



Supporting Hawaii's Child Care Needs

TRAINING TRACKS

SPRING 2025

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

Resource & Referral Manager: Nicole Higa

Life is like a roller coaster. There are always ups and there are always downs and other times that are just regular. Personally, I am working on managing my own stress and coping skills so that I can be a better parent and model what those skills look like for my child. In the turbulent world that we currently live in and the amount of unknowns there are, I am working on finding ways to find peace.

I have scheduled myself time to exercise for at least 30 minutes 4 times a week. I feel like I'm always busy and on the go, especially as my daughter gets older and is engaged with various activities. I felt it was important to set specific time aside to exercise. This means I make it a point to leave work on time on my exercise days so that I can run on my treadmill at home before rushing out to pick her up from her activity. Some days this means dropping her off at her activity then going to the mall nearby to walk for 30 minutes before picking her up.

I've also made it a point to drink more water than I have been. My goal is to drink all the water that I bring with me to work. As I drink more water, this also means I'm going to the restroom more frequently and I try to go to the farthest one to get more steps in.

We turn off all devices and screens by 5:30 pm for 2 reasons. One is to be more present and engaged with family. We have started to play more board games and card games at night. The other reason is to be able to fall asleep easier. My daughter was struggling with being able to sleep so we are trying to cut the screen time down to help. We spend time reading together as well.

I've been doing something daily that brings me joy and happiness. It sort of negates the exercise that I've been doing, but it's for me and brings me happiness. That is eating desserts, whether that's ice cream, or cake, or cookies. I try to do it in moderation, but this is one thing that is just for me. I probably should try to find a healthier hobby but while I search, we'll stick to the sweets.

Do what you need to do to take care of you and model those good habits for your little ones. They are always watching you and take cues from their mommy and daddy on how to cope with stress!





MARCH 2025

Food Program Newsletter

Dietary Fiber

Dietary fiber is a plant-based carbohydrate the body cannot digest or absorb. Fiber can help improve colon health, control blood sugar levels, lower cholesterol levels, and may reduce the risk of intestinal diseases, heart disease, diabetes, and some cancers. Adequate fiber intake in children's diets supports healthy digestion, helps maintain steady energy levels throughout the day, and promotes feelings of fullness that assist with healthy weight management. There are two types of fiber: soluble and insoluble.

Good Sources of Fiber

- Whole Grains-barley, rye, whole wheat
- Vegetables-avocados, beans, peas, potatoes, lentils, and carrots
- Fruits-apples, berries, oranges, and pears
- Nuts and Seeds-almonds, chia seeds, and flax seeds

Daily Fiber Nutritional Goals for Children

Age	Fiber in Grams
Children aged 12 through 23 months	19 g
Children 2-3 years old	14 g
Children 4-8 years old (female, male)	17 g, 20 g
Children 9-13 years old (female, male)	22 g, 25 g

Reminder

Dates to Remember:

- 3/6-All Claims DUE
- 3/26-Prince Kuhio Day-
PATCH Offices are
CLOSED



Celebrate CACFP Week

March 16-22, 2025

Help serve over 4.5 million children and adults healthy meals & snacks daily!

Learn more at [CACFPWeek.org](https://www.CACFPWeek.org)





National CACFP Week is March 16-22!

Please join us in celebrating the Child and Adult Care Food Program all week long. Visit CACFP.org for resources and ideas on how to celebrate with your children, your families, and your community.

Thank you for all that you do!

EVERYDAY NUTRITION | **EDUCATION**

Everything Broccoli



Fourteen Ways to TRY Broccoli

Pizza



Mac n' Cheese



Salad



Stir Fry



Casserole



Chicken & Rice



With Veggie Dip



Roasted with Olive Oil



Soup



Baked Fritters



Quiche



Smoothie



Omelet

Steamed



Scan the QR code
for more
resources!

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 Subsidies Hawaii

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>

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>

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/>

Yaomiao Children's Jewelry Sets Recalled Due to Risk of Lead and Cadmium Poisoning; Violations of the Federal Lead Content Ban and Federal Hazardous Substances Act; Sold Exclusively on Amazon by LordRoads

UVIPC Baby Gates Recalled Due to Entrapment Hazard; Violation of Federal Regulations for Gates and Enclosures; Sold Exclusively on Amazon.com by Xianshengyouli

Sling Carriers Recalled Due to Fall Hazard; Violation of Federal Regulations for Sling Carriers; Sold on Temu.com by Sunkids Factory

6-in-1 Pounding Games Recalled Due to Ingestion Hazard; Violation of Federal Regulations for Magnets; Sold Exclusively on Temu.com by DMITOY

AFTCO Recalls Youth Solitude Jackets with Drawstrings Due to Strangulation Hazard

SHEIN Distribution Corporation Recalls Children's Pajama Sets Due to Burn Hazard; Violation of Federal Flammability Regulations; Sold exclusively at SHEIN.com

Nazzaro Recalls Children Bowling Pin Sipper Cups Due to Risk of Lead Poisoning; Violation of Federal Lead Content Ban

Forever 21 Recalls Children's Pajamas Due to Burn Hazard; Violation of Federal Flammability Regulations; Sold Exclusively by Forever 21

Wayfair Recalls Style Life Eleven Baby Loungers Due to Suffocation Risk and Fall Hazard; Violation of Federal Regulations for Infant Sleep Products; Sold Exclusively on Wayfair.com by Bespoke Clothing Valley (Royalbelle) through Zoomie Kids (Recall Alert)

Wayfair Recalls Style Life Eleven Baby Loungers Due to Suffocation Risk and Fall Hazard; Violation of Federal Regulations for Infant Sleep Products; Sold Exclusively on Wayfair.com by Bespoke Clothing Valley (Royalbelle) through Zoomie Kids (Recall Alert)

Costway Recalls Babyjoy High Chairs Due to Entrapment and Suffocation Hazards; Ban on Inclined Sleepers and Violation of Federal Regulations for High Chairs

Luv n' care Recalls Nuby Stroller Fans Due to Laceration Injury Hazard

Children's Nightgowns, Pajama Sets and Robes Recalled Due to Burn Hazard and Risk of Serious Injury or Death; Violation of Federal Flammability Standards; Imported by Marie-Chantal

Love Our Home Braided Crib Bumpers Recalled Due to Risk of Serious Injury or Death from Suffocation Hazard; Violation of Federal Ban on Crib Bumpers; Sold Exclusively on Shein.com by Love Our Home

Lolanta Children's Bathrobes Recalled Due to Burn Hazard and Violation of Flammability Regulations; Sold Exclusively on Amazon.com by Nanchang Zhongcangjishi E-commerce

Safety Gates Recalled Due to Risk of Serious Injury or Death to Children from Entrapment Hazard; Violation of Federal Regulation for Gates and Enclosures; Sold Exclusively on Amazon.com by HabiLife Direct



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 Training Reminders

- Masks are now optional for both trainers and participants
- 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, however, please clean up after yourself
- BE ON TIME! Make sure you are on time for training. 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 (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
- KEEP GOOD RECORDS! Whether you are taking PATCH classes or other training, you should keep track of the trainings that you attend for future reference
- Please keep in mind that PATCH deletes information more than 5 years old to make room for the next 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 through WLS. You will be required to pay a \$5 refundable deposit to PATCH at least THREE calendar days before the class. Your \$5 deposit will be returned upon attendance or can be applies to a future class (cash, check, or money order).
- Website: <https://stage.worklifesystems.com/training/39> or scan QR code to register for in-person training



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 (FEC)
Managing Challenging Behaviors (MCB)
Community Resources



Prevention of 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)

CALVARY CHILD CARE CENTER 1215 ALA AOLANI STREET HONOLULU, HI 96819

INTRODUCTION TO PRESCHOOL EDUCATION SERIES

- 4/2/2025** Introduction to Early Childhood Education and Care (106)
WED 6:00-9:00 PM TRAINER: ELMAY ASK: GD 1.5, PRO 1.5 SA: SA8 1.5, SA6 1.5 H&S: CGD 3
- 4/9/2025** The Prepared Preschool Environment (702)
WED 6:00-8:00 PM TRAINER: ELMAY ASK: ENV 2 SA: SA1 2 H&S: PE 2
- 4/16/2025** Health and Safety in Preschool Settings (512)
WED 6:00-8:00 PM TRAINER: ELMAY ASK: HSN 2 SA: SA1 2 H&S: HS 2
- 4/30/2025** Classroom Management and Supervision (231)
WED 6:00-8:00 PM TRAINER: ELMAY ASK: RG 2 SA: SA3 2 H&S: MCB 2
- 6/4/2025** Conversations with Preschoolers (107)
WED 6:00-8:00 PM TRAINER: ELMAY ASK: GD 2 SA: SA8 2 H&S: CGD 2
- 6/18/2025** Communication with Co-workers and Families (006)
WED 6:00-8:00 PM TRAINER: MENIA PRO 1, WF 1 SA: SA6 1, SA4 1 H&S: CCB/PM 1, FE 1
- 6/25/2025** Observation and Assessments in Preschool Settings (805)
WED 6:00-8:00 PM TRAINER: MENIA ASK: OA 2 SA: SA7 2 H&S: CCB/PM 2

NU'UANU YMCA 1441 PALI HIGHWAY HONOLULU, HI 96813

INTRODUCTION TO PRESCHOOL EDUCATION SERIES (3 OF 7)

- 4/25/2025** Classroom Management and Supervision (231)
FRI 6:00-8:00 PM TRAINER: CHERYL ASK: RG 2 SA: SA3 2 H&S: MCB 2
- 5/24/2025** Health and Safety in Preschool Settings (512)
SAT 9:00-11:00 AM TRAINER: CHERYL ASK: HSN 2 SA: SA1 2 H&S: HS 2
- 6/27/2025** Conversations with Preschoolers (107)
FRI 6:00-8:00 PM TRAINER: CHERYL ASK: GD 2 SA: SA8 2 H&S: CGD 2

TRAINING CALENDAR O'AHU ISLAND

WESLEY CHILDREN'S PROGRAM
1350 HUNAKAI STREET HONOLULU, HI 96816

BUILDING FAMILY PARTNERSHIPS SERIES

4/3/2025	Introduction to Families (627)
THU 5:00-7:00 PM	TRAINER: LORI ASK: WF 2 SA: SA4 2 H&S: FE 2
4/17/2025	Family Engagement (628)
THU 5:00-7:00 PM	TRAINER: LORI ASK: WF 2 SA: SA4 2 H&S: FE 2
5/8/2025	Supporting Family Outcomes (629)
THU 5:00-7:00 PM	TRAINER: LORI ASK: WF 2 SA: SA4 2 H&S: FE 2
5/22/2025	Providing Family Resources (630)
THU 5:00-7:00 PM	TRAINER: LORI ASK: WF 2 SA: SA4 2 H&S: FE 2

**INTERESTED IN RUNNING YOUR OWN REGISTERED
CHILD CARE HOME BUSINESS?**

Call your local PATCH Office
so we can help you get started!



PALI PRESCHOOL
467 N. JUDD STREET HONOLULU, HI 96817

6/6/2025	Child Abuse and Neglect (517)
FRI 8:00-11:00 AM	TRAINER: ELMAY ASK: HSN 3 SA: SA1 3 H&S: HS 1.5, PCMA 1.5

TRAINING CALENDAR O'AHU ISLAND

O'AHU PATCH TRAINING ROOM
560 N. NIMITZ HIGHWAY STE. 218 HONOLULU, HI 96817

5/1/2025	Positive Discipline (203)	
THU 6:00-9:00 PM	TRAINER: AMANDA ASK: RG 3 SA: SA3 3 H&S: MCB 3	
5/8/2025	Nurturing Responsible Behavior (216)	
THU 6:00-8:00 PM	TRAINER: AMANDA ASK: RG 2 SA: SA3 2 H&S: MCB 2	
5/22/2025	Effective Stress Management Practices (011)	
THU 6:00-7:30 PM	TRAINER: AMANDA ASK: PRO 1.5 SA: SA6 1.5 H&S: CCB/PM 1.5	
4/26/2025	Special Needs (902)	
SAT 9:00-12:00 PM	TRAINER: CHELSEY ASK: DIV 3 SA: SA4 3 H&S: CSN 3	
5/3/2025	Safe Sleep in Childcare (518)	
SAT 9:00-10:30 AM	TRAINER: CHELSEY ASK: HSN 1.5 SA: SA1 1.5 H&S: HS/SS 1.5	
5/10/2025	Child Abuse and Neglect (517)	
SAT 9:00-12:00 PM	TRAINER: CHELSEY ASK: HSN 3 SA: SA1 3 H&S: HS 1.5, PCMA 1.5	
5/17/2025	Medication Administration in Childcare (516)	
SAT 9:00-12:00 PM	TRAINER: CHELSEY ASK: HSN 3 SA: SA1 3 H&S: HS 1.5, CSC 1.5	
5/24/2025	Emergency Prep. for Children w/ Varying Needs (529)	
SAT 9:00-11:30 AM	TRAINER: JILL ASK: PLE 2 SA: SA2 2 H&S: LAP 2	
5/31/2025	Indoor/Outdoor Safety (526)	
SAT 9:00-10:30 AM	TRAINER: CHERYL ASK: HSN 1.5 SA: SA1 1.5 H&S: HS 1.5	
6/7/2025	Hazardous Materials (527)	
SAT 9:00-10:30 AM	TRAINER: CHERYL ASK: HSN 1.5 SA: SA1 1.5 H&S: HS 1.5	
6/14/2025	Basic Food Allergies (519)	
SAT 9:00-11:00 AM	TRAINER: MENIA ASK: HSN 2 SA: SA1 2 H&S: HS 1, CN 1	

WESTED BASIC IT SERIES (2 OF 10)

6/21/2025	Language Development (104)	
SAT 9:00-12:00 PM	TRAINER: MENIA ASK: GD 3 SA: SA8 3 H&S: CGD 3	
6/28/2025	It's Not Just Routine (505)	
SAT 9:00-12:00 PM	TRAINER: MENIA ASK: HSN 2, MAN 1 SA: SA1 2, SA5 1 H&S: HS 3	



MAUI PATCH OFFICE

1063 LOWER MAIN ST, SUITE C217 WAILUKU 96793

04/01/2025 **Stress & Trauma with Infants and Young Children (528)**

TUE 5:30-8:30 PM TRAINER: HOLLY ASK: HSN, SA1 3, HS 1.5 PCMA 1.5



04/08/2025 **Safe Sleep in Childcare (518)**

TUE 5:00-6:30PM TRAINER: LEIA ASK:HSN, SA1 1.5, HS / SS 1.5



04/22/2025 **Conflict Management (012)**

TUE 5:30-7:30 PM TRAINER: HOLLY ASK: PRO, SA6 1.5, CCB/PM 1.5



05/06/2025 **Promoting Positive Attachment (623)**

TUE 5:00-7:00 PM TRAINER: LEIA ASK: WF, SA4 2 FE 2



05/20/2025 **First Moves: Welcoming New Families (616)**

TUE 5:30-8:30 PM TRAINER: HOLLY ASK: WF, SA4 3,FE 3



06/09/2025 **Temperament and Secure Relationships (114)**

MON 5:30-8:30 PM TRAINER: ALEX ASK: GD, SA8 1.5, RG, SA3 1.5, CGD 3



06/23/2025 **Working with Children who have ADD/ADHD (601)**

MON 5:30-8:30 PM TRAINER: HOLLY ASK: WF, SA4 3, FE 3



254 HOUSTON ST. LANAI CITY, HI 96763

4/26/2025

Promoting Positive Attachment (623)

SAT 8:30-10:30 AM TRAINER: HOLLY ASK: WF, SA4 2 FE 2



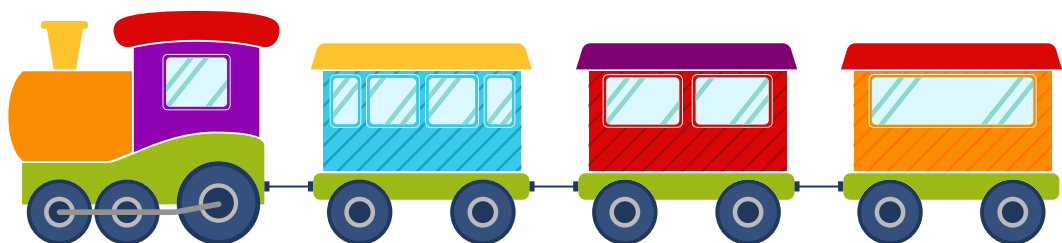
4/26/2025

Stress & Trauma with Infants and Young Children (528)

SAT 11:30-2:30 PM TRAINER: HOLLY ASK: HSN, SA1 3, HS 1.5 PCMA 1.5



LANAI



670 MAUNALOA HWY KAUNAKAKAI HI 96748

5/10/2025 Health and Safety in Preschool Settings (512)

SAT 8:30-10:30 AM TRAINER: HOLLY ASK: HSN SA1 - 2 HS-2

5/10/2025 Working with Children Who Have ADD/ADHD (601)

SAT 11:30-2:30 PM TRAINER: HOLLY ASK: WF, SA4 3, FE 3

MOLOKA'I





KAUAI PATCH OFFICE
4485 PAHE'E STREET, SUITE 124 KAUAI 96766

INFANT/ TODDLER CLASSES

4/24/2025

THU 6:00-9:00 PM

Individualized Interventions (238)

TRAINER: ALEJANDRA ASK: RG 3 CDA : SA3 3 H&S: MCB 3



5/22/2025

THU 6:00-9:00 PM

Brain Development (105)

TRAINER: ALEJANDRA ASK: GD 3 CDA: SA8 3 H&S: CGD 3



6/26/2025

THU 6:00-9:00 PM

Emotional Development (102)

TRAINER: ALEJANDRA ASK: GD 2 RG 1 CDA: SA8 2 SA3 1 H&S: CGD 3



4/12/2025

SAT 9:00-12:00 PM

Partnering with Parents (602)

TRAINER: THAO ASK: WF 3 CDA: SA4 3 H&S: FE 3

5/10/2025

SAT 9:00-11:30 AM

Emergency Preparedness for Children with Varying Needs (529)

TRAINER: THAO ASK: HSN 2.5 CDA: SA1 2.5 H&S: HS 2.5



6/14/2025

SAT 9:00-12:00 PM

Medication Administration in Childcare (516)

TRAINER: THAO ASK: HSN 3 CDA: SA1 3 H&S: HS 1.5 CSC 1.5

*Are you interested in becoming a
 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



HAWAII MONTESSORI SCHOOL AT KONA
74—978 MANAWALEA STREET, KAILUA—KONA, HI. 96740

CHALLENGING BEHAVIORS—ADVANCED SERIES

4/15/2025 Working with Challenging Behaviors (224)

TUE 6:00–9:00 PM TRAINER: STACY ASK: RG 3 CDA: SA3 3 H&S: MCB 3

4/29/2025 Interview Process (803)

TUE 6:00–9:00 PM TRAINER: STACY ASK : OA 3 CDA: SA7 3 H&S: CGD 1.5 MCB 1.5

5/06/2025 Building a Behavior Support Plan I (225)

TUE 6:00–9:00 PM TRAINER: STACY ASK: RG 3 CDA: SA3 3 H&S: MCB 3

5/13/2025 Building a Behavior Support Plan II (226)

TUE 6:00–9:00 PM TRAINER: STACY ASK: RG 3 CDA: SA3 3 H&S: MCB 3

5/20/2025 Effective Teaming (615)

TUE 6:00–9:00 PM TRAINER: STACY ASK: WF 3 CDA: SA4 3 H&S: FE 3



ONLINE TRAINING WITH PATCH

HAVE YOU MET YOUR ANNUAL TRAINING REQUIREMENTS?

Join us for Live Webinars
April-June 2025

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Please contact PATCH for assistance with registration or an online practice session at training@patch-hi.org prior to the start of class during our normal business hours Monday-Friday 7:30 AM-4:30 PM.



ONLINE TRAINING WITH PATCH

INFANT & TODDLER CLASSES-TRAINER: BRENDA

TUE	4/27/2025	Introduction to Social Emotional Wellness *(237) ASK: RG 3 CDA: SA3 3 H&S: CGD 3		6:00PM-9:00PM
SAT	5/03/2025	Development of Social Emotional Wellness (115) ASK: GD 3 CDA: SA8 3 H&S: CGD 3		9:00AM-12:00PM
TUE	5/13/2025	Temperament and Secure Relationships (114) ASK: GD 1.5 RG 1.5 CDA: SA8 1.5 SA3 1.5 H&S: CGD 3		6:00PM-9:00PM
TUE	5/27/2025	Observation and Responsive Routines **(807) ASK: OA 1.5 ENV 1.5 CDA SA7 1.5 SA1 1.5 H&S: CGD 1.5 PE 1.5		6:00PM-9:00PM
TUE	6/10/2025	Working in Partnerships with Families (621) ASK: WF 3 CDA: SA4 3 H&S: FE 3		6:00PM-9:00PM
SAT	6/21/2025	Temperament and Secure Relationships (114) ASK: GD 1.5 RG 1.5 CDA: SA8 1.5 SA3 1.5 H&S: CGD 3		9:00AM-12:00PM

CONNECTING TO CULTURE SERIES-TRAINER: JANELLE

THU	4/10/2025	Connecting in The Classroom (129) ASK: GD, SA8 1.5 PLE, SA2 1.5hrs CGD 1.5hrs LAP 1.5		6:00PM-9:00PM
THU	4/24/2025	Culturally Appropriate Lesson Planning I (911) ASK: DIV SA4, 2 OA SA7 1 LAP 3		6:00PM-9:00PM
THU	4/24/2025	Communication & Language Development (431) ASK: ENV, SA1 1..5 DIV SA4 1.5 PE 3		6:00PM-9:00PM

CHILD DEVELOPMENT ASSOCIATE CREDENTIAL-TRAINER: ELMAY

TUE	06/24/2025	Overview of CDA (002) ASK: HSN 2.5 CDA: SA1 2.5 H&S: HS 2.5		6:00PM-9:00PM
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Interested in running
your own registered
child care home business?

Call your local PATCH Office
so we can help you get started!



ONLINE TRAINING WITH PATCH

SAFE SLEEP-TRAINER: ELMAY

MON	04/21/2025	Safe Sleep in Child Care (518) ASK: HSN 1.5 CDA: SA1 1.5 H&S: HS/SS 1.5	6:00PM-7:30PM
MON	05/19/2025	Safe Sleep in Child Care (518) ASK: HSN 1.5 CDA: SA1 1.5 H&S: HS/SS 1.5	6:00PM-7:30PM
MON	06/16/2025	Safe Sleep in Child Care (518) ASK: HSN 1.5 CDA: SA1 1.5 H&S: HS/SS 1.5	6:00PM-7:30PM

FAMILY CHILD CARE SERIES-TRAINER: TAMI

WED	4/16/2025	Relationships with Families in Your FCC (619) ASK: WF 3 CDA: SA4 3 H&S: FE 3	6:00PM-9:00PM
WED	5/07/2025	Challenging Behaviors in Family Child Care (244) ASK: RG 3 CDA: SA2 3 H&S: MCB 3	6:00PM-9:00PM

HEALTH, SAFETY & NUTRITION-TRAINER: TAMI

THU	4/23/2025	Addressing Hawaii's Environmental Standards *(514) ASK: HSN 3 CDA: SA1 3 H&S: HS/SS 3	6:00PM-9:00PM
THU	6/25/2025	Child Abuse and Neglect *(517) ASK: HSN 3 CDA: SA1 3 H&S: HS 1.5 PCMA 1.5	6:00PM-9:00PM

PROFESSIONALISM-TRAINER: TAMI

WED	5/14/2025	Financial Reports and Internal Controls for Center-Based Child Care Providers: ECQA (327) ASK: MAN 2 CDA: SA5 2 H&S: CCB/PM 2	6:00PM-9:00PM
WED	5/21/2025	Recruiting and Retaining Staff for Center-Based Child Care Providers: ECQA (328) ASK: MAN 3 CDA: SA5 3 H&S: CCB/PM 3	6:00PM-9:00PM
WED	5/28/2025	Marketing Your Program for Center-Based Child Care Providers: ECQA (018) ASK: PRO 1.5 MAN 1.5 CDA: SA6 1.5 SA5 1.5 H&S: CCB/PM 3	6:00PM-9:00PM



Training Catalog and Class Descriptions

PROFESSIONALISM (PRO) (SA6) (DHS H&S Child Care Business/Program Mgmt.)					
#	Class Title & Topic Areas	Series	Hours	Multi-ASK/SA	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-1hr, FE-1hr)		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 childcare 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 - 2hr) (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 of 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: ECQA 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: ECQA 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	
GROWTH & DEVELOPMENT (GD) (SA8) (DHS H&S Child Growth & Development)					
#	Class Title & Topic Areas	Series	Hours	Multi ASK/SA	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		



Training Catalog and Class Descriptions

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 the importance of building secure relationships. (GD, SA8-1.5hrs) (RG, SA3-1.5hrs) (CGD-3hrs)	I/T Social Emotional	3	X	
115	Development of Social Emotional Wellness: Developmental concepts of infant/toddler social emotional wellness. (GD, SA8-3hrs) (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, SA2-2hrs) (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, SA8-3hrs) (CGD-3hrs) (Zero to Three)	The Growing Brain I/T	3		
119	Factors Affecting Brain Growth & Development: Understanding key factors that affect brain development & how to support healthy overall brain development. (GD, SA8-3hrs) (CGD-3hrs) (Zero to Three)	The Growing Brain I/T	3		
120	Cognition and Executive Function: Understanding how young children develop cognitive & executive functions in relation to brain development. (GD, SA8 - 3hrs) (CGD -3hrs) (Zero to Three)	Mind in the Making I/T	3		
121	Social-Emotional Development: To Support Social & Emotional Development & to Provide Positive Guidance. (GD, SA8-3hrs) (CGD - 3hrs) (Zero to Three)	Mind in the Making I/T	3		
122	Intro 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 I/T	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 rules, and thinking flexibly. (GD, SA8-2hrs) (CGD-2hrs)	Mind in the Making I/T	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 I/T	2		
125	Critical Thinking: Mind in the Making Seven Essential Life Skills: Help children analyze and evaluate information to guide their beliefs, decisions, and actions. Children need critical thinking to make sense of the world around them and to solve problems. (GD, SA8-2hrs) (CGD-2hrs)	Mind in the Making I/T	2		
**126	Play: The Way Children Learn: A look at the significance of play for infants and toddlers. While play is often described as 'children's work', it is intensely enjoyable for them. (GD, SA1 - 1hr) (PLE, SA2 - 1hr) (CGD- 1hr, LAP- 1hr)		2	X, I/T	
127	Introduction & Understanding Social Emotional Development: Learn about the caregiver's supportive role in social-emotional growth and development. (GD, SA8-2.5hrs) (CGD-2.5hrs)	Pyramid Model I/T	2.5		
128	Understanding Behavior: 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)	Pyramid Model I/T	2.5		



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*129	Connecting in the Classroom: Learn how to begin the process of creating lesson plans that are both developmentally and culturally appropriate (GD, SA8-1.5hrs) (PLE, SA2-1.5hrs) (CGD-1.5hrs, LAP-1.5hrs)	Connecting with Culture	3	X	
RELATIONSHIPS & GUIDANCE (RG) (SA3) (DHS H&S Managing Challenging Behaviors)					
#	Class Title & Topic Areas	Series	Hours	Multi ASK/SA	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	Culture, Community and Lasting Impact: A review of the series and the lasting impact of diversity on children when introduced in early childhood experiences (DIV, SA4 - 3hrs) (FE - 3hrs)	Connecting with Culture	3		
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		
*230	The Child Who is Excluded: Gain a broader understanding of how you can help children develop the necessary skills to interact successfully with their peers. (RG, SA3-3hrs) (LAP-3hrs)	Supporting Play	3		
231	Classroom Management and Supervision: Looking at challenging supervision issues and classroom management. (RG, SA3-2hrs) (MCB-2hrs)	Intro to Preschool	2		
232	Supporting the Individual Needs of Infants and Toddlers: Strategies to work with infants and toddlers with challenging behaviors. (RG, SA3-3hrs) (MCB-3hrs)	I/T Series 3	3		



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*236	Talking with Children: Encouraging conversations with children that support learning. HPCS Domain III Language Development and Literacy, Subdomain: Communication. (RG, SA3-2hrs) (PLE, SA2-1hr) (CGD-3hrs)	Quality Care	3	X	
*237	Introduction to Social Emotional Wellness: Introduction to key social emotional needs of infant/toddlers. (RG, SA3-3hrs) (CGD-3hrs)	I/T Social Emotional	3		
238	Individualized Intervention with Infants and Toddlers: Understanding challenging behaviors in infants and toddlers. (RG, SA3-3hrs) (MCB-3hrs)	I/T Social Emotional	3		
239	When Behavior Goes Off Track: Responding to challenging behaviors in infants and toddlers. (RG, SA3-3hrs) (MCB-3hrs)	I/T Social Emotional	3		
*240	Effects of Challenging Behavior: Explore the effects and supports of challenging behavior on families and caregivers. (RG, SA3-1.5hrs) (WF, SA4 - 1.5hrs) (MCB-1.5hrs, FE-1.5hrs)	I/T Social Emotional	3	X	
241	Developing a Support Plan for Infants/Toddlers: Using a program process to develop a behavior support plan. (RG, SA3-3hrs) (MCB-3hrs)	I/T Social Emotional	3		
*242	I'm Moving, I'm Learning: Body Language: Key concepts, vocabulary and strategies related to motor development. (RG, SA-3hrs) (CGD-3hrs)	I'm Moving/Learning	3		
243	Understanding Behavior: Understanding how children's behavior is influenced by the brain. (RG, SA3-3hrs) (MCB-3hrs) (Zero to Three)	The Growing Brain I/T	3		
244	Challenging Behaviors in Family Child Care: Learn how to respond to challenging behaviors in a mixed age setting. (RG, SA2-3hrs) (MCB-3hrs)		3		
245	Focusing on Relationships: Understand how attachments and relationships build over time. (RG, SA3-2.5hrs) (CGD-2.5hrs)	Pyramid Model I/T	2.5		
246	Teaching About Feelings: Learn how you can use real-life situations to teach about feelings. (RG, SA3-1.5hrs) (CGD-1.5hrs)	Pyramid Model I/T	1.5		
247	Promoting Peer Interactions: Learn how to support the development of social and friendship skills. (RG, SA3-1.5hrs) (CGD-1.5hrs)	Pyramid Model I/T	1.5		
248	Culturally Appropriate Lesson Planning III: Complete the Kalo Unit and align the HELDS standards to extend learning beyond classrooms and into the community (RG-3hrs) (FE-3hrs)	Connecting with Culture	3		
PROGRAM MANAGEMENT (MAN) (SA5) (DHS H&S Child Care Business/Program Mgmt.)					
#	Class Title & Topic Areas	Series	Hours	Multi ASK/SA	Parents
307	Beyond the Norm: Using themes to enhance curriculum. (MAN, SA5-2hrs) (CCB/PM-2hrs)		2		
308	Moving from Here to There: Smooth transitional times. Primarily for center-based providers. (MAN, SA5-3hrs) (CCB/PM-3hrs)		3		
309	Together in Care: Creating close caregiver/child relationships within a group. (MAN, SA5-2hrs) (PLE, SA2-1hr) (CCB/PM-3hrs)	Basic I/T	3	X	
*310	Individual Care and Small Groups: Working with infants and toddlers individually and in small groups. (MAN, SA5-2hrs) (RG, SA3-1hr) (PCYC-3hrs)	Advanced I/T	3	X	
311	Bringing Home to School: Bridging the cultural gap between home and school. Primarily for center-based providers. (MAN, SA5-2hrs) (CCB/PM-2hrs)		2		
313	Developmental Milestones: Understanding and Using Developmental Milestone Charts. (MAN, SA5-3hrs) (CCB/PM-3hrs)		3		
317	Documenting Quality Curriculum in a Quality Program: Identifying, collecting, and organizing evidence that your program aligns with the Hawaii Preschool Content Standards and Guiding Principles. All HPCS and Guiding Principles. (MAN, SA5-3hrs) (CCB/PM-3hrs)	Quality Care	3		
318	The Business of FCC, Part I: The Basics. An overview of how to start a self-owned business. (MAN, SA5-3hrs) (CCB/PM-3hrs)	Basic FCC	3		
319	The Business of FCC, Part II: Building It. An overview of Hawaii State requirements for applying for and establishing your family child care home. (MAN, SA5-3hrs) (CCB/PM-3hrs)	Basic FCC	3		
320	The Business of FCC, Part III: Promoting It. A review of the required written policies and procedures for family child care homes. (MAN, SA5-1.5hrs) (WF, SA4-1.5hrs) (CCB/PM-3hrs)	Basic FCC	3	X	



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321	I'm Moving, I'm Learning: Introduction: Introduction to key elements, strategies and resources for health practices in programs. (MAN, SA5-3hrs) (CCB/PM-3hrs)	I'm Moving/ Learning	3		
322	Inclusive Early Childhood Environments: Benefits of inclusion, planning inclusive environments, exploring attitudes towards inclusion. (MAN, SA5-1.5hrs) (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, SA5-2hrs) (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, SA5-2hrs) (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, SA5-2hrs) (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		
329	Introduction to Coaching, Part I: To provide participants with an overview of the components of coaching, the beliefs of coaching, the benefits of coaching, and an overview of teaching practices. (MAN, SA5-2hrs) (CCB/PM-2hrs)		2		
330	Introduction to Coaching, Part II: This training will review the assignment of coaching formats, the coaching agreement, define SMART goals and action planning, and will touch on focused observations, reflection, and feedback. (MAN, SA5-2hrs) (CCB/PM-2hrs)		2		

PLANNING LEARNING EXPERIENCES (PLE) (SA2) (DHS H&S Learning Activities and Play)

#	Class Title & Topic Areas	Series	Hours	Multi ASK/SA	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)	Puppets	2		
405	Teaching with Puppets: Using Puppets to teach within your setting. (PLE, SA2-2hrs) (LAP-2hrs)				
406	Easy Puppets for Children: Create and take samples of easy puppets for children to make. (PLE, SA2-3hrs) (LAP-3hrs)	Puppets	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 (# 103). (PLE, SA2-3hrs) (CGD-3hrs)	Basic I/T	3		
*410	The Responsive Process: Helping caregivers provide sensitive, responsive care. (PLE, SA2-2hrs) (RG, SA3-1hr) (CGD-3hrs)	Advanced I/T	3	X	
*411	Ages of Infancy: Understanding the rapid growth and changing needs of infants and toddlers. (PLE, SA2-3hrs) (CGD-3hrs)	Basic I/T	3		
412	Building Puppets: Create-and-take sock, finger, and stick puppets to use in your setting. (PLE, SA2-2hrs) (LAP-2hrs)	Puppets	2		



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413	Puppets and Multicultural Tales: Create and take puppets to use with multicultural stories. (PLE-2, DIV-1, SA2-2, SA4-1) (LAP-3)	Puppets	3	X	
414	Bigger than Books: Overview of the importance of reading aloud to young children. (PLE, SA2-3hrs) (LAP-3hrs)		3		
415	From Sand to Snow: Sensory activities for toddlers and preschoolers. (PLE, SA2 - 3hrs) (LAP-3hrs)		3		
420	Conversations with Infants and Toddlers: Strategies to engage infants and toddlers in conversations. (PLE, SA2-3hrs) (LAP-3hrs)	I/T Series 3	3		
421	Early Childhood Curriculum 101: What is an early childhood curriculum? Planning good curriculum. HPCS Guiding Principles 1, 2, 5, and 6. (PLE, SA2-3hrs) (LAP-3hrs)	Quality Care	3		
422	Intentional Teaching: The connection of intentional teaching in early childhood education and care to the Guiding Principles of the Hawaii Preschool Content Standards. HPCS Guiding Principles 1 - 10. (PLE, SA2 -3hrs) (LAP-3hrs)	Quality Care	3		
423	Observation-based Planning for Young Children: Using observation and reflective planning for every child: individual children, small groups, whole groups. HPCS Guiding Principle 2. (PLE, SA2-1.5hrs) (OA, SA7-1.5hrs) (LAP-3hrs)	Quality Care	3	X	
424	Science Discoveries in the Preschool Environment: Science curriculum activities including sensory table activities, Science Centers, science experiments and ideas. HPCS Domain IV Cognitive Development, Subdomain: Science. (PLE, SA2 - 3hrs) (LAP - 3hrs)	Quality Care	3		
425	More Than Counting: Math in Preschool: Teaching strategies that support the development of mathematical concepts in preschool-age children. HPCS Domain IV Cognitive Development, Subdomain: Mathematics. (PLE, SA2-3hrs) (LAP-3hrs)	Quality Care	3		
426	Curriculum 201: Integrated Curriculum Using Science and Social Studies: Using topics that are interesting to children to design curriculum activities. HPCS Guiding Principles 1, 2, 5, and 6. (PLE, SA2 - 3hrs) (LAP - 3hrs)	Quality Care	3		
427	I'm Moving, I'm Learning: Move, Play and Learn: Movement activities integrating play and learning. (PLE, SA2 - 3hrs) (LAP - 3hrs)	I'm Moving/ Learning	3		
428	Building Emotional Literacy: Strategies to build emotional literacy. (PLE, SA2-3hrs) (LAP-3hrs)	I/T 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, SA2-3hrs) (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, SA2-3hrs) (LAP-3hrs)		3		
431	Communication & Language Development: To understand how communication and language skills develop over the first 5 years, the role of the brain & how to support it. (PLE, SA2-3hrs) (LAP-3hrs) (Zero to Three)	The Growing Brain I/T	3		
432	Everyday Play: Enhancing Parents' Skills to Advance Children's Physical and Intellectual Development. (PLE, SA2-3hrs) (LAP-3hrs) (Zero to Three)	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 is 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		



Training Catalog and Class Descriptions

437	Connecting Cultures Through Learning: Learn the importance of connecting young children, different cultures and how to do so appropriately and authentically (PLE, SA4 - 2hrs) (WF, SA4 - 1hr) (LAP-2hrs, FE-1hr)	Connecting with Culture	3		
HEALTH, SAFETY, NUTRITION (HSN) (SA1) (DHS H&S Health and Safety)					
#	Class Title & Topic Areas	Series	Hours	Multi ASK/SA	Parents
505	It's Not Just Routine: A look at feeding, diapering and toileting routines. (HSN, SA1-2hrs) (MAN, SA5-1hr) (HS-3hrs)	Basic I/T	3	X	
*506	Health, Safety & Nutrition: Health and safety issues surrounding infant and toddler care. (HSN, SA1-3hrs) (HS / SS-3hrs)	Basic I/T	3		
507	Fostering Resiliency: Understanding and developing strategies that help children "bounce back" from stress. (HSN, SA1-3hrs) (HS-3hrs)		3		
512	Health and Safety in Preschool Settings: Overview of health and safety regulations. (HSN, SA1 - 2hrs) (HS - 2hrs)	Intro to Preschool	2		
513	Addressing Hawaii's Health Standards: An overview of Hawaii State regulations pertaining to health standards for family child care homes. (HSN, SA1 - 3hrs) (HS - 3hrs)	Basic FCC	3		
*514	Addressing Hawaii's Environmental Standards: An overview of Hawaii State regulations addressing environmental (safety) standards. (HSN, SA1-3hrs) (HS / SS-3hrs)	Basic FCC	3		
*515	Babysitting, Part I: Child care basics for teenagers interested in working with young children: Safety & Health, Child Development, Feeding & Bedtime. (HSN, SA1-2hrs) (GD, SA8-1hr) (HS-1.5hrs, CGD-1.5hrs)	Babysitting	3	X	
*516	Medication Administration in Childcare: Identifying proper medication administration, components of a medication policy and medication disposal. (HSN, SA- 3hrs) (HS-1.5hrs, CS - 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 of 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	



Training Catalog and Class Descriptions

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		X
WORKING WITH FAMILIES (WF) (SA4) (DHS Family Engagement)					
#	Class Title & Topic Areas	Series	Hours	Multi ASK/SA	Parents
601	Working with Children who have ADD/ADHD: The importance of working with the child, family, and professionals. (WF, SA4-3hrs) (FE-3hrs)		3		
602	Partnering with Parents: Learn effective communication strategies. (WF, SA4-3hrs) (FE-3hrs)		3		
603	Adjusting to the New Setting: Helping the child and family adjust to a new child care setting. (WF, SA4-2hrs) (FE-2hrs)		2		
604	Greetings and Departures: Helping parents and children transition into and out of the child care setting. (WF, SA4-2hrs) (FE-2hrs)		2		
*605	Introduction to Infant/Toddler Care: A look at quality care in infant toddler programs. (WF, SA4-2hrs) (PRO, SA6-1hr) (CCB/PM-3hrs)	Basic I/T	3	X	
606	Protective Urges: Working with the feelings of parents and caregivers. (WF, SA4-3hrs) (FE-3hrs)	Advanced I/T	3		
607	Responding to the Family's Needs: Helping caregivers become more responsive to the needs of family members. (WF-SA4-3hrs) (FE-3hrs)	Advanced I/T	3		
608	Positive Conferences: Planning effective parent conferences. (WF, SA4-2hrs) (MAN, SA5-1hr) (FE-3hrs)		3	X	
615	Effective Teaming: Gaining a better understanding of the importance of teamwork and the positive effect it has in educational settings. (WF, SA4-3hrs) (FE-3hrs)	Challenging Behaviors Advanced	3		
616	First Moves: Welcoming New Families: Supportive strategies to help families transition into new programs. (WF, SA4-3hrs) (FE-3hrs)	I/T Series 3	3		
617	Building Partnerships with Families: An in-depth look into building effective partnerships with families. (WF, SA4 - 3hrs) (FE - 3hrs)	I/T Series 3	3		
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, SA4-1.5hrs) (HSN, SA1-1.5hrs) (FE-1.5hrs, CN-1.5hrs)	I'm Moving/ Learning	3	X	
621	Working in Partnerships with Families: Working with families and developing social skills for infants and toddlers. (WF, SA4-3hrs) (FE-3hrs)	I/T Social Emotional	3		
623	Promoting Positive Attachment: Build understanding and awareness of secure attachment for infants. (WF, SA4 - 2hrs) (FE-2hrs)		2	I/T	
*624	Family Partnerships and Inclusion: Importance of building family partnerships, cultural awareness, and effective communication. (WF, SA4-1.5hrs) (FE-0.75hr, CSN-0.75hr)	Special Needs	1.5		
*625	Special Needs: Community Resources and Referral Process: Exploring resources and the referral process for support. (WF, SA4-1.5hrs) (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, SA4-2hrs) (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, SA4-2hrs) (FE-2hrs)	Building Family Partnerships	2		
628	Family Engagement: Exploring the meaning of family partnerships, engagement, involvement, and participation. (WF, SA4-2hrs) (FE-2hrs)	Building Family Partnerships	2		
629	Supporting Family Outcomes: Build communication strategies to use with families. Identify program practices that strengthen family's knowledge and skills in supporting children's growth and learning. (WF, SA4-2hrs) (FE-2hrs)	Building Family Partnerships	2		



Training Catalog and Class Descriptions

630	Providing Family Resources: Identify strategies to engage in difficult conversation with families about resources. (WF, SA4 - 2hrs) (FE - 2hrs)	Building Family Partnerships	2		
631	Understanding the Impact of Unstable Housing: ELH Helping providers develop an empathy regarding 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		
LEARNING ENVIRONMENT (ENV) (SA1) (DHS H&S Physical Environment)					
#	Class Title & Topic Areas	Series	Hours	Multi ASK/SA	Parents
700	Space to Grow: Introduction to basic concepts relating to infant and toddler space. (ENV, SA1-3hrs) (PE-3hrs)	Advanced I/T	3		
701	Creating Supportive Environments I: Making the connection between the environment, social-emotional development, and challenging behaviors. (ENV, SA1-3hrs) (PE-3hrs)	Challenging Behaviors Basic	3		
702	The Prepared Preschool Environment: Overview of an appropriate environment for preschoolers. (ENV, SA1-2-hrs) (PE-2hrs)	Intro to Preschool	2		
703	The Prepared Infant and Toddler Environment: How to strategically create a responsive environment for infants and toddlers. (ENV, SA1-3hrs) (PE-3hrs)	I/T Series 3	3		
704	Flowing Through the Day: Classroom Transitions: Providing transitions that support children's relationships and learning. HPCS Guiding Principles 4, 5, 8, and 9. (ENV, SA1-3hrs) (PE-3hrs)	Quality Care	3		
705	Family Child Care Environment: An overview of key elements to include in family child care environments. (ENV, SA1-3hrs) (PE-3hrs)	Basic FCC	3		
*708	Creating a Culturally Inclusive Environment: Language and awareness in a group setting and strategies for building tolerance and acceptance. (ENV, SA1-1.5hrs) (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 childcare home. (ENV, SA1 -1.5hrs, GD SA8-1.5hrs) (PE-1.5hr, CGD-1.5hrs)		3	X	
710	Responsive Routines, Schedules & Environments: Describe the importance of caregiving routines and identify strategies to support social-emotional development. (ENV, SA1-1.5hrs) (PE-1.5hrs)	Pyramid Model I/T	1.5		
*711	Culturally Appropriate Lesson Planning II: Review domains and how to connect culture to centers and lessons (ENV, SA1-1.5hrs) (DIV, SA4-1.5hrs) (PE-3hrs)	Connecting with Culture	3	X	
OBSERVATION & ASSESSMENT (OA) (SA7)					
#	Class Title & Topic Areas	Series	Hours	Multi ASK/SA	Parents
*801	Respectfully Yours: Respecting infants and toddlers as competent learners. (SA7, SA6, SA3-1hr each) (OA, PRO, RG-1hr each) (CGD-3hrs)	Advanced I/T	3	X	
**803	Interview Process: Using interviews and observations to determine the reasons behind challenging behaviors. (OA, SA7-3hrs) (MCB-1.5hrs, CGD-1.5hrs)	Challenging Behaviors Advanced	3		
*804	Observing Children at Play: Recognize the value of systematic observation and learn ways to incorporate this skill into daily practice. (OA, SA7 - 3hrs) (LAP - 3hrs)	Supporting Play	3		
*805	Observation and Assessments in Preschool Settings: Introduction to observational tools and how to use them. (OA, SA7-2hrs) (CCB/PM-2hrs)	Intro to Preschool	2		
*806	I'm Moving, I'm Learning: Planning and Assessment: Observation, assessment, and planning environments for motor development. (OA, SA7-1.5hrs) (ENV, SA1-1.5) (CGD-3hrs)	I'm Moving/ Learning	3	X	
**807	Observation and Responsive Routines: The importance of careful observation and supportive environments. (OA, SA7-1.5hrs) (ENV, SA1-1.5hrs) (CGD-1.5hrs, PE-1.5hrs)	I/T Social Emotional	3	X	
**808	Working in an Inclusive Environment: Observation, planning, prevention, and reflection in an inclusive environment. (OA, SA7-1.5hrs) (PE-0.75hr, CSN-0.75hr)	Special Needs	1.5		
809	Individualized Teaching: Identify when a child might need individualized teaching to learn social-emotional skills. (OA, SA7-2.75hrs) (MCB-2.75hrs)	Pyramid Model I/T	2.75		



Training Catalog and Class Descriptions

810	Challenging Behavior: Understand behavior, meet children's needs, prevent behavior, and teach children new replacement skills. (OA, SA7-3.25hrs) (MCB-3.5hrs)	Pyramid Model I/T	3.25		
DIVERSITY (DIV) (SA4)					
#	Class Title & Topic Areas	Series	Hours	Multi ASK/SA	Parents
*901	Routines and Culture: Understanding how culture impacts daily routines. (DIV, SA4-2hrs) (CGD-2hrs)		2		
*902	Special Needs: Facing caregiver fears and concerns regarding children with special needs. (DIV, SA4-3hrs) (CSN-3hrs)	Advanced I/T	3		
*903	Development and Learning in the Multicultural Setting: Looking at culture and how it impacts early learning. (DIV, SA4-3hrs) (CGD-3hrs)	Advanced I/T	3		
*906	Cultural Diversity in Infant and Toddler Settings: Looking at our own personal experiences with diversity and its impact on practices. (DIV, SA4-3hrs) (CGD-3hrs)	I/T Series 3	3		
**907	Cultural Sensitivity with Families: Creating a culturally responsive infant and toddler program. (DIV-1.5hrs, WF-1.5hrs) (SA4-3hrs) (CGD-1.5hrs, FE-1.5hrs)	I/T Series 3	3	X	
*908	Introduction to Inclusion: History of IDEA, terminology, and reframing language. (DIV, SA4 - 1.5hrs) (CSN-1.5hrs)	Special Needs	1.5	X	
*909	Exploring Inclusion: Exploring inclusion and our role supporting inclusion. (DIV, SA4-1.5hrs) (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, SA4-2hrs) (FE-2hrs)	Child Care Admin	2	X	
*911	Culturally Appropriate Lesson Planning I: Create culturally and developmentally appropriate lessons that strive to meet developmental standards while focusing on each developmental domain to create a well-rounded curriculum (DIV, SA4-2hrs) (OA, SA7-1hr) (LAP- 3hrs)	Connecting with Culture	3	X	
Note	* (2) DHS Topic Areas, **Different DHS Topic Area Safe Sleep Class				

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