



## **Regional Online Learning Events (Mondays - 6:30-8:30PM)**

### **COST \$10 per learning event**

**February 8th**—Individualized Intensive Interventions: Developing a Behavior Support Plan (Part 2)

**February 22nd**— It's A Family Affair: Getting Parents Involved in Their Children's Learning

**Understanding Standards, Goals, Objectives and Lesson Planning: Making It Work \*2 Part Training**

**March 8th**—Essentials of Effective Teaching and Learning: Standards, Goals, and Objectives (**Part One**)

**March 22nd**—Essentials of Effective Teaching and Learning: Lesson Planning (**Part Two**)

**March 15th**—Language Development and Communication in Infants and Toddlers: What Are They Talking About?

**March 29th**—Individualized Intensive Interventions: Developing a Behavior Support Plan (Part 3)

**April 19th**—How to Use Music to Support Developing Skills

**May 3rd**—What Every Baby Needs

**May 24th**— Helping Children Transition Between Activities

**June 7th**—Supporting Positive School Age Behavior

**These are ONLINE classes. The courses are accessible from any electronic device that is connected to the internet, such as a smart phone, tablet, laptop, or desktop computer.**

**An email address is required.**

**For more information and to register visit us at: [www.ccpfc.org](http://www.ccpfc.org) and click on Regional Online Training Calendar**

## **Regional Training Calendar**

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**An email address is required.**

### **ITS SIDS (Sudden Infant Death Syndrome)**

**Thursday, 2/4/2021 6:30-8:30 PM (2 DCDEE contact hour credits-CHCs) \$20**

This required training developed by the NC Healthy Start Foundation's ITS-SIDS project, meets state requirements for ITS-SIDS training. Learners will discuss ways to reduce the risk of SIDS through safe sleep practices for infants. Learners will also review Safe Sleep Policy guidelines, NC Division of Child Development and Early Education licensing rule, maintenance of the proper forms, and other "Best Practice" recommendations. During this learning event, learners will receive the needed information to create a Safe Sleep Policy, updated research about SIDS and local health and safety resources. At the conclusion, learners will be able to define SIDS, identify external stressors and risk factors associate with SIDS and list components of NC Child Care Rules for a Safe Sleep Policy. Learners will be given a Pre/Post test to assess knowledge gained as a result of this event.

### **Individualized Intensive Interventions: Developing a Behavior Support Plan (Part 2)**

**Monday, 2/8/2021 6:30-8:30pm (2 DCDEE contact hour credits-CHCs) \$10**

The Behavior Support Plan is designed to support social-emotional development and prevent challenging behaviors in the classroom. Upon completion, learners will be able to identify the steps of the process of Positive Behavior Support (PBS), describe strategies that may be used to prevent challenging behavior, identify replacement skills that may be taught to replace challenging, identify how to respond in a way that does not maintain or reinforce challenging behavior and able to develop a behavior support plan for a case study child. Instructor will assess knowledge through discussion, group activities and Q&A.

### **ITS SIDS (Sudden Infant Death Syndrome)**

**Saturday, 2/20/2021 6:30-8:30 PM (2 DCDEE contact hour credits-CHCs) \$20**

This required training developed by the NC Healthy Start Foundation's ITS-SIDS project, meets state requirements for ITS-SIDS training. Learners will discuss ways to reduce the risk of SIDS through safe sleep practices for infants. Learners will also review Safe Sleep Policy guidelines, NC Division of Child Development and Early Education licensing rule, maintenance of the proper forms, and other "Best Practice" recommendations. During this learning event, learners will receive the needed information to create a Safe Sleep Policy, updated research about SIDS and local health and safety resources. At the conclusion, learners will be able to define SIDS, identify external stressors and risk factors associate with SIDS and list components of NC Child Care Rules for a Safe Sleep Policy. Learners will be given a Pre/Post test to assess knowledge gained as a result of this event.

### **It's A Family Affair: Getting Parents Involved in Their Children's Learning**

**Monday, 2/22/2021 6:30 – 8:30 PM (2 DCDEE contact hour credits-CHCs) \$10**

It's a Family Affair: Getting Parents Involved in their Children's Learning is vital in the total success of children. This learning event will provide the learners with an understanding of why parents and other family members are not involved in the education of their children and how to get them involved. Providing strategies that work will assist providers in getting the most assistance from parents and other family members. After completion of this learning event, learners able to develop an understanding of how to relate with parents and other relatives about the education of their children, strategies that will get the family involved and excited about assisting their child or family member. Instructor will assess knowledge through discussion, group activities and Q&A.

### **Understanding Standards, Goals, Objectives and Lesson Planning: Making It Work \*2 Part Training**

**Monday, 3/8/2021 & Monday, 3/22/2021 6:30-8:30 PM**

These two sessions will aid learners in understanding the sources, development, and implementation of standards, goals and objectives used in childcare centers. Learners will learn to plan and write effective lesson plans using a format and critique lesson plans. These two sessions are designed for administrators, classroom teachers and teacher assistants.

#### **Essentials of Effective Teaching and Learning: Standards, Goals, and Objectives (Part One)**

**Monday, 3/8/2021 6:30-8:30 PM (2 DCDEE contact hour credits - CHCs) \$10**

Part One will explore the roots of good lesson planning need. Through a PowerPoint presentation along with discussions and hands-on activities learners will be given detailed instructions on the connectedness of standards goals and objectives in the preparation of lesson planning. These important facts will aid in answering questions about teaching. Learners will be introduced to the Education Domains (Affective, Cognitive and Psychomotor) and recognize that behavioral objectives must be both observable and measurable. **It is recommended learners take Essentials of Effective Teaching and Learning: Lesson Planning Part Two that focuses on writing lesson planning (Monday, 3/22/2021)**

### **Understanding Standards, Goals, Objectives and Lesson Planning: Making It Work**

#### **Essentials of Effective Teaching and Learning: Lesson Planning (Part Two)**

**Monday, 3/22/2021 6:30-8:30 PM (2 DCDEE contact hour credits - CHCs) \$10**

This is Part Two of a two-part learning event. Learners will briefly review what was discussed in Essentials of Effective Teaching and Learning: Standards, Goals, and Objectives Part One. Components needed to create an effective lesson plan will be listed, discussed and demonstrated through a PowerPoint presentation, worksheets and hands-on activities. Learners will develop confidence in writing lessons plans that are understandable with positive results. Lesson plans will reflect the assessments, differentiation and methodologies used in teaching concepts to learners.

### **Language Development and Communication in Infants and Toddlers: What Are They Talking About?**

**Monday, 3/15/2021 6:30-8:30 PM (2 DCDEE contact hour credits - CHCs) \$10**

It starts with crying, cooing, and babbling, and then you finally hear it, their first words! Sharing those language milestones can be some of our best experiences as infant and toddler teachers. During this learning event, you will discuss more about the development of language and communication for children birth to three; the research that links relationships to language learning in the first three years; and strategies to support development in this domain for all infants and toddlers, including dual language learners. At the completion, learners will have a chance to discuss and share their ideas about the importance of talking to, singing with, and reading to infants and toddlers to foster a life time love of language and learning. This event provides information that supports the ITERS-R subscales: Personal Care Routines, Listening and Talking and Interactions. Instructor will assess knowledge gained through group activities and feedback provided during presentation.

### **Individualized Intensive Interventions: Developing a Behavior Support Plan (Part 3)**

**Monday, 3/29/2021 6:30-8:30 PM (2 DCDEE contact hour credits - CHCs) \$10**

The Behavior Support Plan is designed to support social-emotional development and prevent challenging behaviors in the classroom. Upon completion, learners will be able to understand the difference between PBS and traditional discipline, to define forms and function of communication and identify the behavioral mechanisms that contribute to viewing challenging behavior as communicative approaches, describe methods that may be used to determine the function of challenging behavior and to use interview and

observational data to determine the communicative function of challenging behavior and develop behavior hypotheses. Instructor will assess knowledge through discussion, group activities and Q&A.

### **How to Use Music to Support Developing Skills**

**Monday, 4/12/2021 6:30-8:30 PM (2 DCDEE contact hour credits - CHCs) \$10**

This learning event will provide learners with insight on how to use music to develop and enhance language and brain development. Learner will perform hands-on learning activities which includes listening and evaluating many types of music. Upon completion, learners will be able to understand and explain how music support developing skills that enhance many skills needed for children to develop physically, mentally, emotionally and socially. Instructor will assess knowledge gained through group activities and feedback provided during presentation.

### **Preventing Challenging Behaviors: An ounce of prevention is worth a pound of cure!**

**Monday, 4/19/2021 6:30-8:30 PM (2 DCDEE contact hour credits - CHCs) \$10**

The environment a teacher creates, paired with her knowledge of the children in her care, can prevent many challenging behaviors in young children. Teachers who create positive social environments find that children more easily develop the social-emotional skills they need to succeed. This session focuses on modifications teachers can make in six key areas of the environment that will prevent and reduce conflict that leads to challenging behaviors. At the completion, learners will be able to state 6 key modifications that can be implemented in their environment to prevent and reduce challenging behaviors. Instructor will assess knowledge gained through pre/post survey, group activities and feedback provided during presentation.

### **What Every Baby Needs**

**Monday, 5/3/2021 6:30-8:30 PM (2 DCDEE contact hour credits - CHCs) \$10**

Infancy is an amazing time for babies. It might appear that all they do is cry, eat, sleep, and require frequent diaper changes. But there is so much more happening. Babies learn they will be fed when they are hungry and comforted when they are tired. They make discoveries about how the world works through their play experiences with simple toys. Understanding what every baby needs during the early years will help set the stage for lifelong learning and development. This training will explore how to provide respectful and responsive care that will help shape the infant's brain and capacity to learn. Upon completion learners will be able to identify about age-appropriate toys that stimulate learning for infants and how their freedom to move impacts their motor development. Instructor will assess knowledge gained through pre/post survey, group activities and feedback provided during presentation.

### **Helping Children Transition Between Activities**

**Monday, 5/24/2021 6:30-8:30 PM (2 DCDEE contact hour credits - CHCs) \$10**

Numerous times a day, young children move from one activity to another in their early childhood classrooms. When thinking about transitions, early educators might ask themselves questions such as 'How do I meet the need of the children, who might need more support or different type of support during transition. Scenarios will be given to practice during this learning event to allow participants to practice transitioning children in the classroom. Upon completion, learners will be able to prepare children to move from one activity or setting to another and incorporate strategies for individualizing transition times. Instructor will assess knowledge gained through pre/post survey, group activities and feedback provided during presentation.

**ITS SIDS (Sudden Infant Death Syndrome)****Thursday, 5/27/2021 6:30-8:30 PM (2 DCDEE contact hour credits-CHCs) \$20**

This required training developed by the NC Healthy Start Foundation's ITS-SIDS project, meets state requirements for ITS-SIDS training. Learners will discuss ways to reduce the risk of SIDS through safe sleep practices for infants. Learners will also review Safe Sleep Policy guidelines, NC Division of Child Development and Early Education licensing rule, maintenance of the proper forms, and other “Best Practice” recommendations. During this learning event, learners will receive the needed information to create a Safe Sleep Policy, updated research about SIDS and local health and safety resources. At the conclusion, learners will be able to define SIDS, identify external stressors and risk factors associate with SIDS and list components of NC Child Care Rules for a Safe Sleep Policy. Learners will be given a Pre/Post test to assess knowledge gained as a result of this event.

**Supporting Positive School Age Behavior****Monday, 6/7/2021 6:30-8:30 PM (2 DCDEE contact hour credits-CHCs) \$10**

Supporting Positive School Age Behavior addresses the fact that all children display some type of behavioral challenge. However, some children have a more difficult time managing their behavior, and often times this may be related to the disability they have. This workshop will focus on how to prevent negative behaviors before they occur and how to create environments that offer positive behavior support to school age children with behavioral challenges. Instructor will assess knowledge gained through pre/post survey, group activities and feedback provided during presentation.