



Supporting Hawaii's Child Care Needs

TRAINING TRACKS

FALL 2023

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

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



Sign Up Today!



STRESS MANAGEMENT

NICOLE HIGA, RESOURCE & REFERRAL MANAGER

As a parent I have to be intentional about managing my own stress. There are some days that I come home and I can feel myself taking that stress out on my daughter. There are little things that I scold her about like putting her things away or not finishing her homework. I remind myself over and over that my child will only be little once and she is still happy and excited to tell me about her day when I get home.

During the drive home I try to release any of the stress from my day (because of course I'm usually sitting in at least an hour of traffic). I listen to my favorite music or take as many deep breaths as I need to. Lately I have also started taking walks or riding bike when I can. On the weekends we try to go to the beach or go hiking. Being out in nature helps to ground me.

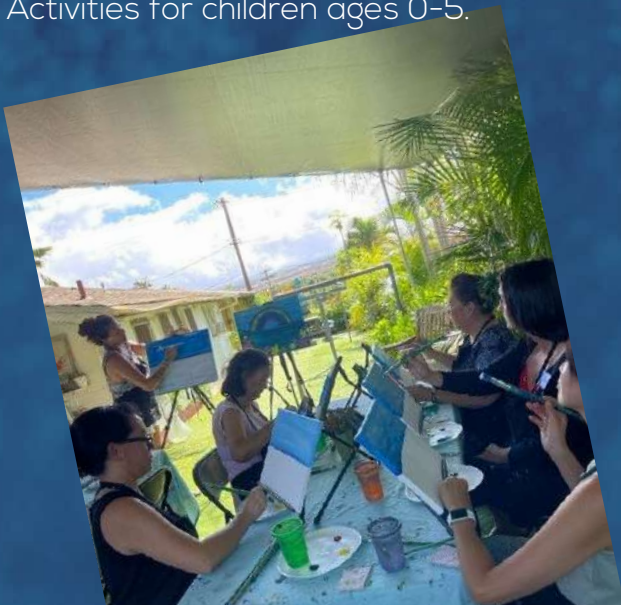
I try my best to role model coping skills when I get angry or frustrated. I know my daughter is watching me and internalizes my reactions. My goal is to show her healthy ways to manage stress and ultimately I am trying to raise a good human.

I also make sure I have time for myself. Sometimes that may mean that I wake up a little earlier so I can enjoy my cup of coffee before the day begins. Sometimes that means binge watching a series on Netflix or catch up on shows I recorded on DVR. If I'm lucky and our schedules align, I get to hang out with my friends .

What do you do to manage your stress? Do you paint? Do you do yoga? Do you run? Do you read? Find what works best for you.

If you are interested in understanding the physical symptoms of stress, how it affects our behavior and tips to reduce stress, Effective Stress Management training is being offered online and in person on Oahu. See the training schedule on page 11 to 17.

You can also access tips for stressful times through the [Vroom website](#). These are Vroom Brain Building Activities for children ages 0-5.





Hawaii has a New Child Passenger Restraint Law



A child passenger restraint or booster seat is required for children 4 years old but less than 10 years old unless the child is over 4 feet 9 inches tall



A rear facing or forward facing child passenger restraint system is required from 2 years old up to 4 years old



If the child is under 2 years old, then they **MUST** be properly restrained in a rear-facing child passenger restraint system.

All children under the age of 10 years old must be restrained regardless of how many seat belt assemblies are in the vehicle. Violators could face fines of \$100 or more, be required to attend a driver's education class, and pay additional surcharges. Hawaii Revised Statutes (HRS) §291-11.5.



Learn More Here

CHILD PASSENGER SAFETY

As our keiki head back to school, we will be seeing more cars on the road. As a courtesy of the Hawaii DOT, here are some tips and information on how to keep your keiki safe.

Hawaii law requires children from birth through the age of ten years old to ride in an appropriate child safety seat or a booster seat when traveling in a motor vehicle.

On June 27, 2022, Act 122 amended the requirements for child passenger restraint by requiring rear facing child safety seats for children less than two years of age, increases the age through which a child must use a child passenger restraint or booster seat to 10 years old unless they are over four feet nine inches tall, and raises fines for certain violations

*A Hawaii State tax credit of \$25 per year applies to the purchase of a booster or child safety seat.



MEMO

FCC Updated Tier Rates
Effective July 1, 2023 - June 30, 2024

	<u>Tier 1</u>	<u>Tier 2</u>
Breakfast	\$2.12	\$0.75
Lunch/Dinner	\$4.05	\$2.44
Snack	\$1.20	\$0.33



USDA CACFP FOOD PROGRAM

ARE YOU A REGISTERED
FAMILY CHILD CARE PROVIDER?
ARE YOU SERVING HEALTHY AND NUTRITIOUS
MEALS TO THE CHILDREN IN YOUR CARE?
NOT GETTING PAID FOR THE FOODS THAT YOU
PURCHASE AND SERVE?
PATCH CAN HELP!

Our specialist are ready to help!
Call us: (808) 839-1990
Email us: patch@patch-hi.org



WHAT IS A
SHARKS FAVORITE
SANDWICH?



Peanut Butter
& Jellyfish

FOOD PROGRAM ANNUAL PROVIDER TRAINING



Keep a look out for sign up dates arriving via email in early August. Trainings will be held in September. As Covid waivers have ended, this years trainings will be mandatory, in-person.



Crabby Sandwich

Looking for a budget-friendly way to include seafood on your menu? Try this tasty sandwich made with imitation crab.

Ages: 3–5 years
Makes: 6 servings

Prep time: 10 minutes
Cook time: 0 minutes

the INGREDIENTS

- 3 croissants (at least 68 g or 2 oz each)
- 12 oz surimi seafood, commercially prepared (imitation crab; see chef tips)
- $\frac{1}{4}$ cup mayonnaise, reduced-fat
- $\frac{3}{4}$ tsp lemon juice, bottled
- $\frac{1}{2}$ tsp seafood seasoning
- 3 leaves lettuce, romaine (gently wash lettuce leaves under running water)

the DIRECTIONS

1. Wash hands with soap and water for at least 20 seconds.
2. Slice croissants in half horizontally (if not pre-sliced).
3. In a medium bowl, combine surimi (imitation crab), mayonnaise, lemon juice, and seafood seasoning. Stir until well-blended.
4. Place $\frac{3}{4}$ cup seafood mixture and 1 lettuce leaf between each sliced croissant.
5. Cut sandwiches in half crosswise.
6. Serve 1 half. Serve immediately, or keep cold at 40 °F or lower.

FREE ACTIVITY PAGE!

Done in a Pinch!



PATCH

Supporting Hawaii's Child Care Needs



**SCAN
ME!**



For nutritional value
and CACFP crediting
information.



CHILD CARE RESOURCES



Child Care AwareChild and Adult Care Food Program (CACFP)

A variety of online resources for families including information on how to choose quality child care, child development, activity tips and ideas, military support and more!

Visit www.childcareaware.org

Child Care Connections Hawaii Subsidies

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

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

NAEYC

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

<https://www.naeyc.org/>

CDA Council

The Council for Professional Recognition is a leader in the credentialing of early childhood educators worldwide.

<https://www.cdacouncil.org/en/>



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

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

Hawaii Child Care Regulations

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

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



Aloha United Way Dial 211

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

DHS Approved Safe Sleep Trainings:

Cypherworx: SIDS and Safe Sleep (CDA 1)

Cypherworx: Safe Infant Sleep in Early Childhood (CDA 1 & 4)

Safe Sleep Practices for Caregivers: Reduce the risk of SUID

Safe Sleep: Reducing the Risk of Sleep-Related Infant Death in Child Care, Texas A&M Extension Online

PATCH Hawaii offers Safe Sleep Training self-paced, live webinars, in-person:

#518: Safe Sleep in Child Care

#506: Health Safety & Nutrition

#514: Addressing Hawaii's Environmental Standards

CHILD CARE RESOURCES



FAMILY RESOURCES

Early Childhood Hawai'i

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

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

Children with Special Needs

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

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

Medicaid

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

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

Early Intervention Services

If you are concerned about a child's development or would like to make a referral, please call the Early Intervention information and referral line at
808-594-0066 (Oahu)
1-800-235-5477 (Neighbor Islands)

To make a referral by fax, please download the EI referral form and instructions from the website provided below. Early Intervention Services are provided to assist a child in five developmental areas:

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

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

CCAoA staff met with Hawaii State Administration, other community partners, and PATCH staff



CHILD CARE RESOURCES



For Child Care Providers and Families

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



Providers, with our online portal please feel free to update your home/center profile at any time 24 hours a day. You can add photos, update contact information, add information about your services. You can do so by clicking here or feel free to call us at anytime during our business hours.
<https://stage.worklifesystems.com/program/39>

Oahu: (808) 839-1988

Maui: (808) 242-9232

Kauai (808) 246-0622

East Hawaii: (808) 961-3169

West Hawaii: (808) 322-3500

Lanai & Molokai: (800)-498-4145

RECALLED PRODUCTS

FROM CONSUMER PRODUCT SAFETY COMMISSION (CPSC)

If you would like to subscribe and receive emails about recalled items go to this website: <https://www.cpsc.gov/Newsroom/Subscribe/>

Sound Around Recalls Children's Multi-Purpose Helmets Due to Risk of Head Injury
Zuru Recalls 7.5 Million Baby Shark and Mini Baby Shark Bath Toys with Hard Plastic Top Fins
With Hard Plastic Top Fins Due to Risk of Impalement, Laceration and Puncture Injuries to Children

Woom Bikes USA Recalls woom ORIGINAL Kids' Bicycles Due to Fall Hazard
Philips Avent Digital Video Baby Monitors Recalled by Philips Personal Health Due to Burn Hazard

Zipadee Kids Recalls Convertible House Bed Frames and Montessori Floor Beds Due to Entrapment and Strangulation Hazards

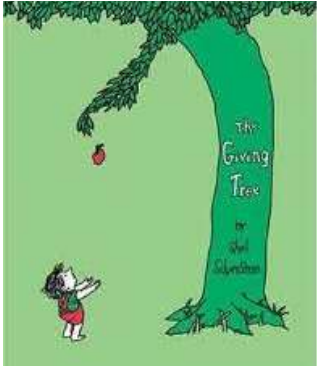
The Simplay3 Company Recalls Toddler Towers Due to FALL and Injury Hazards

TOMY Recalls Boon Flair and Flair Elite Highchairs Due to Fall Hazard

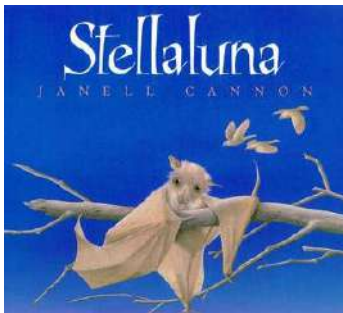
Buffalo Games Recalls Chuckle & Roar Ultimate Water Beads Activity Kits Due to Serious Ingestion, Choking and Obstruction Hazards; One Infant Death Reported; Sold Exclusively at Target

BOOKS WE LOVE TO READ

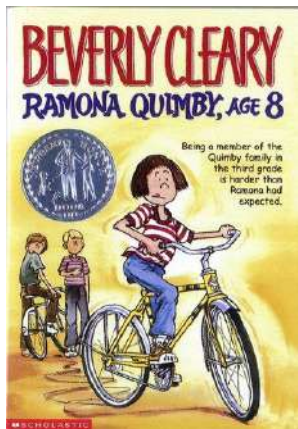
STAFFS' FAVORITE



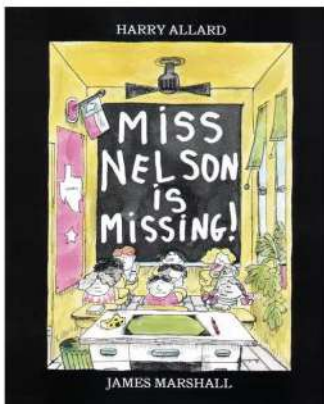
An oldie, but, goodie....So begins a story of unforgettable perception, beautifully written and illustrated by the gifted and versatile Shel Silverstein. This moving parable for all ages offers a touching interpretation of the gift of giving and a serene acceptance of another's capacity to love in return.



This cute and powerful story will spark your child's mind into learning, appreciating and embracing the differences in others. Stellaluna, a fruit bat, has been separated by her mother and cannot fly. A group of birds takes care of Stellaluna. From them, she not only learns how to fly, but also how to be a friend.



A classic book that children can relate to and identify with Ramona's day-to-day difficulties as a new 3rd-grader. Ramona endures some embarrassing episodes at school and learns to address a misunderstanding she has with her teacher. At home, Ramona observes the strain that financial concerns are placing on her family but affirms that they are still a happy family.



A hilarious story of a misbehaving class, their sweet teacher, and the legendary substitute teacher who restores order in their chaotic classroom. Miss Nelson's class always acts up--especially when their teacher is absent from school! But after a week with their strict substitute, Viola Swamp, the kids can't wait for Miss Nelson to come back.



About this

TRAINING CALENDAR

HOW TO READ THE PATCH TRAINING CALENDAR

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

8 Subject Areas

Utilized for the Child Development Associate Subject Areas (SA) for the Child Development Associate (CDA) credential. These indicators are important when looking for specific types of classes to fulfill initial CDA requirements:

- SA 1-Planning a safe, healthy learning environment
- SA 2-Steps to advance children's physical and intellectual development
- SA 3-Positive ways to support children's social and emotional development
- SA 4-Strategies to establish productive relationships with families
- SA 5-Strategies to manage an effective program operation
- SA 6-Maintaining a commitment to your profession
- SA 7-Observing and recording children's behavior
- SA 8-Principles of child growth and child development

10 ASK Core Areas

AS UTILIZED BY THE DHS HAWAII EARLY CHILDHOOD REGISTRY

Growth & Development (GD)
Professionalism (PRO)
Diversity (DIV)
Observation & Assessment (OA)
Health, Safety & Nutrition (HSN)
Relationships and Guidance (RG)
Learning Environments (ENV)
Planning Learning Experiences (PLE)
Working With Families (WF)
Program Management (MAN)

PATCH Training Series include:

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

Need Safe Sleep Training?



Safe Sleep Classes will be listed with this icon next to class offering for approved Safe Sleep Classes!

Need Training?



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

WWW.COLLABORATION.NET/LOGIN/PATCHHAWAII

For more details visit www.patchhawaii.org
Please check your island PATCH training calendar for classes near you, or contact the training department on your island to host training at your facility

Thank you for your diligence as a child care professional, and your dedication to your continued training and development.

IN-PERSON PATCH TRAINING REMINDERS:

*Masks are now optional for both trainers and participants ***masking may be mandatory again if community levels change to moderate or high***
 *There will be a non-contact temperature check at the door. You will not be allowed into the training if your temperature is 100.4 and above.
 *Eating will be allowed during PATCH training.
 *Capacity will be limited.

BE ON TIME!

Make sure you are on time for the training in person and online. For online training be sure to interact through the chat for the duration. There is only a 15 minute grace period. If you are more than 15 minutes late or leave more than 15 minutes before the ending of the training you will not receive a certificate!

Bring your RECORD of TRAINING

Please bring your Record of Training (available via the PATCH office) to each class and have the instructor sign at the end of each class. Once you have completed an entire series, please return the original Record of Training to the PATCH office and we will mail you a certificate of completion for that series.

Please keep in mind that PATCH often deletes information more than 5 years old to make room for the following year. PATCH strives to coordinate its Training Program (and other programs) to fit the needs of Hawaii's child care professionals. If you have comments or suggestions, please contact your local PATCH office or email us at Patch@PATCH-HI.org.

Sign up ahead of time:

Register for PATCH classes in advance by calling your local PATCH office or on WLS. You will be required to pay a \$5.00 refundable deposit to PATCH at least THREE calendar days before the class. Your \$5.00 deposit will be returned upon attendance or can be applied to a future class (cash, check, or money order).

VIDEO INSTRUCTIONS: [CLICK HERE](#)

Website: <https://stage.worklifesystems.com/training/39>

Or scan QR code to go register for in-person training



Or call local PATCH office:

Oahu (808) 833-6866

Maui, Molokai, and Lanai (808) 242-9232

Kauai (808) 246-0622

East Hawaii (Hilo) (808) 961-3169

West Hawaii (Kona) (808) 322-3500

IN PERSON TRAINING: [CLICK HERE](#)

Keep good records

Whether you are taking PATCH classes or other training, you should keep track of the trainings you attend for future reference.

DHS AND SAFETY TRAINING TOPICS

- Physical Care of the young Child (PCYC)
- Care of the Sick Child (CSC)
- Child Nutrition (CN)
- Child Growth & Development (CGD)
- Children with Special Needs (CSN)
- Learning Activities & Play (LAP)
- Family Engagement (FE)
- Managing Challenging Behaviors (MCB)
- Community Resources (CR)



- Prevention of Child Maltreatment & Abuse (PCMA)
- First Aid & Child Cardio-Pulmonary Resuscitation (First aid/ CPR)
- Health & Safety (HS)
- Child Care Business or Program Management (CCB/PM)
- Physical Environment (PE)
- Safe Sleep (SS)

TRAINING CALENDAR ▲▼▲ O'AHU ISLAND

OAHU PATCH TRAINING ROOM 560 N. NIMITZ HIGHWAY STE. 218 HONOLULU, HI 96817

OTHER TRAINING

10/26/2023 Beyond the Norm (307)

Thu 6:00-8:00 pm Trainer: Kehau ASK: MAN 2 SA: SA5 2 H&S: CCB/PM 2

11/2/2023 The Magic of Puppets (404)

Thu 6:00-8:00 pm Trainer: Kehau ASK: PLE 2 SA: SA2 2 H&S: LAP 2

11/09/2023 Observations and Assessments in Preschool Settings (805)

Thu 6:00-8:00 pm Trainer: Kehau ASK: OA 2 SA: SA7 2 H&S: CCB/PM 2

11/16/2023 Routines and Culture (901)

Thu 6:00-8:00 pm Trainer: Kehau ASK: DIV 2 SA: SA4 2 H&S: CGD 2

OAHU PATCH TRAINING ROOM 560 N. NIMITZ HIGHWAY STE. 218 HONOLULU, HI 96817

OTHER TRAINING

10/14/2023 The Prepared Infant and Toddler Environment (703)

Sat 9:00-12:00 pm Trainer: Traci ASK: ENV 3 SA: 1 3 H&S: PE 3

10/28/2023 Building Partnerships with Families (617)

Sat 9:00-12:00 pm Trainer: Traci ASK: WF 3 SA: SA4 3 H&S: FE 3

11/04/2023 Understanding Infant & Toddler Curriculum (109)

Sat 9:00-12:00 pm Trainer: Traci ASK: GD 3 SA: SA8 3 H&S: CGD 3

11/04/2023 Safe Sleep in Childcare (518)

Sat 1:00-2:30 pm Trainer: Jill ASK: HSN 1.5 SA: SA1 1.5 H&S: HS/SS 1.5



TRAINING CALENDAR ▲▼▲ O'AHU ISLAND

OAHU PATCH TRAINING ROOM 560 N. NIMITZ HIGHWAY STE. 218 HONOLULU, HI 96817

OTHER TRAINING

11/18/2023 Understanding Social & Emotional Development of I/T (110)
Sat 9:00-12:00 pm Trainer: Traci ASK: GD 2, RG 1 SA: SA8 2, SA3 1 H&S: CGD 3

11/18/2023 Promoting Positive Attachment (623)
Sat 1:00-3:00 pm Trainer: Jill ASK: WF 2 SA: SA4 2 H&S: FE 2


12/02/2023 Cultural Sensitivity with Families (907) 
Sat 9:00-12:00 pm Trainer: Traci ASK: DIV 1.5, WF 1.5 SA: SA4 3 H&S: CGD 1.5, FE 1.5

12/02/2023 Shaken Baby Syndrome (525) 
Sat 1:00-3:00 pm Trainer: Jill ASK: HSN 2 SA: SA1 2 H&S: HS 2

12/09/2023 Language Development (104) 
Sat 9:00-12:00 pm Trainer: Traci ASK: GD 3 SA: SA8 3 H&S: CGD 3

12/09/2023 It's Not Just Routine (505) 
Sat 1:00-4:00 pm Trainer: Jill ASK: HSN 2, MAN 1 SA: SA1 2, SA5 1 H&S: HS 3

UH MANOA CHILDREN'S CENTER 2600 CAMPUS RD STE QLCSS HONOLULU, HI 96822

10/21/2023 Introduction to Social Emotional Wellness (237) 
Sat 9:00-12:00 pm Trainer: Chelsey ASK: RG 3 SA: SA3 3 H&S: CGD 3

12/16/2023 Effective Stress Management Practices (011) 
Sat 9:00-10:30 am Trainer: Chelsey ASK: PRO 1.5 SA: SA6 1.5 H&S: CCB/PM 1.5



MAUI PATCH OFFICE

1063 LOWER MAIN ST, SUITE C217 WAILUKU 96793

OTHER TRAINING

10/18/2023 Emergency Preparedness for Children of Varying Needs (529)
Wed 5:30-8:00pm Trainer: Leia ASK: HSN 2.5 SA: SA1 2.5 H&S: CGD



11/8/2023 Learning Environment in The Family Child Care Setting (709)
Wed 5:30-8:30pm Trainer: Alex ASK : ENV 3 SA : SA8 3 H/S : PE

11/15/2023 Family Engagement (628)
Wed 5:30-7:30pm Trainer: Leia ASK: WF 2 SA: SA4 2 H/S: HS

12/6/2023 Safe Sleep in Child Care
Wed 6:00-7:30pm Trainer: Leia ASK: HSN 1.5 SA:SA1 1.5 H&S: HS, SS





12/14/2023 Professionalism in Family Child Care (016)
Wed 5:30-8:30pm Trainer: Alex ASK : PRO 3 SA : SA6 3H/S : CCB/PM







KAUAI PATCH OFFICE 4485 PAHEE ST., LIHUE, HI 96766

THURSDAY EVENINGS 6:00P.M.—9:00P.M.

- | | | |
|------------|---|---|
| 10/26/2023 | The Business of FCC, Part 1 (318)
(MAN, SA5 - 3hrs) (CCB/PM - 3hrs) Trainer: Alejandra | |
| 11/9/2023 | Social Guidance (207)
(RG, SA3 - 3hrs) (CGD - 3hrs) Trainer: Thao |  |
| 11/16/2023 | Developing A Support Plan for Infants/ Toddlers
(RG, SA3 - 3 hrs) (MCB - 3hrs) Trainer: Thao |  |
| 12/7/2023 | The Business of FCC, Part 2 (319)
(MAN, SA5 - 3hrs) (CCB/PM - 3hrs) Trainer: Alejandra | |

OTHER TRAINING

- | | | |
|------------|--|---|
| 10/5/2023 | Safe Sleep in Childcare (518)
Trainer: Thao ASK: (HSN, SA1 -1.5hrs) (HS / SS -1.5hrs) |  |
| 12/14/2023 | Safe Sleep in Childcare (518)
Trainer: Thao ASK: HSN 1.5 SA: SA1 1.5 H&S: HS, SS |  |



HILO PATCH OFFICE 26 WAIANUENUE AVENUE; HILO, HI 96720

GROWING BRAIN SERIES

MONDAY EVENINGS 5:30—8:30 PM TRAINER: JOWETT

- | | | |
|----------|--|---|
| 10/2/23 | The Growing Brain: The Basics (118)
ASK : GD 3 SA : SA8 3 H/S : CGD | ♥ |
| 10/9/23 | The Factors Affecting Brain Growth & Development (119)
ASK : GD 3SA : SA8 3 H/S : CGD | ♥ |
| 10/16/23 | Communication & Language Development (431)
ASK : PLE 3 SA : SA2 3H/S : LAP | ♥ |
| 10/23/23 | Cognition and Executive Function (120)
ASK : GD 3SA : SA8 3 H/S : CGD | ♥ |
| 10/30/23 | Social-Emotional Development (121)
ASK : GD 3SA : SA8 3 H/S : CGD | ♥ |
| 11/6/26 | Understanding Behavior (243)
ASK : RG 3SA : SA3 3 H/S : MCB | ♥ |
| 11/13/23 | Everyday Play (432)
ASK : PLE3 SA : SA2 3H/S : LAP | ♥ |

Are interested in becoming an on-call PATCH trainer?
Requirements include 12 ECE credits and
at least 3 years' experience teaching adults who work
with young children.
Send your resume to hr@patch-hi.org



HILO PATCH OFFICE 26 WAIANUENUE AVENUE; HILO, HI 96720

OTHER TRAININGS

WEDNESDAY EVENINGS 5:30—8:30 PM TRAINER: LESLIE

- 10/18/23 Challenging Behaviors in FCC (244)
ASK : RG 3 SA : SA2 3 H/S : MCB
- 11/15/23 Learning Environment in The Family Child Care Setting (709)
ASK : ENV 3 SA : SA8 3 H/S : PE
- 12/6/23 Professionalism in Family Child Care (016)
ASK : PRO 3 SA : SA6 3H/S : CCB/PM

OTHER TRAININGS

THURSDAY EVENINGS VARIOUS TIMES TRAINER: WENDY

- 10/26/2023 Working With Challenging Behaviors (224)
5:30-7:00pm ASK: RG 1.5 SA: SA3 1.5 H&S: MCB
- 11/16/2023 Emergency Preparedness for Children of Varying Needs (529)
5:30-8:00pm ASK: HSN 2.5 SA: SA1 2.5 H&S: CGD
- 12/14/2023 Promoting Positive Attachment (623)
5:30-7:30pm ASK: WF 2 SA: SA4 2 H/S: HS



OHANA KEIKI DAYCARE CENTER @ THE SALVATION ARMY

75—2233 KALANI STREET, KAILUA—KONA, HI. 96740

OTHER TRAININGS

TUESDAY EVENINGS 5:30 PM — 8:30 PM TRAINER: TAMI / STACY

- 10/10/2023 Interview Process (803)
ASK: (OA, SA7 - 3hrs) (MCB - 1.5hrs, CGD - 1.5hrs)
- 10/17/2023 Observing Children at Play (804)
ASK: (OA, SA7 - 3hrs) (LAP - 3hrs)
- 11/07/2023 Observation and Assessments in Preschool Settings (805)
ASK: (OA, SA7 - 2hrs) (CCB/PM - 2hrs)
- 11/14/2023 I'm Moving, I'm Learning: Planning and Assessment (806)
ASK: (OA, SA7 - 1.5 hrs) (ENV, SA1 - 1.5) (CGD - 3hrs)
- 12/12/2023 Observation And Responsive Routines (807)
ASK: (OA, SA7 - 1.5 hrs) (ENV, SA1 - 1.5 hrs) (CGD - 1.5hrs, PE - 1.5hrs)
- 12/19/2023 Working in an Inclusive Environment (808)
ASK: (OA, SA7 - 1.5 hrs) (PE - 0.75hr, CSN - 0.75hr)



Are interested in becoming an on-call PATCH trainer?

Requirements include 12 ECE credits and
at least 3 years' experience teaching adults who work with young children.

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ONLINE TRAINING WITH PATCH






Safe Sleep in Child Care

- 10/09/2023  Addressing Hawaii's Environmental Standards (514)
6 - 9 pm Trainer: Tami
- 12/21/2023  Safe Sleep in Child Care (518)
6 - 7:30 pm Trainer: Stacy

Family Child Care - Mondays, 6 - 9 pm, Trainer: Tami

- 10/09/2023  Addressing Hawaii's Environmental Standards (514)
(HSN, SA1 - 3hrs) (HS - 3hrs)
- 10/16/2023 Family Child Care Environment (705)
(ENV, SA1 - 3hrs) (PE - 3hrs)
- 10/23/2023  Routine Transitions in FCC (430)
(PLE, SA2 - 3hrs) (LAP - 3hrs)
- 11/06/2023  Challenging Behavior in Family Child Care (244)
(RG, SA2- 3 hrs) (MCB - 3hrs)
- 11/13/2023 Program Provisions: Child Development (113)
(GD, SA8 - 1.5) (PLE, SA2 - 1.5) (CGD - 3hrs)

I/T Social Emotional Series - Tuesdays, 6 - 9 pm, Trainer: Alex



- 10/03/2023  I/T Intro to Social Emotional Wellness (237)
(RG,SA3- 3hrs) (CGB- 3hrs)
- 10/10/2023 I/T Temperament and Secure Relationships (114)
(GD, SA8 - 1.5hrs) (RG, SA3 - 1.5hrs) (CGD- 3hrs)
- 10/17/2023 I/T Development of Social Emotional Wellness (115)
(GD, SA8 - 3hrs) (CGD- 3hrs)
- 11/07/2023  I/T Building Emotional Literacy (428)
(PLE, SA2 - 3hrs) (LAP - 3hrs)
- 11/21/2023  I/T Working in Partnership with Families (621)
(WF, SA4 - 3hrs) (FE - 3hrs)
- 11/28/2023  I/T Individualized Intervention with Infants and Toddlers (238)
(RG, SA3 - 3hrs) (MCB - 3hrs)
- 12/05/2023  I/T When Behavior Goes Off Track (239)
(RG, SA3 - 3hrs) (MCB - 3hrs)

ONLINE TRAINING WITH PATCH

Special Needs Series – Fridays, 6 – 7:30 pm, Trainer: Dr. Janelle

- 10/27/2023  Introduction to Inclusion (908)
(DIV, SA4 - 1.5hrs) (CSN - 1.5hrs)
- 11/03/2023  Exploring Inclusion (909)
(WF, SA4 - 3hrs) (FE-3hrs)
- 11/17/2023  Inclusive Early Childhood Environments (322)
(MAN, SA5 - 1.5hrs) (CCB/PM - 1.5hrs)
- 12/01/2023 Family Partnerships and Inclusions (624)
(WF, SA4 - 1.5hrs) (FE - 0.75hr, CSN - 0.75hr)
- 12/08/2023 Creating Culturally Inclusive Environment (708)
(ENV, SA1 - 1.5hrs) (PE - 0.75hr, CSN - 0.75hr)
- 12/15/2023 Working in an Inclusive Environment (808)
(OA, SA7 - 1.5hrs) (PE - 0.75hr, CSN - 0.75hr)
- 12/22/2023  Special Needs: Community Resources and Referrals (625)
(WF, SA4 - 1.5 hrs) (FE - 0.75hr, CSN - 0.75hr)

Other Trainings

- 10/20/2023  Effective Stress Management Practices (011)
6 - 7:30 pm (PRO, SA6 - 1.5hrs) (CCB/PM - 1.5hrs) - Trainer: Dr. Janelle
- 10/21/2023 Medication Administration
9 am - 12 pm (HSN, SA1 - 3hrs) (HS - 1.5hrs, CSC - 1.5hrs) - Trainer: Alejandra
- 10/30/2023  Emergency Preparedness for Children with Varying Needs (529)
6 - 8:30 pm (HSN, SA1 - 2.5hrs) (HS - 2.5hrs) - Tami
- 11/09/2023 Introduction to Coaching Part I (329)
6 - 8 pm (MAN, SA5 - 2hrs) (CCB/PM - 2hrs) - Trainer: Stacy
- 11/16/2023 Introduction to Coaching Part II (330)
6 - 8 pm (MAN, SA5 - 2hrs) (CCB/PM - 2hrs) - Trainer: Stacy



E.C.E. SCHOLARSHIPS

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

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

- Eligible college coursework tuition from accredited institutions.
- PACE classes converted to college credits.
- CDA direct assessment, renewal fees and paid online workshops towards the 120 hours for CDA

What is the maximum I can receive? \$750 per round.

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

Deadlines:

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

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

What is the criteria for coursework?

- Early childhood or child development focused. College courses completed
- PACE classes converted to college credits.
- CDA Credential dated

June 2023-May 2024

- Chaminade University, Education Department
(808) 739-4652
- Professional & Career Education Program (PACE)
Oahu: (808) 845-9496
Hilo: (808) 974-7421
- University of Hawaii West Oahu:
(808) 454-4700
- College of Education, Manoa:
(808) 946-7915
- Maui College, Human Services Program
(808) 984-3208
- Kauai Community College,
Early Childhood Education Program
(808) 245-8373
- Hawaii Community College,
Early Childhood Education Program
(808) 974-7421
- Honolulu Community College,
Early Childhood Education Program
(808) 845-9466



**Contact your local PATCH office
or visit www.patchhawaii.org to
download an application.**



PACE - PATCH Articulation

The HonCC Early Childhood Education program includes a noncredit program, PACE (Professional and Career Education for Early Childhood). PACE workshops are offered in a non-credit workshop format of sixteen 3-hour class sessions. Participants who complete all workshops in a course with a score of 70% or better are eligible for college credit. Participants who have completed the PATCH (People Attentive to Children) workshops below in the right column (and passed the assessment) may apply for a waiver of the equivalent PACE ECED 170 workshops.



PACE ECED 170 Workshops and PATCH Workshop Articulation

PACE ECED 170 Workshops	PATCH Workshops
170 Principles & Practices of Quality Infant & Toddler Care	• West Ed Advanced: Respectfully Yours
170 Environments for Living & Learning	• West Ed Advanced: Space to Grow • I/T Series 3: The Prepared Infant and Toddler Environment
170 Caregiving Routines	• West Ed Basic: It's Not Just Routine
170 Partnering with Families	• West Ed Advanced: Protective Urges • West Ed Advanced: Responding to the Family's Needs
170 Culturally Responsive Caregiving	• I/T Series 3: Cultural Sensitivity with Families • West Ed Advanced: Development and Learning in the Multicultural Setting
170 Building Relationships With Families	• I/T Series 3: Building Partnerships with Families
170 Caregiving is Curriculum	• I/T Series 3: Understanding Infant/Toddler Curriculum
170 Problem Solving Is Curriculum	
170 Play is Curriculum	
170 Talking & Listening: Supporting Language & Literacy Development	• West Ed Basic: Language Development
170 Friends & Feelings: Understanding Social & Emotional Development	• I/T Series 3: Understanding Social and Emotional Development of Infants and Toddlers
170 Teeth, Tempers, & Toilets: Appropriate Guidance for Toddlers	

Practitioners completing the PATCH training listed in the right column, need to complete the **three** PACE workshops (in bold in the left column) to apply for college credits for the course **ECED 170 Introduction to Working with Infants and Toddlers** (three college credits).

For information on the Prior Learning Assessment (PLA) contact the HonCC ECE Program Coordinator:
Caroline Soga: caroline.soga@hawaii.edu or 808-845-9289.



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PATCH can help!

Contact a PATCH Career Counselor today
to find out how you can get ECE College credits
valued at almost \$400 for free

See next page for contact information



PATCH

Supporting Hawaii's Child Care Needs

**INTERESTED IN A CAREER
IN EARLY CHILDHOOD EDUCATION?
ALREADY IN THE FIELD & WANT TO
MOVE UP THE CAREER LADDER?**



Contact Your Local
PATCH Career Counselor
who can support you and
help you determine your
best training and career
pathways.

Oahu



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808-550-3831**

Kauai



808-482-3563

Maui



808-856-4092

East Hawai'i



808-238-3465

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808-238-3472





PATCH
Supporting Hawaii's Child Care Needs

Mahalo Kosasa Foundation



Aloha and heartfelt mahalo to our generous funder at Kosasa Foundation for their incredible support. Your dedication to our mission is truly inspiring, and your generosity is making a meaningful difference in the lives of families and children. Together, we're sowing the seeds of positive change and nurturing a brighter future.

Thank you, Kosasa Foundation!

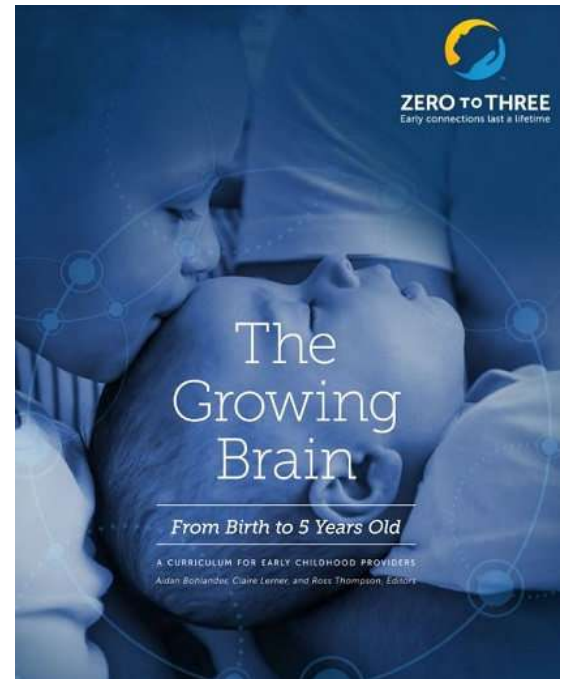
#Gratitude #KosasaFoundation
#PATCHPartnership #MakingADifference

THE GROWING BRAIN ZERO TO THREE

This innovative training focuses on giving trainers evidence-informed strategies with which to prepare early childhood providers for their vital role in building healthy brains. The curriculum fills a unique niche by providing a comprehensive understanding of how the brain develops, along with ways the provider can encourage healthy brain development in children from birth to 5 years old.

Participants will learn skills and strategies for:

1. Teaching early childhood providers about brain development (architecture and neurobiology) to inform their practice
2. Supporting language, cognition, prosocial behavior, and social-emotional development
3. Reducing toxic stress that can negatively influence brain development of very young children.



The Growing Brain: From Birth to 5 Years Old is comprised of seven 3-hour units.

Unit 1: The Growing Brain: The Basics

To understand how the brain grows and develops from conception through 5 years old.

Unit 2: Factors Affecting Brain Growth and Development

Understanding key factors that affect brain development & how to support healthy overall brain development.

Unit 3: Communication and Language Development

To understand how communication and language skills develop the first 5 years, the role of the brain & how to support it.

Unit 4: Cognition and Executive Function

Understanding how young children develop cognitive & executive functions in relation to brain development.

Unit 5: Social-Emotional Development

To Support Social & Emotional Development & to Provide Positive Guidance.























Unit 6: Understanding Behavior





























Understanding how children's behavior is influenced by the brain.







Unit 7: The Everyday Play

Enhancing Parents' Skills to Advance Children's Physical and Intellectual Development.

Training Catalog and Descriptions				November 2022 Update		PATCH TRAINING	
CLASS#	PROFESSIONALISM (PRO) (SA6) (DHS H&S Child Care Business/Program Mgmt.)	SERIES	HOURS	MULTI ASK/SA	For Parents		
002	Overview of CDA: What is the CDA and how can PATCH help you? (PRO, SA6 - 3hrs) (CCB/PM - 3hrs)		3				
003	Mentoring Overview: Learn essential skills to become a mentor. (PRO, SA6 - 3hrs) (CCB/PM - 3hrs)		3				
*006	Communication with Co-workers and Families: Establishing relationships and communication with families and co-workers (PRO, SA6 - 1hr) (WF, SA4 - 1hr) (CCB/PM - 1hr, FE - 1hr)	INTRO. TO PRESCHOOL	2	X			
007	Introduction to Family Child Care: Introduction to family child care as a service, business and profession. (PRO, SA6 - 3hrs) (CCB/PM - 3hrs)	BASIC FCC	3				
008	Providing Quality Care: An overview of Hawaii's Quality Care program and key elements of providing quality care. (PRO, SA6 - 1.5hrs) (RG, SA3 - 1.5hrs) (CCB/PM - 3hrs)	BASIC FCC	3	X			
009	Babysitting: Part II. Child care basics for teenagers interested in working with young children: Activities, Behaviors, Professional Development. (PLE, SA2 - 1hr) (RG, SA3 - 1hr) (PRO, SA3 - 1hr) (CCB/PM - 3hrs)	BABYSITTING	3	X			
010	Child Care Staff Qualifications and Professional Development: Understanding the professional development pathways for practitioners in early childhood education and care. (PRO, SA6 - 2 hr) (CCB/PM - 2hrs)	CHILD CARE ADMIN	2				
011	Effective Stress Management Practices: Understand the physical symptoms of stress, how it affects our behavior and tips to reduce stress. (PRO, SA6 - 1.5hrs) (CCB/PM - 1.5hrs)		1.5				
012	Conflict Management: Define conflict management styles and identify which style is best in different situations. (PRO, SA6 - 1.5hrs) (CCB/PM - 1.5hrs)		1.5				
014	Effective Time Management: Gain a better understanding on strategies to become more efficient with time management. (PRO, SA6 - 1.5hrs) (CCB/PM - 1.5hrs)		1.5				
015	Marketing your Family Child Care Home: Learn about traditional FCC marketing strategies and how to create new ones that align with current strategies that may work. (PRO, SA6-1.5hrs) (MAN, SA5-1.5hrs) (CCB/PM - 3hrs)		3	X			
016	Professionalism in Family Child Care: Learn about the attitude, skills, knowledge and competencies of an individual who is a professional practitioner in the Family Child Care Home model. (PRO, SA6-3hrs) (CCB/PM - 3hrs)		3				
017	Marketing your Family Child Care: ECOA: Improve the ability to develop a marketing plan and use marketing tools to communicate with families about the benefits of the program. (PRO, SA6-1.5hrs) (MAN, SA5-1.5hrs) (CCB/PM - 3hrs)		3	X			
018	Marketing your Program for Center-Based Child Care Providers: ECOA: Improve the ability to develop a marketing plan and use marketing tools to communicate with families about the benefits of the program. (PRO, SA6-1.5hrs) (MAN, SA5-1.5hrs) (CCB/PM - 3hrs)		3	X			
CLASS#	GROWTH & DEVELOPMENT (GD) (SA8) (DHS H&S Child Growth & Development)	SERIES	HOURS	MULTI ASK/SA	For Parents		
101	Exploring the Incredible Unit Blocks: Discover the true design of unit blocks. (GD, SA8 - 2hrs) (PLE, SA2 - 1hr) (CGD - 3hrs)		3	X			
102	Emotional Development: The development of emotional stages in infants and toddlers. (GD, SA8 - 2hrs) (RG, SA3 - 1hr) (CGD - 3hrs)	BASIC IT	3	X			
103	Discoveries of Infancy I: Early learning development. (GD, SA8 - 3hrs) (CGD - 3hrs)	BASIC IT	3				
104	Language Development: Understanding and supporting language development. (GD, SA8 - 3hrs) (CGD - 3hrs)	BASIC IT	3				
105	Brain Development: Understanding how the brain develops and the impact on early learning. (GD, SA8 - 3hrs) (CGD - 3hrs)	ADVANCED IT	3				
106	Introduction to Early Childhood Education and Care: Overview of professionalism, NAEYC Code of Ethics, and Hawaii Preschool Content Standards. (GD, SA8 - 1.5hrs) (PRO, SA6 - 1.5hrs) (CGD - 3hrs)	INTRO. TO PRESCHOOL	3	X			
107	Conversations with Preschoolers: Techniques for building conversations with preschoolers. (GD, SA8 - 2hrs) (CGD - 2hrs)	INTRO. TO PRESCHOOL	2				
108	Developmental Guidelines for Infants and Toddlers: Overview of developmental guidelines for infants and toddlers. (GD, SA8 - 3hrs) (CGD - 3hrs)	IT SERIES 3	3				
109	Understanding Infant & Toddler Curriculum: A guide to creating a responsive curriculum for infants and toddlers. (GD, SA8 - 3hrs) (CGD - 3hrs)	IT SERIES 3	3				
110	Understanding Social & Emotional Development of IT: Looking at social and emotional development of infants and toddlers. (GD, SA8 - 2hrs) (RG, SA3 - 1hr) (CGD - 3hrs)	IT SERIES 3	3	X			
113	Program Provisions: Child Development: An overview of Hawaii State regulations for meeting the needs of children and an introduction to child development. (GD, SA8 - 1.5) (PLE, SA2 - 1.5) (CGD - 3hrs)	BASIC FCC	3	X			
114	Temperament and Secure Relationships: Understanding temperament and importance of building secure relationships. (GD, SA8 - 1.5 hrs) (RG, SA3 - 1.5 hrs) (CGD - 3hrs)	IT SOCIAL EMOTIONAL	3	X			
115	Development of Social Emotional Wellness: Developmental concepts of infant/toddler social emotional wellness. (GD, SA8 - 3 hrs) (CGD - 3hrs)	IT SOCIAL EMOTIONAL	3				
117	Early Childhood Education and Care: Early childhood programs emphasis on developmentally appropriate practice and continuous quality improvement. (GD, SA2 - 2 hrs) (CGD - 2hrs)	CHILD CARE ADMIN	2				
118	The Growing Brain: The Basics: To understand how the brain grows and develops from conception through 5 years old. (GD, SA8 - 3 hrs) (CGD - 3hrs) (Zero to Three) *Limited Availability for in-person on Oahu and Virtually statewide.	THE GROWING BRAIN IT	3				
119	The Factors Affecting Brain Growth & Development: Understanding key factors that affect brain development & how to support healthy overall brain development. (GD, SA8 - 3 hrs) (CGD - 3hrs) (Zero to Three) *Limited Availability for in-person on Oahu and Virtually statewide.	THE GROWING BRAIN IT	3				
120	Cognition and Executive Function: Understanding how young children develop cognitive & executive functions in relation to brain development. (GD, SA8 - 3 hrs) (CGD - 3hrs) (Zero to Three) *Limited Availability for in-person on Oahu and Virtually statewide.	THE GROWING BRAIN IT	3				
121	Social-Emotional Development: To Support Social & Emotional Development & to Provide Positive Guidance. (GD, SA8 - 3 hrs) (CGD - 3hrs) (Zero to Three) *Limited Availability for in-person on Oahu and Virtually statewide.	THE GROWING BRAIN IT	3				
122	Introduction to the Mind in the Making Seven Essential Life Skills: Overview of the seven evidence-based executive function life skills that can help children and adults thrive now and in the future. (GD, SA8 - 1.5hrs) (CGD - 1.5hrs)	MIND IN THE MAKING IT	1.5				
123	Focus and Self Control: 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, SA8 - 2hrs) (CGD - 2hrs)	MIND IN THE MAKING IT	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. (GD, SA8 - 2hrs) (CGD - 2hrs)	MIND IN THE MAKING IT	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)	MIND IN THE MAKING IT	2				
CLASS#	RELATIONSHIPS & GUIDANCE (RG) (SA3) (DHS H&S Managing Challenging Behaviors)	SERIES	HOURS	MULTI ASK/SA	For Parents		
203	Positive Discipline: Gaining a better understanding of the importance of Positive Discipline and the positive effect it has in educational settings. (RG, SA3 - 3hrs) (MCB - 3hrs)		3				
206	Building A Classroom Community: Helping teachers promote respect, teamwork and cooperation within the classroom. Primarily for center based providers. (RG, SA3 - 1hr) (PLE, SA2 - 1hr) (MCB - 2hrs)		2	X			
*207	Social Guidance: Helping infants and toddlers develop positive peer interactions. (RG, SA3 - 3hrs) (CGD - 3hrs)	BASIC 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)	CHALLENGING BEHAVIORS BASIC	3				
*220	Creating Supportive Environments II: Developing strategies that support children's positive social behavior. (RG, SA3 - 3hrs) (PE - 3hrs)	CHALLENGING BEHAVIORS BASIC	3				
221	Teaching Positive Relationships: Identifying effective teachable moments and introducing strategies for teaching friendship skills. (RG, SA3 - 3hrs) (MCB - 3hrs)	CHALLENGING BEHAVIORS BASIC	3				
*222	Teaching Positive Behaviors I: Introducing strategies for teaching anger management skills. (RG, SA3 - 3hrs) (CGD - 3hrs)	CHALLENGING BEHAVIORS BASIC	3				
*223	Teaching Positive Behaviors II: Strategies for teaching children beginning problem solving skills. (RG, SA3 - 3hrs) (CGD - 3hrs)	CHALLENGING BEHAVIORS BASIC	3				

Training Catalog and Descriptions <small>November 2022 Update</small>				PATCH TRAINING 	
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 ADVANCED	3		
226	Building a Behavior Support Plan II: Introducing the process for developing Behavior Support Plans. (RG, SA3 - 3hrs) (MCB - 3hrs)	CHALLENGING BEHAVIORS ADVANCED	3		
*227	The Importance of Play: Learn the characteristics and importance of play and identify common problems children may have in play. (RG, SA3 - 1.5hrs) (PLE, SA2 - 1.5hrs) (LAP - 3hrs)	SUPPORTING PLAY	3	X	
*228	The Child Who Doesn't Engage in Play: Identify ways that problems affect development and learn new skills to support children who do not engage with people or materials. (RG, SA3 - 3hrs) (LAP - 3hrs)	SUPPORTING PLAY	3		
*229	The Child Who Doesn't Engage with Others: Learn new skills to validate children, create safe environments, nurture playfulness, and help children feel successful and able to comfortably interact with peers. (RG, SA3 - 3hrs) (LAP - 3hrs)	SUPPORTING PLAY	3		
*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)	IT 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 infants/toddlers. (RG, SA3 - 3 hrs) (CGD - 3hrs)	IT SOCIAL EMOTIONAL	3		
238	Individualized Intervention with Infants and Toddlers: Understanding challenging behaviors in infants and toddlers. (RG, SA3 - 3 hrs) (MCB - 3hrs)	IT SOCIAL EMOTIONAL	3		
239	When Behavior Goes Off Track: Responding to challenging behaviors in infants and toddlers. (RG, SA3 - 3 hrs) (MCB - 3hrs)	ITSOCIAL EMOTIONAL	3		
*240	Effects of Challenging Behavior: Explore the effects and supports of challenging behavior on families and caregivers. (RG, SA3 - 1.5 hrs) (WVF, SA4 - 1.5 hrs) (MCB - 1.5hrs, FE - 1.5hrs)	IT 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)	IT 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)	IMMOVING/ 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 Availability for in-person on Oahu and Virtually statewide.	THE GROWING BRAIN IT	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		
CLASS#	PROGRAM MANAGEMENT (MAN) (SA5) (DHS H&S Child Care Business/Program Mgmt.)	SERIES	HOURS	MULTI ASK/SA	For Parents
307	Beyond the Norm: Using themes to enhance your curriculum. (MAN, SA5 - 2hrs) (CCB/PM - 2hrs)		2		
308	Moving from Here to There: Smooth transitional times. Primarily for center based providers. (MAN, SA5 - 3hrs) (CCB/PM - 3hrs)		3		
309	Together in Care: Creating close caregiver/child relationships within a group. (MAN, SA5 - 2hrs) (PLE, SA2 - 1hr) (CCB/PM - 3hrs)	BASIC IT	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 IT	3	X	
311	Bringing Home to School: Bridging the cultural gap between home and school. Primarily for center based providers. (MAN, SA5 - 2hrs) (CCB/PM - 2hrs)		2		
313	Developmental Milestones: Understanding and using Developmental Milestone charts. (MAN, SA5 - 3hrs) (CCB/PM - 3hrs)		3		
317	Documenting Quality Curriculum in a Quality Program: Identifying, collecting and organizing evidence that your program aligns with the Hawaii Preschool Content Standards and Guiding Principles. All HPCS and Guiding Principles. (MAN, SA5 - 3hrs) (CCB/PM - 3hrs)	QUALITY CARE	3		
318	The Business of FCC, Part I: The Basics. An overview of how to start a self-owned business. (MAN, SA5 - 3hrs) (CCB/PM - 3hrs)	BASIC FCC	3		
319	The Business of FCC, Part II: Building It. An overview of Hawaii State requirements for applying for and establishing your family child care home. (MAN, SA5 - 3hrs) (CCB/PM - 3hrs)	BASIC FCC	3		
320	The Business of FCC, Part III: Promoting It. A review of the required written policies and procedures for family child care homes. (MAN, SA5 - 1.5hrs) (WF, SA4 - 1.5hrs) (CCB/PM - 3hrs)	BASIC FCC	3	X	
321	I'm Moving, I'm Learning: Introduction. Introduction to key elements, strategies and resources for health practices in programs. (MAN, SA5 - 3 hrs) (CCB/PM - 3hrs)	IMMOVING/ LEARNING	3		
322	Inclusive Early Childhood Environments: Benefits of inclusion, planning inclusive environments, exploring attitudes towards inclusion. (MAN, SA5 - 1.5 hrs) (CCB/PM - 1.5hrs)	SPECIAL NEEDS	1.5		
323	Child Care Business Basics, Program Design and Management: Understanding that Child Care Administrators need a strong foundation in fundamentals of child development, ECE and organizational management. (MAN, SA5 - 2 hrs) (CCB/PM - 2hrs)	CHILD CARE ADMIN	2		
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 steps. (MAN, SA5 - 2 hrs) (CCB/PM - 2hrs)		2		
326	Budgets, Projections, and Planning for Center-Based Child Care Providers: ECQA Strengthen foundational knowledge of fiscal terms, concepts, and practices. (MAN, SA5 - 2hrs) (CCB/PM - 2hrs)		2		
327	Financial Reports and Internal Controls for Center-Based Child Care Providers: 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 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) (CCB/PM - 3hrs)		3		
CLASS#	PLANNING LEARNING EXPERIENCES (PLE) (SA2) (DHS H&S Learning Activities and Play)	SERIES	HOURS	MULTI ASK/SA	For Parents
402	Parachutes and Peacocks: Outdoor games and activities for 4-5 year olds. A physically demanding class so dress appropriately. (PLE, SA2 - 2hrs) (MAN, SA5 - 1hr) (LAP - 3hrs)		3	X	
403	From Bubbles to Butterflies: Thematic science activities for 4-5 year olds. A create-and-take class. (PLE, SA2 - 1.5hrs) (RG, SA3 - 1.5hrs) (LAP - 3hrs)		3	X	
404	The Magic of Puppets: Using Puppets to support language. (PLE, SA2 - 2hrs) (LAP - 2hrs)	PUPPET SERIES	2		
405	Teaching with Puppets: Using Puppets to teach within your setting. (PLE, SA2 - 2hrs) (LAP - 2hrs)	PUPPET SERIES	2		
406	Easy Puppets for Children: Create and take samples of easy puppets for children to make. (PLE, SA2 - 3hrs) (LAP - 3hrs)	PUPPET SERIES	3		
407	Extending Books I: Ways to encourage literacy in young children. (PLE, SA2 - 3hrs) (LAP - 3hrs)		3		
408	Extending Books II: Create-and-take story props based on children's favorite books. (PLE, SA2 - 3hrs) (LAP - 3hrs)		3		
*409	Discoveries of Infancy II: Supporting early learning development. Should be taken after Discoveries of Infancy I (#103). (PLE, SA2 - 3hrs) (CGD - 3hrs)	BASIC IT	3		
*410	The Responsive Process: Helping caregivers provide sensitive, responsive care. (PLE, SA2 - 2hrs) (RG, SA3 - 1hr) (CGD - 3hrs)	ADVANCED IT	3	X	
*411	Ages of Infancy: Understanding the rapid growth and changing needs of infants and toddlers. (PLE, SA2 - 3hrs) (CGD - 3hrs)	BASIC IT	3		
412	Building Puppets: Create-and-take sock, finger, and stick puppets to use in your setting. (PLE, SA2 - 2hrs) (LAP - 2hrs)	PUPPET SERIES	2		

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413	Puppets and Multicultural Tales: Create and take puppets to use with multicultural stories. (PLE-2, 0 IV-1, SA2-2, SA4-1)(LAP-3)	PUPPET SERIES	3	X	
414	Bigger than Books: Overview of the importance of reading aloud to young children. (PLE, SA2 - 3hrs) (LAP - 3hrs)		3		
415	From Sand to Snow: Sensory activities for toddlers and preschoolers. (PLE, SA2 - 3hrs) (LAP - 3hrs)		3		
420	Conversations with Infants and Toddlers: Strategies to engage infants and toddlers in conversations. (PLE, SA2 - 3hrs) (LAP - 3hrs)	IT SERIES 3	3		
421	Early Childhood Curriculum 101: What is early childhood curriculum? Planning good curriculum. HPSC 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. HPSC 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. HPSC Guiding Principle 2. (PLE, SA2 - 1.5hrs) (DA, SA7 - 1.5hrs) (LAP - 3hrs)	QUALITY CARE	3	X	
424	Science Discoveries in the Preschool Environment: Science curriculum activities including sensory/tactile activities, Science Centers, science experiments and ideas. HPSC 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. HPSC 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. HPSC Guiding Principles 1, 2, 5, and 6. (PLE, SA2 - 3hrs) (LAP - 3hrs)	QUALITY CARE	3		
427	I'm Moving, I'm Learning: Move, Play and Learn: Movement activities integrating play and learning. (PLE, SA2 - 3 hrs) (LAP - 3hrs)	IM MOVING/ LEARNING	3		
428	Building Emotional Literacy: Strategies to build emotional literacy. (PLE, SA2 - 3 hrs) (LAP - 3hrs)	IT SOCIAL EMOTIONAL	3		
429	Teaching with Puppets (online only): Using puppets for early childhood education and seeing the distinct effectiveness for several developmental areas. (PLE, SA2 - 3 hrs) (LAP - 3hrs)		3		
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 - 3hrs) (Zero to Three) *Limited Availability for 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 Availability for 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)	MIND IN THE MAKING I/T	2		
434	Making Connections: Mind in the Making Seven Essential Life Skills: This involves deciphering what's the same, what's different, and sorting them into categories. Making unusual connections is at the core of creativity. (PLE, SA2 - 2hrs) (LAP - 2hrs)	MIND IN THE MAKING 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)	MIND IN THE MAKING I/T	2		
436	Self-Directed, Engaged Learning: Mind in the Making Seven Essential Life Skills: By setting goals and strategies for learning, children become attuned and better prepared to change as the world changes. (PLE, SA2 - 2hrs)(LAP - 2hrs)	MIND IN THE MAKING I/T	2		
CLASS#	HEALTH, SAFETY, NUTRITION (HSN) (SA1) (DHS H&S Health and Safety)	SERIES	HOURS	MULTI ASK/SA	For Parents
505	It's Not Just Routine: A look at feeding, diapering and toileting routines. (HSN, SA1 - 2hrs) (MAN, SA5 - 1hr) (HS - 3hrs)	BASIC I/T	3	X	
*506	Health, Safety & Nutrition: Health and safety issues surrounding infant and toddler care. (HSN, SA1 - 3hrs) (HS / SS - 3hrs)	BASIC I/T	3		
507	Fostering Resiliency: Understanding and developing strategies that help children "bounce back" from stress. (HSN, SA1 - 3hrs) (HS - 3hrs)		3		
512	Health and Safety in Preschool Settings: Overview of health and safety regulations. (HSN, SA1 - 2hrs) (HS - 2hrs)	INTRO. TO PRESCHOOL	2		
513	Addressing Hawaii's Health Standards: An overview of Hawaii State regulations pertaining to health standards for family child care homes. (HSN, SA1 - 3hrs) (HS - 3hrs)	BASIC FCC	3		
*514	Addressing Hawaii's Environmental Standards: An overview of Hawaii State regulations addressing environmental (safety) standards. (HSN, SA1 - 3hrs) (HS / SS - 3hrs)	BASIC FCC	3		
*515	Babysitting: Part I. Child care basics for teenagers interested in working with young children: Safety & Health, Child Development, Feeding & Bedtime. (HSN, SA1 - 2hrs) (GD, SA6 - 1hr) (HS - 1.5hrs, CGD - 1.5hrs)	BABYSITTING	3	X	
*516	Medication Administration in Childcare: Identifying proper medication administration, components of a medication policy and medication disposal. (HSN, SA1 - 3hrs) (HS - 1.5hrs, CSC - 1.5hrs)		3		
*517	Child Abuse and Neglect: Defining, recognizing, reporting and preventing child abuse and neglect. (HSN, SA1 - 3hrs) (HS - 1.5hrs, PCMA - 1.5hrs)		3		
*518	Safe Sleep in Childcare: Setting safe sleep environments and response to emergencies. (HSN, SA1 - 1.5hrs) (HS / SS - 1.5hrs)		1.5	I/T	
*519	Basic Food Allergies: An overview of food allergies and symptoms, precautionary measures creating a food allergy plan. (HSN, SA1 - 2hrs) (HS - 1hr, CN - 1hr)		2		
*520	Healthy Portions, Healthy Choices: Plan balanced, healthy meals and snacks using USDA guidelines and create nutrition policies. (HSN, SA1 - 1.5hrs) (CN - 1.5hrs)		1.5		
*521	Happy Mealtime, Healthy Body: Implement healthy mealtime environments, explore screen time guidelines and engage families. (HSN, SA1 - 1.5hrs) (CN - 1.5hrs)		1.5		
*522	Nutrition All Day: Planning nutrition activities into everyday curriculum for all ages. (HSN, SA1 - 1.5hrs) (CN - 1.5hrs)		1.5		
523	Intro to Seizures: Define the difference between seizures and epilepsy and learn the causes, risk factors, and facts. (HSN, SA1 - 1.5hrs) (HS - 1.5hrs)		1.5		
524	Traumatic Brain Injuries: Understand the symptoms of traumatic brain injury and how to prevent them in children. (HSN, SA1 - 1.5hrs) (HS - 1.5hrs)		1.5		
525	Shaken Baby Syndrome: Define and explore risk factors, prevention, and signs and symptoms. (HSN, SA1 - 2hrs) (HS - 2hrs)		2	I/T	
526	Indoor/Outdoor Safety: Gain a better understanding of furniture arrangement, safety checklists, and resources needed to stay safe. (HSN, SA1 - 1.5hrs) (HS - 1.5hrs)		1.5		
527	Hazardous Materials: Discover how to handle, dispose and define hazardous materials you may not be aware of to keep everyone safe. (HSN, SA1 - 1.5hrs) (HS - 1.5hrs)		1.5		
*528	Stress & Trauma with Infants and Young Children: Identify what stressors affect infants & young children, the impact of that stress on the body and adulthood, and strategies to help comfort young children. (HSN, SA1 - 3hrs) (HS - 1.5hrs, PCMA - 1.5hrs)		3	I/T	
529	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) (HS - 2.5hrs)		2.5		
CLASS #	WORKING WITH FAMILIES (WF) (SA4) (DHS Family Engagement)	SERIES	HOURS	MULTI ASK/SA	For Parents
601	Working with Children who have ADD/ADHD: The importance of working with the child, family, and professionals. (WF, SA4 - 3hrs) (FE - 3hrs)		3		
602	Partnering with Parents: Learn effective communication strategies. (WF, SA4 - 3hrs) (FE - 3hrs)		3		
603	Adjusting to the New Setting: Helping the child and family adjust to a new child care setting. (WF, SA4 - 2hrs) (FE - 2hrs)		2		
604	Greetings and Departures: Helping parents and children transition into and out of the child care setting. (WF, SA4 - 2hrs) (FE - 2hrs)		2		
*605	Introduction to Infant/Toddler Care: A look at quality care in infant/toddler programs. (WF, SA4 - 2hrs) (PRD, SA6 - 1hr) (COP/PM - 3hrs)	BASIC I/T	3	X	

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606	Protective Urges: Working with the feelings of parents and caregivers. (WF, SA4 - 3hrs) (FE - 3hrs)	ADVANCED IT	3		
607	Responding to the Family's Needs: Helping caregivers become more responsive to the needs of family members. (WF - SA4 - 3hrs) (FE - 3hrs)	ADVANCED IT	3		
608	Positive Conferences: Planning effective parent conferences. (WF, SA4 - 2hrs) (MAN, SA5 - 1hr) (FE - 3hrs)		3	X	
615	Effective Teaming: Gaining a better understanding of the importance of teamwork and the positive effect it has in educational settings. (WF, SA4 - 3hrs) (FE - 3hrs)	CHALLENGING BEHAVIORS ADVANCED	3		
616	First Moves: Welcoming New Families: Supportive strategies to help families transition into new programs. (WF, SA4 - 3hrs) (FE - 3hrs)	IT SERIES 3	3		
617	Building Partnerships with Families: An in-depth look into building effective partnerships with families. (WF, SA4 - 3hrs) (FE - 3hrs)	IT SERIES 3	3		
618	"Does my child play all day?": Talking to Families about Curriculum: Learn family friendly communication strategies and tools to help families understand how children learn. HPCS Guiding Principle 3. (WF, SA4 - 3hrs) (FE - 3hrs)	QUALITY CARE	3		
619	Relationships with Families in Your FCC: An overview of how to establish positive working relationships with families. (WF, SA4 - 3hrs) (FE-3hrs)	BASIC FCC	3		
*620	I'm Moving, I'm Learning: Culture, Families, Nutrition: Getting families involved in healthy practices. (WF, SA4 - 1.5 hrs) (HSN, SA1 - 1.5 hrs) (FE - 1.5hrs, CN - 1.5hrs)	IMMOVING/ 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)	IT SOCIAL EMOTIONAL	3		
623	Promoting Positive Attachment: Build understanding and awareness of secure attachment for infants. (WF, SA4 - 2 hrs) (FE - 2hrs)		2	IT	
*624	Family Partnerships and Inclusion: Importance of building family partnerships, cultural awareness and effective communication. (WF, SA4 - 1.5 hrs) (FE - 0.75hr, CSN - 0.75hr)	SPECIAL NEEDS	1.5		
*626	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 engagement/involvement as essential practices. (WF, SA4 - 2 hrs) (FE - 2hrs)	CHILD CARE ADMIN	2		
627	Introduction to Families: Define ways people think about families and how these definitions affect the relationships between families and providers. (WF, SA4 - 2 hrs) (FE - 2hrs)	BUILDING FAMILY PARTNERSHIPS	2		
628	Family Engagement: Exploring the meaning of family partnerships, engagement, involvement, and participation. (WF, SA4 - 2 hrs) (FE - 2hrs)	BUILDING FAMILY PARTNERSHIPS	2		
629	Supporting Family Outcomes: Build communication strategies to use with families. Identify program practices that strengthen families knowledge and skills in supporting children's growth and learning. (WF, SA4 - 2 hrs) (FE - 2hrs)	BUILDING FAMILY PARTNERSHIPS	2		
630	Providing Family Resources: Identify strategies to engage in difficult conversation with families about resources. (WF, SA4 - 2 hrs) (FE - 2hrs)	BUILDING FAMILY PARTNERSHIPS	2		
631	Understanding the Impact of Unstable Housing: ELH Helping providers develop an empathy in regards to families that may be experiencing homelessness. (WF, SA4 - 2hrs) (DIV, SA3 - 1hr) (FE - 3hrs)	EDUCATION LEADS HOME	3		
632	Family Engagement: ELH Increasing positive family engagement during times when families are experiencing residential instability. (WF, SA4 - 2hrs) (DIV, SA3 - 1hr) (FE - 3hrs)	EDUCATION LEADS HOME	3		
633	Supportive Program Policies: ELH Explore perspectives providers have regarding circumstances that lead to homelessness. (WF, SA4 - 2hrs) (DIV, SA3 - 1hr) (FE - 3hrs)	EDUCATION LEADS HOME	3		
CLASS#	LEARNING ENVIRONMENT (ENV) (SA1) (DHS M&S Physical Environment)	SERIES	HOURS	MULTI ASK/SA	For Parents
700	Space to Grow: Introduction to basic concepts relating to infant and toddler space. (ENV, SA1 - 3hrs) (PE - 3hrs)	ADVANCED IT	3		
701	Creating Supportive Environments I: Making the connection between the environment, social-emotional development, and challenging behaviors. (ENV, SA1 - 3hrs) (PE - 3hrs)	CHALLENGING 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 toddlers. (ENV, SA1 - 3hrs) (PE - 3hrs)	IT SERIES 3	3		
704	Flowing Through the Day: Classroom Transitions: Providing transitions that support children's relationships and learning. HPCS Guiding Principles 4, 5, 8, and 9. (ENV, SA1 - 3hrs) (PE - 3hrs)	QUALITY CARE	3		
705	Family Child Care Environment: An overview of key elements to include in family child care environments. (ENV, SA1 - 3hrs) (PE - 3hrs)	BASIC FCC	3		
*708	Creating a Culturally Inclusive Environment: Language and awareness in a group setting and strategies for building tolerance and acceptance. (ENV, SA1 - 1.5 hrs) (PE - 0.75hr, CSN - 0.75hr)	SPECIAL NEEDS	1.5		
**709	Learning Environment in the Family Child Care Setting: To understand the importance of the learning environment in the family child care home. (ENV, SA1 - 1.5 hrs, CD SA8 - 1.5 hrs) (PE - 1.5hr, CGD - 1.5hr)		3	X	
CLASS#	OBSERVATION & ASSESSMENT (OA) (SA7)	SERIES	HOURS	MULTI ASK/SA	For Parents
*801	Respectfully Yours: Respecting infants and toddlers as competent learners. (SA7, SA6, SA3 - 1hr each) (OA, PRO, RG - 1hr each) (CGD - 3hrs)	ADVANCED IT	3	X	
**803	Interview Process: Using interviews and observations to determine the reasons behind challenging behaviors. (OA, SA7 - 3hrs) (MDCB - 1.5hrs, CGD - 1.5hrs)	CHALLENGING BEHAVIORS ADVANCED	3		
*804	Observing Children at Play: Recognize the value of systematic observation and learn ways to incorporate this skill into daily practice. (OA, SA7 - 3hrs) (LAP - 3hrs)	SUPPORTING PLAY	3		
*805	Observation and Assessments in Preschool Settings: Introduction to observational tools and how to use them. (OA, SA7 - 2hrs) (CCB/PM - 2hrs)	INTRO TO PRESCHOOL	2		
*806	I'm Moving, I'm Learning: Planning and Assessment: Observation, assessment, and planning environments for motor development. (OA, SA7 - 1.5 hrs) (ENV, SA1 - 1.5) (CGD - 3hrs)	IMMOVING/ LEARNING	3	X	
**807	Observation and Responsive Routines: The importance of careful observation and supportive environments. (OA, SA7 - 1.5 hrs) (ENV, SA1 - 1.5 hrs) (CGD - 1.5hrs, PE - 1.5hrs)	IT SOCIAL EMOTIONAL	3	X	
**808	Working in an Inclusive Environment: Observation, planning, prevention and reflection in an inclusive environment. (OA, SA7 - 1.5 hrs) (PE - 0.75hr, CSN - 0.75hr)	SPECIAL NEEDS	1.5		
CLASS#	DIVERSITY (DIV) (SA4)	SERIES	HOURS	MULTI ASK/SA	For Parents
*901	Routines and Culture: Understanding how culture impacts daily routines. (DIV, SA4 - 2hrs) (CGD - 2hrs)		2		
*902	Special Needs: Facing caregiver fears and concerns regarding children with special needs. (DIV, SA4 - 3hrs) (CSN - 3hrs)	ADVANCED IT	3		
*903	Development and Learning in the Multicultural Setting: Looking at culture and how it impacts early learning. (DIV, SA4 - 3hrs) (CGD - 3hrs)	ADVANCED IT	3		
*906	Cultural Diversity in Infant and Toddler Settings: Looking at our own personal experiences with diversity and its impact on practices. (DIV, SA4 - 3hrs) (CGD - 3hrs)	IT SERIES 3	3		
**907	Cultural Sensitivity with Families: Creating a culturally responsive infant and toddler program. (DIV - 1.5hrs, WF - 1.5hrs) (SA4 - 3hrs) (CGD - 1.5hrs, FE - 1.5hrs)	IT SERIES 3	3	X	
*908	Introduction to Inclusion: History of IDEA, terminology and reframing language. (DIV, SA4 - 1.5 hrs) (CSN - 1.5hrs)	SPECIAL NEEDS	1.5	X	
*909	Exploring Inclusion: Exploring inclusion and our role supporting inclusion. (DIV, SA4 - 1.5 hrs) (CSN - 1.5hrs)	SPECIAL NEEDS	1.5	X	
*910	Diversity and Inclusive Child Care Settings: Quality early childhood programs emphasize working well with others, supporting children and families from various cultural and diverse backgrounds. (DIV, SA4 - 2 hrs) (FE - 2hrs)	CHILD CARE ADMIN	2	X	
Note: KEY	*Training Class falls in two DHS Topic Areas				
Note: KEY	*Training Class falls in a different DHS Topic Area				

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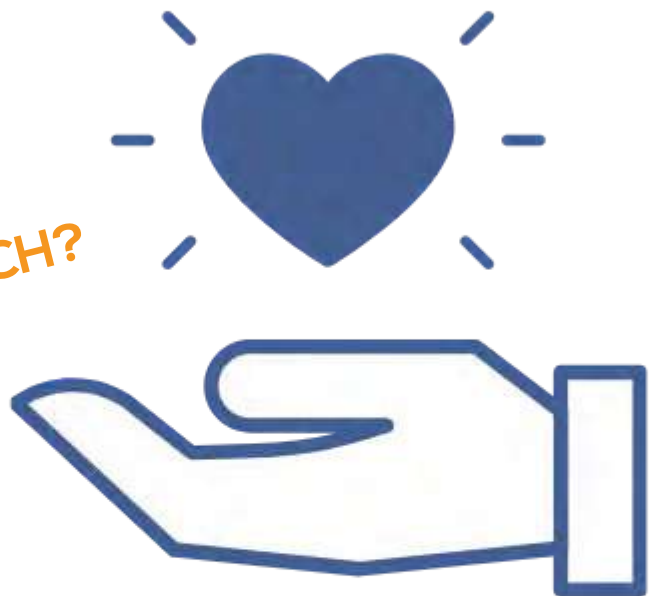
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PATCH

Supporting Hawaii's Child Care Needs



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