ONLINE/WEBINAR TRAINING LIST

Each Core Competency training listed below is a 5 hour - .5 CEU'd training.

Core Competency 1: Understanding the Growth and Development of Children and Youth.

Course Title	Course Description
Supporting Dual Language Learners Webinar	Early childhood educators can support children for whom English is a second language (or who are monolingual in a language other than English), in English language development by providing a language rich environment. Children who do not speak, or have limited English, must adjust to a new social and linguistic situation when they start attending a program where English is the main spoken language. During this training, participants will broaden their understanding of English language acquisition and learn strategies to adapt and provide a responsive learning environment for dual language learners and their families. 100% of this training addresses issues of "diverse learners." 5 hours (4 hours of webinar + 1 hour homework assignment) Divided into 2 sessions (each is 2 hours in length) hours.

Core Competency 2: Guiding and Interacting with Children and Youth.

Course Title	Course Description
Bullying Prevention in Out of School Time Programs – CourseSites	One of our basic needs is feeling safe from personal danger and threats[1]. Without this basic feeling of safety, a sense of fear pervades action and thinking, resulting in little time for other tasks besides keeping oneself safe. One in five (20.8%) school age children report

[1] Maslow, A.H. (1943). "A theory of human motivation". *Psychological Review*. **50** (4): 370–96. doi:10.1037/h0054346.

	being bullied[2]. Fortunately, we have seen a decline in school-based bullying since 2005. But, our work is not done. Some children continue to use their power to control or harm others. The child that is bullied feels fear, anxiety, embarrassment, loneliness – often resulting in a lack of interest in activities.
	Out of school time educators can assist bullying prevention by creating safe environments with positive social norms. The best prevention is stopping bullying before it starts. In this session, we will discuss bullying, steps to take in setting up a responsive, safe environment including establishing and enforcing policies and rules, and activities to teach children about bullying. Resources will be provided on cyberbullying, engaging parents in prevention, and collaborating with the local community.
	50% of this course addresses topics of "diverse learners."
	In this on-line course, participants will have two weeks to complete course assignments on their own schedule, and the opportunity to collaborate with other course participants through discussion boards, and to communicate with course instructor through email and discussion boards.
Children on the Autism Spectrum Webinar	With 1 in 68 children in the US being diagnosed with Autism Spectrum Disorders (Centers for Disease Control, 2015) it is increasingly important for early childhood educators and care givers to learn more about supporting children with autism. This webinar will provide participants with detailed information including typical behaviors and interaction styles of a child with ASD and the challenges and stressors to the family with a child with ASD. Participants will examine adapting communication, environment, and interactions to support the inclusion of a child with ASD and will receive a collection of resources for use in your early childhood program. This webinar is given in three 90-minutes sessions, plus a homework assignment between sessions 1 and 2.
	This course addresses topics of "diverse learners."
	Webinar is offered in two – 2.25 hour sessions plus a homework assignment of approximately ½ hour. = 5 hours total.

---

[2] National Center on Educational Statistics. (2016). *Indicators of school crime and safety: 2016.* U.S. Department of Education.

Educating the Heart: Supporting Social Competence in Out of School Time Programs CourseSites	By supporting the social and emotional development of school-age children, we are helping improve self-perception and social behavior. An out of school time program that has a balance of activities and focuses on individual needs, reduces the incidence of at-risk behaviors[3]. In this online course, participants will learn strategies for supporting school age children in their development of social and emotional skills. These skills include self-awareness, self-management, social awareness, relationship skills, and responsible decision-making.[4] 100% of this course addresses the issues of diverse learners In this on-line course, participants will have two weeks to complete course assignments on their own schedule, and the opportunity to collaborate with other course participants through discussion boards, and to communicate with course instructor through email and discussion boards.
Foundations for Promoting Positive Behavior Webinar	Challenging behavior can be a result of a need for social and emotional skill development. Using the Pyramid Model, participants will explore the importance of establishing and maintaining positive relationships and designing an environment and activities that promote social and emotional skill development. During this training, participants will learn and practice techniques that promote positive behavior and prevent challenging behavior. Resources adapted from The Center on the Social and Emotional Foundations for Early Learning (CSEFEL) will be shared with participants for use supporting children's social and emotional development. 5 hours (4 hours of webinar + 1 hour homework assignment) Divided into 2 sessions (each is 2 hours in length)
Supporting Children on the Autism Spectrum in Out of School Time Programs Webinar	Autism Spectrum Disorder (ASD) is a complex developmental disability that typically appears during early childhood and affect a person's ability to communicate and interact with others.[5] ASD is a spectrum disorder that affects individuals differently and to varying degrees. With a 15 percent increase in the prevalence of autism in young children, or 1 in 59 of children in the United States[6], it is

---

[3] Afterschool Alliance. (2014, Feb.). *Taking a dive deeper into afterschool: Positive outcomes and promising practices*. Washington, DC: Author.

[4] CASEL. (2017). *Social and emotional learning*. Retrieved from https://casel.org/core-competencies/

[5] The Autism Society. (2016). What is autism? Retrieved from http://www.autism-society.org/what-is/

[6] Autism Speaks. (2018, April 26). *CDC increases estimate of autism's prevalence by 15 percent, to 1 in 59 children*. Retrieved from https://bit.ly/2C03c91.

	important for educators to learn about ASD and strategies to support a child with ASD in in his/her program. During this session, educators will learn about supporting children with ASD in out of school time settings. Participants will learn about ASD, explore ways to collaborate with parents/families and schools, and consider strategies to meet the unique needs of a child with ASD in the OST setting. 100% of this course addresses the issues of diverse learners. 5 hours (4 hours of webinar + 1 hour homework assignment) Divided into 2 sessions (each is 2 hours in length)

Core Competency 3: Partnering with Families and Communities.

Course Title	Course Description
Strengthening Families and the Protective Factors Level 1 CourseSites **(Available online in English and Spanish)**	The Strengthening Families approach was developed by The Center for the Study of Social Policy (CSSP) after conducting research on early care and education programs across the country. Starting in 2001, the CSSP began documenting the role early education and care programs can have in the reduction of child abuse and neglect. As a result of this study, a new framework and approach to the prevention of abuse and neglect emerged. The researchers found a positive link between good early childhood education and care programs and the reduction of abuse and neglect. This training will include a history of the Strengthening Families Approach, risk and protective factors, strategies to support families, and the early childhood educator self- assessment. Course participants will learn how to access and navigate the Strengthening Families tool, and will create an action plan for their programs based on the results of a self-assessment using the tool. In this on-line course, participants will have two weeks to complete course assignments on their own schedule, and the opportunity to collaborate with other course participants through discussion boards, and to communicate with course instructor through email and discussion boards.

Core Competency 4: Health, Safety and Nutrition.

Course Title	Course Description
Children under Stress Webinar **(Available in English & Spanish)**	Researchers from the University of Michigan identified that stress in children ranks in the top five child health concerns (C.S. Mott Children's Hospital, 2010). Some stress is both normal and, in fact, healthy, as it gives us opportunities for growth, such as finding strategies to manage one's fear of the dark. Stress in moderation supports the learning process as it can be motivating and increase productivity. However, when traumatic stress causes imbalance in a child's life, it can have life-long negative consequences. In this course, we will identify some of the causes of traumatic stress in children, such as grief, illness, poverty, abuse, witnessing violence, and other traumatic events. Participants will learn more about the signs and causes of traumatic stress and strategies to help young children who are coping with trauma and stress. 100% of this course addresses the issues of diverse learners 5 hours (4 hours of webinar + 1 hour homework assignment) Divided into 2 sessions (each is 2 hours in length)
Working with Children with Special Diets, Allergies and Specialized Feeding Issues - Webinar	Food allergies affect 1 in 13 children in the United States, with young children being affected the most. Food allergies, food intolerances and other feeding issues are an increasing concern for early education and care programs. Participants will learn how to address the needs of children with food allergies or intolerance; and be introduced to the health and safety needs of children with special dietary needs and ways to support these children and collaborate with families and health professionals. Participants will become familiar with an individual health care plan for children with special diets, allergies, and specialized feeding issues in their program and how to use a child's IHP within their program.. 100% of this training addresses issues of "diverse learners." 5 hours (4 hours of webinar + 1 hour homework assignment) Divided into 2 sessions (each is 2 hours in length)

Core Competency 5: Learning Environments and Curriculum.

Course Title	Course Description
Curriculum for Infants? Yes! Webinar	During the first years of life, infants are growing exponentially in all areas of development. During this time, a baby's brain will grow and develop more than any time in his/her life. Experiences and interactions influence the quality of this growth and development. During this training, participants will explore multiple ways to support an infant's development through the provision of relevant and engaging learning experiences, materials, and responsive interactions. 25% of this course addresses diverse learners 5 hours (4 hours of webinar + 1 hour homework assignment) Divided into 2 sessions (each is 2 hours in length)
Developmentally Appropriate Planning/Activities for Children Under 2 Webinar **(Available in English and in Spanish)**	Every infant and toddler needs positive early learning experiences to foster their intellectual as well as social and emotional development (Zero to Three, 2014). During this time, experiences and interactions lay the foundation for later school success. In order to offer a high-quality program, infants and toddlers need individualized, responsive and stimulating developmentally appropriate experiences that occur throughout the day. In this session, participants will revisit infant/toddler development and explore providing sensory learning experiences based upon each child's needs. 25% of this course addresses diverse learners Webinar Part 1: 2 hours, Break and Homework Assignment 1 (30 minutes): 1 hour, Webinar Part 2: 2 hours, Homework Assignment 2: 30 minutes
Engineering for Preschoolers Webinar	Due to changes in economics, our climate and skills needed for future workers, the field of early childhood education is placing a greater emphasis on science, technology, engineering and mathematics (STEM) education in early childhood settings. Yet, often a focus on engineering is missing. Engineering is defined as the "engineer's approach

	to identifying and solving a problem."[7] Engineering proficiencies include curio sity, creativity, collaboration and critical thinking - skills that are innate for young children. These skills can be supported in high quality early childhood settings that provide children with structure to build on this natural inclination to build, to explore and to question[8]. During this training, educators will build a foundational understanding of engineering concepts, consider the influence of engineering skills on child development, and apply this knowledge in the integration of developmentally appropriate engineering activities in their classroom/setting. 100% of this course addresses the issues of diverse learners
Finding Our Roots: Building Math and ELA Curriculum for Young Children Webinar	Educators know that young children, learn best when they are engaged, having fun, and free from stress and anxiety.[9] With this in mind, early childhood educators can choose to create curriculum for children that aims to encourage these feelings for children, while also giving them the freedom to move their bodies, breathe fresh air, and engage deeply with the natural world around them. While an outdoor classroom is an ideal place for big body movement play and life science explorations, it can also be utilized as an inspiring and engaging place to explore math, language, and literacy concepts. This training will support educators in reviewing what the benefits of outdoor learning, targeting skills in these curriculum areas for young children, and building curriculum to support young learners in an outdoor classroom environment. 100% of this course addresses the issues of diverse learners Webinar Part 1: 2 hours; 30 min. Break and 30 min. Homework Assignment 1: 1 hour; Webinar Part 2: 2 hours; Homework Assignment 2: 30 minutes

---

[7] Van Meeteren, B. & Zan, B. (2010, Fall). Revealing the work of young engineers in early childhood education. *Seed Papers.* University of Northern Iowa. Retrieved from http://ecrp.uiuc.edu/beyond/seed/zan.html

[8] Chesloff, J.D. (2013, March). STEM education must start in early childhood. *EducationWeek.* https://www.edweek.org/ew/articles/2013/03/06/23chesloff.h32.html.

[9] S. Brown, et al. "Supporting Anxious Children in the Preschool Classroom", *Young Children,* Vol. 75, No. 3, (2020)

Fun with Math in Preschool Webinar	Children learn math through naturally occurring learning opportunities. It is also important for teachers to offer a variety of learning experiences that introduce and reinforce math concepts (Stipek, 2017). Mathematics includes the important tools children need to figure out the world around them (Butera, G. et. al. 2014). This course provides information and resources for participants to help preschool children develop an understanding of math concepts in the five areas of early mathematics as stipulated in the MA Guidelines for Preschool Learning Experiences and the Massachusetts Curriculum Frameworks for Mathematics. Participants will examine the guiding principles and experience the standards for mathematical practice. In addition, participants will gain a clear vision of a math rich learning environment that includes children's literature and materials consistent with developmentally appropriate curriculum. Participants will develop high quality, engaging teaching support strategies that promote explorations and understanding of mathematics. 20% of this training addresses issues of "diverse learners." This webinar is run in 2 parts. Webinar Part 1: 2 hours; Break and Homework Assignment 1: 1 hour; Webinar Part 2: 2 hours; Homework Assignment 2: 30 minutes
Fun with Math Infancy through Age 5 Webinar	Children learn math through naturally occurring learning opportunities. It is also important for teachers to offer a variety of learning experiences that introduce and reinforce math concepts (Stipek, 2017). Mathematics includes the important tools children need to figure out the world around them (Butera, G. et. al. 2014). This course provides information and resources for participants to help young children (0-5) develop an understanding of math concepts areas of early mathematics as stipulated in the MA Early Learning Guidelines for Infants and Toddlers, the MA Guidelines for Preschool Learning Experiences, and the Massachusetts Curriculum Frameworks for Mathematics. Participants will examine the guiding principles and experience the standards for mathematical practice. In addition, participants will gain a clear vision of a math rich learning environment that includes children's literature and materials consistent with developmentally appropriate curriculum. Participants will develop high quality,

	engaging teaching support strategies that promote explorations and understanding of mathematics.
Planning Play Opportunities to Promote Development in Preschool Webinar	Play is critical in supporting a child's healthy growth and development. Educators have a key role in facilitating and reinforcing the development of individual skills while interacting with children at play. This webinar will provide a clear understanding of the importance of play and best practices on intentional strategies that scaffold children's learning through play. 20% of this training addresses issues of "Diverse Learners" 5 hours (4 hours of webinar + 1 hour homework assignment) Divided into 2 sessions (each is 2 hours in length)
Proactive Approaches to Managing Challenging Behavior Webinar **(Available in English, Spanish & Portuguese)**	Many educators in early childhood programs list concerns about challenging behavior among their greatest struggles in their work. According to recent research in state-subsidized early education programs, 6.67 preschoolers are expelled per 1,000 enrolled. Although this rate is lower than what has been reported in previous years, the prekindergarten expulsion rate is 3.2 times the rate for K-12 students, indicating early educators need resources and support to address the needs of many children.[10] Yet early childhood education programs have a unique opportunity to support children in their social-emotional development, to provide a positive and supportive environment that encourages pro-social behavior, and to give young children the chance to begin their school years with the tools to be successful learners. In this session, participants will reflect on personal experiences with managing challenging behavior, discuss social-emotional development of young children, and learn about and plan innovative ways to support pro-social development in their learning environments.
The Art of Childhood: Supporting Development with an Arts-Rich Curriculum Webinar	Exploration of art, music, dance, and drama bring us and our children joy. We all know it, but now research confirms and suggests that the arts can bring so much more to children. A recent study[11] showed Head Start children whose daily

[10] Gilliam, W.S. (2017), "Pre-kindergarteners Left Behind: Expulsion Rates in State Prekindergarten Systems"

[11] "The art of Head Start: Intensive arts integration associated with advantage in school readiness for economically disadvantaged children", Brown, E.D., Garnett, M.L., Velazquez-Martin, B.M., Mellor, T.J., 2017, *Early Childhood Research Quarterly*.

(Available in English, Portuguese and Spanish)	experience included music, dance, and visual arts demonstrated more cognitive gains overall than children who did not attend an arts-rich program. Equally important, the children also showed greater gains in social/ emotional development as well. Hold on to your paintbrush Picasso; this workshop will review the ECE research emphasizing the importance of arts education for healthy child development. Participants will reflect on their practice and create arts activities that support development across domains, integrating an arts curriculum design. 25% of this training will address the issues of "diverse learners" 5 hours (4 hours of webinar + 1 hour homework assignment) Divided into 2 sessions (each is 2 hours in length)
Shelter from the Storm: Maintaining Positive Environments in Challenging Times Webinar **(Available in English and Spanish)**	In response to COVID-19, early childhood programs have redesigned their approach to educating young children. Educators responded to this challenge in innovative ways including virtual teaching, creation of learning materials, and interacting and supporting families through virtual means. Now we are moving from virtual teaching and learning to re-opening programs and classrooms. The re-opening of programs involves adhering to Health & Safety Guidelines in an attempt to keep children, educators, and families safe. These changes include physical distancing, wearing masks, and sanitizing and disinfecting. Many educators have expressed concerns with how to support children's social and emotional development while implementing new requirements. With the stress of the pandemic and the changes to our programs and our lives, educators also need to consider their own social and emotional health. During this training, participants will discuss ways to support the social and emotional development of the children in their program/classroom. We will also review and identify strategies for self-care as educators work to support children, families, and each other. With many changes to program practices and implementation of health and safety guidelines, collaboration with families is vital. We will discuss methods to share information with families while inviting ideas and suggestions. Finally, we will consider how to align developmentally appropriate practices in our work with children, staff, and families on an ongoing basis.

	While there are many unknowns on the road ahead for early educators, we can be certain that teaching young children in the age of COVID-19 will require creativity and flexibility. In this workshop, we invite your ideas as we share strategies and methods to assist you in your work.
	25% of this training will address the issues of "diverse learners"
	5 hours (4 hours of webinar + two .5 hour homework assignments) Divided into 2 sessions (each is 2 hours in length)
The Outdoor Classroom Webinar	It is no surprise to educators of young children that time spent outdoors is good for children. Outdoor play offers a wealth of benefits for children – fresh air, room to run and develop gross motor skills, and opportunities to engage with the natural world in wondrous and surprising ways. Yet, children are not spending as much time outdoors as they could. Compared to the 1970s, children now spend 50 percent less time in unstructured outdoor activities.[12] And, "nearly half of preschoolers in a sample of four million U.S. children [do] not have even one parent-supervised outdoor play opportunity per day."[13] As Americans in general are leading more sedentary lives, and the lure of screen technology grows ever present, we in the Early Childhood Education field are faced with a crisis. Children get less exercise, develop isolation from (and even fear of) nature, and a lack of engagement and connection to the natural world. As educators, we have the opportunity to create learning environments that take children back outdoors, creating spaces where children have the chance to learn in and from the world around them. This training will support educators in understanding the importance of an Outdoor Classroom, reviewing guidelines and best practices for outdoor learning, and designing a curriculum that utilizes the outdoors as a crucial piece of ECE curriculum. 100% of this course addresses the issues of diverse learners Webinar Part 1: 2 hours, Break and Homework Assignment 1 (30 minutes): 1 hour, Webinar Part 2: 2 hours, Homework Assignment 2: 30 minutes

---

[12] Alliance for Childhood
[13] Seattle Children's Research Institute

Using the Early Learning Guidelines for Infants and Toddlers- CourseSites	The first three years of life are a time of rapid brain development and learning. Knowledge of how to support learning and put this into practice is critically important for infants and toddlers to reach their optimal potential. In this training, participants will review the foundational elements of infant and toddler care by exploring the Early Learning Guidelines (ELG) for Infants and Toddlers. This training will include an exploration of brain development, relationships, and learning activities designed to support the growth and development of infants and toddlers across domains by using the Early Learning Guidelines. 10% of this course addresses issues of "diverse learners" In this on-line course, participants will have two weeks to complete course assignments on their own schedule, and the opportunity to collaborate with other course participants through discussion boards, and to communicate with course instructor through email and discussion boards.

Core Competency 8: Professionalism and Leadership.

Course Title	Course Description
Child Development Associate (CDA) Webinar (Available in English and Spanish)	The CDA course is designed to provide educators with the tools to improve the quality of education and care they can offer children in care. Along with the development of knowledge and skills in relation to quality programming, successful completion results in a nationally recognized credential. Receipt of the National CDA credential acknowledges and serves as evidence of an early educator's expertise in the field of early childhood education. A CDA candidate's participation in this course strongly impacts the success of this program for the participant. Each participant should make a commitment to attend all classes, participate in group work, reflect on and strive to improve practice, and complete assignments. The intent of the course is to build upon the candidate's experience and knowledge, to develop strengths, and work on overcoming any challenges. Through the support of the instructor and CDA Professional

	Development Specialist, each candidate will progress toward acquiring new knowledge and building a higher quality program for children and families. Hours are dependent on the unit of the CDA.
Leading with Vision Distance Learning	Articulating a vision for one's work is the first step in the process of focused leadership. This process includes engaging in ongoing critical self-reflection, assessing one's vision in relation to practice, including staff and families, and designing a process to achieve the vision. To work towards a vision, leaders must consider the dimensions involved which include; recognizing differences and supporting diversity in communication, interaction styles, and expectations. The path to attaining a vision for one's work is an ongoing process involving internal and external steps. This training will assist leaders in defining, critiquing, and moving toward their vision for their work with children and families. 100% of this course addresses issues of "diverse learners" The course material will be emailed to participants to be completed at home as an independent study training. There is no "live" portion of this training. Assignments must be completed within the timeframe scheduled. This course will take 5 hours for a participant to complete.

Workshops

Workshops will be awarded EEC training hours

Course Title	Workshop Description
Five Little Kids Went Out to Play: Building Outdoor Math Curriculum for Young Children (0-5) Webinar	Educators know that young children, learn best when they are engaged, having fun, and free from stress and anxiety.[14] With this in mind, early childhood educators can choose to create curriculum for children that aims to encourage these feelings for children, while also giving them the freedom to move their bodies, breathe fresh air, and engage deeply with the natural world around them. While an outdoor classroom is an ideal place

[14] S. Brown, et al. "Supporting Anxious Children in the Preschool Classroom", *Young Children,* Vol. 75, No. 3, (2020)

| | for big body movement play and life science explorations, it can also be utilized as an inspiring and engaging place to explore math concepts. This training will support educators in reviewing what the benefits of outdoor learning, targeting skills in these curriculum areas for young children, and building curriculum to support young learners in an outdoor classroom environment.

100% of this course addresses the issues of diverse learners

2 hour webinar + .5 hours homework = 2.5 hrs total |
|---|---|
| From Rocking to Reading: Literacy in Infant and Toddler Settings
Webinar | There are numerous benefits to reading to infants and toddlers. Some of these benefits include bonding, social/emotional development, and language development. This two hour training outlines literacy development and the importance of reading to infant and toddlers. Participants will learn how to identify indicators of good books for this age group. |
| Hope and Direction: Helping Children Understand Diversity
Webinar | Children notice differences in others starting at birth. This includes awareness of variances in physical appearance and abilities, gender, culture, and families (Derman-Sparks, L., 2009 & York, S., 2016). Teachers may notice that children use stereotypes and social labels when interacting with others (or avoiding them). As cognitive abilities advance, children question differences regarding race and culture. During this time, a child's experiences and perceptions influence the development of acceptance or prejudice.

In this training, we will explore stages of children's developing awareness of differences from infancy through age 5. This will include discussion on children's developing awareness of diversity, attitudes toward race and culture, and their tendency to exclude and include others based upon certain stereotypes. Participants will explore strategies to teach children about diversity and a respect for differences. |
| Tales of Outdoor Learning: Building Nature-Based Language and Literacy Curriculum for Young Children
Webinar | Educators know that young children, learn best when they are engaged, having fun, and free from stress and anxiety.[15] With this in mind, early childhood educators can choose to create curriculum for children that aims to encourage these feelings for children, while also giving them the freedom to move their bodies, breathe fresh air, and engage deeply with the natural |

---

[15] S. Brown, et al. "Supporting Anxious Children in the Preschool Classroom", *Young Children,* Vol. 75, No. 3, (2020)

	world around them. While an outdoor classroom is an ideal place for big body movement play and life science explorations, it can also be utilized as an inspiring and engaging place to explore language and literacy concepts. This workshop will support educators in reviewing what the benefits of outdoor learning, targeting skills in these curriculum areas for young children, and building curriculum to support young learners in an outdoor classroom environment.

100% of this course addresses the issues of diverse learners

2 hours webinar + .5 hr homework = 2.5 hours |
| Terrific Toddlers: Building Self Esteem While Guiding Challenging Behaviors
CourseSites | In this two hour, self-guided course, educators of toddlers will learn about the social and emotional development of toddlers and identify the unique needs and strengths of this age group. Educators will identify behavior management strategies to manage challenging toddler behavior, while also recognizing the importance of maintaining toddlers' self-esteem. Finally, the course will address the role that child temperament plays in toddler behavior, and how to guide behavior accordingly.

This online workshop should take educators 2 hours to complete. Educators would be awarded 2 EEC training hours for successfully completing the workshop. |
| The More We Get Together: Connecting Virtually with Preschoolers
CourseSites | The COVID-19 pandemic that forced the shutdown of schools across the country and the globe in the spring of 2020 has forced the field of early childhood education to come up with new and creative ways to connect with young children and families, while simultaneously tending to the physical and emotional needs of our communities, the families serve, and ourselves. As of the summer of 2020, some early education and care programs are preparing to re-open, even as we prepare for a degree of uncertainty about the turns this pandemic will take in the months ahead. While many things are still uncertain about what early education will look like as we proceed through the coming months, we can be sure that teaching will be different in many ways. From navigating social distancing practices in classrooms, to wearing masks, to connecting with children remotely during times of center closures, educators will have many new skills to develop.

This two-hour, self-paced workshop will give early educators the opportunity to reflect on the social-emotional development of preschoolers (ages 3-5 years old) and how this development may be impacted by the pandemic. Educators will also review best |

| | practices when it comes to screen technology use for young children and learn some creative ways to connect with preschoolers remotely, on screen and off. While there are many unknowns on the road ahead for early educators, we can be certain that teaching young children in the age of COVID-19 will require creativity and flexibility, and this workshop will provide educators with some tools to add to their resource collection as they navigate the unknown path before us.

25% of this training will address the issues of "diverse learners"

This is a self-paced training that is estimated to take 2 hours to complete. |
|---|---|
| You are a Brain Architect Webinar | Quality early childhood care and education has a positive impact on children. The child's brain grows more during the first 5 years of life than any other time. High quality care has a positive impact on children's development.

During this training, we will discuss ways educators can positively influence a child's brain development using structural and process supports. The framework for the session includes the Infant/Toddler and Early Childhood Environment Rating Scales.

This will be a 2 hour webinar. |