Introduction:
Our mission is to provide early intervention, professional development, and foster leadership to ensure every child has equitable access to high-quality early education by supporting the individual needs of children, families, and early child care education settings which result in sustainable changes.

“Educators must consistently cultivate their knowledge of developmentally appropriate practice, family and cultural contexts, and effective assessment in order to effectively support and individualize learning for every child.”

Early Childhood Essentials, 2019, p. 17

About this Catalog
The focus of SDQPI is to connect and enhance Early Learning and Care (ELC) systems and supports as healthy, and ready to succeed in school and in life. The San Diego QCC Consortium’s guiding vision is that [1] all children ages 0 through 5, and their families, have access to environments that provide healthy and enriched learning opportunities; [2] strengthen the responsiveness of adult-child interactions in ELC settings; and [3] efficiently connect child, family and program supports. Our local mixed delivery system increases access to quality ELC settings for those most in need and strengthens the facilitation of integrated systems of support.

Quality has many different facets; the most important are the provider interaction, developmental understanding of children and program planning to create effective early childhood education environments, and to develop a high quality workforce. Professional development opportunities come in many forms, these strategies can vary and can be accessed in thought-provoking conversations with fellow educators, through highly trained and responsive presenters, and training topics geared to your interests and aligned to professional growth needs within programs to support positive outcomes. SDQPI connects the “quality” target with professional development, personalized opportunities, which promotes engagement in continuous quality improvement practices, while being individualized for providers’ needs.

The workshops highlighted in this catalog are intentionally offered to align to program quality goals and build upon existing skills.

For scheduled professional development offerings and registration please visit: www.sdqpi.org
Icons: Professional development opportunities are aligned to one or more California Quality Rating and Improvement System (QRIS) Continuous Quality Improvement Pathways. The California QRIS Continuous Quality Improvement Pathways were created to accompany the CA-QRIS Rating Matrix and Implementation Guide as part of the CA-QRIS Quality Continuum Framework. All California QRIS Continuous Pathways fit within 1 of the 3 core areas: Child Development and School Readiness; Teachers and Teaching; Program and Environment.

**School Readiness:** All children receive individualized instruction and support for optimal learning and development informed by child observation and assessment data.

**Social and Emotional Development:** Children receive support to develop healthy social and emotional concepts, skills, and strategies.

**Health, Nutrition, and Physical Activity:** Children receive support for optimal physical development, including health, nutrition, and physical activity.

**Effective Teacher-Child Interactions:** Teachers are prepared to implement effective interactions in the classroom.

**Environment:** The program indoor and outdoor environments support children’s learning and development.

**Program Administration:** The program effectively supports children, teachers, and families.

**Family Engagement:** Families receive family-centered, intentional supports framed by the Strengthening Families™ Protective Factors to promote family resilience and optimal development of children.
**Levels:** The different professional development opportunities have differentiated levels of expertise (introductory, intermediate, advanced) to ensure that it is tailored to meet each provider’s needs.

- **Introductory level** workshops provide participants with knowledge of essential areas, and introduces participants to new content.

- **Intermediate level** workshops provide participants with a deeper understanding of content knowledge and strategies for implementation.

- **Advanced level** workshops are for participants that have an increased understanding in the content area, have significant experience working in an early learning and care program and cultivates a long-life learning stance by promoting and sharing evidence-based practices.

**Audience:** Each workshop is designed with a target audience in mind. Workshops without an icon are intended for all participants.

- **Family Child Care Providers:** Individuals that work in a Family Child Care home.

- **Site Leaders:** Individuals that hold a leadership role who promote and support adults’ professional learning and/or influence and create program policies.

- **All:** Individuals working in all types of early learning and care programs.

**Regions:** Please note not all trainings are offered in a regional format at this time. If a training noted as “agency” is of interest this may be available as an agency-based training for your staff staff only and will not be listed as an open training in the online registration portal. Trainings are being provided by SDCOE staff, YMCA staff, or in collaboration.
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- Teaching Pyramid PK, Module 1a and 1b: 3-part series
- Thinking Beyond Me... Why Children Need Social and Emotional Skills
- Trainer of Trainers: Let's Read Together
- Trauma Informed: Shifting our Lens
- Using Technology to Stay Connected- Lessons Learned from a Pandemic

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- Desired Results Developmental Profile (DRDP 2015) Online
- Role of Administrator in Teaching Pyramid - Module 2
- Role of Administrator in Teaching Pyramid - Module 3a and 3b
- Teaching Pyramid for Infant Toddler Module 3a: 3-part series
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ACEs and Resiliency

2 hrs.

Participants will be supported in understanding the importance of ACEs in Early Childhood Education settings. Training will review the impact of toxic stress and Adverse Childhood Experiences during the early years as well as teach ways to support the development of resilience through adult relationships. Participants will be able to identify ways to promote resilience for children, families, and ECE staff.

Participants will:
- Explore the difference between positive stress, tolerable stress, and toxic stress
- Understand the impact on the ‘learning brain’
- Learn the importance of Responsive Relationships
- Identify Protective Factors and Positive Childhood Experiences
- Introduce the core values of Trauma Informed Care and Trauma Sensitive Schools

Ages and Stages Questionnaires, Third Edition (ASQ-3)

2 hrs.

Join us as we learn about the importance of the developmental screening process and how we can use the Ages and Stages Questionnaires, Third Edition (ASQ-3) to accurately identify children who may be at risk for developmental delays. Reflect on ways the ASQ-3 can be used to increase collaboration with parents and to make the most of their expert knowledge while celebrating milestones together.

Participants will:
- Discover the importance of the developmental screening process
- Learn about the development of the ASQ-3 while exploring the features and five domain areas
- Acquire knowledge on how to score, interpret scores, communicate results, and identify next steps
Ages and Stages Questionnaires: Social-Emotional, Second Edition (ASQ: SE-2)

This workshop will provide an overview of the Ages and Stages Questionnaires: Social-Emotional, Second Edition (ASQ:SE-2) that highlights the importance of screening social and emotional development. Join us as we learn about this tool to help us celebrate children’s milestones while addressing concerns as early as possible. Participants will gain an understanding of how to review the results of the screening tool and explore strategies to collaborate with families on next steps and assist in identifying supports if needed.

Participants will:
- Learn about the development and benefits of the ASQ:SE-2 screening tool
- Explore and gain an understanding of the features of the ASQ:SE-2
- Acquire knowledge on how to score, interpret scores, communicate results, and next steps

Baby’s First Years*

Learn how babies develop in their early years of life through environments that offer safe, healthy and appropriate physical activities. Instruction is based on research using the latest information on early childhood growth and development.

Participants will:
- Understand how to create a safe and healthy environment for infants and toddlers
- Learn how to build an environment that supports appropriate physical development in young children
Balancing it All: The Role of the Early Childhood Educator

Are you looking for a way to balance it all? Perhaps you’re a new educator and ready to lead your classroom, or maybe you’re a seasoned educator looking for ideas to manage this rewarding and challenging career. Look no further! This highly interactive workshop will provide you with the opportunity to collaborate with peers and discover innovative and practical strategies for balancing the professional responsibilities of the early childhood educator role. Participants will leave with a heightened understanding of the importance of their role as professionals working with children, families, and colleagues to provide high-quality early care and education services that impact the community and society. Through peer reflection and discussion, participants will share personal experiences and develop practical tips for creating systems of organization, time management, and classroom development.

Participants will:
• Explore the role and responsibilities of the early childhood educator
• Learn about and reflect on personal organizational systems and the role they play in early care and education settings
• Connect with colleagues to discuss systems that help support the balance of responsibilities of the early childhood educator
• Develop practical tips for creating systems of organization, time management, and classroom development

Bringing the Arts to Life

Research shows that the visual and performing arts tap into children’s natural process of learning. This thought-provoking workshop will help participants discover more about the exciting role the visual and performing arts play and the many ways they can be used to enhance learning across all developmental domains.

Participants will:
• Discover how the visual and performing arts are integrated and support learning across all domains
• Learn how to design intentional activities that spark children’s creativity and develop their skills and knowledge in the arts
Caring for Children with Medical Needs: Developing an Incidental Medical Service Plan

Children come to us with a variety of different needs. Some of these needs require us to provide Incidental Medical Services (IMS) to support children in our care. Community Care Licensing has certain requirements when it comes to serving children with medical needs.

Participants will:
• Understand the requirements to serve children with medical conditions
• The importance of an Incidental Medical Services (IMS) plan
• How to develop and submit an IMS plan

CPIN: Family Partnership and Culture

This California Preschool Instructional Network workshop provides participants ways to include family and culture in curriculum planning, how to develop effective partnerships with families building on family and cultural strengths, and being supportive of families. Specific knowledge of the child’s cultural or multicultural background and life at home can be the key to effective teaching and learning. This knowledge is a valuable tool for connecting what the child already knows and values to the learning goals of your program.

Participants will:
• Review the components and structure of the Best Practices for Planning Curriculum for Young Children: Family Partnerships and Culture
• Discuss how to utilize and apply information from Best Practices for Planning Curriculum for Young Children: Family Partnerships and Culture
• Reflect upon and share about personal culture influences in the early childhood setting

Requires pre-work for 3 hours credit.
**CPIN: History and Social Science: Becoming a Preschool Community Member**

This California Preschool Instructional Network workshop provides participants strategies to build skills that support the concept of becoming a preschool community member through the following areas: fairness and respect to others, responsible conduct, democratic participation, and conflict resolution. Participants will engage in large and small group discussions and activities on how to refine and implement developmentally appropriate strategies that promote positive identity development, conflict negotiation, and the importance of becoming a member of a community.

Participants will:
- Gain a deeper understanding of the History and Social Science sub strands from the California Preschool Learning Foundations that support Becoming a Preschool Community Member
- Explore how to create activities that will actively engage children’s social skills and understanding
- Engage in discussion on how to utilize the California Preschool Learning Foundations and Preschool Curriculum Framework to create an inclusive environment that promotes positive identity as a member of a community

**CPIN: Language and Literacy - Phonological Awareness**

This California Preschool Instructional Network workshop expands on the research on children’s sensitivity to the sounds in spoken language and skills in manipulating these sounds. Participants will gain a deeper understanding of the importance of phonological awareness to early and later language and literacy achievement and engage in large and small group discussions and activities on how to implement developmentally appropriate practices that promote phonological awareness.

Participants will:
- Gain a deeper understanding of key concepts of the Phonological Awareness sub strand that support the Language and Literacy domain within the California Preschool Learning Foundations, Volume 1 and the California Preschool Curriculum Framework, Volume 1
- Observe, read, and discuss the developmental continuum for vocabulary that will guide instruction and learning in preschool supporting Dual Language Learners
- Utilize the Preschool Learning Foundations and Preschool Curriculum Framework to intentionally plan developmentally appropriate, cultural, and inclusive strategies that promote the development of skills, knowledge, and behaviors related to language and literacy development
CPIN: Language and Literacy: Dialogic Reading

This California Preschool Instruction Network workshop provides participants with language and literacy strategies outlined in the California Preschool Curriculum Framework and the research that supports dialogic reading. Participants will discover how dialogic reading can be used to promote language and literacy development for all children through shared reading opportunities and will engage in planning a dialogic reading experience.

Participants will:
- Realize how reading by families and caregivers results in substantial positive change in language development
- Discover that intervention-enhanced teacher-child interactions have positive effects on the children’s language skills
- Recognize the language and literacy strategies outlined in the California Preschool Curriculum Framework Vol. 1, that focuses on dialogic reading

CPIN: Math: Reasoning

This California Preschool Instructional Network provides participants with opportunities to learn how mathematical reasoning is the critical skill that enables a child to make use of all other mathematical skills. Throughout this interactive exploration of mathematical reasoning in children, participants will gain insight into current research, investigate strategies to support all children in gaining skills in math reasoning as well as exploring how materials in the learning environment support children’s learning.

Participants will:
- Become aware of how mathematical reasoning is natural to most young children as they explore the environment and make sense of the world around them
- Consider how to support the development of mathematical reasoning foundations for children learning English as a second language and those with varying needs
- Explore ways to promote children’s learning of mathematical vocabulary and language by using the California Preschool Learning Foundations Vol 1.
**CPIN: Science: Life Science**

This California Preschool Instructional Network workshop explains how during the preschool years, children grow in their understanding of the living world around them. The preschool setting is a place where children explore and discover living things and the systems that support their survival. Join us for an exciting experience in expanding children’s understanding of life science key concepts and developing children’s attitudes, skills, and the language of scientific inquiry.

**Participants will:**
- Gain a deeper understanding of the Life Science strand within the California Preschool Foundations and Curriculum Frameworks Vol. 2, to inform planning for individual children within the indoor and outdoor learning environment.
- Learn about the teacher’s role in facilitating and applying the Key Concepts of Life Science using a Universal Design of Learning to support all children’s active participation in learning opportunities using easily adaptable materials, strategies, and techniques.
- Engage in discussions that focus on understanding children’s cultural beliefs and values in the community related to their life science experiences.

**CPIN: Social-Emotional Development: Interactions**

This California Preschool Instructional Network workshop expands and enhances knowledge and skills on what, how, and why social interactions are critical to social-emotional development during the preschool years. Take advantage of this opportunity to virtually engage in activities with peers to learn and share strategies from the California Preschool Learning Foundations and Curriculum Framework, Vol. 1, Social-Emotional Development, Social Interactions strand.

**Participants will:**
- Understand the importance of consistent and responsive interactions in supporting children’s social-emotional development.
- Identify and acknowledge the value of children’s efforts and encourages positive interactions with adults and peers.
- Explore supports to children in resolving conflict and developing cooperation and responsibility.
CPIN: Social-Emotional Development: Relationships

This California Preschool Instructional Network workshop will provide opportunities to explore concepts and strategies to build skills that support relationships in the following areas: attachments to parents, close relationships with teachers and caregivers, and friendships. Participants will virtually engage in large and small group discussions and activities to ensure that each child has developmentally and individually appropriate opportunities to interact with adults and peers in meaningful ways.

Participants will:
- Understand the critical role of the teacher in building positive relationships with families and children, and developing relationships among children
- Learn strategies to maintain a culturally inclusive environment that encourages friendships among all children in the preschool community

CPIN: Desarrollo Socio Emocional: Relaciones (Spanish)

Este taller le brindará oportunidades para explorar conceptos y estrategias para desarrollar habilidades que apoyen las relaciones de los niños en las siguientes áreas: Apegos a los padres, relaciones cercanas con maestros y cuidadores y amistades. Los participantes participarán virtualmente en discusiones en grupos grandes y pequeños y actividades para asegurar que cada niño tenga oportunidades apropriadas para su desarrollo e individualmente para interactuar con adultos y compañeros de manera significativa.

Los participantes:
- Obtendrán conocimiento sobre los fundamentos del aprendizaje preescolar de California y el marco del plan de estudios preescolar Volumen 1, dominio de desarrollo social y emocional, rama de relaciones
- Comprender el papel fundamental del maestro en la construcción de relaciones positivas con las familias y los niños y en el desarrollo de relaciones entre los niños
- Aprenderán estrategias para mantener un entorno culturalmente inclusivo que fomente las amistades entre todos los niños de la comunidad preescolar
CPIN: Social Emotional Development: Self

This California Preschool Instructional Network interactive and reflective workshop provides participants with knowledge on the domain of social and emotional development and focus on the qualities of self-awareness, self-confidence, and personality that enable young children to be competent learners. Participants will learn classroom strategies to support social skills and emotional development among preschool children, and ideas for designing the classroom to support children’s growth.

Participants will:
- Consider different ways to promote self regulation utilizing the Preschool Learning Foundations and Curriculum Frameworks
- Utilize strategies identified for all children, including those with special needs and dual language learners
- Learn that responding positively and enthusiastically to children’s initiatives models respectful communication and social interaction skills

CPIN: The Power of Play

This California Preschool Instructional Network workshop provides participants with an understanding that play and learning should be seamless for preschool children. Play is at the heart of young children’s explorations and their engagement in learning experiences. This workshop will provide participants with opportunities to learn strategies to incorporate learning through play.

Participants will:
- Experience the benefits and debunk common myths about play and learning
- Consider planning opportunities for individualization and scaffolding within the reflective planning cycle
CPIN: Visual Arts  
2 hrs. Requires pre-work for 3 hours credit.

This California Preschool Instructional Network workshop demonstrates that preschool children grow in their understanding of their world through art. The ability to problem-solve and the ability to represent ideas is done through artistic expression. This workshop will provide participants with strategies on how to introduce creative and open-ended projects for children in their programs utilizing the Visual Art Domain of the California Preschool Learning Foundations and Framework Vol. 2.

Participants will:
- Become aware that art is more about the process than the product; considering the child’s participation, engagement, and involvement
- Refer to the basic skills needed to invent and create through visual art
- Explore how children use their skills to participate, express, invent and create through the arts

Creating Invitations to Play  
2 hrs.

In this inspiring and interactive workshop, participants will learn strategies on how to guide early learning by creating virtual and classroom environmental invitations that provoke children’s natural curiosity and engagement. By gaining this new research-based information, participants will deepen their understanding of creating invitations that develop higher level thinking.

Participants will:
- Discover the purpose for creating invitations that spark children’s natural curiosity and why this plays a critical role in the learning process
- Learn about nine principles from “Learning Together with Young Children” to design invitations, both in the classroom and virtually, in a way that encourages play and exploration
- Explore a selection of open-ended materials that encourage children’s natural tendency to investigate and focuses on a specific learning objective aligned to the CA Preschool Learning Foundations

Regional / SDCOE

Agency / SDCOE
Desired Results Developmental Profile: DRDP (2015)

The DRDP (2015) training supports and guides early childhood educators to develop basic knowledge and skills of the DRDP (2015) tool. This understanding of the DRDP (2015) will lead educators to impact the immediate context of the classroom by planning curriculum for both individual and groups of children.

Participants will:
- Gain an understanding of the format of DRDP (2015), and the intent of a measure
- Use evidence to review, reflect and rate
- Access resources available to assist the completion of the DRDP (2015)

Distance Learning for Children, Staff, and Families

Build your digital literacy skills! This exciting and empowering workshop will strengthen your capacity to: deliver content that meets learners’ needs, protect student privacy, explore practices that support high-quality instruction, and locate resources to promote the intentional and appropriate use of media with children.

Participants will:
- Learn current laws and regulations that pertain to virtual instruction and student privacy
- Expand their knowledge of practices that establish clear expectations in virtual learning environments
- Identify resources and instructional strategies they can use to effectively and intentionally ensure content is targeted to learners’ needs
How to Engage Families Experiencing Homelessness

Join us as we provide a basic overview of how you can support children and families you work with if they are experiencing homelessness. You can have a great impact on families by providing them with the resources they need to care for their children.

Participants will:
- Review the criteria that identifies families as “homeless”
- Gain access to resources in the community to support those identified as “homeless”
- Understand how to engage parents in conversation related to their current “homeless” status

Inclusion Overview

Early Care and Education settings can positively impact a child’s cognitive and social development and providers, educators, practitioners, and leaders play a pivotal role by providing nurturing, highly quality, and engaging environments that meet the interests and needs of all children, regardless of ability. This virtual learning opportunity will provide you with foundational knowledge regarding the history and philosophy of inclusion, definition of early childhood inclusion, policies regarding inclusive practices and steps you can take to support inclusion in your early childhood setting.

Participants will:
- Build awareness of special education law including federal, state, and local regulations that impact children with disabilities and their families
- Reflect on the benefits of meaningful inclusion in high-quality early childhood programs
- Appreciate the importance and significance of inclusion in early learning and care environments
Instructional Leadership Through a Reflective Process

By attending this training, administrators will identify their role as an instructional leader and gain specific strategies to effectively facilitate growth in the individuals they support. During this training, administrators will have the opportunity to deepen their understanding of how to utilize the Early Childhood Educator Competencies by using and promoting teaching, mentoring, and coaching strategies that empower adult learners to be self-directed and to be advocates.

Participants will:
- Identify the role of an instructional leader
- Gain strategies to effectively support the three components of instructional leadership (promote positive climate, make data driven decisions and cultivate high quality practices)
- Connect instructional leader efforts to the Early Childhood Educator Competencies (leadership and professionalism)

Introduction to the Environment Rating Scales (ERS)

Environmental Rating Scales support child care providers in creating environments that support high-quality learning.

Participants will:
- Learn about the rating scales
- Learn how to complete a self-assessment to identify quality improvement opportunities within your program
Introduction to the Infant CLASS™ tool 2 hrs.

This overview of the Infant CLASS™ tool is designed to help participants learn about effective teacher-child interactions and the ways these interactions help children learn. Your instructor will provide an overview of the CLASS™ tool and its domains and dimensions. Training will include video examples for each dimension as well as activities to engage participants.

Participants Will:
• Review infant development and classroom implications
• Understand what the CLASS™ tool measures
• Understand the link between effective teacher-child interactions and children’s learning gains
• Identify and discuss effective teacher-child interactions

Introduction to the Pre-K CLASS™ tool 1 hr.

This overview of the Pre-K CLASS™ tool is designed to help participants learn about effective teacher-child interactions and the ways these interactions help children learn. Your instructor will provide an overview of the CLASS™ tool and its domains and dimensions. Training will include video examples for each dimension as well as activities to engage participants.

Participants Will:
• Understand what the CLASS™ tool measures
• Understand the link between effective teacher-child interactions and children’s learning gains
• Identify and discuss effective teacher-child interactions
Introduction to the Toddler CLASS™ tool

This overview of the Toddler CLASS™ tool is designed to help participants learn about effective teacher-child interactions and the ways these interactions help children learn. Your instructor will provide an overview of the CLASS™ tool and its domains and dimensions. Training will include video examples for each dimension as well as activities to engage participants.

**Participants Will:**
- Review toddler development and classroom implications
- Understand what the CLASS™ tool measures
- Understand the link between effective teacher-child interactions and children's learning gains
- Identify and discuss effective teacher-child interactions

Making Stories Come Alive

Through modeling and interactive activities, participants will have the opportunity to practice strategies for engaging with children and families to create a literacy-rich environment and gain practical application skills in supporting language acquisition through reading and story-telling.

**Participants will:**
- Learn about the impact of storytelling and reading young children's development
- Practice strategies for engaging with children and families to create a literacy-rich environment, in both classroom and virtual settings
- Gain a deeper understanding about the importance of ensuring teaching practices reflect cultural and linguistic experiences of children and families
Overview Learning Environments for Preschool and Transitional Kindergarten

Through an interactive overview, participants will learn about the components of a high-quality environment. This training will include activities that explore how to utilize the Early Childhood Environment Rating Scale (ECERS) as a road map to high-quality environments.

Participants will:
• Explore the importance of a high-quality environment as it relates to the implementation of a developmentally appropriate curriculum
• Learn about the elements that make a developmentally appropriate indoor and outdoor learning environment

Overview of Learning Environments for Family Child Care Providers

Interested in learning about the components of a high-quality learning environment in a family child care setting? Join us for an interactive journey through the Family Child Care Environment Rating Scale and take away ideas on how to increase the quality within your program.

Objectives:
• Develop a deeper understanding of the Family Child Care Environment Rating Scale
• Identify ways to increase the quality within Family Child Care Programs through an in-depth look at the environment set-up, teacher-child interactions, and the materials available and accessible to the children
Overview of Learning Environments for Infants and Toddlers

This workshop provides participants with an introductory overview of the Infant/Toddler Environment Rating Scale - Revised (ITERS-R). Through interactive and hands-on activities, participants will gain fundamental knowledge of how the structure quality of a child's environment impacts their growth and development.

Participants will:
- Explore key concepts and supplemental resources to better understand the importance of high-quality environments for infants and toddlers
- Learn the value of play as a component for positive interactions and learning
- Gain a deeper understanding about the importance of assessing learning, play, and routine environments in an infant to age three child care setting

PITC: Module I Social-Emotional Growth and Socialization - Understanding Children's Behavior

This PITC (Program for Infant and Toddler Care) training will focus on understanding children's behavior. Through activities and discussions this training will allow participants to explore possible causes for children's behavior and consider appropriate responses.

Participants will:
- Observe and learn that all behavior has meaning
- Gain knowledge on how the quality of early relationships is a key contributor to an infant's social-emotional health and well-being
- Discover how infants develop expectations and preferences based on how they are treated
- Recognize how to understand and respond effectively to expressions of emotions
PITC: Module II Group Care - Environments for Group Care

This PITC (Program for Infant and Toddler Care) training will focus on Environments for Group Care. This interactive training will allow participants to consider how the physical environment plays a critical role in supporting relationship-based care for infants and toddlers in group settings. Participants will also consider how intentional design of space can support effective group supervision as well as intimate interactions between caregivers and children.

Participants will:
- Examine how the physical environment supports relationship between caregivers and the children they care for, as well as the relationships among staff members
- Identify specific elements of a high-quality caregiving environment for infants and toddlers
- Consider culturally inclusive practices to create a sense of belonging for infants and toddlers and their families

PITC: Module III Learning and Development - Language Development, Communication, and Culture

This PITC (Program for Infant and Toddler Care) training will focus on language development, communication, and culture. Language learning in infancy stems from early responsive relationships and communication between all children and their caregivers during interactions, routines and play. In this training participants will take away the significance of the caregiver’s role in language development in children, the importance of early responsive relationships and how caregivers support the cultures of children in their care.

Participants will:
- Reflect on their own experience with language learning and the importance of relationships in early language learning
- Recognize 10 strategies to enhance language development for infants and toddlers including how support bilingual development
- Identify four key points to support language development, communication, and culture with infant and toddler children
PITC: Module IV Culture, Family, and Providers - Responding to Families in Culturally Sensitive Ways

This PITC (Program for Infant and Toddler Care) training will focus on responding to Families in Culturally Sensitive Ways. This topic helps participants increase their awareness of their own cultural assumptions and of how these assumptions may affect their interactions with families from cultures different from their own. Participants will explore the role of culturally responsive relationships with families through virtual discussions and activities. This workshop will support the understanding that all early educators and families are individuals who come from diverse cultural and linguistic backgrounds and have their own beliefs and values.

Objectives:
- Participants will gain a deeper understanding of culture and culture sensitivity
- Participants will learn guidelines for cultural sensitivity, attitude, and skills
- Participants will acquire strategies that build culturally sensitive partnerships with parents

Planning Activities for Family Child Care

Children spend approximately between 6 to 12 hours daily in a Family Child Care program. A child care program with age and developmentally appropriate activities helps with the physical, cognitive, and social emotional development of children.

Participants will:
- Learn how to plan daily activities and developmentally appropriate activities
- Learn how children learn, activity planning by curriculum topic, age and skill level, early literacy, and school readiness
- Learn the many ways to plan for the activities that will fill the day with learning opportunities
Positive Guidance in Family Child Care

Positive guidance is crucial for children because it promotes self-control, teaches responsibility and help them make thoughtful choices. The more effective caregivers are at encouraging a child’s appropriate behavior, the less time and effort they will spend responding to misbehavior.

Participants will:
- Learn techniques to support and instill positive behaviors beginning in infancy
- Learn why certain behaviors occur
- Learn how observation can help when dealing with and responding to challenging behaviors
- Learn the effects different tools and techniques have on children when offered with respect and consistency to support independence and success

Positive Solutions for Families; 2-part Series

This training is for anyone who supports family education or runs parent support groups. We will provide information on how you can support the families in your programs on promoting children’s social and emotional skills, understanding their problem behavior, and using positive approaches to help children learn appropriate behavior. This training is based on the National Center on the Social Emotional Foundations for Early Learning (CSEFEL) family series.

Participants will:
- Gain knowledge on how to support parents with understanding the importance of social and emotional development by promoting children’s social and emotional development
- Identify the importance of building positive relationships with children and learn positive approaches and techniques to help increase their child’s social and emotional skills
- Experience the training material as participants and facilitators in order to feel confident in presenting the Positive Solutions for Families series on their own
QCC Rating Matrix

This workshop will provide basic information about the CA QRIS Rating Matrix. Participants will explore the matrix in detail, including each indicator that identifies point value and each element that contributes to a tier rating. Attendees will explore pathways that support quality practices within each core area of the matrix. This is an informational training with some opportunities to engage with other attendees. There will be opportunities for questions and answers throughout the training.

Participants will:
- Learn about CA ELC quality core areas, elements, and indicators within the rating matrix
- Understand how each element is scored and how tier ratings are established
- Make connections between the rating matrix and continuous improvement professional development pathways

Responsive Routines, Positive Environments, and Effective Schedules to Support Social Emotional Development

Participants will gain knowledge on how to support parents with understanding the importance of social and emotional development by promoting children's social and emotional development, identifying the importance of building positive relationships with children and learning positive approaches and techniques to help increase their child's social and emotional skills. Participants will experience the training material as participants and facilitators in order to feel confident in presenting the Positive Solutions for Families series on their own.

Participants will:
- Be able to identify strategies that can be used to build positive relationships with children, families and colleagues
- Review concepts for designing environments, schedules, and routines that are supportive of children's socio-emotional development
- Explore how to structure transitions
- Evaluate their work with children related to building relationships and the structure and design of their environment
Strengthening Families-Five Protective Factors

Protective factors are the strengths and resources that families can draw on due to environmental stressors. Join us in learning about the Strengthening Families Protective Factors Framework, a national and International research-based movement that leads to improved outcomes for children and families. Engage in discussions and activities to explore and experience each of the five protective factors.

Objectives:
• Explore the five protective factors that help children and families thrive despite whatever risk factors they might face
• Identify multiple strategies and concrete everyday actions that help families build on those protective factors
• Reflect on what it means to work with families in a strength-based way

Teaching Pyramid for Infant Toddlers, Module 1a and 1b: Promoting Children’s Success: Building Relationships and Creating Supportive Environments

This training addresses universal strategies that will help support, plan, and guide Infant Toddler caregivers in the promotion of healthy social and emotional development and prevention of challenging behaviors. The module focuses on a comprehensive approach designed to help family childcare providers promote social-emotional competence, address challenging behaviors in young children, and develop a safe and nurturing environment for all children.

Participants will:
• Develop basic knowledge and skills of the Teaching Pyramid Framework
• Understand the importance building positive relationships with children, families, and colleagues
• Develop supportive environments to meet the individual needs of all children
Teaching Pyramid PK, Module 1a and 1b: Promoting Children’s Success: Building Relationships and Creating Supportive Environments

This training addresses universal strategies that will help support, plan, and guide early childhood educators in the promotion of healthy social and emotional development and prevention of challenging behaviors. The module focuses on a comprehensive approach designed to help educators promote social-emotional competence, address challenging behaviors in young children, and develop safe and nurturing group environments for all children.

Participants will:
- Develop basic knowledge and skills of the Teaching Pyramid Framework
- Understand the importance building positive relationships with children, families, and colleagues
- Develop supportive environments to meet the individual needs of all children

Thinking Beyond Me... Why Children Need Social and Emotional Skills

Come on a reflective journey to understand, deepen your knowledge, and practice how social-emotional development impacts brain development in young children. Take advantage of this opportunity to virtually engage in activities with peers on the “what, how, and why” of social emotional development for school readiness and life success.

Participants will:
- Apply knowledge of how positive social emotional experiences impact healthy brain development
- Gain knowledge about the California Preschool Foundations to inform planning
- Identify the importance of supporting children’s capacity to develop self-regulation skills
Trainer of Trainers: Let’s Read Together

This workshop is for Early Learning and Care staff members responsible for providing parent education at their sites. SDQPI will provide the curriculum for qualifying participants. Promote parent engagement, early literacy, and empower families to take an active role in their child’s early literacy development and later school success. Learn how to host a literacy workshop for your families with effective strategies to enhance their child’s literacy enjoyment and understanding.

Participants will:
- Experience a hands-on workshop centered on Let’s Read Together, a research-based early literacy program that helps parents of infants, toddlers, and preschoolers to prepare their children for successful lifelong learning
- Identify effective presentation strategies while collaborating with fellow early childhood professionals
- Teach parents about the important role they play in their child’s early literacy development and teach effective read aloud techniques

Trauma Informed: Shifting our Lens

During this interactive training, participants will receive an overview of how to recognize trauma, its impact, and prevalence. Through discussions and self-reflection, participants will learn strategies about their role in responding with a trauma-informed lens and supporting the five core values of a Trauma-Sensitive School to build resilience in children, families, and educators.

Participants will:
- Gain an understanding of the definition of trauma, its impact and symptoms
- Learn about the importance of a trauma-informed Lens, and the connection to building resilience
- Receive an introduction into the five core values of Trauma-Sensitive Schools and explore their role in implementation
Using Technology to Stay Connected - Lessons Learned from a Pandemic

2 hrs.

When faced with social distancing guidelines that hinder our ability to physically be together, it is more important than ever to find ways to connect. The purpose of this training is to reflect on how we connected with children and families in response to the pandemic, and how we can use the information we learned to transition from an emergency response to best practice.

Participants will:
• Discover how to utilize technology to build and strengthen relationships with children and families
• Reflect on diverse family needs and how to meet them from a distance
• Explore best practices in a virtual setting
SDQPI Professional Development Catalog
Intermediate Level
Balancing It All: The role of the Administrator

Two critical components of high-quality early care and education are effective administrative practices and continuous program improvement, which often lead to a balancing act for administrators. In this training, participants will learn about strategies to work efficiently, communicate clearly and stay calm and healthy in order to create balance and support high-quality outcomes for children, and families.

Participants will:
• Increase their awareness about the connection between effective administrative practices and high-quality outcomes for children and families
• Learn how to assess the difference between “urgent” and “important” to create balance
• Identify strategies to create systems that support the operation of high-quality early learning and care sites

Breathe, Relax, and Inspire Mindfulness in Children

Research has shown that implementing mindfulness activities in your program can help children improve attention, self-regulation, and behavior. This workshop will explore changes in the brain structure and strategies for co-regulation to reduce temper tantrums, meltdowns, and aggression.

Participants will:
• Learn how to describe research-based benefits of incorporating mindfulness into ECE settings
• Be able to outline the importance of understanding sensory needs through the use of mindfulness
• Demonstrate and practice mindfulness activities to incorporate into the classroom
Building Partnerships in Family Child Care*

Strong and effective parent and family engagement is grounded in positive goal-oriented relationships based on mutual respect and trust. Successful relationships focus on a shared commitment to the child's well-being and success by working together for the benefit of the child.

Participants will learn how to:
• Work with families to strengthen family engagement and meet families needs
• Implement strategies to address parents concerns and manage difficult conversations

CLASS™ Making the Most of Classroom Interactions: Concept Development

This CLASS™ MMCI Pre-K training deepens participant knowledge of teaching practices regarding concept development. Concept Development looks at how teachers use instructional discussions and activities to promote children’s higher order thinking skills, cognition, and understanding

Participants will:
• Understand how the CLASS™ observation tool defines teacher-child interactions related to helping children understand concepts and ideas
• Recognize teacher-child interactions related to Concept Development in classroom video
CLASS™ Making the Most of Classroom Interactions: Instructional Learning Formats

This CLASS™ MMCI Pre-K training deepens participant knowledge of teaching practices regarding Instructional Learning Formats. Instructional Learning Formats focuses on what the teacher does to increase children’s interest, engagement, and opportunities to learn from lessons and activities.

Participants will:
- Understand how the CLASS™ observation tool defines teacher-child interactions related to maximizing children’s interest, engagement, and ability to learn from lessons and activities
- Recognize teacher-child interactions related to Instructional Learning Formats in classroom video

CLASS™ Making the Most of Classroom Interactions: Positive Climate

This CLASS™ MMCI Pre-K training deepens participant knowledge of teaching practices regarding positive climate. Positive Climate reflects the emotional connection, respect, and enjoyment demonstrated between teachers and children and among children.

Participants will:
- Understand how the CLASS™ observation tool defines teacher-child interactions related to positive classroom climate
- Recognize teacher-child interactions related to the Positive Climate dimension in classroom videos
- Discuss interactions that create a negative classroom climate
**CLASS™ Making the Most of Classroom Interactions: Productivity**

This CLASS™ MMCI Pre-K training deepens participant knowledge of teaching practices regarding productivity. Productivity describes how teachers manage instructional time and routines and provide activities, so children are consistently involved in learning opportunities throughout the day.

**Participants will**
- Understand how the CLASS™ observation tool defines teacher-child interactions related to productive use of children's time at school
- Recognize teacher-child interactions related to productivity in classroom video

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**CLASS™ Making the Most of Classroom Interactions: Quality of Feedback**

This CLASS™ MMCI Pre-K training deepens participant knowledge of teaching practices regarding Quality of Feedback. Quality of Feedback describes how teachers provide children with specific information about their work and performance to expand their knowledge and skills and encourage continued participation. Effective Quality of Feedback occurs when teachers build on children’s responses in a sustained back and forth loop until they reach a deeper level of understanding.

**Participants will**
- Understand how the CLASS™ observation tool defines teacher-child interactions related to providing feedback that expands children's knowledge and performance
- Recognize teacher-child interactions related to quality of Feedback in classroom video
**CLASS™ Making the Most of Classroom Interactions: Regard for Student Perspectives**

This CLASS™ MMCI Pre-K training deepens participant knowledge of teaching practices concerning regard for student perspectives. Regard for Student Perspectives describes how teachers interact with children in ways that emphasize their interests, motivations, and points of view and encourage children’s responsibility and independence.

**Participants will:**
- Understand how the CLASS™ observation tool defines teacher-child interactions related to showing regard for children’s perspectives, interests, and motivations
- Recognize teacher-child interactions related to regard for student perspectives in classroom video

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**CLASS™ Making the Most of Classroom Interactions: Teacher Sensitivity**

This CLASS™ MMCI Pre-K training deepens participant knowledge of teaching practices regarding teacher sensitivity. Teacher Sensitivity describes the teacher’s moment-to-moment awareness of and responsiveness to children’s academic and emotional needs.

**Participants will:**
- Understand how the CLASS™ observation tool defines teacher-child interactions related to showing sensitivity to children’s social and emotional learning needs
- Recognize teacher-child interactions related to teacher sensitivity in classroom video
CLASS™ Making the Most of Classroom Interactions: Behavior Management

This CLASS™ MMCI Pre-K training deepens participant knowledge of teaching practices regarding behavior management. Behavior Management refers to how teachers provide clear behavioral expectations and use effective methods to prevent and redirect misbehavior.

Participants will
• Understand how CLASS™ observation tool defines teacher-child interactions related to managing children’s behavior
• Recognize teacher-child interactions related to behavior management in Classroom video

CLASS™ Making the Most of Teacher Child Interactions: Language Modeling

This CLASS™ MMCI Pre-K training deepens participant knowledge of teaching practices regarding language modeling. Language Modeling describes the quality and amount of a teacher’s intentional use of language-stimulation and language-facilitation techniques during individual, small-group, and large-group interactions with children.

Participants will:
• Understand how the CLASS™ observation tool defines teacher-child interactions related to supporting children’s language development
• Recognize teacher-child interactions related to language modeling in classroom video
**Desired Results Developmental Profile Planning with Data DRDP (2015)**

The DRDP (2015) Planning with Data training supports and guides early childhood educators to analyze and construct data. The information gained will help participants modify classroom activities and utilize data related to the DRDP (2015) tool.

**Participants will:**
- Gain a deeper understanding of how to inform instruction using the DRDP (2015) data
- Explore strategies to connect findings in the DRDP to classroom planning for individuals and groups
- Utilize the California Preschool Learning Foundations and Curriculum Framework as resources

**Enhancing Caregiver Resiliency**

Early child care educators are at risk of experiencing the toxic stress that comes with working with children and families impacted by trauma. This two-part training assists providers in fostering a greater understanding of trauma-informed care and gaining the knowledge necessary to combat burnout, vicarious trauma, and compassion fatigue.

**Participants will:**
- How to recognize the signs of compassion fatigue
- Develop a personal self-care plan
- Learn strategies to help you manage your emotions, stay regulated, and keep you feeling both productive and fulfilled
Exploring the Impact of Historical and Intergenerational Trauma on Family Dynamics Today

What is historical and intergenerational trauma? How do children and families experience it? And how can we recover from it? Historical and intergenerational trauma is not just about what has happened in the past. It’s about what is still happening. Understanding historical and intergenerational trauma helps us as individuals and professionals see patterns more clearly and shift our work to fit the needs of our families in a culturally respectful way.

Participants will have the opportunity to:
- Discuss the impact of intergenerational trauma and why traumatic exposure tends to be passed down from one generation to the next within families and communities
- Reflect and explore their own family history as well as the systemic factors that expand traumatic response
- Learn interventions to mitigate the impact of historical and intergenerational trauma

Fostering Resiliency During COVID-19

Responding to pandemic-related needs of children is unlike any other type of work with children. It is distinct because it involves an awareness of our own stress related symptoms as well as helping children and their support systems cope with the emotional impact of a traumatic event.

Participants will learn:
- Trauma-informed principles and practices can help providers take good care of themselves while helping others in the face of acute stress resulting from COVID-19
- Tips and strategies to help children increase buffering and protective factors
Intentional Planning and Teaching

Come and deepen your knowledge on the critical components of the curriculum planning process. Virtually engage with peers on the “what, how and why” of intentional teaching and planning.

**Participants will:**
- Demonstrate knowledge of the role of observation, documentation and assessment in planning to meet children’s learning and developmental goals in all domains.
- Identify the differences between child-initiated and adult-facilitated activities and interactions.

Optimizing Children’s Learning through Free Play: ECERS

Time for free play is fundamental for young children to have appropriate learning experiences. Through an interactive and in-depth examination of the Early Childhood Environment Rating Scale - Revised (ECERS-R), early learning and care providers will increase their understanding of the importance of free play and how to provide access to a variety of materials for a Substantial Portion of the Day (SPOD).

**Participants will:**
- Gain an understanding of the importance of free play in supporting brain development.
- Explore the ECERS-R tool and what it looks like for children to have access to materials in different interest centers for a “Substantial Portion of the Day” (SPOD).
- Learn how to design an intentional schedule that is developmentally appropriate and supports a balance of structure and flexibility.
Optimizing Children’s Learning Through Free Play: ITERS and FCCERS

Time for free play is fundamental for young children to have appropriate learning experiences. Through an interactive and in-depth examination of the Infant Toddler Environment Rating Scale- Revised (ITERS-R) and the Family Child Care Environment Rating Scale- Revised (FCCERS-R), early learning and care providers will increase their understanding of the importance of free play and how to provide access to a variety of materials for “Much of the Day”.

Participants will:
- Gain an understanding of free play in supporting brain development
- Explore what it looks like for children to have access to materials for “Much of the Day”
- Learn how to design an intentional schedule that is developmentally appropriate and supports a balance of structure and flexibility

Role of Administrator in Teaching Pyramid - Module 1a and 1b

This workshop supports administrators in implementing Teaching Pyramid Modules 1a and 1b strategies by planning a course of action to address needs related to building positive relationships and creating supportive environments.

Participants will:
- Reflect on practices that support social and emotional competence in young children
- Develop an action plan that identifies strategies to help the teaching team implement social-emotional practices
- Identify ways to model the skills, knowledge, and practices that support social emotional competence
Strengthening Families Framework for Administrators

This session will provide an administrative level of overview of the “Strengthening Families” framework and protective factors. Administrators will reflect on existing policies, procedures and activities within their sites that promote Strengthening Families best practices. Participants will also explore additional opportunities to expand and enhance family support and engagement activities within the context of QRIS. We will discuss and explore the use of self-assessments in generating data to support continuous quality improvement and action planning.

Participants will:
- Deepen their understanding of the Strengthening Families Protective Factors Framework
- Recognize the role of staff and leadership in systems and policy changes that can promote engagement in “Strengthening Families” activities
- Discuss/explore the use of self-assessments data for Strengthening Families to support continuous quality improvement and action planning

Strengthening Families Framework - Knowledge of Parenting and Child Development Protective Factor

Join us in “looking at families through a different lens,” as we learn about one of the five protective factors in this national and international research-based movement that leads to improved outcomes for children and families. Engage in discussions and activities that focus on the strategies and everyday actions that help build knowledge of parenting and child development in concrete ways that can support the physical, cognitive, language, and social and emotional development of young children.

Participants will:
- Explore what it means for parents to have knowledge of parenting and child development
- Identify strategies, actions, and opportunities to help strengthen parenting among families
- Create a plan to integrate these ideas and build on families’ strengths
Strengthening Families Framework - Concrete Support in Times of Need Protective Factor

Join us in “looking at families through a different lens,” as we learn about one of the five protective factors in this national and international research-based movement that leads to improved outcomes for children and families. Engage in virtual discussions and activities that focus on the everyday actions that help build concrete support for families, respond to families in crisis, inform and connect families to services in the community, and help families with the skills to identify their own needs.

Participants will:
• Explore examples of welcoming, non-threatening support to families
• Acquire knowledge to effectively link families in need and resources within the community
• Recognize how lack of support, when under stress, can sometimes lead to child maltreatment

Strengthening Families Framework - Parental Resilience Protective Factor

Join us in “looking at families through a different lens,” as we learn about one of the five protective factors in this national and international research-based movement that leads to improved outcomes for children and families. Engage in virtual discussions and activities that focus on the everyday actions that help in the individualization of support for families in regard to values and parenting, honoring each family’s culture, responding to family crises, and building partnership with parents to benefit all.

Participants will:
• Define and recognize signs of parental resilience
• Identify actions that help parents build their resilience in your work
• Explore program efforts to value, support, and respond to family crises
• Identify the steps to take to integrate these ideas into your work
Strengthening Families Framework - Social Connections Protective Factor

Join us in “looking at families through a different lens,” as we learn about one of the five protective factors in this national and international research-based movement that leads to improved outcomes for children and families. Engage in virtual discussions and activities that focus on the essential elements needed to build positive social connections between parents and families, facilitate friendships and mutual support, and connect families to program services.

Participants will:
• Discover the value of helping parents and families connect to others in a variety of ways that reduce their isolation and increase their social supports
• Learn at least three ways to encourage parents to make these connections
• Identify some concrete plans to assist parents in developing new friendships and finding new sources of support in the workplace or community

Strengthening Families Framework - Social Emotional Competence Protective Factor

Join us in “looking at families through a different lens,” as we learn about one of the five protective factors in this national and international research-based movement that leads to improved outcomes for children and families. Engage in virtual discussions and activities that focus on the everyday actions that help parents foster their children’s social and emotional development, develop a positive cultural identity, interact in a diverse society, and respond proactively when social or emotional development seems to need support.

Participants will:
• Recognize several characteristics of children who are emotionally healthy and who demonstrate social skills appropriate for their age or environment
• Identify realistic expectations in terms of social and emotional skills for children at different developmental stages
• Explore how parents and caregivers can develop strategies that will help children to grow emotionally and socially
Teaching Pyramid for Family Child Care, Module 2: Social-Emotional Teaching Strategies

This training addresses universal strategies that will help support, plan, and guide Family Child Care Providers in the promotion of healthy social and emotional development and prevention of challenging behaviors. This module focuses on direct teaching of social-emotional strategies.

Participants will:
• Acquire skills in facilitating friendship skills
• Learn how to teach children to identify, understand and express emotions
• Learn how to teach children problem solving, and conflict resolution skills

Teaching Pyramid PK, Module 2: Social-Emotional Teaching Strategies

This training addresses universal strategies that will help support, plan, and guide early childhood educators in the promotion of healthy social and emotional development and prevention of challenging behaviors. This module focuses on direct teaching of social-emotional strategies.

Participants will:
• Acquire skills in facilitating friendship skills
• Learn how to teach children to identify, understand, and express emotions
• Learn how to teach children problem solving and conflict resolution skills
Trauma-Informed Care

The impact of trauma is experienced by children, families, caregivers and the child care providers who serve them. The YMCA CRS Foster Child Care Bridge Program is providing this two-part series to assist providers in fostering a greater understanding of trauma-informed care and child traumatic stress.

Participants will learn:

- The various types of trauma
- Adverse childhood experiences and the impact of trauma on the brain and children’s behavior
- Key strategies to support children and minimize the adverse effects of trauma
Desired Results Developmental Profile (DRDP 2015) Online

This three-hour training introduces teachers, program administrators, and other designated staff to DRDP Online, an online support system for the Desired Results Developmental Profile assessment instruments. Participants will identify and practice how to access and navigate DRDP Online through hands-on experience.

Participants will:
- Navigate DRDP Online
- Learn to complete the DRDP through DRDP Online by creating classrooms, adding staff, entering ratings, etc.
- View results for individual children and groups of children by classroom, site, and agency once information is entered
- Support continuous program improvement as teaching staff and program administration work together to look at the results, create reports, compare and analyze data, and identify program needs

Role of Administrator in Teaching Pyramid - Module 2

This workshop supports administrators to implement Teaching Pyramid Module 2 strategies by planning a course of action to address needs related to Social-Emotional Teaching Strategies.

Participants will:
- Reflect on practices that support skills necessary to develop friendship skills
- Develop an action plan that identifies what strategies to help the teaching team to identify, understand, and express emotions
- Identify ways to support teaching staff on how to implement problem solving and conflict resolution process
Role of Administrator in Teaching Pyramid - Module 3a and 3b

This workshop supports administrators to implement Teaching Pyramid Modules 3a and 3b strategies by planning a course of action to address needs related to Individualized intensive interventions.

**Participants will:**
- Reflect on practices that support identifying the meaning and function of behavior
- Develop an action plan that identifies behaviors for targeted intervention
- Identify ways to support Positive Behavior Support Plans by referencing the Routine Based Support Guide

Teaching Pyramid for Infant Toddlers, Module 2: Social-Emotional Teaching Strategies

This training addresses universal strategies that will help support, plan, and guide infant toddler care givers in the promotion of healthy social and emotional development and prevention of challenging behaviors. This module focuses on direct teaching of social emotional strategies.

**Participants will:**
- Acquire skills in facilitating friendship skills
- Learn how to teach children to identify, understand, and express emotions
- Learn how to teach children problem solving, and conflict resolution skills
Teaching Pyramid for Infant Toddlers, Module 3a: Determining the Meaning of Challenging Behavior

This training addresses universal strategies that will help support, plan, and guide infant toddler caregivers in the promotion of healthy social and emotional development and prevention of challenging behaviors. This module focuses on determining the meaning of challenging behavior.

Participants will:
- Learn how to analyze and determine the meaning of children’s behavior
- Identify behaviors and social skills to target for intervention

Teaching Pyramid for Infant Toddlers, Module 3b: Individualized Intensive Interventions

This training addresses universal strategies that will help support, plan, and guide infant toddler caregivers in the promotion of healthy social and emotional development and prevention of challenging behaviors. This module focuses on individualized intensive interventions.

Participants will:
- Practice identifying replacement skills in lieu of challenging behaviors
- Utilize the routine-based support guide
- Fully integrate knowledge from previous modules to support individualized behavior plans
Teaching Pyramid PK, Module 3a:  
Determining the Meaning of Challenging Behavior

This training addresses universal strategies that will help support, plan, and guide early childhood educators in the promotion of healthy social and emotional development and prevention of challenging behaviors. This module focuses on determining the meaning of Challenging behavior.

Participants will:
• Learn how to analyze and determine the meaning of children’s behavior
• Identify behaviors and social skills to target for intervention

Teaching Pyramid PK, Module 3b:  
Individualized Intensive Interventions

This training addresses universal strategies that will help support, plan, and guide early childhood educators in the promotion of healthy social and emotional development and prevention of challenging behaviors. This module focuses on individualized intensive interventions.

Participants will:
• Practice identifying replacement skills in lieu of challenging behaviors
• Utilize the routine based support guide
• Fully integrate knowledge from previous modules to support individualized behavior plans