



Supporting Hawaii's Child Care Needs

TRAINING TRACKS

FALL 2021

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

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



Sign Up Today!

KEEP IT SIMPLE THIS HOLIDAY SEASON

BY: SHANNA DELIMA—SUGANUMA, EAST HAWAII ISLAND COORDINATOR

Working with young children can be incredibly rewarding, but it can also be a filled with obstacles. Dealing with parental demands, conflicts in the classroom, challenging behaviors, and trying to set lesson plans during the holidays can be exhausting in a normal year, add on a global pandemic and it can become completely overwhelming. The holidays are going to look different this year, but different does not mean that it needs to be stressful.

You've probably heard the expression you can't fill from an empty cup. Most of us try to be ECE Champions and power through every hurdle like an Olympic Gold Medalist. We don't ask for help, we don't take breaks and at the end of the day we have nothing left for ourselves. Which leads me to this revelation: sometimes, you have to put yourself first so you can be a better caregiver. It isn't selfish. Even on an airplane, adults are asked to put on their oxygen masks first, and then assist children or other passengers.

As caregivers of young children, whether you are a parent, a child care provider, or both, it is hard to find time to take care of yourself. Self-care is not only necessary to stay grounded and healthy – your interactions with children is a reflection of your mood. No one wants to be yelled at all day by his or her overwhelmed caregiver. So how do you take care of yourself, especially during the holiday season? Let's start by keeping it simple, knowing your limits and not being afraid to take care of yourself.

In the classroom keep seasonal crafts and activities simple. Make it easy on yourself: focus on what is developmentally relevant rather than trying to cover every aspect, especially if you work with young kiddos or a mixed age group.

Practice breathing exercises when you feel out of control. Including the children in these exercises can teach them about self-soothing, and this might be a great chance to play and learn together. Even short breaks can reenergize you. Five minutes by yourself can be an incredible recharge! Remember to stay hydrated, eat healthy and give your mind a rest every now and then.

Other things, like targeting the reason for your stress will help you be mindful of your mood. Try to recognize the circumstances that cause you the most stress. Knowing which things stress you out most and being able to identify when stress is coming on will help you be better prepared to deal with situations. Above all, ask for help when you need it.

Remember that you cannot care for others unless you take care of yourself as well. Embracing the ideas above can help you to be a more effective childcare professional and avoid stress, burnout and negative feelings during the holiday season. When you are happy and healthy, you'll be able to genuinely enjoy the holidays with those around you.

PATCH Food Program Newsletter

September 2021



Rethink Fat

Eat the right types of fats to keep your body healthy.

Eat foods with healthy fats – avocados, nuts, seeds, olives, soybeans, and fatty fish like tuna, salmon, and sardines.

Limit saturated fat – cook meals around protein foods that are naturally low in saturated fat like beans, peas, lentils, soy foods, skinless chicken, seafood, and lean meats.

Cut solid fats – solid fats like butter, shortening, and fat from meats are high in unhealthy saturated fats.

Substitute the spread – use fresh foods like avocado, crushed berries, crushed pineapples, hummus, roasted vegetables, instead of butter and cream cheese spreads.

Too much fat may cause inflammation, increase risk of heart disease, raise cholesterol, cause weight gain and obesity, and impair brain function.

Food for Thought

Q: What did the burger name her daughter?

A: Patty



Salt & Sodium

Most of the sodium we consume is in the form of salt and in processed foods. Your body needs a small amount of sodium to work properly and too much sodium is bad for your health.

Excess sodium can increase your blood pressure and your risk of heart disease and stroke.

Recommended daily sodium intake is 2,300 milligrams.

Be mindful and Read the nutrition facts label.

Choose whole foods for greater health benefits.

Cooking with Your Children



Bell Pepper Pizza

Ingredients:

Bell peppers (any color)

Mozzarella cheese

Add other toppings kids may like

Give each child half of a bell pepper, cheese, and other toppings kids may like to put on their pizza. Kids to fill the bell pepper with cheese and other toppings of their choice. Bakes for 15 minutes. Cool down and ready to eat.

Fall Foods & Nutrients

Blueberries – fiber, vitamin C, may lower risks of heart disease and type 2 diabetes.

Apples – fiber, vitamin C, antioxidant, anti-inflammatory.

Pears – fiber, vitamin C, supports bone, heart, tissue.

Cranberries – fiber, vitamin C, may improve blood pressure and cholesterol, supports healthy urinary tract.

Pumpkin – vitamin A, potassium, fiber. Great for skin and eyes.

Brussels sprouts – vitamin C and K. supports bone, kidney, cells.

Sweet potatoes – vitamin A, vitamin C, fiber, potassium, improve vision and eye health, support healthy blood pressure and kidney

Parsnips – vitamin C and K, fiber, folate, help keep bones healthy,

Beets – nitrates, support healthy blood pressure

Kale – vitamin A, C, and K, good source of antioxidant and nitrates. Good for eye and skin.



FAMILY CHILD CARE PROVIDERS

TOM COPELAND — VIRTUAL WEBINAR

MASTERING RECORD KEEPING & TAXES

THE NATIONS LEADING EXPERT ON THE BUSINESS
OF FAMILY CHILD CARE

SAVE THE DATE

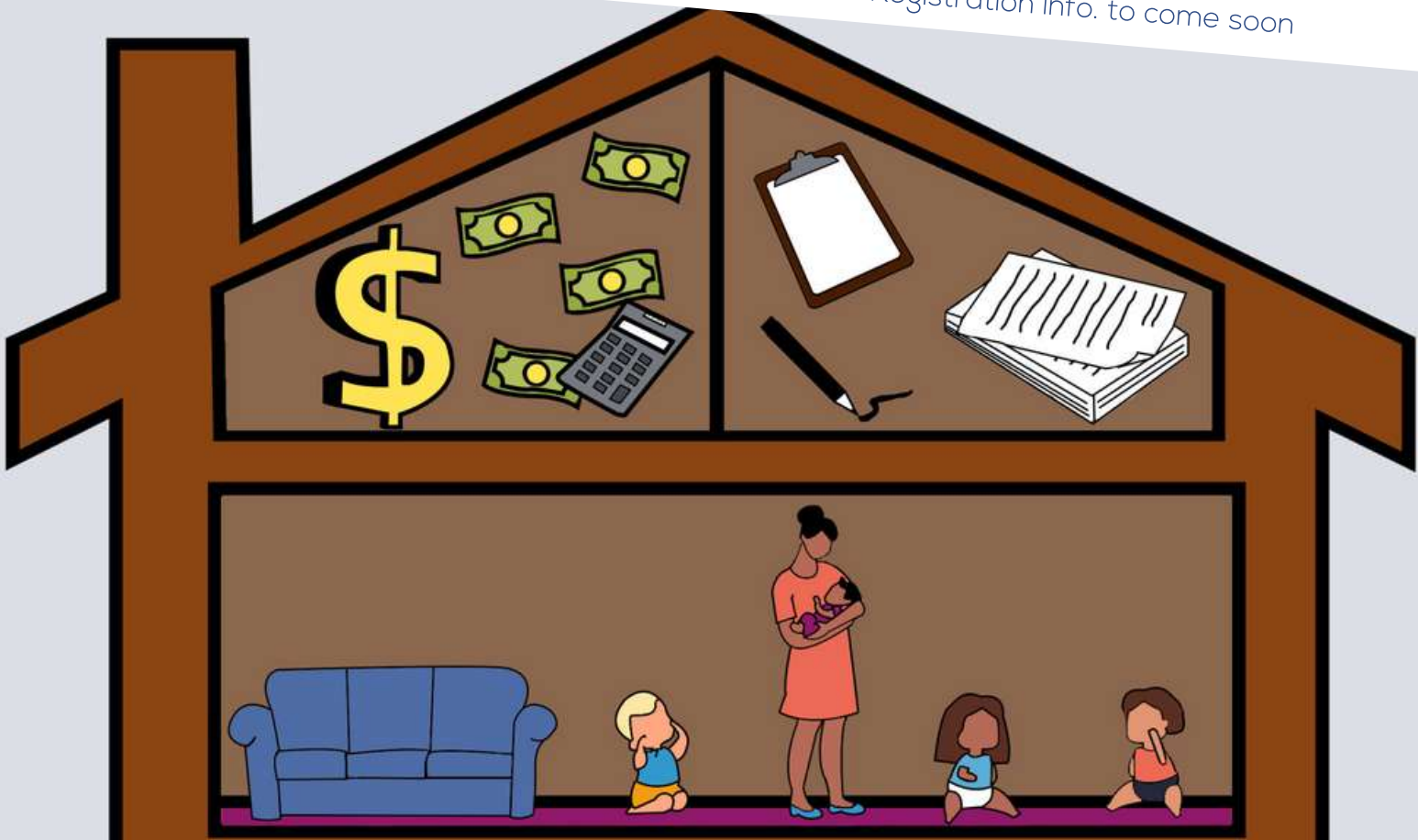
presented by
Tom Copeland



9 am - 11 am
November 20, 2021

There will be time for Q & A

Registration info. to come soon



CHILD CARE RESOURCES

FOR CHILD CARE

Child Care Aware

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

Child Care Connections Hawaii Subsidies

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

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

NAEYC

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

CDA Council

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

Child and Adult Care Food Program (CACFP)

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

<http://hcnf.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:

- [Cypherwax: SIDS and Safe Sleep \(CDA.1\)](#)
- [Safe Sleep Practices for Caregivers: Reduce the risk of SUID](#)
- [Safe Sleep: Reducing the Risk of Sleep-Related Infant Death in Child Care, Terms AGM, Extension Online](#)

[PATCH Hawaii self paced and live webinars](#)

- #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/EIS-7.01.18.pdf>



CHILD CARE RESOURCES



For Child Care Providers and Families

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

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

Oahu: (808) 839-1988

Maui: (808) 242-9232

Kauai (808) 246-0622

East Hawaii: (808) 961-3169

West Hawaii: (808) 322-3500

Lanai & Molokai: (800)-498-4145

RECALLED PRODUCTS

FROM CONSUMER PRODUCT SAFETY COMMISSION (CPSC)

IF YOU WOULD LIKE TO SUBSCRIBE AND RECEIVE EMAILS ABOUT RECALLED ITEMS GO TO THIS WEBSITE:

[HTTPS://WWW.CPSC.GOV/NEWSROOM/SUBSCRIBE/](https://www.cpsc.gov/newsroom/subscribe/)

Hallmark Recalls Teethers Due to Choking Hazard: <https://www.cpsc.gov/Recalls/2021/Hallmark-Recalls-Teethers-Due-to-Choking-Hazard>

Primark Recalls Scent Stamper Pens Due to Elevated Levels of Benzyl Alcohol; Risk of Skin Irritation: <https://www.cpsc.gov/Recalls/2021/Primark-Recalls-Scent-Stamper-Pens-Due-to-Elevated-Levels-of-Benzyl-Alcohol-Risk-of-Skin-Irritation>

Nordstrom Recalls Children's Socks Due to Choking Hazard: <https://www.cpsc.gov/Recalls/2021/Nordstrom-Recalls-Childrens-Socks-Due-to-Choking-Hazard>

Zen Magnets and Neoballs Magnets Recalled Due to Ingestion Hazard: <https://www.cpsc.gov/Recalls/2021/Zen-Magnets-and-Neoballs-Magnets-Recalled-Due-to-Ingestion-Hazard>

Children's Pajamas Recalled Due to Violation of Federal Flammability Standard and Burn Hazard; Manufactured by Tkala Fashion; Sold Exclusively on Amazon.com: <https://www.cpsc.gov/Recalls/2021/Childrens-Pajamas-Recalled-Due-to-Violation-of-Federal-Flammability-Standard-and-Burn-Hazard-Manufactured-by-Tkala-Fashion-Sold-Exclusively-on-Amazon-com>

Birkenstock USA Recalls Kids' Mogami Sandals Due to Choking Hazard: <https://www.cpsc.gov/Recalls/2021/Birkenstock-USA-Recalls-Kids-Mogami-Sandals-Due-to-Choking-Hazard>

Walgreens Recalls Disney Baby Winnie the Pooh Rattle Sets Due to Choking Hazard: <https://www.cpsc.gov/Recalls/2021/Walgreens-Recalls-Disney-Baby-Winnie-the-Pooh-Rattle-Sets-Due-to-Choking-Hazard>

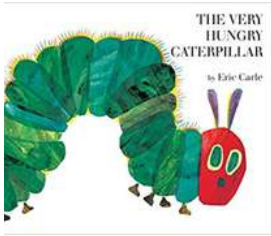


AGES AND STAGES: BIRTH TO 5 YEARS

	<i>Physical and Linguistic</i>	<i>Emotional</i>	<i>Social</i>
<i>Birth to 1 month</i>	5-8 feedings a day. Sleeps 20 hours per day. Makes basic distinctions with 5 senses as well as temperature and perception of pain.	Generalized Tension.	Helpless. Asocial. Fed by mother
<i>2 to 3 Months</i>	Can sense color, visual and oral exploration. Cries, coos, and grunts. Gains control of eye muscles, lifts head when laying on stomach.	Expresses delight and distress.	Smiles at faces, visually fixates on a face, may be soothed by rocking.
<i>4 to 6 Months</i>	Can localize sounds. Babbles, makes most vowels and around half of consonants. Gains control of head and arm moments, purposive grasping, rolls over. Feeds 3-5 times a day.	Enjoys being cuddled.	Recognizes mother, distinguishes between familiar people and strangers.
<i>7 to 9 Months</i>	Gains control of core and hands, can sit without support. Starts crawling.	Specific emotional attachment to mother.	Protests separation from mother. Enjoys "peek-a-bo".
<i>10 months To 1 year</i>	Gains control of legs and feet, apposition of thumb and fore-finger. Stands. Says first words, responds to simple commands. Eats 3 meals and 2 snacks, sleeps 12 hours and naps.	Shows anger, fear of strangers, curiosity, and exploration.	Responds to name. waves goodbye, understands "no", plays pat-a-cake. Gives and takes objects.
<i>1 year to 18 months</i>	Creeps up stairs, walks for 10-20 minutes, makes simple lines with crayons. Shows dependent behavior. Repeats a few words. Feeds self.	Very upset when separated from mother, fear of bath.	obeys limited commands. Interested in mirror image.
<i>1.5 to 2 years</i>	Runs, kicks ball, builds with blocks, controls bowels and bladder. Vocabulary of over 200 words.	Temper tantrums start.	Resentment of new baby. Does opposite of what they are told.
<i>2 to 3 Years</i>	Rides tricycle, uses crayons. Starts to use short sentences, controls and explores language. May stutter briefly. shows emotions on face. Uses "I", "me", "you".	Fear of separation. develops anger and humor	Enjoys other children. Negativism, resists demands, gives orders, insists on routine.
<i>3 to 4 Years</i>	Stands on one leg, jumps, draws simple shapes. Uses "we". Self-sufficient in many routines. Pleasure in genital manipulation. practices sex-role activities. Uses "we".	Romantic attachment to opposite sex parent, jealousy of same-sex parent. Fears the dark and injury.	Likes to share, cooperative play with other children, Intense curiosity & interest in other children's bodies. Imaginary friend.
<i>4 to 5 Years</i>	Mature motor control, dresses self, copies complex shapes, adult speech sounds, basic gamer, tells stories, 2,00 word vocabulary.	Develops responsibility, guild, and pride	Prefers to play with other children, becomes competitive, prefers sex appropriate activities

BOOKS WE LOVE

Best Baby Books



The Very Hungry Caterpillar Board Book Carle's classic tale of a voracious caterpillar who eats his way through the days of the week and then changes into a beautiful butterfly!



Goodnight Moon In a great green room, tucked away in bed, is a little bunny. "Goodnight room, goodnight moon." And to all the familiar things in the softly lit room—to the picture of the three little bears sitting on chairs, to the clocks and his socks, to the mittens and the kittens, to everything one by one—the little bunny says goodnight.



Press Here This interactive book is tons of fun, inviting your baby to press the dot and see what happens! Teaches cause and effect, with the dots moving, multiplying, and scattering with the touch of your baby's finger!



Good Night Gorilla This fun, lighthearted book tells the story of a mischievous gorilla who grabs a zookeeper's keys and lets all of his fellow zoo animals free for a secret night sleeping in the zookeeper's house!



This Pigeon Needs a Bath! Mo Willems makes some of the cutest and most helpful books for babies and toddlers who are questioning their uncertain worlds, learning to express their emotions and independence, and navigating complex social relationships.



E.C.E. SCHOLARSHIPS

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

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

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

What is the maximum I can receive?

\$750 per round.

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

Deadlines:

Applications must be postmarked on or BEFORE the deadline date.

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

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

What is the criteria for coursework?

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

Chaminade University, Education Department

- 739-4652

Professional & Career Education Program (PACE)

- Oahu: 845-9496 Hilo: 974-7421

University of Hawaii

- West Oahu: 454-4700

- College of Education, Manoa: 946-7915

- Maui College, Human Services Program

- 984-3208

- Kauai Community College, Early Childhood Education Program

- 245-8373

- Hawaii Community College, Early Childhood Education Program

- 974-7421

- Honolulu Community College, Early Childhood Education Program

- 845-9466



ONLINE TRAINING WITH PATCH

HAVE YOU MET YOUR ANNUAL

TRAINING REQUIREMENTS?



Join us October -
December 2021 Live
Webinars

WWW.COLLABORATION.NET/LOGIN/PATCHHAWAII

BASIC SERIES INTRODUCTION TO FCC

Monday Evenings: 6-9 W/ Tami

- 10/4: Providing Quality Care (Jodie)
- 10/11: Intro to FCC
- 10/18: The Business of FCC Part I: The Basics
- 10/25: The Business of FCC Part II: Building IT
- 11/1: The Business of FCC Part III: Promoting
- 11/8: Relationships With Family in Your FCC
- 11/15: Addressing Hawaii's Health Standards
- 11/22: Addressing Hawaii's Environmental Standards
- 11/29: Family Child Care Environment
- 12/6: Program Provisions: Child Development
- 12/13: Providing Quality Care

REGISTRATION OPENS
SEPTEMBER 27 SPACES
ARE LIMITED,
REGISTRATION IS
REQUIRED.



HEALTH & WELLNESS TRAINING

Wednesday: 6:00 - 7:30pm W/Leia

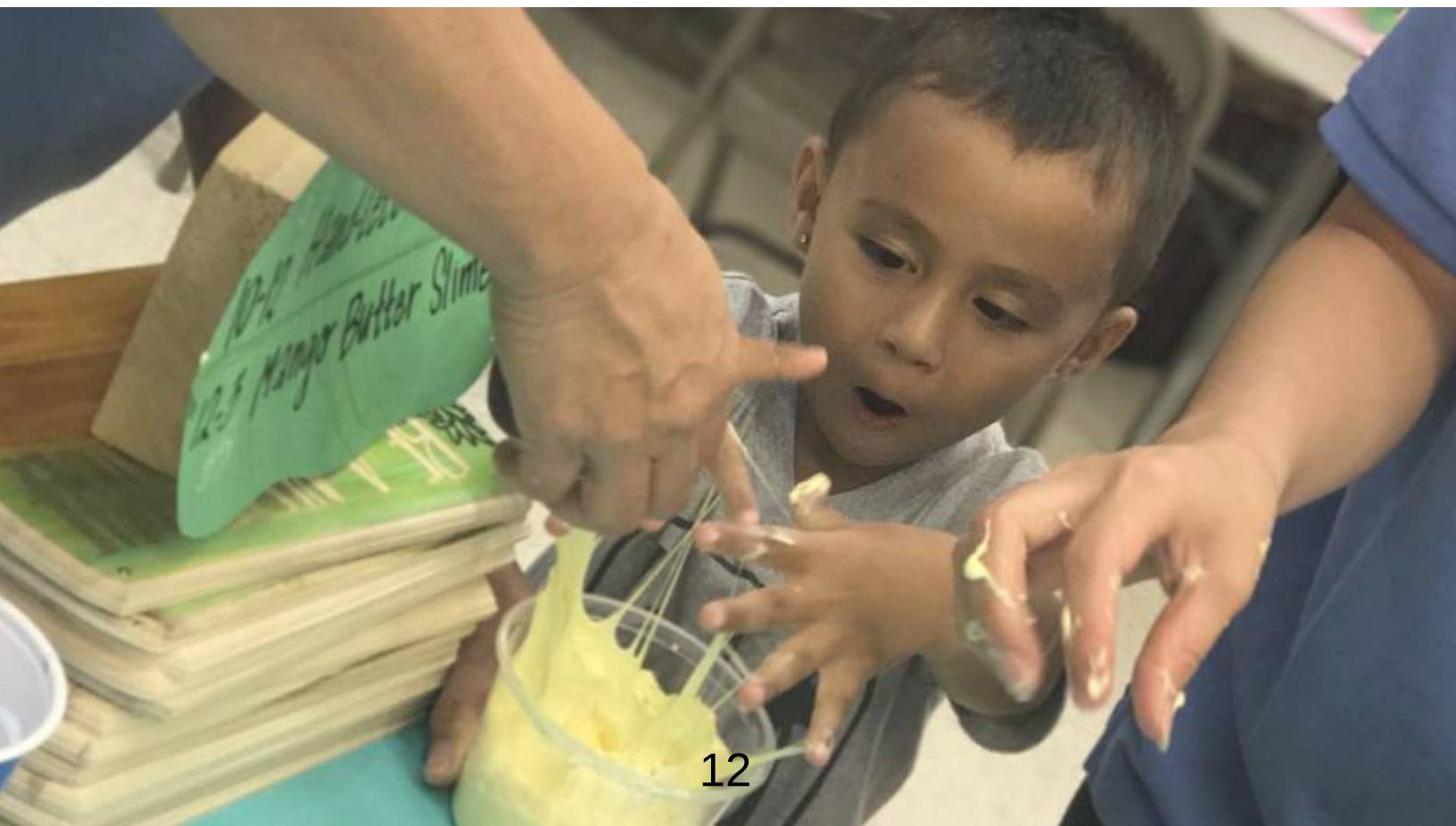
- 11/06: Healthy Portions, Healthy Choices
- 10/13: Happy Mealtime, Healthy Body
- 10/20: Nutrition All Day
- 10/27: Basic Food Allergies

ONLINE TRAINING

WITH PATCH

OTHER PATCH TRAINING

10/1:	Friday	6-9 PM	Fostering resiliency	Alex
10/16:	Saturday	6-9 PM	Fostering Resiliency	Dr. Phillips
10/22:	Friday	6-9 PM	Bigger than Books	Dr. Phillips
11/3:	Wednesday	6-9 PM	Partnering with Parents	Alex
11/10:	Wednesday	6-9PM	Positive Discipline	Alex
11/13:	Saturday	9-10:30 AM	Hazardous Materials	Dr. Phillips
11/17:	Wednesday	6-9 PM	Positive Conferences	Alex
11/24:	Wednesday	6-9 PM	Overview of CDA	Alex
11/26:	Friday	6-9 PM	Early Childhood Curriculum 101	Stacy
11/27:	Saturday	9-11 AM	Conversations with Preschoolers	Dr. Phillips
12/3:	Friday	6-9 PM	Intentional Teaching	Stacy
12/4:	Saturday	9AM-12PM	Working with Children who have ADD/ADHD	Thao
12/10:	Friday	6-7:30PM	Effective Stress Management Practices	Stacy
12/11:	Saturday	9AM-12PM	Conflict Management	Dr. Phillips
12/17:	Friday	6-7:30 PM	Effective Time Management	TBA
12/18:	Saturday	9AM-12PM	Child Abuse & Neglect	Dr. Phillips
12/20:	Monday	6-9 PM	Routine Transitions in FCC *New*	Tami
12/22:	Wednesday	6-8PM	Communication with Co-workers and Families	Leia
12/27:	Monday	6-9 PM	Marketing your Family Child Care Home *New*	Tami
12/29:	Wednesday	6-9 PM	Teaching with Puppets	TBA



ONLINE TRAINING

WITH PATCH

WESTED BASIC I/T SERIES

Tuesday / Thursday 6-9:00pm

12/2: Intro to Infant & Toddler Care	Alejandra
12/9: Ages in Infancy	Alejandra
12/14: Discoveries of Infancy I	Stacy
12/16: Discoveries of Infancy II	Alejandra
12/21: Emotional Development	Stacy
12/23: Language Development	Alejandra
12/28: Health, Safety, Nutrition	Stacy

INFANT / TODDLER SOCIAL EMOTIONAL SERIES

Tuesday 6-9:00pm W/Mallisaa & Brenda

10/5: Intro to Social Emotional Wellness	Mallisaa
10/12: Temperament & Secure Relationships	Mallisaa
10/19: PM Development of Social Emotional Wellness	Mallisaa
10/26: Observation & Responsive Routines	Mallisaa
11/2: Building Emotional Literacy	Mallisaa
11/9: Working in Partnerships with Families	Brenda
11/16: Individualizing Intervention with Infants	Brenda
11/23: When Behavior Goes off Track	Brenda
11/30: Effects of Challenging Behaviors	Brenda
12/7: Developing a Support plan for Infants/Toddlers	Brenda

SAFE SLEEP IN CHILD CARE

THURSDAY 6-7:30PM

10/14: Thursday	6-7:30 PM	Safe Sleep in Child Care	Jowett
11/18: Thursday	6-7:30 PM	Safe Sleep in Child Care	Alejandra
12/30: Thursday	6-7:30 PM	Safe Sleep in Child Care	Alejandra

Courses that meet the Safe Sleep Requirements are in Red



ONLINE TRAINING

WITH PATCH

Challenging Behaviors- Basic Series w/ Momi

10/8:	Friday	6-9 PM Building Relationships
10/15:	Friday	6-9 PM Creating Supportive Environments I
10/23:	Saturday	6-9 PM Creating Supportive Environments II
10/29:	Friday	6-9 PM Teaching Positive Relationships
11/5:	Friday	6-9 PM Teaching Positive Behaviors I
11/12:	Friday	6-9 PM Teaching Positive Behaviors II

Challenging Behavior- Advanced Series Saturday 9 - 12:00pm w/ Thao

10/9:	Working with Challenging Behaviors (Momi)
10/16:	Interviewing Process
10/23:	Building a Behavior Support Plan I
10/30:	Building a Behavior Support Plan II
11/6:	Effective Teaming

Education Leads Home Series Wednesday 6 -9pm w/Alex

12/1:	Understanding the Impact of Unstable Housing
12/8:	Family Engagement
12/15:	Supportive Program Policies

Other PATCH I/T training Thursday w/ Jowett

10/7:	I/T Respectfully Yours	6-9pm
10/21:	Stress & Trauma with Infants & Young Children	6-9pm
10/28:	Culture Diversity in Infant Toddler Settings	6-9pm
11/4:	Shaken Baby Syndrome	6-8pm



Training Catalog and Descriptions August 2021 Update

CLASS#	PROFESSIONALISM (PRO) (SA6) (DHS H&S Child Care Business/Program Mgmt.)	SERIES	HOURS	MULTI ASK/SA	For Parents
002	Overview of CDA: What is the CDA and how can PATCH help you? (PRO, SA6 - 3hrs) (CCB/PM - 3hrs)		3		
003	Mentoring Overview: Learn essential skills to become a mentor. (PRO, SA6 - 3hrs) (CCB/PM - 3hrs)		3		
*006	Communication with Co-workers and Families: Establishing relationships and communication with families and co-workers. (PRO, SA6 - 1hr) (WF, SA4 - 1hr) (CCB/PM - 1hr, FE- 1hr)	INTRO. TO PRESCHOOL	2	X	
007	Introduction to Family Child Care: Introduction to family child care as a service, business and profession. (PRO, SA6 - 3hrs) (CCB/PM - 3hrs)	BASIC FCC	3		
008	Providing Quality Care: An overview of Hawaii's Quality Care program and key elements of providing quality care. (PRO, SA6 - 1.5hrs) (RG, SA3 - 1.5hrs) (CCB/PM - 3hrs)	BASIC FCC	3	X	
009	Babysitting: Part II. Child care basics for teenagers interested in working with young children: Activities, Behaviors, Professional Development. (PLE, SA2 - 1hr) (RG, SA3 - 1hr) (PRO, SA3 - 1hr) (CCB/PM - 3hrs)	BABYSITTING	3	X	
010	Child Care Staff Qualifications and Professional Development: Understanding the professional development pathways for practitioners in of early childhood education and care. (PRO, SA6 - 2 hr) (CCB/PM - 2hrs)	CHILD CARE ADMIN	2		
011	Effective Stress Management Practices: Understand the physical symptoms of stress, how it affects our behavior and tips to reduce stress. (PRO, SA6 - 1.5hrs) (CCB/PM - 1.5hrs)		1.5		
012	Conflict Management: Define conflict management styles and identify which style is best in different situations. (PRO, SA6 - 1.5hrs) (CCB/PM - 1.5hrs)		1.5		
014	Effective Time Management: Gain a better understanding on strategies to become more efficient with time management. (PRO, SA6 - 1.5hrs) (CCB/PM - 1.5hrs)		1.5		
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	
CLASS#	GROWTH & DEVELOPMENT (GD) (SA8) (DHS H&S Child Growth & Development)	SERIES	HOURS	MULTI ASK/SA	For Parents
101	Exploring the Incredible Unit Blocks: Discover the true design of unit blocks (GD, SA8 - 2hrs) (PLE, SA2 - 1hr) (CGD - 3hrs)		3	X	
102	Emotional Development: The development of emotional stages in infants and toddlers. (GD, SA8 - 2hrs) (RG, SA3 - 1hr) (CGD - 3hrs)	BASIC I/T	3	X	
103	Discoveries of Infancy I: Early learning development. (GD, SA8 - 3hrs) (CGD - 3hrs)	BASIC I/T	3		
104	Language Development: Understanding and supporting language development (GD, SA8 - 3hrs) (CGD - 3hrs)	BASIC I/T	3		
105	Brain Development: Understanding how the brain develops and the impact on early learning. (GD, SA8 - 3hrs) (CGD - 3hrs)	ADVANCED I/T	3		
106	Introduction to Early Childhood Education and Care: Overview of professionalism, NAEYC Code of Ethics, and Hawaii Preschool Content Standards. (GD, SA8 - 1.5hrs) (PRO, SA6 - 1.5hrs) (CGD - 3hrs)	INTRO. TO PRESCHOOL	3	X	
107	Conversations with Preschoolers: Techniques for building conversations with preschoolers. (GD, SA8 - 2hrs) (CGD - 2hrs)	INTRO. TO PRESCHOOL	2		
108	Developmental Guidelines for Infants and Toddlers: Overview of developmental guidelines for infants and toddlers. (GD, SA8 - 3hrs) (CGD - 3hrs)	I/T SERIES 3	3		
109	Understanding Infant & Toddler Curriculum: A guide to creating a responsive curriculum for infants and toddlers. (GD, SA8 - 3hrs) (CGD - 3hrs)	I/T SERIES 3	3		
110	Understanding Social & Emotional Development of I/T: Looking at social and emotional development of infants and toddlers. (GD, SA8 - 2hrs) (RG, SA3 - 1hr) (CGD - 3hrs)	I/T SERIES 3	3	X	
113	Program Provisions: Child Development. An overview of Hawaii State regulations for meeting the needs of children and an introduction to child development. (GD, SA8 - 1.5) (PLE, SA2 - 1.5) (CGD - 3hrs)	BASIC FCC	3	X	
114	Temperament and Secure Relationships: Understanding temperament and importance of building secure relationships. (GD, SA8 - 1.5 hrs) (RG, SA3 - 1.5 hrs) (CGD - 3hrs)	I/T SOCIAL EMOTIONAL	3	X	
115	Development of Social Emotional Wellness: Developmental concepts of infant/toddler social emotional wellness. (GD, SA8 - 3 hrs) (CGD - 3hrs)	I/T SOCIAL EMOTIONAL	3		
117	Early Childhood Education and Care: Early childhood programs emphasis on developmentally appropriate practice and continuous quality improvement. (GD, SA2 - 2 hrs) (CGD - 2hrs)	CHILD CARE ADMIN	2		
CLASS#	RELATIONSHIPS & GUIDANCE (RG) (SA3) (DHS H&S Managing Challenging Behaviors)	SERIES	HOURS	MULTI ASK/SA	For Parents
203	Positive Discipline: Gaining a better understanding of the importance of Positive Discipline and the positive effect it has in educational settings. (RG, SA3 - 3hrs) (MCB - 3hrs)		3		
206	Building A Classroom Community: Helping teachers promote respect, teamwork and cooperation within the classroom. Primarily for center based providers (RG, SA3 - 1hr) (PLE, SA2 - 1hr) (MCB - 2hrs)		2	X	
*207	Social Guidance: Helping infants and toddlers develop positive peer interactions. (RG, SA3 - 3hrs) (CGD - 3hrs)	BASIC I/T	3		
*208	Flexible, Fearful and Feisty: Understanding temperament and the impact on behavior. (RG, SA3 - 3hrs) (CGD - 3hrs)	ADVANCED I/T	3		
216	Nurturing Responsible Behavior: Strategies to nurture responsibility and prevent discipline problems. (RG, SA3 - 2hrs) (MCB - 2hrs)		2		
219	Building Relationships: Making the connection between social and emotional development and challenging behaviors. (RG, SA3 - 3hrs) (MCB - 3hrs)	Challenging Behaviors Basic	3		
*220	Creating Supportive Environments II: Developing strategies that support children's positive social behavior. (RG, SA3 - 3hrs) (PE - 3hrs)	Challenging Behaviors Basic	3		
221	Teaching Positive Relationships: Identifying effective teachable moments and introducing strategies for teaching friendship skills. (RG, SA3 - 3hrs) (MCB - 3hrs)	Challenging Behaviors Basic	3		
*222	Teaching Positive Behaviors I: Introducing strategies for teaching anger management skills. (RG, SA3 - 3hrs) (CGD - 3hrs)	Challenging Behaviors Basic	3		
*223	Teaching Positive Behaviors II: Strategies for teaching children beginning problem solving skills. (RG, SA3 - 3hrs) (CGD - 3hrs)	Challenging Behaviors Basic	3		
224	Working with Challenging Behaviors: Gain a broader understanding of how to help children develop the necessary skills to interact successfully with their peers. (RG, SA3 - 3hrs) (MCB - 3hrs)	Challenging Behaviors Advanced	3		
225	Building a Behavior Support Plan I: Introduction to the Positive Behavior Support process. (RG, SA3 - 3hrs) (MCB - 3hrs)	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		

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*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	Intro to Social/Emotional Wellness: Introduction to key social emotional needs of infant/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)(WF, 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)	IM MOVING/ LEARNING	3		♥

CLASS#	PROGRAM MANAGEMENT (MAN) (SA5) (DHS H&S Child Care Business/Program Mgmt.)	SERIES	HOURS	MULTI ASK/SA	For Parents
307	Beyond the Norm: Using themes to enhance your curriculum. (MAN, SA5 - 2hrs) (CCB/PM - 2hrs)		2		
308	Moving from Here to There: Smooth transitional times. Primarily for center based providers. (MAN, SA5 - 3hrs) (CCB/PM - 3hrs)		3		
309	Together in Care: Creating close caregiver/child relationships within a group. (MAN, SA5 - 2hrs) (PLE, SA2 - 1hr) (CCB/PM - 3hrs)	BASIC 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)	IM MOVING/ LEARNING	3		♥
322	Inclusive Early Childhood Environments: Benefits of inclusion, planning inclusive environments, exploring attitudes towards inclusion. (MAN, SA5 - 1.5 hrs) (CCB/PM - 1.5hrs)	SPECIAL NEEDS	1.5		♥
323	Child Care Business Basics, Program Design and Management: Understanding that Child Care Administrators need a strong foundation in fundamentals of child development, ECE and organizational management. (MAN, SA5 - 2 hrs) (CCB/PM - 2hrs)	CHILD CARE ADMIN	2		

CLASS#	PLANNING LEARNING EXPERIENCES (PLE) (SA2) (DHS H&S Learning Activities and Play)	SERIES	HOURS	MULTI ASK/SA	For Parents
402	Parachutes and Peacocks: Outdoor games and activities for 4-5 year olds. A physically demanding class so dress appropriately. (PLE, SA2 - 2hrs) (MAN, SA5 - 1hr) (LAP - 3hrs)		3	X	♥
403	From Bubbles to Butterflies: Thematic science activities for 4-5 year olds. A create-and-take class. (PLE, SA2 - 1.5hrs) (RG, SA3 - 1.5hrs) (LAP - 3hrs)		3	X	♥
404	The Magic of Puppets: Using Puppets to support language. (PLE, SA2 - 2hrs) (LAP - 2hrs)	Puppet Series	2		
405	Teaching with Puppets: Using Puppets to teach within your setting. (PLE, SA2 - 2hrs) (LAP - 2hrs)	Puppet Series	2		♥
406	Easy Puppets for Children: Create and take samples of easy puppets for children to make. (PLE, SA2 - 3hrs) (LAP - 3hrs)	Puppet Series	3		♥
407	Extending Books I: Ways to encourage literacy in young children. (PLE, SA2 - 3hrs) (LAP - 3hrs)		3		♥
408	Extending Books II: Create-and-take story props based on children's favorite books. (PLE, SA2 - 3hrs) (LAP - 3hrs)		3		♥
*409	Discoveries of Infancy II: Supporting early learning development. Should be taken after Discoveries of Infancy I (# 103). (PLE, SA2 - 3hrs) (CGD - 3hrs)	BASIC 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 teaching puppets and story aprons to use in your setting. (PLE, SA2 - 2hrs) (LAP - 2hrs)	Puppet Series	3		♥
413	Puppets and Multicultural Tales: Create and take puppets to use with multicultural stories. (PLE-2, DIV-1, SA2-2, SA4-1) (LAP-3)	Puppet Series	3	X	♥
414	Bigger than Books: Overview of the importance of reading aloud to young children. (PLE, SA2 - 3hrs) (LAP - 3hrs)		3		♥
415	From Sand to Snow: Sensory activities for toddlers and preschoolers. (PLE, SA2 - 3hrs) (LAP - 3hrs)		3		♥
420	Conversations with Infants and Toddlers: Strategies to engage infants and toddlers in conversations. (PLE, SA2 - 3hrs) (LAP - 3hrs)	IT 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	

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424	Science Discoveries in the Preschool Environment: Science curriculum activities including sensory table 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)	IT MOVING/ LEARNING	3	
428	Building Emotional Literacy: Strategies to build emotional literacy. (PLE, SA2 - 3 hrs) (LAP - 3hrs)	IT SOCIAL EMOTIONAL	3	
429	Teaching with Puppets (online only): Using puppets for early childhood education and seeing the distinct effectiveness for several developmental areas. (PLE, SA2 - 3 hrs) (LAP - 3hrs)		3	
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	

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 IT	3	X	
*506	Health, Safety & Nutrition: Health and safety issues surrounding infant and toddler care. (HSN, SA1 - 3hrs) (HS / SS - 3hrs)	BASIC IT	3		
507	Fostering Resiliency: Understanding and developing strategies that help children "bounce back" from stress. (HSN, SA1 - 3hrs) (HS - 3hrs)		3		
512	Health and Safety in Preschool Settings: Overview of health and safety regulations. (HSN, SA1 - 2hrs) (HS - 2hrs)	INTRO. TO PRESCHOOL	2		
513	Addressing Hawaii's Health Standards: An overview of Hawaii State regulations pertaining to health standards for family child care homes. (HSN, SA1 - 3hrs) (HS - 3hrs)	BASIC FCC	3		
*514	Addressing Hawaii's Environmental Standards: An overview of Hawaii State regulations addressing environmental (safety) standards. (HSN, SA1 - 3hrs) (HS / SS - 3hrs)	BASIC FCC	3		
*515	Babysitting: Part I. Child care basics for teenagers interested in working with young children: Safety & Health, Child Development, Feeding & Bedtime. (HSN, SA1 - 2hrs) (GD, SA8 - 1hr) (HS - 1.5hrs, CGD - 1.5hrs)	Babysitting	3	X	
*516	Medication Administration in Childcare: Identifying proper medication administration, components of a medication policy and medication disposal. (HSN, SA1 - 3hrs) (HS - 1.5hrs, CSC - 1.5hrs)		3		
*517	Child Abuse and Neglect: Defining, recognizing, reporting and preventing child abuse and neglect. (HSN, SA1 - 3hrs) (HS - 1.5hrs, PCMA - 1.5hrs)		3		
*518	Safe Sleep in Childcare: Setting safe sleep environments and response to emergencies. (HSN, SA1 - 1.5hrs) (HS / SS - 1.5hrs)		1.5	IT	
*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	IT	
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	IT	

CLASS #	WORKING WITH FAMILIES (WF) (SA4) (DHS Family Engagement)	SERIES	HOURS	MULTI ASK/SA	For Parents
601	Working with Children who have ADD/ADHD: The importance of working with the child, family, and professionals. (WF, SA4 - 3hrs) (FE - 3hrs)		3		
602	Partnering with Parents: Learn effective communication strategies. (WF, SA4 - 3hrs) (FE - 3hrs)		3		
603	Adjusting to the New Setting: Helping the child and family adjust to a new child care setting. (WF, SA4 - 2hrs) (FE - 2hrs)		2		
604	Greetings and Departures: Helping parents and children transition into and out of the child care setting. (WF, SA4 - 2hrs) (FE - 2hrs)		2		
*605	Introduction to Infant/Toddler Care: A look at quality care in infant toddler programs. (WF, SA4 - 2hrs) (PRO, SA6 - 1hr) (CCB/PM - 3hrs)	BASIC IT	3	X	
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. HPSC Guiding Principle 3. (WF, SA4 - 3hrs) (FE - 3hrs)	QUALITY CARE	3		
619	Relationships with Families in Your FCC: An overview of how to establish positive working relationships with families. (WF, SA4 - 3 hrs) (FE-3hrs)	BASIC FCC	3		

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*620	I'm Moving, I'm Learning: Culture, Families, Nutrition: Getting families involved in healthy practices. (WF, SA4 - 1.5 hrs) (HSN, SA1 - 1.5 hrs) (FE - 1.5hrs, CN - 1.5hrs)	IM MOVING/ LEARNING	3	X				
621	Working in Partnerships with Families: Working with families and developing social skills for infants and toddlers. (WF, SA4 - 3 hrs) (FE - 3hrs)	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					
*625	Special Needs: Community Resources and Referral: Exploring resources and the referral process for supports. (WF, SA4 - 1.5 hrs) (FE - 0.75hr, CSN - 0.75hr)	SPECIAL NEEDS	1.5					
626	Families, Child Care Centers and Community Partnerships: Building family partnerships and encouraging family engagement/involvement as essential practices. (WF, SA4 - 2 hrs) (FE - 2hrs)	CHILD CARE ADMIN	2					
627	Introduction to Families: Define ways people think about families and how these definitions affect the relationships between families and providers. (WF, SA4 - 2 hrs) (FE - 2hrs)	Building Family Partnerships	2					
628	Family Engagement: Exploring the meaning of family partnerships, engagement, involvement, and participation. (WF, SA4 - 2 hrs) (FE - 2hrs)	Building Family Partnerships	2					
629	Supporting Family Outcomes: Build communication strategies to use with families. Identify program practices that strengthen families knowledge and skills in supporting children's growth and learning. (WF, SA4 - 2 hrs) (FE - 2hrs)	Building Family Partnerships	2					
630	Providing Family Resources: Identify strategies to engage in difficult conversation with families about resources. (WF, SA4 - 2 hrs) (FE - 2hrs)	Building Family Partnerships	2					
631	Understanding the Impact of Unstable Housing: ELH: Helping providers develop an empathy in regards to families that may be experiencing homelessness. (WF, SA4 - 2hrs) (DIV, SA3 - 1hr) (FE - 3hrs)	Education Leads Home	3					
632	Family Engagement: ELH: Increasing positive family engagement during times when families are experiencing residential instability. (WF, SA4 - 2hrs) (DIV, SA3 - 1hr) (FE - 3hrs)	Education Leads Home	3					
633	Supportive Program Policies: ELH: Explore perspectives providers have regarding circumstances that lead to homelessness. (WF, SA4 - 2hrs) (DIV, SA3 - 1hr) (FE - 3hrs)	Education Leads Home	3					
CLASS#	LEARNING ENVIRONMENT (ENV) (SA1) (DHS H&S Physical Environment)	SERIES	HOURS	MULTI ASK/SA	For Parent			
700	Space to Grow: Introduction to basic concepts relating to infant and toddler space. (ENV, SA1 - 3hrs) (PE - 3hrs)	ADVANCED I/T	3					
701	Creating Supportive Environments I: Making the connection between the environment, social-emotional development, and challenging behaviors. (ENV, SA1 - 3hrs) (PE - 3hrs)	Challenging Behavior Basic	3					
702	The Prepared Preschool Environment: Overview of an appropriate environment for preschoolers. (ENV, SA1 - 2hrs) (PE - 2hrs)	INTRO. TO PRESCHOOL	2					
703	The Prepared Infant and Toddler Environment: How to strategically create a responsive environment for infants and toddlers. (ENV, SA1 - 3hrs) (PE - 3hrs)	I/T SERIES 3	3					
704	Flowing Through the Day: Classroom Transitions: Providing transitions that support children's relationships and learning. HPSCS Guiding Principles 4, 5, 8, and 9. (ENV, SA1 - 3hrs) (PE - 3hrs)	QUALITY CARE	3					
705	Family Child Care Environment: An overview of key elements to include in family child care environments. (ENV, SA1 - 3hrs) (PE - 3hrs)	BASIC FCC	3					
*708	Creating a Culturally Inclusive Environment: Language and awareness in a group setting and strategies for building tolerance and acceptance. (ENV, SA1 - 1.5 hrs) (PE - 0.75hr, CSN - 0.75hr)	SPECIAL NEEDS	1.5					
CLASS#	OBSERVATION & ASSESSMENT (OA) (SA7)	SERIES	HOURS	MULTI ASK/SA	For Parent			
*801	Respectfully Yours: Respecting infants and toddlers as competent learners. (SA7, SA6, SA3 - 1hr each) (OA, PRO, RG - 1hr each) (CGD - 3hrs)	ADVANCED I/T	3	X				
**803	Interview Process: Using interviews and observations to determine the reasons behind challenging behaviors. (OA, SA7 - 3hrs) (MCB - 1.5hrs, CGD - 1.5hrs)	Challenging Behaviors Advanced	3					
*804	Observing Children at Play: Recognize the value of systematic observation and learn ways to incorporate this skill into daily practice. (OA, SA7 - 3hrs) (LAP - 3hrs)	SUPPORTING PLAY	3					
*805	Observation and Assessments in Preschool Settings: Introduction to observational tools and how to use them. (OA, SA7 - 2hrs) (CCB/PM - 2hrs)	INTRO TO PRESCHOOL	2					
*806	I'm Moving, I'm Learning: Planning and Assessment: Observation, assessment, and planning environments for motor development. (OA, SA7 - 1.5 hrs) (ENV, SA1 - 1.5) (CGD - 3hrs)	IM MOVING/ LEARNING	3	X				
**807	Observation and Responsive Routines: The importance of careful observation and supportive environments. (OA, SA7 - 1.5 hrs) (ENV, SA1 - 1.5 hrs) (CGD - 1.5hrs, PE - 1.5hrs)	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 Parent			
*901	Routines and Culture: Understanding how culture impacts daily routines. (DIV, SA4 - 2hrs) (CGD - 2hrs)		2					
*902	Special Needs: Facing caregiver fears and concerns regarding children with special needs. (DIV, SA4 - 3hrs) (CSN - 3hrs)	ADVANCED I/T	3					
*903	Development and Learning in the Multicultural Setting: Looking at culture and how it impacts early learning. (DIV, SA4 - 3hrs) (CGD - 3hrs)	ADVANCED I/T	3					
*906	Cultural Diversity in Infant and Toddler Settings: Looking at our own personal experiences with diversity and its impact on practices. (DIV, SA4 - 3hrs) (CGD - 3hrs)	I/T SERIES 3	3					
**907	Cultural Sensitivity with Families: Creating a culturally responsive infant and toddler program. (DIV - 1.5hrs, WF - 1.5hrs) (SA4 - 3hrs) (CGD - 1.5hrs, FE - 1.5hrs)	I/T SERIES 3	3	X				
*908	Introduction to Inclusion: History of IDEA, terminology and reframing language. (DIV, SA4 - 1.5 hrs) (CSN - 1.5hrs)	SPECIAL NEEDS	1.5	X				
*909	Exploring Inclusion: Exploring inclusion and our role supporting inclusion. (DIV, SA4 - 1.5 hrs) (CSN - 1.5hrs)	SPECIAL NEEDS	1.5	X				
*910	Diversity and Inclusive Child Care Settings: Quality early childhood programs emphasize working well with others, supporting children and families from various cultural and diverse backgrounds. (DIV, SA4 - 2 hrs) (FE - 2hrs)	CHILD CARE ADMIN	2	X				
Note: KEY	*Training Class falls in two DHS Topic Areas							
Note: KEY	*Training Class falls in a different DHS Topic Area							



About this

TRAINING CALENDAR

8 SUBJECT AREAS

Utilized for the Child Development Associate (CDA)

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

SA 1-Planning a safe, healthy learning environment

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

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

SA 4-Strategies to establish productive relationships with families

SA 5-Strategies to manage an effective program operation

SA 6-Maintaining a commitment to your profession

SA 7-Observing and recording children's behavior

SA 8-Principles of child growth and child development

10 ASK CORE AREAS

AS UTILIZED BY THE DHS HAWAII EARLY CHILDHOOD REGISTRY

Growth & Development (GD)

Professionalism (PRO)

Diversity (DIV)

Observation & Assessment (OA)

Health, Safety & Nutrition (HSN)

Relationships and Guidance (RG)

Learning Environments (ENV)

Planning Learning Experiences (PLE)

Working With Families (WF)

Program Management (MAN)

HOW TO READ THE PATCH TRAINING CALENDAR

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

PATCH Training Series include:

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

For more details visit

www.patchhawaii.org

Need Safe Sleep Training?



SAFE SLEEP CLASSES WILL BE LISTED IN YELLOW. LOOK FOR THE ICON NEXT TO CLASS OFFERING FOR APPROVED SAFE SLEEP CLASSES!



PATCH CLASSES FOR PARENTS! MANY OF OUR CLASSES ARE GREAT FOR PARENTS. LOOK FOR THE PARENT SYMBOL IN THE TRAINING CALENDAR

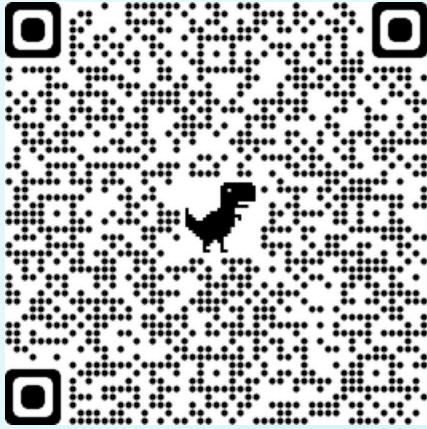
Short on
time
this
quarter?

Need Training?
Go ONLINE!

WWW.COLLABORATION.NET/LOGIN/PATCHHAWAII

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

NEED TECHNICAL ASSISTANCE WITH OUR ONLINE TRAINING CLASSES?

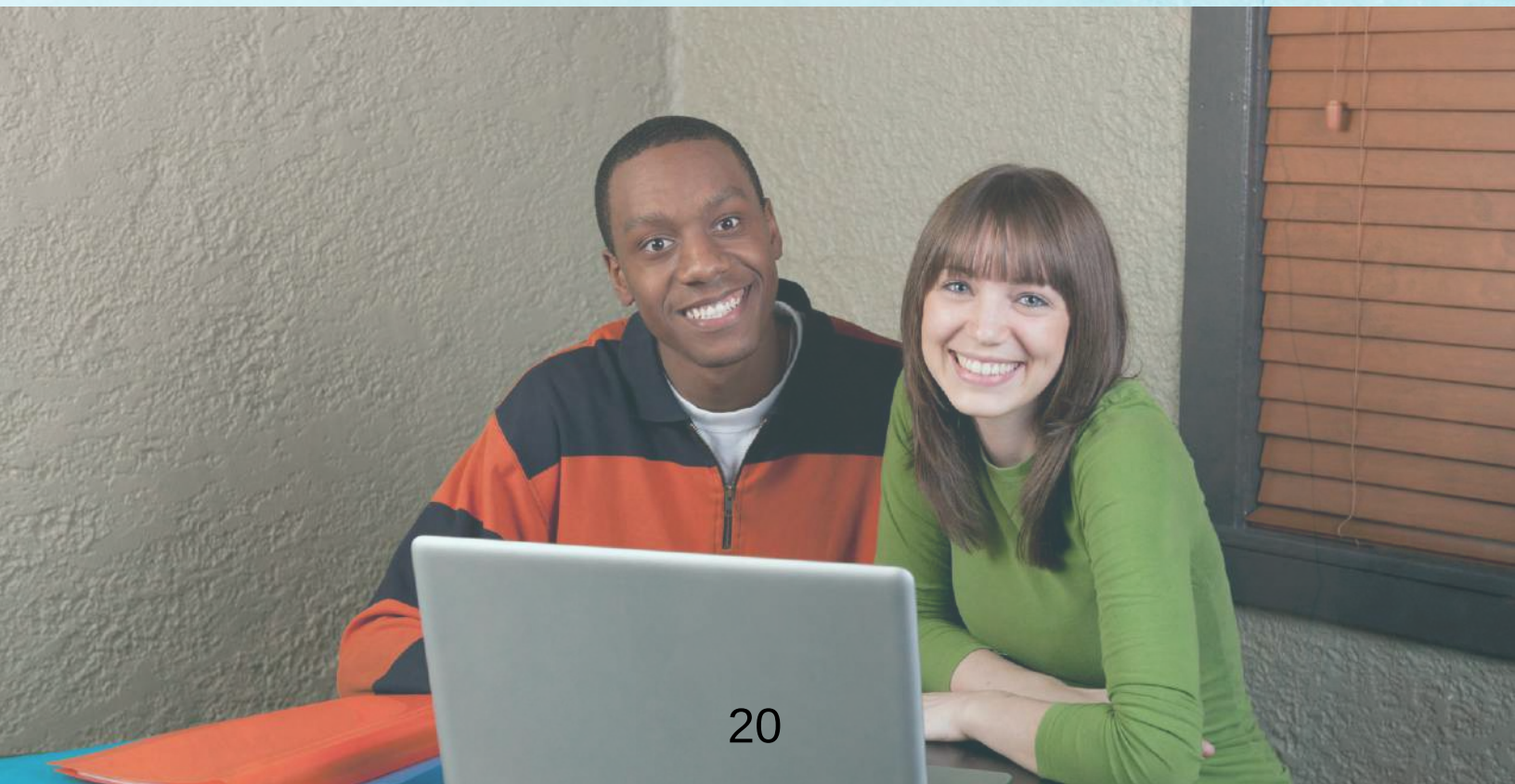


For Assistance to Register for an online course
scan QR code or click [here](#)

Video: step by step direction to register and to join an
online course

click

https://docs.google.com/presentation/d/1zJBbkX0vubcupAz-rpPgi-zfvGILHBU7cNW78xWhy9g/edit#slide=id.gc4b1134f80_13_0



PATCH CAN HELP

PATCH is accepting
Applications for
Ca\$h for Caring!

FOR MAUI, KAUAI, AND BI

Reimbursement grants (up to \$250) are available to licensed family child care providers or prospective providers currently seeking licensing through DHS and actively enrolled in PATCH's Family Child Care Recruitment Program. Grant awards are limited to one per licensed home per year (either Round 1 or Round 2). Eligible purchases are those that relate to childcare program improvements and/or professional development costs. These may include workshop/training fees, equipment or curriculum purchases, quality program supplies, etc. Contact your local PATCH office to get more information or an application.

ELIGIBILITY CRITERIA

- Currently licensed by the State of Hawaii Department of Human Services/DHS OR
- Currently an active participant in the PATCH Family Child Care Recruitment Program (i.e. working in cooperation with the PATCH Family Child Care Recruiter and/or actively participating in the Basic Series) AND
- Completed at least 6 hours of ongoing professional development at time of application (between August 1, 2021 and April 30, 2022) AND
- Submit a 250-word statement on how the funds were used to increase the quality of the child care program AND
- Provide receipts for purchases made August 1, 2021-April 30, 2022

CDA OBSERVATION SUPPORT

LOOKING FOR SUPPORT WHILE OBSERVING A CANDIDATE ON THE NEIGHBOR ISLAND?

To assist with a CDA candidate observation on another island PATCH can assist with travel incentives. Please reach out to your local PATCH Career Counselor to learn more.

CDA candidate look for a PD Specialist and there is none available on your island. Please inquire as well as we can assist the PD Specialist to fly over.

FUNDING IS LIMITED AND WILL BE AWARDED ON A FIRST COME FIRST SERVE BASIS.

PATCH OFFICES STATEWIDE

OAHU

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

WEST HAWAII

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

KAUAI

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

EAST HAWAII

26 Waianuenue Ave.
Hilo, HI 96720
808.961.3169

MAUI

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

LANAI & MOLOKAI

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

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

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

Email PATCH at
PATCH@PATCH-HI.org



www.facebook.com/PATCHHI



@PATCH_Hawaii



@PATCH_Hawaii

Love PATCH?

DONATE ONLINE AT
WWW.PATCHHAWAII.ORG



amazon smile
You shop. Amazon gives.



Annual Food Program Provider Training 2021

*Topics: Annual renewal, Civil Rights,
Nutrition & Immunity*

Click on Link to Register:

<https://forms.gle/V6xW8t396RxC6TZ4A>

Saturday Sept. 25	9 - 11 am
Tuesday Sept. 28	6 - 8 pm
Saturday Oct. 2	9 - 11 am
Thursday Oct. 14	6 - 8 pm
Saturday Oct. 16	9 - 11 am
Monday Oct. 18	6 - 8 pm
Wednesday Oct. 27	6 - 8 pm
Saturday Oct. 30	9 - 11 am

*Required training for FY21-22. Must be present during
whole training to receive certificate.*

25 participants max per class

Please rsvp / register asap

Please contact for any questions

ntang@patch-hi.org or 808-688-8860



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



PATCH

Supporting Hawaii's Child Care Needs

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