ELRC

Region 4

Trainings Offered

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| January, 2024 |

**Stressors and Relaxers**

This course will provide participants with opportunities to incorporate self-care into their daily routine with reflection of self-care they already participate in.

There will be discussions on physiological, emotional, physical and intellectual effects of stress and how positive engagement with parent, children and co-workers can be a result of self-care and lead to effective teaching strategies. Activities will help participants learn their triggers for stress and waysto cope and adapt.

**Dual Language Learners with Special Needs SQ 3.4.3 or SQ 3.4.9**

Using WIDA resources we will discover how facilitating English language development as a second language when a child has a special need can be the same yet different from a child only learning English. We will discover plans in specific developmental domains.

**Using Ages and Stages Questionnaires® as a Screening Tool SQ3.4.7 *ELRC 4 ONLYT***

Participants will learn how to use the ASQ® and ASQ:SE® as a screening tool for children ages 3 months to 5 years. The session provides information on how to administer and score the screener and share results of the screener with families.

**Positive Communication**

**SQ 3.4.5**

This course will provide learners with an opportunity to discuss best practice for positive communication experiences with parents and co-workers and initiating and sustaining respectful relationships. We will identify communication techniques that will help staff conduct sensitive and challenging conversations and prevent miss-communication. We will also look at NAEYC recommendations for ethical communication.

**Focus on Attitudes and Beliefs**

**SQ 3.4.9**

Participants will examine our own attitudes & beliefs while appraising the benefits of inclusive early childhood classrooms and practices. We will categorize and plan for changes that increase a sense of belonging for children in early childhood classrooms by looking at children as individuals who have unique characteristics, development, culture and language. We will examine disability as a social construct.

**What Do you Mean by Behaviors**

**SQ 3.4.4**

Topics covered in this session will include identifying challenging behaviors and observation techniques to aid in assessing the challenging behaviors and children's social emotional competence.

**Positive Discipline: The Connection before the Correction**

**SQ 3.4.4 or SQ 3.4.5**

This training identifies principles of Positive Discipline and applies them to the classroom. It helps teachers to understand why respect is important in the interactions that we have with young children who spend much of their day in our classrooms. Participants of this training will understand how setting up a learning environment built around respect will contribute to a positive classroom full of positive behaviors. Participants will learn how making a connection with the children in their classroom is an essential part of developing positive behavior, and it is imperative that the connection come before the correction.

**Executive Function: We aren’t Born with It—Coming Soon**

**SQ 3.4.4**

Participants will learn what the phrase Executive Function means and how it relates to child and cognitive Development. During this training participants will gain knowledge on how to build children's Executive Function skills, the benefits of having a solid foundation of Skills, and the challenges children can experience if they have not learned and developed Executive Function skills**.**

**Teacher: On Boarding for Keeps- 5 Week Session**

This training session is designed for new Hires. Throughout the 5-week session participants will learn about:

-DAP, Positive Relationships, Behavior Management, NAEYC code of ethics, health and safety practices, Emergency preparedness, Daily routines, learning styles, complete PD Registry Requirements, program goals, lesson plans, assessments, room arrangement, communication techniques, professional appearance, self-care, and professional goal.

**Ways to build Social-Emotional Development in your Infant and Toddler Room**

**SQ. 3.4.4**

Within this training attendees will focus on the first two levels of the Pyramid Model for promoting social and emotional competences. The two levels that will be focused on are, Effective Workforce and Nurturing and responsive relationships. By adopting these practices into Infant and Toddler classrooms, teachers and caregivers can foster responsive and nurturing relationship with children and provide supportive classrooms.

Participants will review and learn implementation techniques for teaching the Pyramid model with Infants and Toddlers. Techniques that will be reviewed are promoting communication for Building relationships and making understanding of emotions, how teachers can promote positive Peer Interactions, how teachers can communicate appropriate Behavioral Expectations, responding to children who are displaying challenging behaviors, the power of predictability in the schedule, and setting up an environment that promotes social-emotional development.

**The Work Sampling System (5thEd.) -Getting Started**

**SQ 3.4.8 *ELRC 4 ONLY***

Participants will learn about the Work Sampling System by discussing the components, analyze the assessment cycle and the different ways children show what they know and can do. They will learn about documenting Children's Learning by discussing sources and types of evidence, ways to observe, differentiate between fact and interpretation and learn how to prepare to observe. Through case studies and learning activities attendees will complete developmental checklist, interpret evidence, review developmental Guidelines, and use evidence to complete and analyze Summary Reports. They will also review how families play a role in the assessment process.

**OUNCE Scale: Getting Started**

**SQ 3.4.8 *ELRC 4 ONLY***

Participants will learn about The Ounce Scale by reviewing the observation Record, the Family Album, and the Development Profiles and Standards. Participants will review the different ways children show what they know and can do and that the observations, family responses, and home visitor response are also valid. They will learn about documenting Children's Learning, using a strength-based philosophy. Attendees will be discussing sources and types of evidence, ways to observe, differentiate between fact and interpretation and learn how to prepare to observe. Through case studies and learning activities attendees will complete developmental Profiles, interpret evidence, review developmental Guidelines, and use evidence to complete and analyze Summary Reports. They will also review how families play a role in the assessment process by looking at Family Albums.

**FLIP IT!**

**SQ. 3.4.4**

Flip IT is a four-step supportive strategy to help young children learn about their feelings, gain self-control, and reduce challenging behaviors. The FLIP IT guide teaches adults how to respond positively to everyday challenges and challenging behaviors in children ages 3-8. The guide walks teachers through the four FLIP IT steps and uses pictures and symbols to help you remember the steps. FLIP IT was designed by Rachel Sperry from the Devereux Center.

**Teaching with Respect**

This workshop helps teachers understand why respect is important in the interactions we have with all human beings, including the children we spend much of the day with. Participants will understand why an environment designed around respect is important in the classroom. They will develop concrete ways to express respect in their everyday interaction with children. Through activities and assessment, participants will apply knowledge learned during this course.

**The Root of Challenging Behaviors in the Classroom**

This training will help teachers understand the power of their words, relationships, and classroom environment on children's behavior. Participants will develop an understanding that children communicate through behaviors. They will apply knowledge to interpret children behaviors to understand what they may be communicating about the classroom environment. Participants will leave this training with ideas on how to adapt the classroom environment and revise teaching practices to lessen challenging behaviors. Through reflection activities, participants will apply knowledge learned during this course.

**Competence, Commitment, and Collaboration**

This workshop presents five strategies, that together will, help build teacher competence, strengthen staff commitment, and expand opportunities for collaboration. The strategies that will be discussed are developmental supervision, teacher induction, individual learning plans, peer learning teams, and 360 degree feedback. Participants will identify the key features of a professional learning community, discuss the importance of adapting one's supervisory style to meet teacher needs, and explain a phased teacher induction program. Participants will also explore potential learning teams, effective Learning plans, and discuss the concept of 360- degree feedback. Through activities, participants will apply knowledge learned during this course.

**To Schedule a Training:**

Complete the Training Request form and email it to Heather Amick at

[hamick@ELRC4kids.com](about:blank).

**If you need a training that you do not see listed:**

Contact Heather Amick at hamick@elrc4kids.com to discuss possible options.

***Training are subject to change***

***New Trainings are always being added***