



SDQPI Professional Development Catalog

Revised 2/22



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 so that children are healthy, and ready to succeed in. 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 professional learning (PL) opportunities in this catalog are intentionally offered to align to program quality goals and build upon existing skills of educators working with children birth through Transitional Kindergarten (TK).

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.



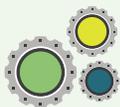
Health, Nutrition, and Physical Activity: Children receive support for optimal physical development, including health, nutrition, and physical activity.



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 TM Protective Factors to promote family resilience and optimal development of children.



Professional Development: Professional learning intended to help administrators and educators improve their professional knowledge, competence, skill, and effectiveness as life long learners.

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.



Transitional Kindergarten Workshops

Audience: Each workshop is designed with a target audience in mind.



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.

 **YMCA**

 **SDCOE**

 **SDCOE / YMCA**

Regional professional learning events will be held virtually this program year.

Agency Requests: Participating SDQPI programs may request virtual or In person agency based professional learning. In person professional learning shall follow CAL/OSHA requirements.

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CLASS™ Making the Most of Classroom Interactions: Regard for Student Perspectives

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CPIN: English Language Development-Reading

CPIN: Language and Literacy-Dialogic Reading

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**SDQPI Professional
Development Catalog
Introductory
Level**

ACEs and Resiliency



Virtual: 2 hrs. In-person: 2 hrs.

Age: 0-5

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 learning 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 & Trauma Sensitive Schools



 SDCOE

Active Story Time



Virtual: 2 hrs. In-person: 2 hrs.

Age: 0-5

Join us to learn how physical activity can be incorporated into story time, build more than literacy skills and take away a quick self-evaluation of learning during active story time at home.

Participants will:

- Learn strategies on how to easily integrate physical activity into story time
- Learn what to look for to keep children engaged during active story time



 YMCA

Ages and Stages Questionnaires: Third Edition (ASQ-3): Overview



Virtual: 2 hrs. In-person: 2 hrs.

Age: 0-5

Join us as we learn about the importance of the developmental screening process and how we can use the Ages & 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.



 SDCOE

Ages and Stages Questionnaires: Social-Emotional, Second Edition (ASQ: SE-2): Overview



Virtual: 2 hrs. In-person: 2 hrs.

Age: 0-5

This workshop will provide an overview of the Ages & 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



 SDCOE

Animal Themed Play



Virtual: 2 hrs. In-person: 2 hrs.

Age: 0-5

Join us to learn how animal themed play helps increase physical activity opportunities for our children and improve the progression of newly learned movement skills!

Participants will:

- Learn how preschool children grow in their understanding of their world through active animal themed play
- Become aware through animal movements that the process of learning a new movement skill is more valuable rather than the end result



YMCA

Baby's First Years



Virtual: 2 hrs. In-person: 2 hrs.

Age: Infant/toddler

Learn how babies develop in their early years of life through environments that offer safe, healthy and appropriate physical activities. This training 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
- Understand how to build an environment that supports appropriate physical development in young children



YMCA

Balancing It All: The Role of the Early Childhood Educator



Virtual: 2 hrs. In-person: 2 hrs.

Age: 0-5

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. 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



SDCOE

Bringing the Arts to Life



Virtual: 2 hrs. In-person: 2 hrs.

Age: PreK/TK

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



SDCOE

Building an Effective Marketing Plan



Virtual: 2 hrs. In-person: 3 hrs.

Age: 0-5

Having a marketing plan will help increase your enrollment and have a successful child care business. Learn about the resources and tools available to build an effective plan to promote your business.

Participants will:

- Learn how to build a professional image to attract and impact clients
- Learn how to conduct effective phone and interview communication
- Learn how to engage in the benefits of social networking



 YMCA

Building Partnerships in Family Child Care



Virtual: 2 hrs. In-person: 3 hrs.

Age: 0-5

Strong and effective parent and family engagement is grounded in having a positive goal-oriented relationship 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 family's needs
- Learn how to implement strategies to address parent's concerns and manage difficult conversations



 YMCA

Caring for Children with Medical Conditions: Developing an IMS Plan



Virtual: 1½ hrs. In-person: 1½ hrs.

Age: 0-5

Licensed child care providers that choose to provide incidental medical services such as EpiPens or inhaled medications must develop and submit an Incidental Medical Services Plan (IMS) plan to Community Care Licensing prior to providing care. Learn more about the requirements to serve children with particular medical conditions.

Participants will:

- Learn how to access the requirements to serve children with medical conditions
- Learn how to develop and submit an Incidental Medical Services (IMS) plan



YMCA

Child Abuse Mandated Reporter Training



Virtual: 3 hrs. In-person: 3 hrs.

Age: 0-5

Participants attending this training will meet Community Care Licensing’s (CCL) Mandated Child Abuse Reporting requirements.

Participants will:

- Learn what the law requires of mandated reporters
- Learn how to spot indicators of possible child abuse or neglect
- Learn how to talk to children about suspected abuse
- Learn how to make a report



YMCA

Cooking With Kids

Virtual: 2 hrs. In-person: 2 hrs.

Age: 0-5

What better way to introduce new foods to our children than through the kitchen! Learn about tips for cooking with children and how to introduce new nutritional concepts in the kitchen.

Participants will:

- Learn best practices for cooking with children
- Learn strategies for engaging conversation with children during the cooking process
- Learn basic nutritional information that can be shared with children to encourage healthy eating habits



YMCA

CPIN: Desarrollo Socio-Emocional, Relaciones
(*CPIN: Social Emotional Development, Relationships presented in Spanish*)



Virtual: 2 hrs. In-person: 3 hrs.

Age: PreK/TK

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 apropiadas 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



YMCA

CPIN: Desarrollo Socio Emocional, Interacciones
(CPIN: *Social Emotional Development, Interactions presented in Spanish*)



Virtual: 2 hrs. In-person: 3 hrs.

Age: PreK/TK

Este taller le dara la oportunidad de ampliar y mejorar el conocimiento y las habilidades sobre qué, cómo y por qué las interacciones sociales son fundamentales para el desarrollo socioemocional durante los años preescolares. Aproveche esta oportunidad para participar virtualmente en actividades con compañeros para aprender y compartir estrategias de los Fundamentos del aprendizaje preescolar de California y el Marco curricular, vol. 1, Desarrollo socioemocional, area de interacciones sociales.

Los participantes:

- Comprenderan la importancia de interacciones consistentes y receptivas para apoyar el desarrollo socioemocional de los niños
- Identificaran y reconoceran el valor de los esfuerzos de los niños y fomentaran las interacciones positivas con adultos y compañeros
- Exploraran maneras de apoyar a los niños en la resolución de conflictos y el desarrollo de la cooperación y la responsabilidad



SDCOE

CPIN: Family Partnership and Culture



Virtual: 2 hrs. In-person: 3 hrs.

Age: 0-5

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



SDCOE

CPIN: History and Social Science-Becoming a Preschool Community Member



Virtual: 2 hrs. In-person: 3 hrs.

Age: PreK/TK

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



 SDCOE

CPIN: Language & Literacy, Writing



Virtual: 2 hrs. In-person: 3 hrs.

Age: PreK/TK

This California Preschool Instructional Network workshop demonstrates the importance of supporting children's emerging writing skills. Young children use scribble to make their first pictures and also their first form of writing. Developing as a writer depends on the writers understanding of how a particular written language looks and on the writers language and thinking skills.

Participants will:

- Become aware of the developmental sequence of writing
- Learn how embed writing in everyday transitions and routines
- Explore how to include Dual Language Learners and Children with Special Needs in writing activities



 SDCOE

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

Virtual: 2 hrs. In-person: 3 hrs.

Age: PreK/TK

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 substrand 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



SDCOE

**CPIN: Language and
Literacy, Vocabulary**

Virtual: 2 hrs. In-person: 3 hrs.

Age: PreK/TK

The number of words that children learn is strongly related to later school success, because reading comprehension depends on it. This professional learning experience will provide participants with opportunities to support children's knowledge in understanding and using words for objects, actions, and attributes, understanding and using words for categories of things and actions and understanding and using words for simple and complex relations between objects.

Participants will:

- Explore key concepts from the California Preschool Learning Foundations and the California Preschool Curriculum Framework Volume 1, Vocabulary substrand
- Observe, read, and discuss the developmental continuum for vocabulary that will guide instruction and learning in preschool
- Practice using 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



SDCOE

Brain Development in Young Children



Virtual 2 hrs. In-person: 3 hrs.

Age: 0-5

Age: PreK/TK

In this workshop, participants will gain knowledge about the architecture of the young child's developing brain and how this brain development sets a foundation for learning and behavior. We will discover the impact stress and trauma have on the brain and the educator's ability to strengthen resilience if brain development is understood and considered when caring and responding to young children. Through engaging activities and discussions, this training will explore current research, proving that educators of young children play a large role in guiding healthy brain development as a foundation for future success.

Participants will:

1. Gain knowledge about the architecture of the brain and brain development
2. Discover the impact of stress and trauma on brain development
3. Explore current research to show the importance of the educator's ability to strengthen resilience in children while considering brain development.



 SDQPI

CPIN: Lenguaje y alfabetización, Vocabulario (CPIN: Language and Literacy, Vocabulary presented in Spanish)



Virtual: 2 hrs. In-person: 3 hrs.

Age: PreK/TK

La cantidad de palabras que aprenden los niños está fuertemente relacionada con el éxito escolar, porque la comprensión de lectura depende de ello. Esta experiencia de aprendizaje profesional brindará a los participantes oportunidades para apoyar el conocimiento de los niños en la comprensión y el uso de palabras para objetos, acciones y atributos, la comprensión y el uso de palabras para categorías de cosas y acciones y la comprensión y el uso de palabras para relaciones simples y complejas entre objetos.

Los participantes:

- Exploraran conceptos clave de los Fundamentos del aprendizaje preescolar de California y el Volumen 1 del Marco curricular preescolar de California, en el area de Vocabulario
- Observaran, leeran y discutirán el desarrollo continuo del vocabulario que guiará la instrucción y el aprendizaje en el preescolar
- Practicar el uso de los fundamentos del aprendizaje preescolar y el marco curricular preescolar para planificar intencionalmente estrategias inclusivas, culturales y apropiadas para el desarrollo que promuevan el desarrollo de habilidades, conocimientos y comportamientos relacionados con el desarrollo del lenguaje y la alfabetización



 SDCOE

CPIN: Math-Measurement

Virtual: 2 hrs. In-person: 3 hrs.

Age: PreK/TK

This California Preschool Instructional Network workshop demonstrates how young children develop an intuitive notion of measurement through natural everyday experiences. This workshop is about exploring the size, height, and weight of objects and measuring with standard and non-standard units.

Participants will:

- Become aware on how to help children to explore and describe height, weight, or size of objects
- Use comparison vocabulary and measure using standard and non-standard units Explore how to include Dual Language Learners and Children with Special Needs in math activities



SDCOE

CPIN: Math-Reasoning

Virtual: 2 hrs. In-person: 3 hrs.

Age: PreK/TK

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



SDCOE

CPIN: Physical Development- Active Physical Play



Virtual: 2 hrs. In-person: 3 hrs.

Age: PreK/TK

This California Preschool Instructional Network workshop demonstrates the importance of how embedding active physical play throughout the preschool day promotes children's ability to attend, learn, and regulate their emotional responses. Active physical play not only enhances the body's physiological functions, it promotes optimal brain chemistry for school readiness and self-regulation.

Participants will:

- Become aware of the three substrands; Active Participation, Cardiovascular Endurance and Muscular Strength, Muscular Endurance and Flexibility
- Learn strategies to support the development of active play
- Reflect on how to increase children's participation in ways that are purposeful and meaningful



SDCOE

CPIN: Razonamiento Matemático (CPIN: Math Reasoning presented in Spanish)



Virtual: 2 hrs. In-person: 3 hrs.

Age: PreK/TK

Este taller brinda a los participantes oportunidades para aprender cómo el razonamiento matemático es la habilidad crítica que permite a un niño hacer uso de todas las demás habilidades matemáticas. A lo largo de esta exploración interactiva del razonamiento matemático en los niños, los participantes obtendrán información sobre la investigación actual, investigarán estrategias para ayudar a todos los niños a adquirir habilidades en el razonamiento matemático y explorarán cómo los materiales en el entorno de aprendizaje apoyan el aprendizaje de los niños.

Los participantes:

- Tomaran conciencia de cómo el razonamiento matemático es natural para la mayoría de los niños pequeños a medida que exploran el entorno y le dan sentido al mundo que los rodea.
- Consideraran cómo apoyar el desarrollo del razonamiento matemático para los niños que están aprendiendo inglés como segundo idioma y aquellos con diferentes necesidades.
- Exploraran formas de promover el aprendizaje de los niños de vocabulario y lenguaje matemático utilizando los fundamentos de aprendizaje preescolar de California Vol 1



SDCOE

CPIN: Science-Life Science

Virtual: 2 hrs. In-person: 3 hrs.

Age: PreK/TK

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



SDCOE

CPIN: Science-Scientific Inquiry

Virtual: 2 hrs. In-person: 3 hrs.

Age: PreK/TK

As children observe and engage with objects, they enjoy trying out things and seeing what happens. Such experiences provide the context for developing the attitudes, skills, and language of scientific inquiry and allow children to construct understanding and knowledge about objects and events. Teachers can use the experiences to encourage children to observe closely, using their senses and tools, and describe their observations.

Participants will:

- Discuss the structure and features of the California Preschool Learning Foundations (PLF) and the California Preschool Curriculum Framework (PCF), Science Domain, Scientific Inquiry Strand
- Learn how to support the development of scientific inquiry in children
- Promote the use of scientific tools to extend children's observations



SDCOE

CPIN: Social Emotional Development, Interactions

Virtual: 2 hrs. In-person: 3 hrs.

Age: PreK/TK

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



SDCOE

CPIN: Social Emotional Development, Relationships

Virtual: 2 hrs. In-person: 3 hrs.

Age: PreK/TK

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:

- Gain knowledge about the California Preschool Learning Foundations and Preschool Curriculum Framework Volume 1, Social Emotional Development Domain, Relationships strand
- 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



SDCOE

CPIN: Social Emotional Development, Self



Virtual: 2 hrs. In-person: 3 hrs.

Age: PreK/TK

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



SDCOE

CPIN: The Powerful Role Of Play In Education



Virtual: 2 hrs. In-person: 3 hrs.

Age: PreK/TK

This California Preschool Instructional Network 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



SDCOE

CPIN: Visual and Performing Arts-Visual Arts



Virtual: 2 hrs. In-person: 3 hrs.

Age: PreK/TK

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



 SDCOE

CPIN: Visual and Performing Arts-Dance



Virtual: 2 hrs. In-person: 3 hrs.

Age: PreK/TK

This California Preschool Instructional Network workshop demonstrates that dance and movement are an inherent part of life. Dance is an elemental human experience and a means of expression. Dance provides opportunities for rich cultural celebration, with music and dance from the children's cultural traditions at home. The Dance Strand is part of the Visual and Performing Art Domain of the California Preschool Learning Foundations and Framework Vol. 2 .

Participants will:

- Become aware how dance can serve a variety of learning purposes
- Refer to the elements of dance
- Explore how to include Dual Language Learners and Children with Special Needs in dance activities



 SDCOE

Creating a Safe and Inclusive Family Child Care



Virtual: 2 hrs. In-person: 2 hrs.

Age: 0-5

Family child care learning environments need to be a safe and nurturing space that meets the needs of infant and toddlers through school-age children. They offer indoor and outdoor options that give children a choice to play, learn and explore with age-appropriate equipment.

Participants will:

- Learn how to design and arrange a well-organized learning environment for multi-age level children
- Learn how to develop goals in the early learning the environment that support a child's early learning
- Learn how to access important Community Care Licensing regulations, and support services and resources provided by YMCA Childcare Resource Service



 YMCA

Creating Invitations to Play



Virtual: 2 hrs. In-person: 2 hrs.

Age: 0-5

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 9 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



 SDCOE

Culturally Responsive Practices



Virtual: 2 hrs. In-person: 2 hrs.

Age: PreK/TK

In supporting children’s academic and social skills, the school community must be committed to the belief that all children should be educated in the most inclusive learning environment. An essential component for a Multi-Tiered System of Supports to thrive includes culturally responsive practices. Culturally responsive practices are essential in providing meaningful and inclusive learning experiences that support a sense of identity and a sense of belonging. In the teacher’s expectation to educate the child effectively, it requires an understanding of the child’s culture or specific family cultural dynamics, and social life at home. Through reflection discussion, and practice, participants will learn to utilize culturally responsive teaching strategies to meet student needs associated with various cultural backgrounds.

Participants will:

- Explore culturally responsive practices to develop a deeper awareness of the role culture plays in supporting children’s learning
- Gain an appreciation of the cultural perspectives and strengths of the children and families in their school community
- Learn how they can create bridges to the children and families in their programs



SDCOE

Deep Breathing With Kids



Virtual: 2 hrs. In-person: 2 hrs.

Age: 0-5

Have you thought about how your body responds to stressors? Join us to learn how self-regulating activities such as deep breathing and mindfulness can help us regain equilibrium in times of need.

Participants will:

- Discuss this and learn how to implement mindfulness techniques in times of need
- Discuss what mindfulness is
- Practice new deep breathing activities



YMCA

Descripción general de los ambientes de aprendizaje para bebés y niños pequeños

(ITERS Overview presented in Spanish)



Virtual: 2 hrs. In-person: 2 hrs.

Age: Infant/toddler

Este taller brinda a los participantes una descripción general introductoria de la Escala de calificación del ambiente para bebés y niños pequeños edición revisada (ITERS-R, por sus siglas en inglés). A través de actividades interactivas y prácticas, los participantes obtendrán un conocimiento fundamental de cómo la calidad de la estructura del ambiente de un niño afecta su crecimiento y desarrollo.

Los participantes:

- Explorar conceptos clave y recursos complementarios para comprender mejor la importancia de ambientes de alta calidad para bebés y niños pequeños
- Aprender el valor del juego como componente importante de interacciones positivas y aprendizaje
- Obtener una comprensión más profunda sobre la importancia de evaluar el aprendizaje, el juego y los entornos de rutina en ambientes de cuidado infantil desde bebés hasta los tres años



SDCOE

Desired Results Developmental Profile [DRDP (2015)]



Virtual: 2 hrs. / 3 Parts In-person: 7 hrs.

Age: 0-5

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)



SDCOE

Desired Results Developmental Profile-Meaningful Observation and Portfolio Training [DRDP (2015)]



3 hrs./ 2 parts In person: 7 hrs.

Age: 0-5

The DRDP (2015) Meaningful Observation and Portfolio Training supports and guides early childhood educators to identify, explain, and practice knowledge and skills in observation and assessment related to the DRDP (2015) tool.

- Participants will:**
- Explore ways to observe and collect evidence
 - Discover ways to organize an observation system
 - Identify strategies for putting a portfolio together



SDCOE

Disaster Preparedness



Virtual: 3 hrs. In-person: 3 hrs.

Age: 0-5

Learn how to prepare for different types of emergencies. Explore ways to involve and support children before, during and after an emergency.

- Participants will:**
- Learn to be prepared for different types of disasters
 - Learn to write emergency plans for their child care program
 - Learn to determine what supplies to have ready for different types of disasters and emergencies



YMCA

ECERS Overview
(Presented in Spanish)



Virtual: 3 hrs. In-person: 3 hrs.

Age: PreK/TK

A través de una descripción general interactiva, los participantes aprenderán sobre los componentes de un ambiente de alta calidad. Este taller incluirá actividades donde se explorarán cómo utilizar la Escala de calificación del ambiente de la primera infancia (ECERS, por sus siglas en inglés) como una ruta que los llevará hacia ambientes de alta calidad.

Participantes:

- Exploraran la importancia de un medio ambiente de alta calidad referente a la implementación de un plan de estudios apropiado para el desarrollo del niño
- Aprenderan sobre los elementos que componen un ambiente de aprendizaje apropiado para el desarrollo del niño en los entornos interiores y exteriores



SDCOE

Effective Contracts and Policies



Virtual: 2 hrs. In-person: 2 hrs.

Age: 0-5

A child’s cognitive, social, emotional, and academic development is strengthened when educators and families work together to establish a positive business relationship. This training is based on the Business Administration Scale for Family Child Care (BAS) tool best practices.

Participants will:

- Learn how to maintain positive communication with their clients
- Learn how to develop a legal and binding contract and policy guidelines



YMCA

Empowering Children as Young Advocates through Universal Design for Learning (UDL)



Virtual: 2 hrs. In-person: 2 hrs.

Age: 0-5

Through a Universal Design for Learning framework and drawing from the Infant/Toddler Curriculum Framework and Preschool Curriculum Framework, learn how to support young children from 0-5 in their emerging advocacy skills: from demonstrating respect for an infant's emotions and choices, to giving preschoolers the opportunities to build their independence. In this virtual training, you will have the opportunity to collaborate with other educators to explore different strategies that promote self-identity and advocacy skills from the very beginning of a child's life.

Participants will:

- Discover how children establish a strong sense of self-identity, and progress from advocating for their own needs
- Learn strategies for incorporating Universal Design for Learning



 SDCOE

Enhancing Caregiver Resiliency



Virtual: 3 hrs. / 2 parts In Person: 6 hrs.

Age: 0-5

Early child care educators are at risk of experiencing the toxic stress that comes with working with children and families impacted by trauma. This 2-part training assists providers in fostering a greater understanding of trauma-informed care and gain the knowledge necessary to combat burnout, vicarious trauma, and compassion fatigue.

Participants will:

- Learn how to recognize the signs of compassion fatigue
- Learn how to develop a personal self-care plan
- Learn strategies to help you manage your emotions, stay regulated and keep you feeling both productive and fulfilled



 YMCA

Fresh Air Play - Safe & Fun!



Virtual: 2 hrs. In-person: 2 hrs.

Age: 0-5

Play is a vital component of childhood development and keeping children safe is a priority. We will explore ways to promote and support outdoor play with and without playground structures.

Participants will:

- Identify what playground equipment is safe or potentially hazardous
- Promote and support outdoor play with or without playground structures
- Reduce the likelihood of life threatening or debilitating injuries



YMCA

Healthy Celebrations



Virtual: 2 hrs. In-person: 2 hrs.

Age: 0-5

What kind of foods do we usually see at reunions with friends and family? Join to learn what a healthy celebration can look like, increase consumption of fruits and vegetables during gatherings and learn of other ways to have a healthy celebration.

Participants will:

- Discuss what a healthy celebration looks like
- Have the opportunity to reimagine how to present healthy dishes with a creative twist
- Discover other ways to have a healthy celebration



YMCA

Healthy Habits Using 5210



Virtual: 2 hrs. In-person: 2 hrs.

Age: 0-5

What is 5210? Join to learn how we can easily implement this easy-to-remember plan to help develop healthy daily habits and build a strong foundation for our children to lead healthier lives.

Participants will:

- Learn what 5210 means
- Learn how this easy-to-remember plan can be easily implemented daily to improve our health and help us start developing healthy habits
- Learn how this guide for healthy living can help us lead a healthier life



YMCA

Holding Up the Mirror: Providing Effective Feedback



Virtual: 2 hrs. In-person: 2 hrs.

Age: 0-5

Giving and receiving feedback can be one of the most challenging aspects of leadership, but it doesn't have to be that way. We can build our capacity to not only provide feedback to others, but to hold up the mirror and help others reflect on their own work. Through this strength-based process, and a look at how the brain responds to feedback, participants will identify ways to support those they work with to examine and refine their knowledge and behaviors to continually improve their practice.

Participants will:

- Learn about the importance of giving and receiving feedback as a strategy for professional growth
- Identify strategies to provide effective feedback and make adjustments based on individual strengths, interests and needs
- Recognize opportunities to create a culture of feedback in order to support others to expand, refine, and become more aware of their knowledge and behaviors



 SDCOE

Immunizations and Safe Sleep



Virtual: 2 hrs. In-person: 2 hrs.

Age: 0-5

Learn about California Immunization requirements for child care programs and the responsibilities for staff. Attendees will have the opportunity to practice evaluating and completing immunization records.

Participants will:

- Learn California State immunization requirements
- Learn how to effectively complete and maintain child care immunization records
- Learn how to reduce a baby's risk of SIDS and other sleep-related causes of infant death by providing a safe sleep environment



 YMCA

Inclusion Overview



Virtual: 2 hrs. In-person: 2 hrs.

Age: 0-5

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



 SDCOE

Inclusion Works!



Virtual: 2 hrs. In-person: 2 hrs.

Age: 0-5

This training is an overview of the book *Inclusion Works!*

Participants will:

- Learn how to create inclusive childcare programs that provide young children with access, participation, and supports
- Develop a foundation of knowledge designed to encourage all childcare providers to open their doors—and their hearts—to children with disabilities or other special needs



 SDCOE

Indoor Play

Virtual: 2 hrs. In-person: 2 hrs.

Age: 0-5

Being physically active is essential now more than ever to counteract the effects of sedentary habits. Join us to learn how simple indoor activities can help us stay physically active and help us build healthy habits.

Participants will:

- Discover simple indoor activities
- Learn how these simple but engaging physical activities can be done indoors to intentionally avoid inclement weather
- Have the opportunity to create their own games
- Learn how to easily modify games for indoor active play



SDCOE

Instructional Leadership Through a Reflective Process

Virtual: 2 hrs. In-person: 2 hrs.

Age: 0-5

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)



SDCOE

Introduction to Enhancing Caregiver Resiliency



Virtual: 2 hrs. In-person: 2 hrs.

Age: 0-5

Early child care educators are at risk of experiencing compassion fatigue that comes with working with children and families impacted by trauma. This training opportunity is an introduction to support providers in gaining the knowledge necessary to combat burnout, vicarious trauma, and compassion fatigue. Participants will have the opportunity to explore areas of challenge and success concerning self-care and develop a plan that maximizes the provider's ability to stay emotionally balanced and motivated.

Participants will:

- Learn 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



 YMCA

Introduction to Inclusion



Virtual: 2 hrs. In-person: 2 hrs.

Age: 0-5

Inclusive education is when all students, regardless of any challenges they may have, are placed in age-appropriate general education classes that are in their own neighborhood schools to receive high-quality instruction, interventions, and supports.

Participants will:

- Develop an understanding of the definition of inclusion
- Learn about the history of support services for children with disabilities
- Learn the philosophy of inclusion, person-first language and the benefits of inclusive programs



 YMCA

Introduction to Positive Discipline



Virtual: 2 hrs. In-person: 2 hrs.

Age: 0-5

This workshop invites participants to discover how to develop mutually respectful relationships with children in their care through the implementation of classroom management models that are both kind and firm at the same time.

Participants will:

- Learn tangible strategies to be used both at home and in the learning environment
- Positive Discipline Parenting and Classroom Management models work at developing mutually respectful relationships
- Learn to employ kindness and firmness at the same time using tools that are effective long term



 YMCA

Introduction to Quality Interactions



Virtual: 3 hrs. In-person: 3 hrs.

Age: 0-5

Quality interactions are the foundation for providing a quality child care program. Research shows that warm, positive relationships support the growth and development of all children.

In this workshop, participants will:

- Learn the different dimensions of quality interactions
- Explore ideas of how to build warm relationships with the children in your care



 YMCA

Introduction to the Environment Rating Scales (ERS)



Virtual: 2 hrs. In-person: 2 hrs.

Age: 0-5

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



 YMCA

Introduction to the Infant CLASS™ Tool



Virtual: 3 ½ hrs. In-person: 3 ½ hrs.

Age: Infant/Toddler

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



SDCOE

Introduction to the Pre-K CLASS™ Tool



Virtual: 3 ½ hrs. In-person: 3 ½ hrs.

Age: Prek/TK

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. Please note this training is available in Spanish and English.

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



SDCOE

Introduction to the Toddler CLASS™ Tool



Virtual: 3 ½ hrs. In-person: 3 ½ hrs.

Age: Infant/Toddler

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



 SDCOE

Introduction to Trauma Informed Care



Virtual: 2 hrs. In-person: 2 hrs.

Age: 0-5

In this 2-hour training, we will provide an introduction to trauma informed care. Trauma informed care is a strengths-based service delivery approach that explores the impact of trauma experienced by children, families, as well as the providers who serve them.

Participants will:

- The principles of a Trauma-Informed approach
- Trauma-specific interventions designed to address the consequences of trauma in the child
- Learn how to develop caring relationships with young children with histories of trauma



 YMCA

Let's Get Organized



Virtual: 2 hrs. In-person: 2 hrs.

Age: 0-5

Being in compliance with Community Care Licensing regulations is the foundation of a quality program. This training focuses on organizing the required forms and documents for family child care programs.

Participants will:

- Learn how to keep program records organized and updated for licensing review
- Learn how to navigate the Community Care Licensing website for information, forms and resources that support your program



 YMCA

Making Stories Come Alive



Virtual: 2 hrs. In-person: 2 hrs.

Age: 0-5

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



 SDCOE

Manipulatives to Promote Active Play



Virtual: 2 hrs. In-person: 2 hrs.

Age: 0-5

Join us to learn how manipulatives can encourage physical activity and movement, increase children's gross and fine motor skills and creativity.

Participants will:

- Learn about manipulatives that encourage physical activity and movement
- Discuss how manipulatives can promote active play and increase manipulative skills
- Have the opportunity to make their own kid friendly manipulatives



 SDCOE

Meeting the Needs of All Learners: Rethinking the Classroom Experience



Virtual: 2 hrs. In-person: 2 hrs.

Age: 0-5

Shift your lens of what preschool education looks like and consider how we can meet children's needs across virtual and in-person learning settings. Together, we will explore the Universal Design for Learning (UDL) model, and reflect on how multiple means of representation, expression, and engagement can be applied across different learning settings to support children's learning goals.

Participants will:

- Learn how UDL can enhance engagement across in-person, hybrid, and virtual settings
- Explore ways to design activities that allow children to represent their learning in a way that is authentic and individual
- Identify resources and instructional strategies they can use to effectively and intentionally ensure content is targeted to learners' needs



 SDCOE

Music & Movement



Virtual: 2 hrs. In-person: 2 hrs.

Age: 0-5

How can we counteract the effects of sedentary habits? Join us to learn how music and movement can simultaneously help us develop healthy habits, keep us physically active and engaged in fun and engaging activities.

Participants will:

- Identify fun music and movement activities
- Discuss why physical activity is important for a child's healthy development
- Learn the benefits that music has to increase movement and physical activity



YMCA

MyPlate



Virtual: 2 hrs. In-person: 2 hrs.

Age: 0-5

Why should we care about balancing our meals? Join us to learn how MyPlate is an effective tool to help adults introduce the five food groups and their benefits to children.

Participants will:

- Expand on the five food groups in MyPlate and their benefits
- Learn how we can we incorporate MyPlate into our daily lives to eat balanced meals
- Explore practical tips to put recommended portion sizes into action



YMCA

Nutrition & Art



Virtual: 2 hrs. In-person: 2 hrs.

Age: 0-5

Join us to learn how art can increase interest and consumption of healthy foods in preschoolers, about the benefits of fruits and vegetables to our bodies based on their color and how it can help preschoolers retain new nutrition concepts and knowledge.

Participants will:

- Learn how art can increase retention of new nutrition knowledge
- Learn strategies that can be utilized when teaching about a new fruit or vegetable
- Learn the benefits of fruits and vegetables to our bodies based on their color



YMCA

Our Roles at Mealtimes



Virtual: 2 hrs. In-person: 2 hrs.

Age: 0-5

How can adults and children have positive interactions during mealtime? Join us to learn what our roles at mealtimes.

Participants will:

- Understand what our roles at mealtimes are as adults and the roles of our preschoolers
- Learn the effects of positive mealtime interactions between adults and children
- Learn tips on how we can have more in depth conversations during mealtime with our preschoolers



YMCA

Outdoor Play



Virtual: 2 ½ hrs. In-person: 2 ½ hrs.

Age: 0-5

Do you remember where you spent most of your time playing as a child? Outdoors! Join us to learn new fun outdoor activities and their benefits.

Participants will:

- Learn the benefits of outdoor play
- Discover simple and fun outdoor activities
- Learn the benefits of balancing activities
- Learn the importance of water breaks when engaging in vigorous physical activities



YMCA

Overview Learning Environments for Preschool and Transitional Kindergarten



Virtual: 3 hrs. In-person: 3 hrs.

Age: PreK/TK

Through an interactive overview, participants will learn about the components of a high-quality environment. This virtual 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



SDCOE

Overview of Learning Environments for Family Child Care Providers



Virtual: 3 hrs. In-person: 3 hrs.

Age: 0-5

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.

Participants will:

- 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



SDCOE

Overview of Learning Environments for Infants and Toddlers



Virtual: 3 hrs. In-person: 3 hrs.

Age: Infant/Toddler

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 & 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



 SDCOE

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



Virtual: 3 hrs. In-person: 3 hrs.

Age: 0-3

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



 SDCOE

PITC: Module II Environments For Group Care



Virtual: 2 hrs. In-person: 2 hrs.

Age: 0-3

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



 SDCOE

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



Virtual: 2 hrs. In-person: 2 hrs.

Age: 0-3

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 4 key points to support language development, communication and culture with infant and toddler children



 SDCOE

PITC: Module IV Culture, Family, and Providers - Responding to Families in Culturally Sensitive Ways



Virtual: 2 hrs. In-person: 2 hrs.

Age: 0-3

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.

Participants will:

- Gain a deeper understanding of culture and culture sensitivity
- Learn guidelines for cultural sensitivity, attitude and skills
- Acquire strategies that build culturally sensitive partnerships with parents



 SDCOE

Planning Activities for Family Child Care



Virtual: 2 hrs. In-person: 3 hrs.

Age: 0-5

A child care program with developmentally appropriate activities supports the physical, cognitive and social emotional development of children.

Participants will:

- Learn how to individualize learning to meet each child's needs related to their age and skill level
- Learn how to plan developmentally appropriate activities that will fill the day with learning opportunities



 YMCA

Positive Guidance in Family Child Care



Virtual: 2 hrs. In-person: 3 hrs.

Age: 0-5

Positive guidance is crucial for children to promote self-control, teach 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 how to support and instill positive behaviors beginning in infancy
 - Learn how to build respectful skills, tools and techniques to support independence and success for children



 **YMCA**

Positive Solutions for Families



Virtual: 2 hrs. In-person: 2 hrs.

Age: 0-5

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, understand their problem behavior, and use 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



 **SDCOE**

Preventive Health and Safety



Virtual: 2 hrs./4 parts In Person: 8 hrs.

Age: 0-5

This 8-hour training meets the Child Care Licensing (CCL) requirement for California Health and Safety training.

Participants will:

- Learn best practices regarding providing a clean and sanitary environment to protect children's health
- Learn best practices regarding safe and healthy diapering
- Learn best practices regarding understanding the role that immunizations play in a child's health and maintaining required documentation
- Learn best practices regarding developing sick children policies
- Learn best practices regarding developing safety policies and using them as tools for safety, risk prevention and injury prevention
- Learn best practices regarding transporting children safely
- Learn best practices regarding positive effect of healthy nutrition on the developing child
- Learn best practices regarding lead poisoning prevention



 YMCA

Promoting Equity and Anti-Bias in Early Education Settings



Virtual: 2 hrs./3 parts In Person: 2hrs./3 parts

Age: 0-5

When we put equity and anti-bias at the heart of early childhood education, we have the opportunity to create a better world. Educators can help children appreciate family, culture, and diversity as they develop their sense of self. Through this interactive three-part series, participants will explore the four core goals of anti-bias education, become familiar with resources that support this work, reflect on current practices, and identify strategies they can implement to foster equity and anti-bias in their programs.

Participants will:

- Become familiar with the four core goals of anti-bias education (Identity, Diversity, Justice, and Activism) and how they promote equity in early education settings
- Reflect on the role that early childhood educators play in fostering equitable learning opportunities
- Explore resources and strategies that support the four core goals of anti-bias education and how they can be implemented with children and families



 SDCOE

QCC Rating Matrix

Virtual: 1 hr. In-person: 1 hr.

Age: 0-5

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



SDCOE

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

Virtual: 2 hrs. In-person: 2 hrs.

Age: 0-5

Learn how to make the most of routines, creating responsive physical environments and establishing schedules that support building social-emotional skills and improve children's behavior.

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
- Explore how to structure transitions
- Evaluate their work with children related to building relationships and the structure and design of their environment



YMCA

Scarf Play



Virtual: 2 hrs. In-person: 2 hrs.

Age: 0-5

Dancing and moving to music is fun especially when props like scarfs are included! Learn how scarfs can increase movement and physical activity opportunities to build on movement skills.

Participants will:

- Discover different activities that incorporate music, movement and scarfs
- Discuss the benefits to scarf play
- Review how to incorporate teachable moments during active play time



Setting the Stage for Inclusion



Virtual: 2 hrs. In-person: 2 hrs.

Age: 0-5

Participants will be supported in understanding the importance of incorporating inclusive practice into all early childhood settings. This training will review the widespread importance that inclusion is vital for all. When programs move toward changing their cultural responsiveness and instructional practices to fully include every student in their community it will lead to improved instructional practice. Participants will be able to identify and discuss what practices are currently being implemented in their program and community, as well as begin to create their vision for change with a focus on quality inclusive practice.

Participants will:

- Explore why inclusion is beneficial for all and the short term and long-term effects
- Discover the idea that focusing on inclusion in typical early childhood programs promotes high quality care
- Learn how to set up their environment through inclusivity practices
- Identify vital components when beginning to create an inclusive program
- Introduce key policies and principles that reflect accountability systems for early childhood programs



Strengthening Families Framework-Five Protective Factors Framework Overview



Virtual: 2 hrs. In-person: 2 hrs.

Age: 0-5

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.

Participants will:

- 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



SDCOE

Sugary Drinks



Virtual: 2 hrs. In-person: 2 hrs.

Age: 0-5

How much sugar is in my drink? Learn how to measure sugar content in drinks, the effects sugar has on our bodies and how we can build healthy habits to avoid sugary drinks.

Participants will learn:

- The actual sugar content in regularly marketed drinks
- How to measure sugar content in drinks
- What the real cost of sugar consumption is and discuss different effective strategies to significantly reduce the consumption of sugary drinks in our day



YMCA

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



Virtual: 3 hrs./3 parts In Person: 8 hours

Age: Infant/Toddler

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. 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



 SDCOE

**Teaching Pyramid PK,
Module 1a & 1b: Promoting
Children’s Success: Building
Relationships and Creating
Supportive Environments**



Virtual: 3 hrs./ 3 parts In Person: 8 hrs.

Age: PreK/TK

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



 SDCOE

Time and Stress Management



Virtual: 2 hrs. In-person: 2 hrs.

Age: 0-5

Managing a child care business and providing quality early learning to our youngest learners is a rewarding and fulfilling experience. Managing your time and stress is about taking charge of your thoughts, emotions, schedule, environment, and the way you deal with problems. The ultimate goal is a balanced life, with time for work, relationships, relaxation, and fun.

Participants will:

- Explore time management techniques
- Learn to stay in balance and be more efficient
- Learn how to balance your early care and education program and your personal life



SDCOE

Trauma Informed Care



Virtual: 6 hrs. In-person: 6 hrs.

Age: 0-5

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 2-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
- Learn about adverse childhood experiences and the impact of trauma on the brain and children’s behavior
- Learn key strategies to support children and minimize the adverse effects of trauma



YMCA

Understanding the Business of Family Child Care



Virtual: 3 hrs./2 parts In Person: 6 hrs.

Age: 0-5

Join an overview course to understand the steps for establishing a professional family child care business. Learn about business best practices related to recordkeeping, contracts and policies, and attracting clients to your program.

Participants will:

- Learn how to develop a legal contract and policy guidelines
- Learn how to use of efficient tools to keep accurate records
- Learn how to create a marketing plan to attract and secure families for enrollment



 YMCA



**SDQPI Professional
Development Catalog
Intermediate
Level**

Active Playground Supervision



Virtual: 2 hrs. In-person: 2 hrs.

Age: 0-5

Physical activity is important to children's health. Join to learn about different ideas for structured physical activity in the playground and the skills our children build through active playground supervision.

Participants will:

- Learn about the importance of being physically active
- Benefits for children's healthy development
- Discuss different ideas for structured physical activity in the playground



 YMCA

Balancing It All: The Role of the Administrator



Virtual: 2 hrs. In-person: 2 hrs.

Age: 0-5

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. 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



 SDCOE

Blending Nutrition into Classroom Curriculums



Virtual: 2 hrs. In-person: 2 hrs.

Age: 0-5

Learn how to integrate nutritional lessons in the children’s day through the whole-child approach and play-based experiences.

Participants will

- Discover creative methods to integrate nutrition education
- Review activities and explore nutrition lessons that can be easily incorporated throughout the day
- Learn new and engaging activities that will ignite children’s interest in nutrition



Breathe, Relax, and Inspire Mindfulness in Children



Virtual: 2 hrs. In-person: 3 hrs.

Age: 0-5

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



CLASS™ Making the Most of Classroom Interactions: Concept Development



Virtual: 2 hrs. In-person: 2 hrs.

Age: PreK/TK

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



 **SDCOE**

CLASS™ Making the Most of Classroom Interactions: Instructional Learning Formats



Virtual: 2 hrs. In-person: 2 hrs.

Age: PreK/TK

This CLASS™ MMCI Pre-K training deepens participant knowledge of teaching practices regarding Instructional Learning Format. 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



 **SDCOE**

CLASS™ Making the Most of Classroom Interactions: Positive Climate



Virtual: 2 hrs. In-person: 2 hrs.

Age: PreK/TK

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



SDCOE

CLASS™ Making the Most of Classroom Interactions: Productivity



Virtual: 2 hrs. In-person: 2 hrs.

Age: PreK/TK

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



SDCOE

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



Virtual: 2 hrs. In-person: 2 hrs.

Age: PreK/TK

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



 **SDCOE**

CLASS™ Making the Most of Classroom Interactions: Regard for Student Perspectives



Virtual: 2 hrs. In-person: 2 hrs.

Age: PreK/TK

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



 **SDCOE**

CLASS™ Making the Most of Classroom Interactions: Teacher Sensitivity



Virtual: 2 hrs. In-person: 2 hrs.

Age: PreK/TK

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



 **SDCOE**

CLASS™ Making the Most of Classroom Interactions: Behavior Management



Virtual: 2 hrs. In-person: 2 hrs.

Age: PreK/TK

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



 **SDCOE**

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



Virtual: 2 hrs. In-person: 2 hrs.

Age: PreK/TK

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



 SDCOE

CPIN: Colaboracion Familiar y Cultura (CPIN: Family Partnership and Culture presented in Spanish)



Virtual: 2 hrs. In-person: 2 hrs.

Age: PreK/TK

Este taller brinda a los participantes formas de incluir a la familia y la cultura en la planificación del plan de estudios, cómo desarrollar relaciones efectivas con las familias basándose en las fortalezas familiares y culturales y apoyando a las familias. El conocimiento culturales del niño y de la vida en el hogar puede ser la clave para una enseñanza y un aprendizaje eficaz. Este conocimiento es una herramienta valiosa para conectar lo que el niño ya sabe y valora con las metas de aprendizaje de su programa.

Los participantes:

- Conocerán los componentes y la estructura de las mejores prácticas para la planificación del plan de estudios para niños pequeños: relaciones familiares y cultura
- Discutirán cómo utilizar y aplicar la información de prácticas para planificar el plan de estudios para niños pequeños: asociaciones familiares y cultura
- Reflexionarán y compartirán como influencia la cultura personal en el entorno de la primera infancia



 SDCOE

CPIN: Desarrollo del idioma Inglés-Lectura
(*CPIN: ELD-Reading presented in Spanish*)



Virtual: 2 hrs. In-person: 3 hrs.

Age: PreK/TK

Los niños que están aprendiendo inglés como segundo idioma ya han aprendido algunas habilidades de alfabetización temprana en su idioma materno, este taller proporcionará información sobre cómo unir el idioma materno y el inglés al establecer conexiones culturales y garantizar que los niños permanezcan motivados durante esta etapa de lectura. Aprender a leer se promueve mediante relaciones cercanas y enriquecedoras con adultos que fomentan las interacciones con textos impresos interesantes y atractivos.

Los participantes:

- Obtendrán una comprensión más profunda de los conceptos clave de la rama de lectura que apoyan el dominio del desarrollo del idioma inglés (ELD) dentro de los fundamentos del aprendizaje preescolar de California, volumen 1 y el marco del plan de estudios preescolar de California, volumen 1
- Observarán, leer y discutir el continuo de desarrollo del dominio de Desarrollo del Idioma Inglés (ELD)
- Conocerán las cuatro claves para apoyar a los estudiantes que aprenden en dos idiomas



 SDCOE

CPIN: English Language Development-Reading



Virtual: 2 hrs. In-person: 3 hrs.

Age: PreK/TK

Children who are English learners may have already learned some of these early literacy skills in their home language, this workshop will provide information on how to bridge the home language and English by making cultural connections, and ensure children remain motivated during this stage of pre-literacy. Learning to read is promoted by close and nurturing relationships with adults who foster interactions with interesting and engaging print.

Participants will:

- Gain a deeper understanding of key concepts of the Reading strand that support the English-Language Development (ELD) domain within the California Preschool Learning Foundations, Volume 1 and the California Preschool Curriculum Framework, Volume 1
- Observe, read, and discuss the developmental continuum from the English-Language Development (ELD) domain
- Become aware of the four Keys for Supporting Dual Language Learners



 SDCOE

CPIN: Language and Literacy-Dialogic Reading



Virtual: 2 hrs. In-person: 3 hrs.

Age: PreK/TK

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



 SDCOE

CPIN: Lenguaje y alfabetización-Lectura Dialógica (CPIN: Language and Literacy-Dialogic Reading presented in Spanish)



Virtual: 2 hrs. In-person: 3 hrs.

Age: PreK/TK

Este taller proporcionará a los educadores de la primera infancia una oportunidad para aprender sobre la lectura dialógica, su definición y la importancia sobre esta estrategia. Los participantes fortalecerán su conocimiento y utilizarán las mejores prácticas de estrategias de alfabetización, como la estrategia CROWD, para guiar y planificar actividades de alfabetización interesantes y cognitivamente estimulantes.

Los participantes:

- Reconocerán cómo la lectura resulta en un cambio positivo sustancial en el desarrollo del lenguaje
- Descubrirán que las interacciones entre maestro-niño tienen efectos positivos en las habilidades lingüísticas de los niños
- Reconocer las estrategias de lenguaje y lectoescritura descritas en el Marco del plan de estudios preescolar de California Vol. 1, que se centra en la lectura dialógica



 SDCOE

CPIN: Responsive Early Education for Young Children and Families Experiencing Homelessness



Virtual: 2 hrs. In-person: 3 hrs.

Age: 0-5

Early childhood homelessness has been a hidden reality for many young children for far too long. The experience of homelessness creates significant stress for young children at a critical time in their development. Responsive, housing-sensitive, and trauma-informed early childhood programs that offer stability, emotional support, and understanding can protect children from the negative impacts of homelessness and support them to build resilience.

Participants will:

- Discover the purpose of the Responsive Early Education for Young Children and Families Experiencing Homelessness publication through reading and discussion
- Explore the various definitions of homelessness
- Discover the diversity of families experiencing homelessness and practice critical reflection
- Identify specific teacher strategies in communication and classroom practice to support young children and families experiencing homelessness



SDCOE

Cultivando liderazgo
(Cultivating Leadership presented in Spanish)



Virtual: 2 hrs. In-person: 2 hrs.

Age: 0-5

Este taller ayudará a los administradores a reflexionar sobre su papel como líderes y promoverá la equidad y el acceso a través de un enfoque de apoyo escalonado. Los administradores podrán ser un catalizador de cambio para apoyar el cuidado y el aprendizaje de edad temprana de alta calidad al crear una cultura de autorreflexión, al diferenciar el apoyo al adulto y al participar en un ciclo continuo de planificación y evaluación.

Participantes:

- Aprenderán sobre la importancia de crear una cultura de autorreflexión para apoyar el mejoramiento continuo de calidad
- Explorarán como apoyar el crecimiento y desarrollo individualizado del adulto por medio de la diferenciación
- Identificarán estrategias para crear un ciclo continuo de planificación y evaluación para convertirse en un catalizador de cambio



SDCOE

Cultivating Leadership



Virtual: 2 hrs. In-person: 2 hrs.

Age: 0-5

This workshop will help administrators reflect on their role as a leader and promote equity and access through a tiered approach to support. By creating a culture of self-reflection, differentiating support to adult learners and engaging in a continuous cycle of planning and evaluating, administrators can be a catalyst for change to support high quality early learning and care.

Participants will:

- Learn about the importance of creating a culture of self-reflection to support continuous quality improvement.
- Explore how to support individualized growth and development by differentiating for adult learners
- Align strategies to the continuous cycle of planning and evaluating to become a catalyst for change



 SDCOE

Desired Results Developmental Profile (DRDP 2015) Online



Virtual: 3 hrs. In-person: 3 hrs.

Age: 0-5

This 3-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, identify program needs



 SDCOE

Encouragement vs. Praise



Virtual: 2 hrs. In-person: 2 hrs.

Age: 0-5

In this workshop participants will explore the differences between encouragement and praise using the philosophy of Positive Discipline and its strategies for encouraging children to long term skills development.

Participants will:

- Learn how to best support children in accomplishing goals
- Learning to nurture a growth mindset in young children



 YMCA

Exploring Historical and Intergenerational Trauma



Virtual: 2 hrs. In-person: 2 hrs.

Age: 0-5

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:

- 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 interventional trauma



 YMCA

Gardening Activities



Virtual: 2 hrs. In-person: 2 hrs.

Age: 0-5

Learn how gardening helps promote the consumption of fresh fruits and vegetables, the basics of gardening, the gardening activities students can learn new nutritional concepts from and help students stay physically active.

Participants will learn:

- Gardening basics
- Explore garden activities
- How gardening activities increase exposure to new fruits and vegetables



 YMCA

Intentional Planning and Teaching



Virtual: 2 hrs. In-person: 2 hrs.

Age: 0-5

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



 SDCOE

Introduction to Developmental Screenings



Virtual: 2 hrs. In-person: 2 hrs.

Age: 0-5

Detecting developmental delays early is imperative to children’s successful development. There are easy screening tools available to help identify areas that a child may need extra help with.

Participants will:

- Learn how to use the Ages and Stages Questionnaires (ASQ) with the children in care
- Practice strategies for communicating results with families
- Learn how to provide resources for additional screenings and services



SDCOE

Introduction to Farm-to-Preschool



Virtual: 2 hrs. In-person: 2 hrs.

Age: 0-5

What is the Farm-to-Preschool Curriculum? How does it enhance nutrition knowledge through gardening? Learn how the Farm-to-Preschool Curriculum can be used to help increase the consumption of fresh produce in your programs.

Participants will:

- Learn how to utilize the Farm-to-Preschool curriculum to intentionally encourage children to consume more fruits and vegetables through hands on nutrition and gardening lessons
- Learn how the curriculum is divided by weekly lessons that focus on a specific fruit or vegetable every month
- Learn how to extend learning opportunities, incorporate physical activity, how to complete taste tests, and learn new recipes by using the curriculum



YMCA

Introduction to Physical Activity Curriculums



Virtual: 2 hrs. In-person: 2 hrs.

Age: 0-5

Physical activity is key to children’s growth. Learn how physical activity curriculums can help you implement physical activity best practices in your programs, and improve the progression of children’s movement, skills and abilities.

Participants will:

- Learn how to incorporate different activities from the SPARK curriculum into their day
- Review a variety of SPARK lessons and how these progressively help the development of motor skill abilities in preschoolers



Kind and Firm: Using Positive Discipline Strategies for Challenging Behavior



Virtual: 2 hrs. In-person: 2 hrs.

Age: 0-5

In this workshop participants will practice using Positive Discipline concepts through experiential activities and practice using “kind and firm” discipline strategies.

Participants will:

- Learn strategies that encourage children to cooperate by centering dignity
- Learn “kind and firm” discipline techniques to foster a classroom of encouragement, belonging, and mutual respect



Mealtime Interactions

Virtual: 2 hrs. In-person: 2 hrs.

Age: 0-5

Mealtime is a great opportunity for intentional conversations with the children in your care. Join us to learn how we can help children not only learn but retain new nutritional concepts.

Participants will:

- Learn the effects of positive mealtime interactions between adults and children
- Discuss how we can help children learn and retain new nutritional concepts through engaging practices
- Be given intentional examples to utilize during mealtime with the children you serve


 YMCA
Optimizing Children’s Learning Through Free Play: ECERS

Virtual: 2 hrs. In-person: 2 hrs.

Age: PreK/TK

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


 SDCOE

Optimizing Children’s Learning Through Free Play: ITERS and FCCERS



Virtual: 2 hrs. In-person: 2 hrs.

Age: 0-5

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



 SDCOE

Positive Discipline in the Preschool Classroom



Virtual: 2 hrs. In-person: 2 hrs.

Age: 0-5

This workshop offers effective classroom management strategies that allow children to learn and develop positive relationships and to meet behavioral expectations in the early learning environment. Adults will learn to decode the mistaken goals and belief behind the behavior of children all while simultaneously teaching them how to make good choices.

Participants will:

- Learn how your own feelings can be a clue to the goal of a child’s behavior
- Learn how to decode the belief behind the behaviors of children
- Learn to identify behavior management strategies that support positive interactions and connection before correction



 YMCA

Rainy Day Play



Virtual: 2 hrs. In-person: 2 hrs.

Age: 0-5

Participating in physical activity every day is vital to children’s health. Join us to learn how to keep students engaged and physically active indoors during inclement weather.

Participants will:

- Learn how to implement physical activity indoors during inclement weather
- Learn ideas and modifications for indoors, music and movement, crafts, and obstacle courses



YMCA

Reading Nutrition Labels



Virtual: 2 hrs. In-person: 2 hrs.

Age: 0-5

Do we know what to look for in a nutritional label? Join this workshop to learn how to read nutritional labels and ingredients lists, as well as tips to limit salt and sugar consumption.

Participants will:

- Learn how to properly read a nutrition label and ingredients list
- Learn tips on how to limit salt and sugar from our foods and beverages
- Learn about national changes made to the nutrition label in recent years



YMCA

Role of the Administrator: Implementation of the Teaching Pyramid Framework



Virtual: 2 hrs. In-person: 2 hrs.

Age: 0-5

Implementation of the Teaching Pyramid Framework to fidelity is dependent on the support provided by the site administrator. Learn how to bring your site to fidelity by developing your Leadership Team, using resources such as the Benchmarks of Quality and Inventory of Practice, and by providing on-site coaching and champion check-ins. Administrators will learn how to create sustainable practices that support and promote social-emotional competence in children, prevent challenging behaviors, and increase positive outcomes for children and families. Attendance at all Teaching Pyramid Modules is required prior to attending this training.

Participants will:

- Learn how to create program-wide systems that promote implementation of the Teaching Pyramid
- Identify strategies that will provide support for training, coaching, and classroom practices
- Develop an action plan to support long-term success



 **SDCOE**

Strengthening Families Framework for Administrators



Virtual: 2 hrs. In-person: 2 hrs.

Age: 0-5

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



 **SDCOE**

Strengthening Families Framework-Concrete Support in Times of Need Protective Factor



Virtual: 2 hrs. In-person: 2 hrs.

Age: 0-5

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-Knowledge of Parenting and Child Development Protective Factor



Virtual: 2 hrs. In-person: 2 hrs.

Age: 0-5

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-Parental Resilience Protective Factor



Virtual: 2 hrs. In-person: 2 hrs.

Age: 0-5

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



 SDCOE

Strengthening Families Framework-Social Connections Protective Factor



Virtual: 2 hrs. In-person: 2 hrs.

Age: 0-5

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



 SDCOE

**Strengthening Families
Framework-Social Emotional
Competence Protective Factor**



Virtual: 2 hrs. In-person: 2 hrs.

Age: 0-5

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



SDCOE

**Talking with Parents
When You Have Concerns**



Virtual: 2 hrs. In-person: 2 hrs.

Age: 0-5

If a child is not meeting the milestones for his-her age, or if you, the caregiver (anyone providing childcare or out-of-school care for children), thinks there could be a problem with the way a child plays, learns, speaks, acts and moves, what is the next step?

Participants will:

- Learn to have a meaningful conversation when they have concerns that a child in their care might have a developmental delay, disability, or significant behavior problem
- Learn how to prepare and share concerns with a child’s parents or family members (anyone raising the child)
- Learn to understand different ways family members will receive and act on an expressed concern



YMCA

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



Virtual: 3 hrs./ 3 parts In Person: 7 hrs.

Age: Infant/toddler

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



 SDCOE

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



Virtual: 3 hrs./ 3 parts In Person: 7 hrs.

Age: PreK/TK

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



 SDCOE

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



Virtual: 2 hrs. In-person: 2 hrs.

Age: 0-5

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



SDCOE

**Trauma Responsive:
Recognizing and
Responding**



Virtual: 2 hrs. In-person: 2 hrs.

Age: 0-5

In part 3 of the Trauma-Informed series, participants will experience an engaging training that reviews children’s development to recognize that behavior is a means of communication and explore the ways trauma symptoms appear in behavior. Participants will reflect on the importance of recognizing the meaning behind behavior and learn strategies to respond to behavior with a trauma informed lens to build resilience by reaching the learning brain.

Participants will:

- Review children’s development as a context for understanding what children need
- Explore the ways trauma symptoms appear in children’s behavior
- Examine a trauma informed approach to recognizing and responding to behavior



SDCOE / YMCA

Trauma Responsive: Shifting our Lens



Virtual: 2 hrs. In-person: 2 hrs.

Age: 0-5

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 5 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 5 core values of Trauma Sensitive Schools and explore their role in implementation



 SDCOE

Weekly Self-Care



Virtual: 2 hrs. In-person: 2 hrs.

Age: 0-5

We often hear about resilience (or self-care) as the ability to bounce back. Bounce back to what? Join us to learn about resiliency and how it is a skill we can gradually develop through intentional self-care exercises.

Participants will:

- Learn about ourselves so we can recognize when we are starting to not be ourselves
- How the mind, body, and spirit work so we can care for them
- Practice self-care activities together



 YMCA

Temperament Tendencies (PITC Module 1)



Virtual: 2 hrs. In-person: 2 hrs.

Age: 0-5

Learn how temperament tendencies develop early in life and influence the way children see and interact with the world, and how adult's response to individual differences in temperament influence children's experiences in group care.

Participants will:

- Learn temperament tendencies in infants and toddlers
- Learn cultural perceptions of temperament
- Learn valuing the full range of temperament tendencies
- Learn giving appropriate support to help children regulate and express their temperament tendencies



 YMCA



**SDQPI Professional
Development Catalog
Advanced
Level**

CoP: Fostering a Trauma Responsive System



Virtual: 2 hrs./4 parts In Person: 2 hrs./ 4 parts

Age: 0-5

During this four-part Community of Practice series, a cohort of participants will engage in protocols that offer a structured approach to focused conversations, build collective understanding, and analyze current beliefs and systems. During the time together participants will have the opportunity to share their current practices and learn from their peers with the goal of enhancing quality early learning programs. In order to fully engage in more advanced reflection and action planning that will take place during this series it is expected that all participants have a strong foundation and have attended previous trainings in all of the following: strengthening families, trauma sensitive/trauma informed, and social emotional development.

Participants will:

- Uncover necessary components to a trauma responsive system to integrate into program
- Foster existing practices and learn strategies to recognize and address the impact of trauma on their community through collaborative reflection with peers
- Identify and increase the capacity of attuned and responsive educators to provide Positive Childhood Experience to negate outcomes from toxic stress and trauma



 Agency / SDCOE

CoP: Transformative Family Engagement



Virtual: 2 hrs./ 4parts In person: 2hrs./ 4 parts

Age: 0-5

During this four-part Community of Practice series, a cohort of participants will engage in protocols that offer a structured approach to focused conversations, build collective understanding and analyze current beliefs and systems. During the time together participants will have the opportunity to share their current practices and learn from their peers with the goal of enhancing quality early learning programs. In order to fully engage in more advanced reflection and action planning that will take place during this series it is expected that all participants have a strong foundation and have attended previous trainings in all of the following: strengthening families, trauma sensitive/trauma informed, and social emotional development.

Participants will:

- Uncover and explore the components of meaningful family engagement
- Collaborate with peers to foster existing practices and develop strategies to integrate the 5 protective factors into daily practice
- Develop proposed action steps towards creating a responsive and individualized system for family engagement



 SDCOE

CPIN: Integrated Nature of Learning Community of Practice



Virtual: 2 hrs./ 3 parts In Person: 2 hrs./ 3 parts

Age: 0-5

This three-part series will provide participants with information, and research on how Integrated learning occurs within the realm of everyday experiences. Domains such as mathematics, science, history/social studies, the arts, social-emotional development, and language do not exist in isolation from each other.

They are integrated in one's experience of making meaning out of actions, interactions, and the physical characteristics of things.

Participants will:

- Explore what it means to integrate learning throughout the day
- Interpret children's play and interactions in order to plan and implement curriculum



SDCOE

Desired Results Developmental Profile Planning with Data [DRDP (2015)]



Virtual: 3 hrs./ 2 parts In Person: 7 hrs.

Age: 0-5

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



SDCOE

Making Sense of Challenging Behaviors



Virtual: 2 hrs. In-person: 3 hrs.

Age: 0-5

This workshop will look at the difference between Positive Behavior Support (PBS) and traditional discipline approaches. Gain an understanding of temperament and the brain state model and how they help in making sense of challenging behaviors. Learn strategies to prevent behaviors before they start and how to respond when challenging behaviors do occur.

Participants will:

- Understand the different variables that can influence a child's behavior
- Describe and select strategies that may be used to prevent challenging behaviors
- Learn the brain state model and understand challenging behavior
- Learn how to co-regulate a child in distress
- Identify how to respond in a way that does not maintain or reinforce challenging behaviors
- Identify the main components of a behavior intervention plan



 YMCA

Managing Your Income and Expenses



Virtual: 2 hrs. In-person: 3 hrs.

Age: 0-5

Family child care business owners need to build new skills and increase your understanding of the financial management side of their business to ensure long-lasting sustainability. This training is based on the Business Administration Scale for Family Child Care (BAS) tool for best practices.

Participants will:

- Learn how to establish practices that support adequate cash flow
- Learn how to develop an operating budget, track revenue and expenditures
- Learn how to utilize basic financial statements to make reliable business decisions



 YMCA

Teaching Pyramid for Infant/Toddlers, Module 3a: Determining the Meaning of Challenging Behavior



Virtual: 3 hrs./2 parts In Person: 7 hrs.

Age: Infant/Toddler

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



 SDCOE

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



Virtual: 3 hrs. / 2 parts In Person: 7 hrs.

Age: Infant/Toddler

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



 SDCOE

Teaching Pyramid PK, Module 3a: Determining the Meaning of Challenging Behavior



Virtual: 3 hrs./ 2 parts In Person: 7 hrs.

Age: Prek/TK

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



 SDCOE

Teaching Pyramid PK, Module 3b: Individualized Intensive Interventions



Virtual: 3 hrs./ 2 parts In Person: 7 hrs.

Age: Prek/TK

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



 SDCOE

Revisiting the Teaching Pyramid: Review, Reflect and Refresh



Virtual: 2 hrs. In-person: 2 hrs.

Age: 0-5

This Teaching Pyramid Refresher is intended to strengthen the sustainable implementation of the Teaching Pyramid. Participants will have the opportunity to build their capacity to promote young children's social and emotional competence and address challenging behavior by revisiting many of the essential components within the framework. Participants will have the opportunity to explore content, reflect on current practices, and identify actions they can take to increase the effectiveness of their implementation. This refresher is intended for those that have completed all Teaching Pyramid Modules and are actively engaged in implementing the Pyramid.

Participants will:

- Revisit key concepts of Teaching Pyramid framework
- Be invited to self-reflect on current implementation and areas for opportunity
- Develop a plan of action to take their implementation to the next level



 SDCOE



**SDQPI Professional
Development Catalog**
**Transitional Kindergarten
Professional Learning
Options**

Transitional Kindergarten Professional Learning Options:

ACEs and Resiliency

Ages and Stages Social Emotional, Second Edition (ASQ-SE2)

Ages and Stages Third Edition (ASQ3)

Brain Development in Young Children

Bringing the Arts to Life

CLASS™ Making the Most of Classroom Interactions: Behavior Management

CLASS™ Making the Most of Classroom Interactions: Concept Development

CLASS™ Making the Most of Classroom Interactions: Language Modeling

CLASS™ Making the Most of Classroom Interactions: Learning Formats

CLASS™ Making the Most of Classroom Interactions: Positive Climate

CLASS™ Making the Most of Classroom Interactions: Productivity

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

CLASS™ Making the Most of Classroom Interactions: Regard for Student Perspective

CLASS™ Making the Most of Classroom Interactions: Teacher Sensitivity

CoP: Fostering a Trauma Responsive System

CPIN: English Language Development-Reading

CPIN: Family Partnership and Culture

CPIN: History and Social Science-Becoming a Preschool Community Member

CPIN: Integrated Nature of Learning - Community of Practice

CPIN: Language & Literacy: Writing

CPIN: Language and Literacy: Phonological Awareness

CPIN: Language and Literacy: Vocabulary

CPIN: Language and Literacy: Dialogic Reading

CPIN: Math-Measurement

CPIN: Math-Reasoning

CPIN: Physical Development: Active Physical Play

CPIN: Responsive Early Education for Young Children and Families Experiencing Homelessness

CPIN: Science-Life Science

CPIN: Science-Scientific Inquiry

CPIN: Social Emotional Development -Interactions

CPIN: Social Emotional Development -Relationships

CPIN: Social Emotional Development -Self

CPIN: The Powerful Role Of Play In Education

CPIN: Visual and Performing Arts-Dance

CPIN: Visual and Performing Arts-Visual Arts

Transitional Kindergarten Professional Learning Options: (cont.)

Creating Invitations to Play

Culturally Responsive Practices

Desired Results Developmental Profile 2015

Desired Results Developmental Profile 2015 – Online Data System

Desired Results Developmental Profile 2015- Meaningful Observation

Desired Results Developmental Profile 2015- Planning with Data

Inclusion Overview

Introduction to the Pre-K CLASS Tool

Meeting the needs of all Learners

Optimizing Children’s Learning Through Free Play: ECERS

Overview of Learning Environments for Preschool and Transitional Kindergarten

Promoting Equity and Anti-Bias in Early Education Settings

Role of the Administrator: Implementation of the Teaching Pyramid Framework

Teaching Pyramid Pre-K Module 1

Teaching Pyramid Pre-K Module 2

Teaching Pyramid Pre-K Module 3a

Teaching Pyramid Pre-K Module 3b

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

Trauma Responsive: Recognizing and Responding

Trauma Responsive: Shifting our Lens