

Child Care Connect Resource and Referral  
Training Opportunities

<u>Class Title</u>	<u>Brief Overview or Objectives</u>	<u>Target Audience</u>	<u>Appropriate Ages</u>	<u>Number of Hours</u>	<u>Instructor</u>
Module 1 Promoting Children's Success: Building Relationships and Creating Supportive Environments - Promoting Social Emotional Competence/CESEFL	<p>Participants will be able to describe the importance of building relationships with children, families, and colleagues.</p> <p>Participants will be able to describe the relationship between children's social emotional development and challenging behaviors.</p>	Family child care providers, center teachers, and center assistant teachers	Preschool	5	Karen Boglarsky
Module 2 Social-Emotional Teaching Strategies - Promoting Social Emotional Competence/CESEFL	<p>Participants will be able to discuss why it is important to be more intentional about teaching social emotional skills.</p> <p>Participants will be able to identify strategies for supporting the development of friendship skills.</p>	Family child care providers, center teachers, and center assistant teachers	Preschool	5	Karen Boglarsky
Module 3a Individualized Intensive Interventions: Determining the Meaning of Challenging Behavior - Promoting Social Emotional Competence/CESEFL	<p>Participants will be able to define forms and function of communication and identify the behavioral mechanisms that contribute to viewing challenging behavior as communicative.</p>	Family child care providers, center teachers, and center assistant teachers	Preschool	5	Karen Boglarsky
Module 3b Individualized Intensive Interventions: Developing a Behavior Support Plan - Promoting Social Emotional Competence/CESEFL	<p>Participants will be able to describe and select strategies that may be used to prevent challenging behavior.</p> <p>Participant will be able to identify replacement skills that may be taught to replace challenging behavior.</p>	Family child care providers, center teachers, and center assistant teachers	Preschool	5	Karen Boglarsky

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Module 4 Leadership Strategies for Supporting Children’s Social and Emotional Development and Addressing Challenging Behavior - Promoting Social Emotional Competence/CESEFL	Participants will be able to describe an evidence based framework for addressing social emotional development and challenging behavior. • Participants will be able to identify strategies to address common barriers to evidence based practices.	Family child care providers, center teachers, and center assistant teachers	Preschool	5	Karen Boglarsky
40 Developmental Assets	Grounded in extensive research in youth development, resiliency, and prevention, the Developmental Assets represent the relationships, opportunities, and personal qualities that young people need to avoid risks and to thrive.	Family child care providers, center teachers, and center assistant teachers, parents, community members, social workers, etc.	Infant - up	3	Karen Boglarsky
Professionalism	Demonstrate an understanding of child development and apply this knowledge into practice. Demonstrate an understanding of the early childhood profession and make a commitment to professionalism.	Family child care providers, center teachers, and center assistant teachers	Infant - School-Age	2.5	Karen Boglarsky
Teaching Math, Activities for Exploration	Preschoolers do math even though they are not sitting at desks with workbooks or memorizing multiplication tables. Math is helping them to make sense of the world around them and teaching them to reason and problem-solve. It is a natural part of young children's play and daily activities. They explore mathematical concepts as they sort, classify, compare quantities, balance blocks, notice shapes, and find patterns. Includes: Logical thinking, Seriation, Measurement, Shape, Numeral, Opposite and Pattern Activities	Family child care providers, center teachers, and center assistant teachers	Preschool	2.5	Karen Boglarsky

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Accepting Differences, Affirming Culture in Early Childhood Programs	To introduce culturally relevant and anti-bias curriculum in a simple way. To challenge prevailing misconceptions, stereotypes, and isms that affect child care . To present many practical ideas for implementing culturally relevant and anti-bias education.	Family child care providers, center teachers, and center assistant teachers	All Ages	2.5	Karen Boglarsky
Beyond Centers and Circle Time	The Beyond Centers and Circle Time Curriculum is written to offer support to educators and parents who wish to maintain a balance between supporting their child's acquisition of skills and knowledge that will prepare him/her for later school success and the joys and delights of experiencing a playful childhood.	Family child care providers, center teachers, and center assistant teachers	Preschool	25	Karen Boglarsky
Beyond Cribs and Rattles	This curriculum provides caregivers an understanding of the unique educational needs of children age birth to three and how important the development of play skills is to their later school success.	Family child care providers, center teachers, and center assistant teachers	Infant - Toddler	10	Karen Boglarsky
Beyond Differences and Diagnosis, The Celebration of Inclusion of all Children	Provides parents and other adults working with young children knowledge of the stages evidenced in children's product creation, the stages and importance of dramatic play experiences, and how to use playful experiences to prepare children socially, emotionally, and cognitively for success in later school. All children, with and without disabilities, will play amongst and alongside their age-alike peers developing the social skills necessary to become productive members of society when given the time and opportunity to do so.	Family child care providers, center teachers, and center assistant teachers, parents	Infant - School Age	5	Karen Boglarsky

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Beyond ABC's and Writing My Name	Developmentally appropriate literacy experiences should be provided for young children throughout each day. Daily opportunities to play with letters, numbers, and books in a language rich environment will allow children to develop the infrastructure needed for successful literacy development in later school.	Family child care providers, center teachers, and center assistant teachers	Preschool	5	Karen Boglarsky
Encouraging Director, Motivating Your Staff	A positive motivation philosophy and practice should improve productivity, quality, and service. Motivation helps people: Achieve goals; Gain a positive perspective; Create the power to change; Build self-esteem and capability, Manage their own development and help others with theirs.	Directors, Assistants and lead teachers	Infant - up	5	Karen Boglarsky
Preventing Child Abuse and Neglect	Preventing abuse and neglect of infants and toddlers Working effectively with infants, toddlers and their families Recognizing the role of culture in working with very young children and their families Supporting directors in helping staff create partnerships with parents	Family child care providers, center teachers, and center assistant teachers, parents	Infant - up	2.5 - 60	Karen Boglarsky

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Injury Prevention, Preventing SIDS	The rate of deaths from SIDS has dropped more than 50 percent since 1994, when the Back to Sleep campaign was launched by the American Academy of Pediatrics (AAP), the U.S. Public Health Service, the SIDS Alliance, and the Association of SIDS and Infant Mortality Programs. Make sure that anyone who cares for your baby — relatives and babysitters, for example — knows not to place your baby on his tummy to sleep.	Family child care providers, center teachers, and center assistant teachers	Infant	2	Karen Boglarsky
Injury Prevention, Preventing Slips, Trips and Falls	Falls are the leading cause of unintentional childhood injuries in Virginia, throughout the United States and across the world. Learn prevention strategies to prevent accidents in the child care setting.	Family child care providers, center teachers, and center assistant teachers	Infant - up	2	Karen Boglarsky
Enhancing Literacy with Words that Cook	This multisensory course teaches how to use effective and age-appropriate read-aloud techniques when working with mixed age groups so as to not only engage children as a group in active listening, but also to individually boost the development of each child's six early literacy skills (print motivation, print awareness, letter knowledge, phonological awareness, vocabulary and narrative skills).	Family child care providers, center teachers, and center assistant teachers, parents	Infant - up	10	Karen Bogarsky

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<p>Early Learning and Brain Development</p>	<p>This scientifically sound curriculum taps the expertise of a cadre of nationally recognized developmental and neuroscience professionals from over 23 institutions, including the Yale Child Study Center, Harvard Medical School, and the Erikson Institute.</p> <p>Early Development and the Brain contains everything you'll need to advance your teaching skills to a higher level. Organized in nine units, this curriculum distills complex topics, such as "sensory processing" and "language and the brain" and offers a road map for teaching them.</p>	<p>Family child care providers, center teachers, and center assistant teachers, parents</p>	<p>Infant - up</p>		<p>Karen Boglarsky</p>
<p>Make n'Take</p>	<p>This course teaches creativity within the a curriculum using many items that are from recycled materials. Includes literacy, math, science, food prep, sensory, etc.</p>	<p>Family child care providers, center teachers, and center assistant teachers, parents</p>	<p>Toddler -up</p>	<p>2.5</p>	<p>Karen Boglarsky</p>
<p>CPR and First Aid</p>	<p>Version 6.0 of MEDIC FIRST AID's PediatricPlus CPR, AED, and First Aid for Children, Infants, and Adults provides an ideal training solution for schools, childcare providers, youth sports coaches, and others required to learn how to respond to medical emergencies involving children.</p>	<p>Family child care providers, center teachers, and center assistant teachers, parents</p>	<p>All Ages</p>	<p>3.5</p>	<p>Karen Boglarsky</p>

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<p>Preventing Blood borne Pathogens</p>	<p>MEDIC FIRST AID's Blood borne Pathogens in the Workplace is designed to provide students with the essential knowledge necessary to help reduce or eliminate the occupational risk of blood borne pathogens. The training program teaches the information every employee who has occupational exposure needs to know to avoid accidental exposure to potentially infectious materials and to manage an accidental exposure if one occurs.</p> <p>Also included are optional supplemental materials such as FAQs about the Blood borne Standard, a list of resources available on the Web, and a model Exposure Control Plan.</p> <p>This stand-alone training program is intended to help meet Occupational Safety and Health Administration (OSHA) training regulations in regard to blood borne pathogens.</p>	<p>Family child care providers, center teachers, and center assistant teachers, parents</p>	<p>All Ages</p>	<p>2</p>	<p>Karen Boglarsky</p>
<p>Medication Administration Training</p>	<p>Child care providers who work in licensed or regulated child day programs and who give prescription medications to children are required by the Code of Virginia to satisfactorily complete the MAT course. The MAT is a competency-based course approved by the Board of Nursing (BON) and Virginia Department of Social Services (VDSS) to train providers who work in child day programs to safely administer medication to children. The MAT course must be facilitated by an approved MAT Trainer.</p>	<p>Family child care providers, center teachers, and center assistant teacher</p>	<p>Infant - up</p>		<p>Alice Pennington or approved MAT trainer</p>

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<p>Pre-Medication Administration Training</p>	<p>This is both BON and VDSS approved. It is geared towards providers in licensed or regulated child day programs who do not ordinarily administer medications, but who supervise children who might need either an emergency injection of epinephrine using an auto-injector device (epipen) or prescription topical ointment or cream. The PMAT course must be facilitated by an approved MAT Trainer.</p>	<p>Family child care providers, center teachers, and center assistant teacher</p>	<p>Infant - up</p>	<p>2</p>	<p>Alice Pennington or approved MAT trainer</p>
<p>Developmental Screenings</p>	<p>Define screening Present issues/considerations related to assessing children's social-emotional, Communication, Gross and Fine Motor Development, Personal - Social, Problem Solving skills. Describe Ages and Stages Questionnaires: Social-Emotional (ASQ:SE) and Developmental Screenings (ASQ) Discuss scoring/interpretation of scores and referral issues</p>	<p>Family child care providers, center teachers, and center assistant teacher</p>	<p>Infant - Preschool</p>	<p>1.5</p>	<p>Karen Boglarsky</p>