaviors B BASIC 3 *222 Teaching Positive Behaviors I: Introducing strategies for teaching anger management skills. (RG, SA3 - 3hrs) (CGD - 3hrs) BehaviORS BASIC 3 *223 Teaching Positive Behaviors I: Introduc | | | | | | | |
| "207 Helping infants and toddlers develop positive peer interactions. (RG, SA3 - 3hrs) (CGD - 3hrs) BASIC IT 3 "208 Flexible, Fearful and Feisty: Understanding temperament and the impact on behavior. (RG, SA3 - 3hrs) (CGD - 3hrs) ADVANCED IT 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) 3 "220 Creating Supportive Environments II: Developing strategies that support children's positive social behavior. (RG, SA3 - 3hrs) (PE - 3hrs) BHAI/ORS BEHAVIORS BASIC 3 221 Teaching Positive Relationships: Identifying effective teachable moments and introducing strategies for teaching friendship skills. (RG, SA3 - 3hrs) (MCB - 3hrs) Behaviors BASIC 3 "222 Teaching Positive Behaviors I: Introducing strategies for teaching anger management skills. (RG, SA3 - 3hrs) (CGD - 3hrs) CHALLENGING BEHAVIORS BASIC 3 "222 Teaching Positive Behaviors I: Introducing strategies for teaching anger management skills. (RG, SA3 - 3hrs) (CGD - 3hrs) CHALLENGING BEAVIORS 3 "224 Teaching Positive Behaviors II: Introducing strategies for teaching anger management skills. (RG, SA3 - 3hrs) (CGD - 3hrs) CHALLENGING BEAVIORS 3 <td>206</td> <td></td> <td></td> <td>2</td> <td>х</td> <td></td> | 206 | | | 2 | х | | |
| 208 Flexible, Fearful and Feisty: Understanding temperament and the impact on behavior. (RG, SA3 - 3hrs) (CGD - 3hrs) ADVANCED // 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 behavior. (RG, SA3 - 3hrs) (MCB - 3hrs) CHALLENGING BASIC 3 220 Creating Supportive Environments II: Developing strategies that support children's positive social behavior. (RG, SA3 - 3hrs) (PE - 3hrs) BHAVIORS BASIC 3 221 Teaching Positive Relationships: Identifying effective teachable moments and introducing strategies for teaching friendship skills. (RG, SA3 - 3hrs) (MCB - 3hrs) 3 3 222 Teaching Positive Behaviors I: Introducing strategies for teaching anger management skills. (RG, SA3 - 3hrs) (CGD - 3hrs) BHAVIORS BASIC 3 *222 Teaching Positive Rehaviors II: Introducing strategies for teaching anger management skills. (RG, SA3 - 3hrs) (CGD - 3hrs) BHAVIORS BASIC 3 *221 Teaching Positive Behaviors II: Introducing strategies for teaching anger management skills. (RG, SA3 - 3hrs) (CGD - 3hrs) BHAVIORS BASIC 3 *222 Teaching Positive Behaviors II: Introducing strategies for teaching anger management skills. (RG, SA3 - 3hrs) (CGD - 3hrs) BHAVIORS BASIC 3 | *207 | | BASIC I/T | 3 | | | |
| 216 Nutruting Responsible Behavior: 2 219 Building Relationships: Making the connection between social and emotional development and challenging behaviors. CHALLENGING BEHAVIORS 3 220 Creating Supportive Environments II: Developing strategies that support children's positive social behavior. (RG, SA3 - 3hrs) (PE - 3hrs) CHALLENGING BEHAVIORS 3 221 Teaching Positive Relationships: Identifying effective teachable moments and introducing strategies for teaching Behaviors I: Introducing strategies for teaching anger management skills. (RG, SA3 - 3hrs) (CGD - 3hrs) CHALLENGING BEHAVIORS BASIC 3 *222 Teaching Positive Behaviors I: Introducing strategies for teaching anger management skills. (RG, SA3 - 3hrs) (CGD - 3hrs) EHAVIORS BASIC 3 *221 Teaching Positive Relationships: Identifying effective teachable moments and introducing strategies for teaching Behaviors BASIC 3 *222 Teaching Positive Relationships: Identifying effective teachable moments and introducing strategies for teaching Behaviors BASIC 3 *221 Teaching Positive Relationships: Identifying effective teachable moments and introducing strategies for teaching Behaviors BASIC 3 *222 Teaching Positive Behaviors I: Introducing strategies for teaching anger management skills. (RG, SA3 - 3hrs) (CGD - 3hrs) BASIC 3 *24 Teaching Positive Behaviors II CHALLENCING <td>*200</td> <td></td> <td></td> <td>•</td> <td></td> <td></td> | *200 | | | • | | | |
| 216 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 BASIC 3 222 Teaching Positive Behaviors I: Introducing strategies for teaching anger management skills. (RG, SA3 - 3hrs) (CGD - 3hrs) CHALLENGING BASIC 3 222 Teaching Positive Relations I: Introducing strategies for teaching anger management skills. (RG, SA3 - 3hrs) (CGD - 3hrs) CHALLENGING BASIC 3 221 Teaching Positive Relations I: Introducing strategies for teaching anger management skills. (RG, SA3 - 3hrs) (CGD - 3hrs) BASIC 3 | 200 | Understanding temperament and the impact on behavior. (RG, SA3 - 3hrs) (CGD - 3hrs) | ADVANCED I/T | 3 | | | |
| 219 Building Relationships: Making the connection between social and emotional development and challenging behaviors. CHALLENGING BEHAVIORS 3 *220 Creating Supportive Environments II: Developing strategies that support children's positive social behavior. (RG, SA3 - 3hrs) (PE - 3hrs) Behaviors. CHALLENGING BEHAVIORS 3 221 Teaching Positive Relationships: Identifying effective teachable moments and introducing strategies for teaching friendship skills. (RG, SA3 - 3hrs) (MCB - 3hrs) CHALLENGING BASIC 3 *222 Teaching Positive Behaviors I: Introducing strategies for teaching anger management skills. (RG, SA3 - 3hrs) (CGD - 3hrs) BEHAVIORS BASIC 3 *224 Teaching Positive Behaviors I: Introducing strategies for teaching anger management skills. (RG, SA3 - 3hrs) (CGD - 3hrs) BEHAVIORS BASIC 3 *224 Teaching Positive Behaviors I: Introducing strategies for teaching anger management skills. (RG, SA3 - 3hrs) (CGD - 3hrs) BEHAVIORS BASIC 3 *224 Teaching Positive Behaviors II: Introducing strategies for teaching anger management skills. (RG, SA3 - 3hrs) (CGD - 3hrs) BEHAVIORS BASIC 3 | 216 | | | 2 | | | |
| (RG, SA3 - 3hrs) (MCB - 3hrs) BASIC "220 Creating Supportive Environments II: Developing strategies that support children's positive social behavior. (RG, SA3 - 3hrs) (PE - 3hrs) BASIC BEHAVIORS 3 221 Teaching Positive Relationships: Identifying effective teachable moments and introducing strategies for teaching friendship skills. (RG, SA3 - 3hrs) (MCB - 3hrs) CHALLENGING BEHAVIORS 3 *222 Teaching Positive Behaviors I: Introducing strategies for teaching anger management skills. (RG, SA3 - 3hrs) (CGD - 3hrs) CHALLENGING BASIC 3 *221 Teaching Positive Behaviors I: Introducing strategies for teaching anger management skills. (RG, SA3 - 3hrs) (CGD - 3hrs) CHALLENGING BASIC 3 | 210 | Building Relationships: Making the connection between social and emotional development and challenging behaviors. | | 3 | | | |
| *220 Developing strategies that support children's positive social behavior. (RG, SA3 - 3hrs) (PE - 3hrs) BEHAVIORS 3 221 Teaching Positive Relationships: Identifying effective teachable moments and introducing strategies for teaching BEHAVIORS 3 *222 Teaching Positive Behaviors I: Introducing strategies for teaching anger management skills. (RG, SA3 - 3hrs) (CGD - 3hrs) CHALLENGING BEHAVIORS 3 *224 Teaching Positive Behaviors I: Introducing strategies for teaching anger management skills. (RG, SA3 - 3hrs) (CGD - 3hrs) CHALLENGING BASIC 3 | 213 | | BASIC | 3 | | | |
| 221 Teaching Positive Relationships: Identifying effective teachable moments and introducing strategies for teaching BEHAVIORS 3 BASIC CHALLENGING BEHAVIORS 3 BASIC 222 Teaching Positive Behaviors I: Introducing strategies for teaching anger management skills. (RG, SA3 - 3hrs) (CGD - 3hrs) CHALLENGING BASIC 7222 Teaching Positive Behaviors I: Introducing strategies for teaching anger management skills. (RG, SA3 - 3hrs) (CGD - 3hrs) CHALLENGING BEHAVIORS 3 BASIC 7226 Teaching Positive Behaviors II: Introducing strategies for teaching anger management skills. (RG, SA3 - 3hrs) (CGD - 3hrs) CHALLENGING | *220 | | BEHAVIORS | 3 | | | |
| 221 Freaching Positive Behaviors I: Introducing strategies for teaching anger management skills. (RG, SA3 - 3hrs) (CGD - 3hrs) BEHAVIORS BASIC 3 *222 Teaching Positive Behaviors I: Introducing strategies for teaching anger management skills. (RG, SA3 - 3hrs) (CGD - 3hrs) BHAVIORS BASIC 3 Teaching Positive Behaviors II: CHALLENGING BEHAVIORS 3 | | | BASIC | | | | |
| *222 CHALLENGING BEHAVIORS 3 Introducing strategies for teaching anger management skills. (RG, SA3 - 3hrs) (CGD - 3hrs) CHALLENGING BEHAVIORS 3 BASIC Teaching Positive Behaviors II: CHALLENGING CHALLENGING | 221 | | BEHAVIORS | 3 | | | |
| Teaching Positive Behaviors II: (KG, SAS - Shis) (CGD - Shis) BASIC CHALLENGING | *222 | | CHALLENGING | 3 | | | |
| | ~~~ | | BASIC | 5 | | | |
| *223 Strategies for teaching children beginning problem solving skills. (RG, SA3 - 3hrs) (CGD - 3hrs) BEHAVIORS 3 BLASIC BASIC BASIC BASIC BASIC BASIC | *223 | Teaching Positive Behaviors II: Strategies for teaching children beginning problem solving skills. (RG, SA3 - 3hrs) (CGD - 3hrs) | BEHAVIORS | 3 | | | |

| raini | ng Catalog and Descriptions November 2022 Update | PATCH | * | L. | |
|--------------|--|--------------------------------------|-------|-----------------|---------|
| 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) | CHALLENGING BEHAVIORS | 3 | | |
| 226 | Building a Behavior Support Plan II: | ADVANCED CHALLENGING BEHAVIORS | 3 | | |
| *227 | Introducing the process for developing Behavior Support Plans. (RG, SA3 - 3hrs) (MCB - 3hrs) The Importance of Play: Learn the characteristics and importance of play and identify common problems children may | ADVANCED SUPPORTING | 3 | x | |
| *228 | have in play. (RG, SA3 - 1.5hrs) (PLE, SA2 - 1.5hrs) (LAP - 3hrs) The Child Who Doesn't Engage in Play: Identify ways that problems affect development and learn new skills to | PLAY | 3 | ^ | |
| | support children who do not engage with people or materials. (RG, SA3 - 3hrs) (LAP - 3hrs) The Child Who Doesn't Engage with Others: Learn new skills to validate children, create safe environments, nurture | PLAY | | | |
| *229 | playfulness, and help children feel successful and able to comfortably interact with peers. (RG, SA3 - 3hrs) (LAP - 3hrs) | PLAY | 3 | | |
| *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 | Introduction 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/TSOCIAL EMOTIONAL | 3 | | |
| *240 | Effects of Challenging Behavior: Explore the effects and supports of challenging behavior on familes 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 | | |
| 243 | Understanding Behavior: Understanding how children's behavior is influenced by the brain. (RG, SA3 - 3 hrs) (MCB - 3hrs) (Zero to Three) *Limited Availibility for in In-person on Oahu and Virtually statewide. | THE GROWING BRAIN I/T | 3 | | |
| 244 | Challenging Behaviors in Family Child Care: Learn how to respond to challenging behaviors in a mixed age setting. (RG, SA2- 3 hrs) (MCB - 3hrs) | | 3 | | |
| LASS# | PROGRAM MANAGEMENT (MAN) (SA5) (DHS H&S Child Care Business/Program Mgmt.) | SERIES H | IOURS | MULTI ASK/SA | For Par |
| 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. | QUALITY CARE | 3 | | |
| 318 | (MAN, SA5 - 3hrs) (CCB/PM - 3hrs) The Business of FCC, Part I: The Basics. An overview of how to start a self-owned business. (MAN, SA5 - 3hrs) | BASIC FCC | 3 | | |
| 319 | (CCB/PM - 3hrs) The Business of FCC, Part II: Building It. An overview of Hawaii State requirements for applying for and establishing | BASIC FCC | 2 | | |
| | your family child care home. (MAN, SA5 - 3hrs) (CCB/PM - 3hrs) The Business of FCC, Part III: Promoting It. A review of the required written policies and procedures for family child | | 3 | | |
| 320 | care homes. (MAN, SA5 - 1.5hrs) (WF, SA4 - 1.5hrs) (CCB/PM - 3hrs) I'm Moving, I'm Learning: Introduction. Introduction to key elements, strategies and resources for health practicies in | BASIC FCC | 3 | x | _ |
| 321 | programs. (MAN, SA5 - 3 hrs) (CCB/PM - 3hrs) Inclusive Early Childhood Environments: Benefits of inclusion, planning inclusive environments, exploring attitudes | LEARNING | 3 | | |
| 322 | towards inclusion. (MAN, SA5 - 1.5 hrs) (CCB/PM - 1.5hrs) Child Care Business Basics, Program Design and Management: Understanding that Child Care Administrators need | SPECIAL NEEDS | 1.5 | | |
| 323 | a strong foundation in fundamentals of child development, ECE and organizational management. (MAN, SA5 - 2 hrs) (CCB/PM - 2hrs) | CHILD CARE ADMIN | 2 | | |
| 324 | Budgets, Projections, and Planning for Family Child Care: ECQA Strengthen foundational knowledge of fiscal terms, concepts, and practices. (MAN, SA5 - 2 hrs) (CCB/PM - 2hrs) | | 2 | | |
| 325 | Financial Reports and Internal Controls for Family Child Care: ECQA 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 | | 2 | | |
| | steps. (MAN, SA5 - 2 hrs) (CCB/PM - 2hrs) Budgets, Projections, and Planning for Center-Based Child Care Providers: ECQA Strengthen foundational | | | | |
| 326 | knowledge of fiscal terms, concepts, and practices. (MAN, SA5 - 2hrs)(CCB/PM - 2hrs) Financial Reports and Internal Controls for Center-Based Child Care Providers: ECQA Realize the importance of | | 2 | | |
| 327 | Financial Reports and Internal Controls for Center-based Child Care Providers: ECUA 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 | Recruiting and Retaining Staff for Center-Based Child Care Providers: ECQA Support child care administrators in their efforts to strengthen systems of staff recruitment and improve their ability to retain quality staff. (MAN, SA5 - 3hrs) | | 3 | | |
| | (CCB/PM - 3hrs) | | | | |
| LASS# | PLANNING LEARNING EXPERIENCES (PLE) (SA2) (DHS H&S Learning Activities and Play) Parachutes and Peacocks: Outdoor games and activities for 4-5 year olds. A physically demanding class so dress | SERIES H | IOURS | MULTI ASK/SA | For Par |
| 402 | appropriately. (PLE, SA2 - 2hrs) (MAN, SA5 - 1hr) (LAP - 3hrs) From Bubbles to Butterflies: Thematic science activities for 4-5 year olds. A create-and-take class. | | 3 | x | |
| 403 | (PLE, SA2 - 1.5hrs) (RG, SA3 - 1.5hrs) (LAP - 3hrs) | DUDD5 | 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) Puppets for Children Constant of the complex of convergence for children to replace (PLE, SA2 - 3hrs) (PLE, SA2 - 3hrs) | PUPPET SERIES | 2 | | |
| 406 | Easy Puppets for Children: Create and take samples of easy puppets for children to make. (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) Discoveries of Infancy II: Supporting early learning development. Should be taken after Discoveries of Infancy I | | 3 | | |
| *409 | (# 103). (PLE, SA2 - 3hrs) (CGD - 3hrs) The Responsive Process: | BASIC I/T | 3 | | |
| | Helping caregivers provide sensitive, responsive care. (PLE, SA2 - 2hrs) (RG, SA3 - 1hr) (CGD - 3hrs) | ADVANCED I/T | 3 | х | |
| *410 *411 | Ages of Infancy: | BASIC I/T | 3 | | |

| i r aini | ng Catalog and Descriptions November 2022 Update | PATCH | G 💐 | L | |
|--|--|--|---|------------------------|--------|
| 413 | | PUPPET SERIES | 3 | x | |
| 414 | Bigger than Books: | | 3 | | |
| | Overview of the importance of reading aloud to young children. (PLE, SA2 - 3hrs) (LAP - 3hrs) | | | | |
| 415 | From Sand to Snow: Sensory activities for toddlers and preschoolers. (PLE, SA2 - 3hrs) (LAP - 3hrs) Conversations with Infants and Toddlers: | | 3 | | |
| 420 | 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 | | |
| 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) | I'M MOVING/ LEARNING | 3 | | |
| 428 | (LAP - 3hrs) Building Emotional Literacy: Strategies to build emotional literacy. (PLE, SA2 - 3 hrs) (LAP - 3hrs) | I/T SOCIAL | 3 | | 6 |
| | Teaching with Puppets (online only): Using puppets for early childhood education and seeing the distinct | EMOTIONAL | - | | |
| 429 | effectiveness for several developmental areas. (PLE, SA2 - 3 hrs) (LAP - 3hrs) | | 3 | | |
| 430 | Routine Transitions in Family Child Care Homes: Learn how to apply appropriate transitions to daily routines in a Family Child Care Home. (PLE, SA2 - 3 hrs) (LAP - 3hrs) | | 3 | | |
| 431 | Communication & Language Development: 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 - 3 hrs) (Zero to Three) *Limited Availibility for in In-person on Oahu and Virtually statewide. | THE GROWING BRAIN I/T | 3 | | |
| 432 | Everyday Play: Enhancing Parents' Skills to Advance Children's Physical and Intellectual Development. (PLE, SA2 - 3 hrs) (LAP - 3hrs) (Zero to Three) "Limited Availibility for in In-person on Oahu and Virtually statewide. | THE GROWING BRAIN I/T | 3 | | |
| 433 | Communicating: Mind in the Making Seven Essential Life Skills: 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) Making Connections: Mind in the Making Seven Essential Life Skills: This involves deciphering what's the same, | MIND IN THE MAKING I/T | 2 | | |
| 434 | 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 I/T | 2 | | |
| 435 | Taking on Challenges: Mind in the Making Seven Essential Life Skills: 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) Self-Directed, Engaged Learning: Mind in the Making Seven Essential Life Skills: By setting goals and strategies for | MIND IN THE MAKING I/T MIND IN THE | 2 | | |
| 436 | learning, children become attuned and better prepared to change as the world changes. (PLE, SA2 - 2hrs)(LAP - 2hrs) | MAKING I/T | 2 | | |
| CLASS# | HEALTH, SAFETY, NUTRITION (HSN) (SA1) (DHS H&S Health and Safety) | SERIES | HOURS | MULTI | For Pa |
| 505 | It's Not Just Routine: | BASIC I/T | 3 | ASK/SA | |
| | A look at feeding, diapering and toileting routines. (HSN, SA1 - 2hrs) (MAN, SA5 - 1hr) (HS - 3hrs) Health, Safety & Nutrition: | | | | |
| *506 | Health and safety issues surrounding infant and toddler care. (HSN, SA1 - 3hrs) (HS / SS - 3hrs) | BASIC I/T | 3 | 2 | |
| 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 | BASIC FCC | 3 | | |
| *515 | (safety) standards. (HSN, SA1 - 3hrs) (HS / SS - 3hrs) Babysitting: Part I. Child care basics for teenagers interested in working with young children: Safety & Health, Child | BABYSITTING | 3 | x | |
| | Development, Feeding & Bedtime. (HSN, SA1 - 2hrs) (GD, SA8 - 1hr) (HS - 1.5hrs, CGD - 1.5hrs) Medication Administration in Childcare: Identifying proper medication administration, components of a medication | BABISITING | | ^ | |
| *516 | 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 | IЛ | 2 |
| *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 | | 1.5 | | |
| | nutrition policies. (HSN, SA1 - 1.5hrs) (CN - 1.5hrs) Happy Mealtime, Healthy Body: Implement healthy mealtime environments, explore screen time guidelines and engage | | | | |
| *521 | 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 | | _ |
| | Internet Defension Defension has been a second se | | | | |
| 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 | | |
| 523 524 | (HSN, SA1 - 1.5hrs) (HS - 1.5hrs) Traumatic Brain Injuries: Understand the symptoms of traumatic brain injury and how to prevent them in children. | | 1.5 1.5 | | |
| | (HSN, SA1 - 1.5hrs) (HS - 1.5hrs) Traumatic Brain Injuries: Understand the symptoms of traumatic brain injury and how to prevent them in children. (HSN, SA1 - 1.5hrs) (HS - 1.5hrs) Shaken Baby Syndrome: Define and explore risk factors, prevention, and signs and symptoms. (HSN, SA1 - 2hrs) (HS - | | | ИТ | |
| 524 525 | (HSN, SA1 - 1.5hrs) (HS - 1.5hrs) Traumatic Brain Injuries: Understand the symptoms of traumatic brain injury and how to prevent them in children. (HSN, SA1 - 1.5hrs) (HS - 1.5hrs) Shaken Baby Syndrome: Define and explore risk factors, prevention, and signs and symptoms. (HSN, SA1 - 2hrs) (HS - 2hrs) Indoor/Outdoor Safety: Gain a better understanding of furniture arrangement, safety checklists, and resources needed | | 1.5 2 | ντ | |
| 524 525 526 | (HSN, SA1 - 1.5hrs) (HS - 1.5hrs) Traumatic Brain Injuries: Understand the symptoms of traumatic brain injury and how to prevent them in children. (HSN, SA1 - 1.5hrs) (HS - 1.5hrs) Shaken Baby Syndrome: Define and explore risk factors, prevention, and signs and symptoms. (HSN, SA1 - 2hrs) (HS - 2hrs) | | 1.5 2 1.5 | ντ | |
| 524 525 | (HSN, SA1 - 1.5hrs) (HS - 1.5hrs) Traumatic Brain Injuries: Understand the symptoms of traumatic brain injury and how to prevent them in children. (HSN, SA1 - 1.5hrs) (HS - 1.5hrs) Shaken Baby Syndrome: Define and explore risk factors, prevention, and signs and symptoms. (HSN, SA1 - 2hrs) (HS - 2hrs) 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) 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 2 | ит | |
| 524 525 526 | (HSN, SA1 - 1.5hrs) (HS - 1.5hrs) Traumatic Brain Injuries: Understand the symptoms of traumatic brain injury and how to prevent them in children. (HSN, SA1 - 1.5hrs) (HS - 1.5hrs) Shaken Baby Syndrome: Define and explore risk factors, prevention, and signs and symptoms. (HSN, SA1 - 2hrs) (HS - 2hrs) 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) 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) 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 - 3.15hrs) (HS - 1.5hrs) | | 1.5 2 1.5 | VT VT | |
| 524 525 526 527 | (HSN, SA1 - 1.5hrs) (HS - 1.5hrs) Traumatic Brain Injuries: Understand the symptoms of traumatic brain injury and how to prevent them in children. (HSN, SA1 - 1.5hrs) (HS - 1.5hrs) Shaken Baby Syndrome: Define and explore risk factors, prevention, and signs and symptoms. (HSN, SA1 - 2hrs) 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) Hazardous Materials: Discover how to handle, dispose and define hazardous materials you may not be aware of to keep everyones safe. (HSN, SA1 - 1.5hrs) (HS - 1.5hrs) 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. | | 1.5 2 1.5 1.5 | ντ | |
| 524 525 526 527 *528 | (HSN, SA1 - 1.5hrs) (HS - 1.5hrs) Traumatic Brain Injuries: Understand the symptoms of traumatic brain injury and how to prevent them in children. (HSN, SA1 - 1.5hrs) (HS - 1.5hrs) Shaken Baby Syndrome: Define and explore risk factors, prevention, and signs and symptoms. (HSN, SA1 - 2hrs) (HS - 2hrs) 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) 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) 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) Emergency Preparedness for Children with Varying Needs: 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) WORKING WITH FAMILIES (WF) (SA4) (DHS Family Engagement) | SERIES | 1.5 2 1.5 1.5 3 | | For Pa |
| 524 525 526 527 •528 529 | (HSN, SA1 - 1.5hrs) (HS - 1.5hrs) Traumatic Brain Injuries: Understand the symptoms of traumatic brain injury and how to prevent them in children. (HSN, SA1 - 1.5hrs) (HS - 1.5hrs) Shaken Baby Syndrome: Define and explore risk factors, prevention, and signs and symptoms. (HSN, SA1 - 2hrs) (HS - 2hrs) 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) 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) 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) Emergency Preparedness for Children with Varying Needs: 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) | SERIES | 1.5 2 1.5 1.5 3 2.5 | VT | For Pa |
| 524 525 526 527 *528 529 CLASS # | (HSN, SA1 - 1.5hrs) (HS - 1.5hrs) Traumatic Brain Injuries: Understand the symptoms of traumatic brain injury and how to prevent them in children. (HSN, SA1 - 1.5hrs) (HS - 1.5hrs) Shaken Baby Syndrome: Define and explore risk factors, prevention, and signs and symptoms. (HSN, SA1 - 2hrs) (HS - 2hrs) 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) 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) 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) Emergency Preparedness for Children with Varying Needs: 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) WORKING WITH FAMILIES (WF) (SA4) (DHS Family Engagement) Working with Children who have ADD/ADHD: The importance of working with the child, family, and professionals. (WF, SA4 - 3hrs) (FE - 3hrs) | SERIES | 1.5 2 1.5 1.5 3 2.5 HOURS | VT | For Pa |
| 524 525 526 527 *528 529 CLASS # 601 602 | (HSN, SA1 - 1.5hrs) (HS - 1.5hrs) Traumatic Brain Injuries: Understand the symptoms of traumatic brain injury and how to prevent them in children. (HSN, SA1 - 1.5hrs) (HS - 1.5hrs) Shaken Baby Syndrome: Define and explore risk factors, prevention, and signs and symptoms. (HSN, SA1 - 2hrs) (HS - 2hrs) 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) 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) 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) Emergency Preparedness for Children with Varying Needs: 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) WORKING WITH FAMILIES (WF) (SA4) (DHS Family Engagement) Working with Children who have ADD/ADHD: The importance of working with the child, family, and professionals. (WF, SA4 - 3hrs) (FE - 3hrs) Partnering with Parents: Learn effective communication strategies. (WF, SA4 - 3hrs) (FE - 3hrs) | SERIES | 1.5 2 1.5 1.5 3 2.5 HOURS 3 3 | VT | For Pa |
| 524 525 526 527 *528 529 CLASS # 601 602 603 | (HSN, SA1 - 1.5hrs) (HS - 1.5hrs) Traumatic Brain Injuries: Understand the symptoms of traumatic brain injury and how to prevent them in children. (HSN, SA1 - 1.5hrs) (HS - 1.5hrs) Shaken Baby Syndrome: Define and explore risk factors, prevention, and signs and symptoms. (HSN, SA1 - 2hrs) (HS - 2hrs) 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) 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) 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) Emergency Preparedness for Children with Varying Needs: Leam 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) WORKING WITH FAMILIES (WF) (SA4) (DHS Family Engagement) Working with Children who have ADD/ADHD: The importance of working with the child, family, and professionals. (WF, SA4 - 3hrs) (FE - 3hrs) Partnering with Parents: Learn effective communication strategies. (WF, SA4 - 3hrs) (FE - 3hrs) | SERIES | 1.5 2 1.5 3 2.5 HOURS 3 3 2 | VT | For Pa |
| 524 525 526 527 *528 529 601 601 602 603 604 | (HSN, SA1 - 1.5hrs) (HS - 1.5hrs) Traumatic Brain Injuries: Understand the symptoms of traumatic brain injury and how to prevent them in children. (HSN, SA1 - 1.5hrs) (HS - 1.5hrs) Shaken Baby Syndrome: Define and explore risk factors, prevention, and signs and symptoms. (HSN, SA1 - 2hrs) (HS - 2hrs) 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) 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) 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) Emergency Preparedness for Children with Varying Needs: 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) WORKING WITH FAMILIES (WF) (SA4) (DHS Family Engagement) Working with Children who have ADD/ADHD: The importance of working with the child, family, and professionals. (WF, SA4 - 3hrs) (FE - 3hrs) Partnering with Parents: Learn effective communication strategies. (WF, SA4 - 3hrs) (FE - 3hrs) Adjusting to the New Setting: Helping the child and family adjust to a new child care setting. (WF, SA4 - 2hrs) (FE - 2hrs) Greetings and Departures: Helping parents and children transition into and out of the child care setting. (WF, SA4 - 2hrs) (FE - 2hrs) | | 1.5 2 1.5 3 2.5 HOURS 3 3 3 2 2 | I/T MULTI ASK/SA | For P. |
| 524 525 526 527 *528 529 CLASS # 601 602 603 | (HSN, SA1 - 1.5hrs) (HS - 1.5hrs) Traumatic Brain Injuries: Understand the symptoms of traumatic brain injury and how to prevent them in children. (HSN, SA1 - 1.5hrs) (HS - 1.5hrs) Shaken Baby Syndrome: Define and explore risk factors, prevention, and signs and symptoms. (HSN, SA1 - 2hrs) (HS - 2hrs) 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) 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) 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) Emergency Preparedness for Children with Varying Needs: 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) WORKING WITH FAMILIES (WF) (SA4) (DHS Family Engagement) Working with Children who have ADD/ADHD: The importance of working with the child, family, and professionals. (WF, SA4 - 3hrs) (FE - 3hrs) Partnering with Parents: Learn effective communication strategies. (WF, SA4 - 3hrs) (FE - 3hrs) Adjusting to the New Setting: Helping the child and family adjust to a new child care setting. (WF, SA4 - 2hrs) (FE - 2hrs) Greetings and Departures: | SERIES BASIC I/T | 1.5 2 1.5 3 2.5 HOURS 3 3 2 | VT | For Pa |

| raini | ng Catalog and Descriptions November 2022 Update | PATCH TRAININ | | K | |
|--|--|--|--|--------------------------------|----------|
| 06 | Protective Urges: | ADVANCED I/T | 3 | | |
| | Working with the feelings of parents and caregivers. (WF, SA4 - 3hrs) (FE - 3hrs) Responding to the Family's Needs: Helping caregivers become more responsive to the needs of family members. | | J | | |
| 607 | (WF - SA4 - 3hrs) (FE - 3hrs) | ADVANCED I/T | 3 | | |
| 808 | Positive Conferences: Planning effective parent conferences. (WF, SA4 - 2hrs) (MAN, SA5 - 1hr) (FE - 3hrs) | | 3 | х | |
| 615 | Effective Teaming: Gaining a better understanding of the importance of teamwork and the positive effect it has in | CHALLENGING BEHAVIORS | 3 | | |
| ,15 | educational settings. (WF, SA4 - 3hrs) (FE - 3hrs) | ADVANCED | 3 | | |
| 516 | 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: | I/T SERIES 3 | 3 | | |
| | An in-depth look into building effective partnerships with families. (WF, SA4 - 3hrs) (FE - 3hrs) "Does my child play all day?": Talking to Families about Curriculum: Learn family friendly communication | | | | |
| 518 | 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. | BASIC FCC | 3 | | |
| 010 | (WF, SA4 - 3 hrs) (FE-3hrs) I'm Moving, I'm Learning: Culture, Families, Nutrition: Getting families involved in healthy practices. (WF, SA4 - 1.5 | I'M MOVING/ | | | |
| 620 | hrs) (HSN, SA1 - 1.5 hrs) (FE - 1.5hrs, CN - 1.5hrs) | 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 | | |
| 323 | Promoting Positive Attachment: Build understanding and awareness of secure attachment for infants. | | 2 | IЛ | |
| | (WF, SA4 - 2 hrs) (FE - 2hrs) Family Partnerships and Inclusion: Importance of building family partnerships, cultural awareness and effective | | | | |
| 624 | communication. (WF, SA4 - 1.5 hrs) (FE - 0.75hr, CSN - 0.75hr) | SPECIAL NEEDS | 1.5 | | |
| 625 | Special Needs: Community Resources and Referral Process: 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 | CHILD CARE | 2 | | |
| | engagement/involvement as essential practices. (WF, SA4 - 2 hrs) (FE - 2hrs) Introduction to Families: Define ways people think about families and how these definitions | ADMIN BUILDING | | | |
| 627 | affect the relationships between families and providers. (WF, SA4 - 2 hrs) (FE - 2hrs) | FAMILY PARTNERSHIPS | 2 | | |
| 528 | Family Engagement: Exploring the meaning of family partnerships, engagement, involvement, and participation. (WF, | BUILDING FAMILY | 2 | | |
| - | SA4 - 2 hrs) (FE - 2hrs) | PARTNERSHIPS | | | |
| 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) | FAMILY PARTNERSHIPS | 2 | | |
| | Providing Family Resources: Identify strategies to engage in difficult conversation with families about resources. (WF, | BUILDING | | | |
| 630 | SA4 - 2 hrs) (FE - 2hrs) | 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 | | |
| 332 | Family Engagement: ELH Increasing positive family engagement during times when families are experiencing | EDUCATION | 3 | | |
| | residential instability. (WF, SA4 - 2hrs) (DIV, SA3 - 1hr) (FE - 3hrs) Supportive Program Policies: ELH Explore perspectives providers have regarding circumstances that lead to | LEADS HOME EDUCATION | | | |
| 33 | homelessness. (WF, SA4 - 2hrs) (DIV, SA3 - 1hr) (FE - 3hrs) | LEADS HOME | 3 | | |
| ASS# | LEARNING ENVIRONMENT (ENV) (SA1) (DHS H&S Physical Environment) | SERIES | HOURS | MULTI ASK/SA | For Pare |
| 700 | Space to Grow: Introduction to basic concepts relating to infant and toddler space. (ENV, SA1 - 3hrs) (PE - 3hrs) | ADVANCED I/T | 3 | | |
| 704 | Creating Supportive Environments I: Making the connection between the environment, social-emotional development, | CHALLENGING | • | | |
| 701 | and challenging behaviors. (ENV, SA1 - 3hrs) (PE - 3hrs) | BEHAVIORS 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 | I/T SERIES 3 | 3 | | |
| 70.4 | toddlers. (ENV, SA1 - 3hrs) (PE - 3hrs) Flowing Through the Day: Classroom Transitions: Providing transitions that support children's relationships and | | 3 | | |
| 704 | 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 | | |
| 709 | Learning Environment in the Family Child Care Setting: To understand the importance of the learning environment in | | 3 | x | |
| | the family childcare home. (ENV, SA1 - 1.5 hrs, GD SA8 - 1.5 hrs) (PE - 1.5hr, CGD - 1.5hr) | | | MULTI | |
| ASS# | OBSERVATION & ASSESSMENT (OA) (SA7) Respectfully Yours: Respecting infants and toddlers as competent learners. (SA7, SA6, SA3 - 1hr each) (OA, PRO, | SERIES | HOURS | ASK/SA | For Pare |
| 301 | Respectivity rours: Respecting infants and toddlers as competent learners. (SA7, SA6, SA3 - Threach) (OA, PRO, RG - 1hreach) (CGD - 3hrs) | ADVANCED I/T | 3 | х | |
| 803 | Interview Process: Using interviews and observations to determine the reasons behind challenging behaviors. | CHALLENGING BEHAVIORS | 3 | | |
| | (OA, SA7 - 3hrs) (MCB - 1.5hrs, CGD - 1.5hrs) Observing Children at Play: Recognize the value of systematic observation and learn ways to incorporate this skill into | ADVANCED | | | |
| 304 | daily practice. (OA, SA7 - 3hrs) (LAP - 3hrs) | 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 | | |
| | | I'M MOVING/ | 3 | x | |
| 306 | I'm Moving, I'm Learning: Planning and Assessment: Observation, assessment, and planning environments for motor development (OA SAT 15 km) (ENV SAT 15) (CCD 2 km) | | 3 | | |
| | 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) Observation and Responsive Routines: The importance of careful observation and supportive environments. | LEARNING | | v | |
| | motor development. (OA, SA7 - 1.5 hrs) (ENV, SA1 - 1.5) (CGD - 3hrs) 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) | LEARNING | 3 | x | |
| 807 | motor development. (OA, SA7 - 1.5 hrs) (ENV, SA1 - 1.5) (CGD - 3hrs) Observation and Responsive Routines: The importance of careful observation and supportive environments. | LEARNING | 3 | x | |
| 807 808 | motor development. (OA, SA7 - 1.5 hrs) (ENV, SA1 - 1.5) (CGD - 3hrs) 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) Working in an Inclusive Environment : Observation, planning, prevention and reflection in an inclusive environment. | LEARNING I/T SOCIAL EMOTIONAL | 3 | MULTI | For Pare |
| 307 308 \\$\$# | motor development. (OA, SA7 - 1.5 hrs) (ENV, SA1 - 1.5) (CGD - 3hrs) 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) 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) DIVERSITY (DIV) (SA4) Routines and Culture: | LEARNING I/T SOCIAL EMOTIONAL SPECIAL NEEDS | 3 1.5 | | For Pare |
| 807 808 ASS# 901 | motor development. (OA, SA7 - 1.5 hrs) (ENV, SA1 - 1.5) (CGD - 3hrs) 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) 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) DIVERSITY (DIV) (SA4) Routines and Culture: Understanding how culture impacts daily routines. (DIV, SA4 - 2hrs) (CGD - 2hrs) | LEARNING I/T SOCIAL EMOTIONAL SPECIAL NEEDS SERIES | 3 1.5 HOURS 2 | MULTI | For Pare |
| 807 808 ASS# 901 | motor development. (OA, SA7 - 1.5 hrs) (ENV, SA1 - 1.5) (CGD - 3hrs) Observation and Responsive Routines: The importance of careful observation and supportive environments. (OA, SA7 - 1.5 hrs)(ENV, SA1 - 1.5 hrs) (CFD - 15hrs) 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) DIVERSITY (DIV) (SA4) Routines and Culture: Understanding how culture impacts daily routines. (DIV, SA4 - 2hrs) (CGD - 2hrs) Special Needs: Facing caregiver fears and concerns regarding children with special needs. (DIV, SA4 - 3hrs) (CSN - 3hrs) | LEARNING I/T SOCIAL EMOTIONAL SPECIAL NEEDS | 3 1.5 HOURS | MULTI | For Pare |
| 807 808 ASS# 901 902 | motor development. (OA, SA7 - 1.5 hrs) (EMV, SA1 - 1.5) (CGD - 3hrs) Observation and Responsive Routines: The importance of careful observation and supportive environments. (OA, SA7 - 1.5 hrs)(EMV, SA1 - 1.5 hrs) (CGD - 1.5hrs) Working in an Inclusive Environment: Observation, planning, prevention and reflection in an inclusive environment. (OA, SA7 - 1.5 hrs) (FE - 0.75hr, CSN - 0.75hr) DIVERSITY (DIV) (SA4) Routines and Culture: Understanding how culture impacts daily routines. (DIV, SA4 - 2hrs) (CGD - 2hrs) Special Needs: | LEARNING I/T SOCIAL EMOTIONAL SPECIAL NEEDS SERIES | 3 1.5 HOURS 2 | MULTI | For Pare |
| 807 808 ASS# 901 902 903 | motor development. (OA, SA7 - 1.5 hrs) (ENV, SA1 - 1.5) (CGD - 3hrs) Observation and Responsive Routines: The importance of careful observation and supportive environments. (OA, SA7 - 1.5 hrs)(EV, SA1 - 1.5 hrs) (CBT - 1.5 | LEARNING I/T SOCIAL EMOTIONAL SPECIAL NEEDS SERIES ADVANCED I/T | 3 1.5 HOURS 2 3 | MULTI | For Pare |
| 807 808 ASS# 901 902 903 906 | motor development. (OA, SA7 - 1.5 hrs) (EWV, SA1 - 1.5) (CGD - 3hrs) Observation and Responsive Routines: The importance of careful observation and supportive environments. (OA, SA7 - 1.5 hrs)(EWV, SA1 - 1.5 hrs) (CGD - 1.5hrs) 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) DIVERSITY (DIV) (SA4) Routines and Culture: Understanding how culture impacts daily routines. (DIV, SA4 - 2hrs) (CGD - 2hrs) Special Needs: Facing caregiver fears and concerns regarding children with special needs. (DIV, SA4 - 3hrs) (CSN - 3hrs) Development and Learning in the Multicultural Setting: Looking at culture and how it impacts early learning. (DIV, SA4 - 3hrs) (CGD - 3hrs) | LEARNING IT SOCIAL EMOTIONAL SPECIAL NEEDS SERIES ADVANCED IT ADVANCED IT IT SERIES 3 | 3 1.5 HOURS 2 3 3 3 3 | MULTI ASK/SA | For Pare |
| 807 808 ASS# 901 902 903 906 | motor development. (OA, SA7 - 1.5 hrs) (ENV, SA1 - 1.5) (CGD - 3hrs) Observation and Responsive Routines: The importance of careful observation and supportive environments. (OA, SA7 - 1.5 hrs)(EV, SA1 - 1.5 hrs) (CBT - 1.5 | LEARNING IT SOCIAL EMOTIONAL SPECIAL NEEDS SERIES ADVANCED IT ADVANCED IT | 3 1.5 HOURS 2 3 3 | MULTI | For Pare |
| 807 808 ASS# 901 902 903 906 907 | motor development. (OA, SA7 - 1.5 hrs) (EMV, SA1 - 1.5) (CGD - 3hrs) Observation and Responsive Routines: The importance of careful observation and supportive environments. (OA, SA7 - 1.5 hrs)(EMV, SA1 - 1.5 hrs) (CGD - 1.5hrs), PE - 1.5hrs) 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) DIVERSITY (DIV) (SA4) Routines and Culture: Understanding how culture impacts daily routines. (DIV, SA4 - 2hrs) (CGD - 2hrs) Special Needs: Facing caregiver fears and concerns regarding children with special needs. (DIV, SA4 - 3hrs) (CSN - 3hrs) Development and Learning in the Multicultural Setting: Looking at culture and how it impacts early learning. (DIV, SA4 - 3hrs) (CGD - 3hrs) 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) Cultural Sensitivity with Families: Creating a culturally responsive infant and toddler program. (DIV - 1.5hrs, WF - | LEARNING IT SOCIAL EMOTIONAL SPECIAL NEEDS SERIES ADVANCED IT ADVANCED IT IT SERIES 3 | 3 1.5 HOURS 2 3 3 3 3 | MULTI ASK/SA | For Pare |
| 806 807 808 901 902 903 906 907 908 909 | motor development. (OA, SA7 - 1.5 hrs) (EMV, SA1 - 1.5) (CGD - 3hrs) Observation and Responsive Routines: The importance of careful observation and supportive environments. (OA, SA7 - 1.5 hrs) (EMV, SA1 - 1.5 hrs) (CGD - 1.5hrs) Working in an Inclusive Environment: Observation, planning, prevention and reflection in an inclusive environment. (OA, SA7 - 1.5 hrs) (FE - 0.75hr, CSN - 0.75hr) DIVERSITY (DIV) (SA4) Routines and Culture: Understanding how culture impacts daily routines. (DIV, SA4 - 2hrs) (CGD - 2hrs) Special Needs: Facing caregiver fears and concerns regarding children with special needs. (DIV, SA4 - 3hrs) (CSN - 3hrs) Development and Learning in the Multicultural Setting: Looking at culture and how it impacts early learning. (DIV, SA4 - 3hrs) (CGD - 3hrs) 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) | LEARNING I/T SOCIAL EMOTIONAL SPECIAL NEEDS SERIES ADVANCED I/T ADVANCED I/T I/T SERIES 3 I/T SERIES 3 | 3 1.5 2 3 3 3 3 3 3 1.5 | MULTI ASK/SA | For Pare |
| 807 808 001 002 003 006 907 008 009 | motor development. (OA, SA7 - 1.5 hrs) (EMV, SA1 - 1.5) (CGD - 3hrs) 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) 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) DIVERSITY (DIV) (SA4) Routines and Culture: Understanding how culture impacts daily routines. (DIV, SA4 - 2hrs) (CGD - 2hrs) Special Needs: Facing caregiver fears and concerns regarding children with special needs. (DIV, SA4 - 3hrs) (CSN - 3hrs) Development and Learning in the Multicultural Setting: Looking at culture and how it impacts early learning. (DIV, SA4 - 3hrs) (CGD - 3hrs) 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) 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) Introduction to Inclusion: History of IDEA, terminology and reframing language. (DIV, SA4 - 1.5 hrs) (CSN - 1.5hrs) | LEARNING LEARNING EMOTIONAL SPECIAL NEEDS ADVANCED I/T ADVANCED I/T I/T SERIES 3 JIT SERIES 3 SPECIAL NEEDS SPECIAL NEEDS | 3 1.5 2 3 3 3 3 3 1.5 1.5 | MULTI ASK/SA X X X | For Pare |
| 307 308 01 02 03 06 907 08 | motor development. (OA, SA7 - 1.5 hrs) (EMV, SA1 - 1.5) (CGD - 3hrs) 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) 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) DIVERSITY (DIV) (SA4) Routines and Culture: Understanding how culture impacts daily routines. (DIV, SA4 - 2hrs) (CGD - 2hrs) Special Needs: Facing caregiver fears and concerns regarding children with special needs. (DIV, SA4 - 3hrs) (CSN - 3hrs) Development and Learning in the Multicultural Setting: Looking at culture and how it impacts early learning. (DIV, SA4 - 3hrs) (CGD - 3hrs) 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) 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) Introduction to Inclusion: History of IDEA, terminology and reframing language. (DIV, SA4 - 1.5 hrs) (CSN - 1.5hrs) Exploring Inclusion: Exploring inclusion and our role supporting inclusion. (DIV, SA4 - 1.5 hrs) (CSN - 1.5hrs) | LEARNING I/T SOCIAL EMOTIONAL SPECIAL NEEDS SERIES ADVANCED I/T ADVANCED I/T I/T SERIES 3 I/T SERIES 3 SPECIAL NEEDS | 3 1.5 2 3 3 3 3 3 3 1.5 | MULTI ASK/SA X X | |