LiteBrite
Illuminating Educational Pathways

Course Library

Specialized:

- **Early Learning Assessment (ELA)** *(12 HRS, COK 8 Hrs Professionalism/4Hrs Child Development)*

This training will provide teachers with the skills needed to use the ELA tool. Participants must attend all 12 hours of in class training, and pass a Simulator and Content Assessment in order to use the tool.

If you are interested in attending an ELA Training, you will need to complete the "Interest Form". Participants will be contacted when training will be available to your program. Filling out this form does not require any commitment. For more information about the ELA and the "Interest Form", please visit the R4K Website or www.litebritellc.com.

- **Basic Health and Safety**   *(5 hours, COK, Health, Safety, Nutrition)* *Fulfills new MSDE requirement.*
Beginning on July 1, 2017, this workshop is required as pre-service training for all childcare center staff, including directors, teachers and aides, as well as home day care providers. Learn about basic safety and health guidelines for both indoor and outdoor areas.

- **Developmental Screening Overview** *(4 HRS) (2 Hours CD, 2 Hours PROF)*
Required for all licensed staff and providers who will be conducting screening when regulation goes into effect.

This training is designed for child care professionals as an overview of developmental screening and its benefits. This training will explain the developmental screening MSDE/OCC regulation, effective communication with families, and referral processes. This training will assist with the identification of developmental screening tools, appropriate collection of information and the purpose for on-going screening of children. The childcare professional will be made aware of resources that are available in their community to assist providers, families and children with ongoing needs related to development.

- **An Introduction to ASQ-3 and ASQ Online** (*3 Hours COM*)

This training will provide a basic overview on how to use the screening tools. The training is appropriate for those who are new users, those who are considering adopting the tool for use in their program or for individuals or groups in need of a refresher. Participants will learn the purpose of developmental screening, each tool's features and how to introduce, administer, score and interpret results of the screening tool.

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- **An Introduction to Brigance Screens III** *(3 Hours COM)*

This training will provide a basic overview on how to use the specific screening tool. The training is appropriate for those who are new users, those who are considering adopting the tool for use in their program, or for individuals or groups in need of a refresher. Participants will learn the purpose of developmental screening, the tool's features, and, how to introduce, administer, score, and interpret results of the screening tool.

- **Best Beginnings Developmental Screen** *(3 Hours COM)*

This training will provide a basic overview on how to use the specific screening tool. The training is appropriate for those who are new users, those who are considering adopting the tool for use in their program, or for individuals or groups in need of a refresher. Participants will learn the purpose of developmental screening, the tool's features, and, how to introduce, administer, score, and interpret results of the screening tool.

- **Breastfeeding Support** *(1.5 Hours HSN)*

The childcare provider will be introduced to the content and requirements of the Breastfeeding Support Regulation. Participants will explore resources that are available to support breastfeeding families, health and safety considerations for breastfed babies, and ways to create a welcoming and supportive environment for breastfeeding families.

Special Needs Training: Required for all licensed programs and providers by January 1, 2016
- **Including All Children and the Americans with Disabilities Act (***3 Hours***)**

Childcare professionals will be presented with information, strategies, and resources on how to develop and implement an ECE environment that is inclusive to all children and families. Participants will also receive an overview of the requirements of the Americans with Disabilities Act.

- **Setting the Stage: Assessment in Early Education and Care –** *(5 Modules, 30 Hours – 6.5 CD, 10.5 CUR, 5 PROF, 4 SN, 4, COM)* – Formally Maryland Model for School Readiness (MMSR)

This training is an innovative approach to training child care providers in the readiness criteria for public school. It places a focus on working with culturally and ethnically diverse children, families, and staff members as well an extended emphasis on working with children with special needs. The training modules build upon one another through the use of case studies, and much of the "instruction" is done by way of small group activities and discussions. Additionally, through use of handouts, journaling of practice and "homework" assignments, each participant has a very individual experience working through concerns specific to their program.

- **Understanding Assessment: A Director's Perspective** (9 Hours**)** – *(3 Modules, 4.5 Hours CD, 4.5 Hours Prof,)*

This training provides program administrators with and overview of the content contained in "Setting the Stage: Assessment in Early Education and Care Modules 1-5." The training lays the foundation for program administrators to understand the process of assessment and identify ways in which staff need support when implementing assessment.

SEFEL Training

- **Module 1: Promoting Children's Success: Building Relationships and Creating Supportive Environments** *(6 Hours Total) (5 Hours CD, 1 Hour PROF)*

This module addresses strategies for preventing challenging behavior. The module is based on the following principles: a) Positive relationships with children serve as the foundation for addressing social emotional needs. b) When children understand routines and the expectations for their behavior, and when they are engaged in activities that are meaningful, they are less likely to engage in challenging behavior. c) Expectations and routines have to be taught to children using a range of teaching strategies.

- **Module 2: Social Emotional Teaching Strategies** *(6 Hours Total) (3 Hours CD, 3 Hours PROF)*

This foundation includes the ability to solve problems, communicate emotions appropriately and effectively, and build friendships. This module focuses on effective strategies for teaching these skills to children.

- **Module 3a: Individualized Intensive Interventions: Determining the Meaning of Challenging Behavior** *(6 Hours Total) (2 Hours CD, 3 Hours PROF, 1 Hour COMM)*

This module focuses on effective strategies for observing children and identifying the meaning of their behavior as a means of identifying skills that could be targeted for instruction.

- **Module 3b: Individualized Intensive Interventions: Developing a Behavior Support Plan** (6 Hours Total) *(2 Hours CD, 3 Hours PROF, 1 Hour COMM)*
This module addresses: a) strategies for teaching new skills and arranging the environment to support appropriate behaviors and prevent challenging behavior, and b) building teams (professionals and family members) to effectively support the child's behavior across settings.

- **Module 4: Leadership Strategies** *(6 Hours Total) (3 Hours CD, 3 Hours PROF)*

The extent to which programs can implement the practices described in the first three modules will depend in large part on administrative support. This module focuses on identifying barriers to the effective use of these practices and strategies for addressing those barriers. Collaborative planning is an essential feature of this module.

Core of Knowledge – Multi

- **Making Access Happen – Developmentally Appropriate Practice** *(6 hours) (3HRS Curr, 2 HRS CD, 1 HR Comm)* <mark>NEW!!!</mark>

Discover ways to create a learning environment which supports developmentally appropriate practices. Participants will explore ways that our settings support DAP, understand how we can use activity centers to enhance children's learning, and recognize how building relationships with the children in our care and their families helps promote and strengthen learning and development.

- **There's a Monster in My Closet: Fears, Phobias and Anxiety in Preschoolers** (*3 Hours*) (*1 Hour CD 1 hour CUR 1 hour SN*)

Participants will distinguish the difference between fears, phobias and anxiety. Identify strategies, games and activities to help young children learn to cope with anxiety. Recognize important triggers and signs to be able to assist children in coping with stress.

- **Creating Effective Interactions in the Classroom** *(3 Hours) (2.5 Hours Prof .5 Hours CD)*

This training is designed to help program improve teacher child interactions, referencing the components of the CLASS® Tool and the ways that it can be used to enhance interactions in classrooms. It is especially appropriate for programs that are currently using or planning to use the CLASS® Observation tool as a professional development element to enhance program quality.

- **Signing Made Simple** *(3 Hours) (2 Hours CUR, 1 Hour SN) LEVEL: Intermediate*

 Want to communicate better with children? Signing Made Simple is for you! This course about using American Sign Language (ASL) will show you over 25 basic signs in a classroom setting. It will help you better understand the emotional needs of children, babies to school-age, as well as aide in enhance classroom management.

<mark>Child Development:</mark>

- **Influences on Child Development** (3 hours) <mark>NEW!!!</mark>

Everything and everyone that comes in contact with a young child has an impact on their child development. This workshop focuses on various influences on child development and how educators can make a positive difference. Participants will identify influences on the developing child while recognizing the importance of child environments, identifying the impacts of stress and trauma and how these influences affect behaviors.

- **Guidance: Teaching Appropriate Behaviors** (3 hours) <mark>NEW!!!</mark>

In this workshop you will develop an understanding of positive child guidance and strategies of proactive classroom management. Reframe how behaviors are looked at and create a more positive child care environment for all. In addition, professionals will be able to develop strategies for helping children learn from inappropriate behaviors that result from a lack of maturity, knowledge, and personal resources/abilities for handling situations.

- **Supporting High Level Play** *(2 Hours)* <mark>*NEW!!!*</mark>

Childcare professionals will identify the characteristics of high level play, the importance of play-based learning, and the role of the teacher in facilitating play in the preschool and school age setting. They will also review strategies that support play based learning opportunities and environments for children.

- **Building Emotional Literacy in Young Children** *(3Hours)* <mark>*NEW!!!*</mark>

Understanding emotions is the foundation of emotional literacy for young children. By identifying various emotions in themselves, children are able to understand the world around them and develop self-regulation skills as they mature. Children with a strong ability to identify emotions will have more successful relationships and friendships. In this workshop, participants will learn various strategies to teach children to identify and understand emotions.

- **Challenging Behaviors: Providing a Positive Foundation for All Children** *(3Hours)* <mark>*NEW!!!*</mark>

The first step to a smoothly run program, is having a positive foundation of social emotional strategies for all children. Explore positive behavior strategies and how they can be used program wide during this interactive workshop. Learn strategies and teaching skills to help children who display challenging behaviors while also enforcing positive behaviors across the program. Participants will learn strategies for replacing negative behaviors with a positive behavior.

- **Challenging Behaviors: Individualized Positive Behavior Supports** *(3Hours)* <mark>*NEW!!!*</mark>

Understanding challenging behaviors and their meaning can be the first step to helping a child change their behavior from negative to positive and avoiding negative outcomes. This workshop focuses in-depth on identifying challenging behaviors and utilizing varied strategies to replace them with other skills. Implementing appropriate strategies in the child care program results in a better outcome for all children and the program. *Recommend having taken SEFEL training or Challenging Behaviors: Providing a Positive Foundation for All Children prior to this workshop.*

- **Introduction to Observation and Assessment of Children Birth through 12 yrs (***3 Hours***)**

This training will assist child care providers with the identification of observation and assessment tools, appropriate methods of collecting and interpreting information, and the purpose for on-going assessment of children.

- **Age and Developmentally Appropriate Supervision (***3 Hours***)**

This training will provide information on the MSDE/OCC regulations and best practices for age and developmentally appropriate supervision. The childcare professional will demonstrate/describe how appropriate interactions with children through active monitoring will ensure safety and maximize learning.

- **Positive Child Guidance and Effective Interactions** *(3 Hours)*

The childcare professional will define, demonstrate, and develop strategies for positive child guidance and discipline by examining theory and best practices.

- **Put the Brakes on Bullying** (*3 Hours*)

The childcare professional will be supported with practical steps to take to respond to bullying. These skills include how to deescalate a situation, find out what happened, and support all of the students involved. Participants will gain knowledge that fosters building strong relationships within their programs, as well as creating an environment respectful of diversity, in order to prevent bullying.

<mark>Health, Safety and Nutrition:</mark>

- **Nutrition and Active Learning (***3 Hours***)**

The childcare professional will incorporate knowledge of the nutritional and physical needs of children to promote overall wellness. Participants will discuss menu planning and nutritional requirements, and will be introduced to activities that promote physical activity through active games and large motor activities.

- **Playground Safety** (*3 Hours*)

Do you know how to identify age appropriate playground equipment, prevent injuries and provide adequate supervision while on the playground? You will leave this training with an understanding of what a playground should look like for all ages and abilities and an outdoor safety checklist that can be implemented at your child care site immediately!

- ***Eco-Healthy Child Care: Breathe, Play, and Eat (2 Hours) Intermediate***

Childcare professionals will learn about common environmental concerns facing childcare programs and about children's unique vulnerabilities to environmental hazards. Participants will have the opportunity to identify potential risks and preventative actions related to indoor and outdoor air quality, art supplies, and plastics and plastic toys.

- ***Eco-Healthy Child Care: Chemicals Among Us (2 Hours) Intermediate***

Childcare professionals will learn about common environmental concerns facing childcare programs and about children's unique vulnerabilities to environmental hazards. Participants will have the opportunity to identify potential risks and preventative actions related to exposures to lead, mercury, radon, and arsenic.

- ***Eco-Healthy Child Care: Day In and Day Out (2 Hours) Intermediate***

 Childcare professionals will learn about common environmental concerns facing childcare programs and about children's unique vulnerabilities to environmental hazards. Participants will have the opportunity to

identify potential risks and preventative actions related to pesticides, pest control, household chemicals, garbage disposal, recycling, floors and carpets.

- **Including All Children and the Americans with Disabilities Act (***3 Hours***)**

Childcare professionals will be presented with information, strategies, and resources on how to develop and implement an ECE environment that is inclusive to all children and families. Participants will also receive an overview of the requirements of the Americans with Disabilities Act.

- **Supporting Children with Disabilities, Delays or Special Health Care Needs** (*3 Hours*)

IFSP, IDEA, ECMH – The Alphabet Soup of Early Childhood and Special Education programs and resources can be overwhelming. This workshop will help professionals become more familiar with the resources that are available to assist them with advocating for children and families dealing with ongoing special needs.

- **High Level Questioning to Encourage Thinking** (2 hours) **NEW!!!**

Utilizing developmentally appropriate high-level questions with young children can expand their learning by encouraging complex thinking. In this interactive workshop, you will learn about developmentally appropriate strategies that promote and support open ended questions, multi word responses, and problem-solving skills. Practice using the high-level questioning strategies to plan ways to include the strategies in daily classroom routines.

- **Celebrating and Valuing Diversity** *(3 Hours)* *NEW!!!*

Building positive identities and a respect for differences means weaving diversity into the fabric of children's everyday lives. Through intentional practices in the childcare program and partnerships with families, early childhood educators can lay a foundation for children to celebrate and value diversity. Educating children to respect and value people regardless of the color of their skin, their traditions, or the language they speak also empowers them to be proud of their unique personality, culture, and abilities.

- **Building a Social and Emotional Foundation to Minimize Challenging Behaviors** *(3 Hours)* *NEW!!!*

Early childhood educators are always looking for new tools to help their program run smoothly. This training will give you strategies and information to put in your "toolbox" to minimize challenging behaviors. Strategies to make your classroom a calmer, more mindful place for children and teachers. Strategies will include visuals, strategies for preventing challenging behavior, ways to teach children to safely express themselves and learn to self-regulate.

- **Successful Relationships Begins with Friendships**

Why are relationships so important? Think about how often you see children arguing over toys or vying for attention. In this class you will learn how to support the interactions between children into the day. Discover strategies to teach social skills and how to develop safe secure relationships with the children in your care.

- **Tinkering with STEM** *(3 Hours)* ==*NEW!!!*==

Investigating Science, Technology, Engineering and Mathematics (STEM) is a wonderful way to engage children in developmentally appropriate activities in your program. Participants will learn about activities and strategies that support children's exploration of STEM experiences, props and materials. Exploration of how making and tinkering extend the understanding of STEM concepts and practices and identify specific strategies that can be used in a variety of settings.

- **Transition Strategies for Individuals and Families** *(3 Hours)* ==*NEW!!!*==

Transitions can be difficult for both adults and children. This workshop focuses on establishing routines to support daily transitions into and out of the program. Educators can partner with families to ease the stress that often accompanies transitions. Understanding and supporting all children at times of change, transitions or separation can positively influence both the school and home environment.

- **Transition Strategies Using Visuals** *(3 Hours)* ==*NEW!!!*==

Learn how to use your daily schedule and other visuals to make transitions easier, more efficient and engaging for children. Establishing and creating a predictable schedule and routine can reduce the stress of transitions and change for children. Explore varied strategies to teach children schedules and routines, predict transitions and changes in routines in this workshop. Participants will identify how to use transition strategies and schedules to teach while also minimizing transitions and wait time.

- **Developmentally Appropriate Practice (including children with special needs)** **(***3 Hours***)**

The childcare professional will define developmentally appropriate practice based on national standards. The participant will identify and develop strategies to promote children's learning and development.

- **Taking Learning Outside** (*3 Hours*)

The childcare professional will increase their understanding of how outdoor learning environments and play space can assist with development and learning through activity planning, environment design, and material and equipment selection. Participants will develop strategies to plan intentional learning and developmental activities in the outdoor environment.

- **Environmentally Friendly Approaches to Learning** (*2 Hours*)

Let's help save the planet! The childhood professional will be introduced to using cost effective recyclables to build an environmentally friendly approach to learning. Participants will create engaging, age-appropriate activities and games utilizing eco-friendly materials reinforcing the importance of preserving the earth's natural resources.

- **Resources that Guide Daily Planning** (*3 Hours*)

The child care professional will be introduced to learning frameworks, standards, guidelines and approved curriculum that will promote quality programming and enhance learning. The childcare professional will demonstrate how lesson planning using resources can improve instruction and support ongoing development for school readiness and success.

- **Creating Quality Feedback Engagement** *(2 Hours) LEVEL: Competent*

This training will help participants intentionally develop, plan, and create environments that expand learning and understanding and encourage participation for their students. Participants will utilize a variety of teaching strategies including feedback loops, scaffolding, prompting thought processes, expanding information, and encouragement and affirmation. *Participants should have an understanding of developmentally appropriate strategies for engaging children in learning environments and a familiarity with the CLASS® tool.*

- **Intentional Relationships and Curriculum Planning** *(3 Hours) LEVEL: Competent*

This training will explore best practices and instructional strategies that support learners in multi-age groups. Participants will complete a series of activities designed to illustrate the importance of a developing strong relationships and intentionality in the classroom. These practices support children's development, the inclusion of children with specials needs, and cultural responsiveness. This course will provide participants with tools they can immediately incorporate into their daily interactions and lesson planning, regardless of the type of curriculum used. Prerequisite training should include building relationships with children, play as a teaching strategy and curriculum planning.

- **Creating Inviting and Engaging School Age Environments** (*3 Hours*)

The childcare professional will be introduced strategies that help maximize the engagement and manage the behavior of the older elementary child in mixed age group school age environments.

- **Using Projects in School Age Programs** (*3 Hours*)

The childcare provider will recognize the connection between project based learning and essential life skills. In this interactive training, participants will be introduced to how projects support student independence, individual interest, differentiated planning and cooperative work habits.

==Community:==

- **Engaging All Families** *(3 Hours)* ==*NEW!!!*==

Family engagement in early childhood programs benefits children, program staff, and families. The development of strong relationships between early childhood programs and families is a critical component of developmentally appropriate practices for young children. This workshop looks at family engagement as a foundation for early childhood by overcoming barriers and encouraging programs to include all families. Participants will utilize the Family Engagement Framework to develop strategies unique to the needs of diverse families.

- **Anti-Bias/Cultural Competence (Awareness)** (*3 Hours*)

The childcare professional will demonstrate an understanding of the value and importance of complex characteristics of children's families and communities. As a result of this workshop, participants will be able to will identify materials and activities that will promote a child's self-concept and self-esteem.

- **Family and Community Partnerships** (*3 Hours*)

If you want to find out more about resources available in your community in relation to health, education and referral services, this is the training for you! You will walk out the door with multiple strategies that will increase family involvement and you will learn more about becoming an advocate for parents and children with ongoing needs related to health, education, and referral services.

<mark>Professionalism:</mark>

- **Self-Reflection – A Mirror of Success** (3 hours) <mark>NEW!!!</mark>

All too often we forget about ourselves. Self-reflection is a vital practice for early childhood educators to improve their practice when working with young children and families. In this workshop, participants will learn how important it is to have an anti-bias program and to make sure they stay in line with their professional goals. Participants will identify and utilize skills and attitudes that reflect positive, responsible, sensitive, and respectful attitudes in working with all children and their families.

<mark>NEW SERIES!!!</mark> ***Communication Skills for Challenging Conversations***– Can be taken as individual or combined workshops/certificate distributed at the conclusion of ***each*** workshop:

Communication Skills for Challenging Conversations is a series of coordinated modules designed by NAEYC for teaching and administrative staff in early childhood programs. NAEYC designed this program to meet several goals:

✓ Increase early childhood professionals' understanding of the concepts that are the foundation or FRAMEWORK for FAMILY-CENTERED CARE, preparing participants for the family-teacher partnership and helping them to build these partnerships.

✓ Create a SAFE FORUM for reflection and discussion about family-teacher partnerships.

✓ Provide an opportunity to witness EFFECTIVE COMMUNICATION SKILLS in action and to practice newly acquired skills.

✓ Build the capacity of the early childhood education field-consistent with the NAEYC Early Childhood Program Standard 7, Families, and that standard's Accreditation Criteria-to improve EARLY CHILDHOOD PRACTICE in appropriate and effective ways.

- **Communication Skills for Challenging Conversations Module 1: Principles of Family Centered Care** (2 Hours) <mark>NEW!!!</mark>

Principles of Family-Centered Care explores the reasons that conversations with families can be challenging. It introduces participants to NAEYC's five principles of family-centered care and identifies

how these are foundations for effective communication. This session also discusses the "good idea' and "healthy impulse" that motivates families.

- **Communication Skills for Challenging Conversations Module 2: Communication Skills and Strategies** (2 Hours) NEW!!!

  Communication Skills and Strategies focuses on effective communication strategies such as listening and questioning skills and verbal and nonverbal communication skills. Participants will demonstrate a range of effective communication skills and strategies through role playing and reframing questions that will improve conversations with families and maintain positive relationships.

- **Communication Skills for Challenging Conversations Module 3: Setting Limits** (2 Hours)NEW!!!

  Setting Limits focuses on types of challenging conversations and communication strategies that support effectively setting limits with families. Recognize the range of situations that require setting a limit, in turn turning conversations into positive partnerships. Discover how personal reflection builds awareness with limit setting with families.

- **Communication Skills for Challenging Conversations Module 4: When a Teacher Has a Concern**

  (2 Hours) NEW!!!

  When a Teacher Has a Concern focuses on effective strategies to use when a teacher has a concern and initiates a challenging conversation. Participants will recognize the 5 different outcomes that are possible when there is a difference of opinion. Learn how to communicate difficult news through shared power and decision-making strategies.

- **Communication Skills for Challenging Conversations Module 5: When a Family Member Has a Concern** (2 Hours) NEW!!!

  When a Family Member Has a Concern focuses on effective strategies to use when a parent has a concern and initiates a challenging conversation. Recognize the "healthy impulse" or "good idea" that motivates parents. Learn how to keep conversations remaining in a two-way dialogue in order to maintain a strength-based decision-making model.

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- **Introduction to the Environmental Rating Scale** (*3 Hours*)

The childcare professional will be introduced to the Environmental Rating Scales including the background of ERS and the use of the ERS tool to assess the child care environment. The childcare professional will demonstrate an understanding of the assessment profile and subscales used to conduct self-evaluation in promoting quality child care.

- **Environmental Rating Scales Part 2** (*3 Hours*)

The childcare professional that has used the ERS tool to assess their child care environment will be able to advance to the next level with the tool. They will practice using the information from the ERS to create a Program Improvement Plan like the plan in the EXCELS program.

- **Putting Together the Pieces of Communication** (3 Hours) <mark>NEW!!!</mark>

Working in partnership with others in your program can present unique challenges. This workshop explores various communication, listening styles, and thinking styles and how they influence your work in child care. Participants will reflect on your own styles, and the styles of others, including children. Understanding all the pieces of communication will allow participants to put the pieces together so that they can understand the best way to communicate and work with others.

- **The Child Care Provider as a Professional** (*2 Hours*) and *(3 Hours)*

The childcare provider will be introduced to the components of professionalism that promote a successful work environment and relationships. Enhance your understanding of the four areas of the "Code of Ethics" and the professional organizations that strengthen the foundation of the early childhood leader.

- **Conflict Resolution Strategies** (*3 Hours*)

The childcare professional will be introduced to conflict resolution strategies to develop professional and positive relationships with staff, children, families, and the community. Participants will be given the opportunity to practice a variety of methods and techniques that professionally address conflict in the child care environment.

- **Communication in Leadership** *(2 Hours)*

The childcare professional will participate in a combination of discussion and role play scenarios to maximize their understanding of the key components of communication in the work place setting. The workshop includes the completion of a professional plan of improvement.

- **Communication in Leadership II** *(2 Hours)*

Building on the concepts in Communication in Leadership, this workshop continues the exploration of key communication communicates and provides opportunities to reflect, practice, and plan for maximizing personal and professional communication skills.

- **Partnering and Communicating with Families** (*3 Hours*)

The childcare professional will identify strategies for maintaining professionalism while deescalating emotionally charged situations.   Learn how communication skills such as active listening, nonverbal communication and emotional awareness can foster positive parent/teacher relationships within your program.

<mark>I am Moving, I am Learning</mark>

These are a collection of fun-filled, hands-on, interactive workshops focused on increasing physical activity and promoting healthy nutrition choices for children birth to 5. Participants will get ideas for increasing activity in

their program while having fun! The *I am Moving, I am Learning* program was developed in partnership with Head Start, University of Nebraska-Lincoln Extension, and Pennsylvania State University Extension.

- **IMIL: Opportunity Knocks** *2 HR (Health Safety and Nutrition)*

This high energy hands on training is full of ideas and resources on physical activity and healthy food choices that you can include in your early childhood programs. Opportunity Knocks shares childhood obesity trends which set the stage for the opportunities that providers have for helping children as well as staff and families increase their daily physical activity while making healthier food choices.

- **IMIL: Birth to Five: Introduction to Motor Development** *2 HR (Child Development)*

This high energy hands on training is full of ideas and resources on physical activity and healthy food choices that you can include in your early childhood programs. This workshop shares background information regarding motor development from birth to five. This information sets the stage for caregivers to build physical activity into their daily routines.

- **IMIL: Child Assessment: Observing and Evaluating Motor Skills of Young Children** *2 HR (Child Development/Curriculum)*

This high energy hands on training is full of ideas and resources on physical activity and healthy food choices that you can include in your early childhood programs. What is the difference between maturation and development? Learn how this relates to motor skill development in young children. Recognize that every motor skill has its own developmental progression and learn how to use a developmental continuum to assess children's motor skill development.

- **IMIL: Making the Most of your Music** *2 HR (Curriculum)*

This high energy hands on training is full of ideas and resources on physical activity and healthy food choices that you can include in your early childhood programs. Moving to music is a fun and healthy way to encourage movement and physical activity. This workshop helps us understand how music helps with physical development and ways to incorporate new vocabulary and actions into children's music.

- **IMIL: Body Language: A Movement Vocabulary of Young Children** *2 HR (1 HR Curriculum/1 HR Child Development)*

This high energy hands on training is full of ideas and resources on physical activity and healthy food choices that you can include in your early childhood programs. The use of words and verbal cues can be very important in engaging and encouraging children to learn a wide variety of movement. This workshop share strategies to help children "tell your muscles what to do" in motor skill development.

- **IMIL: Moving With the Brain in Mind** *2 HR (Child Development)*

This high energy hands on training is full of ideas and resources on physical activity and healthy food choices that you can include in your early childhood programs. The development of the brain in a child's first five years of life clearly shapes the learning capacity they have for the rest of their life. Learn how early brain structure and functioning can be enhanced through movement and physical activity.

- **IMIL: Nutrition Building Blocks** *2 HR (Health Safety and Nutrition)*

This high energy hands on training is full of ideas and resources on physical activity and healthy food choices that you can include in your early childhood programs. Early childhood is an optimal time of growth and development. Healthy nutrition is a key for growth and also is a foundation for success in

school and life. Learn more about ways to promote healthy lifestyles by establishing healthy preferences early in life.

- **IMIL: MVPA (Moderate to Vigorous Physical Activity) Every Day!** *2 HR (Health, Safety and Nutrition)*

This high energy hands on training is full of ideas and resources on physical activity and healthy food choices that you can include in your early childhood programs. Do the children in your care get at least 60 minutes of structured MVPA every day? You will experience MVPA activities that can be replicated with pre-school children.

- **IMIL: Activities for All** *2 HR (Special Needs)*

This high energy hands on training is full of ideas and resources on physical activity and healthy food choices that you can include in your early childhood programs. Children are unique in development and skill ability. Learn strategies of modifying and adapting to reach and teach all children in physical activity and motor skill development.

- **IMIL: Move, Play, and Learn at Home** *2 HR (Community)*

This high energy hands on training is full of ideas and resources on physical activity and healthy food choices that you can include in your early childhood programs. Help parents learn the importance of movement for young children and understand their role in modeling an active lifestyle. This session will include how to incorporate movement opportunities at home, using materials on-hand, creative time management techniques, and limited space.

- **IMIL: Take It Outside** *2 HR (Health, Safety and Nutrition)*

This high energy hands on training is full of ideas and resources on physical activity and healthy food choices that you can include in your early childhood programs. "Go outside and play!" Learn about the benefits for children of playing outdoors and spending time in nature and its role in motor skill development. This session will include understanding the adult role in facilitating outdoor play and preparing outdoor play space.

Tools of the Trade II: Inspiring young minds to be SET* ready for life! © *Science, Engineering & Technology*

Tools of the Trade II is a staff-development guide that uses a "train-the-trainer" approach to deliver a comprehensive training for afterschool program frontline staff and youth workers on incorporating science, engineering, and technology (SET) into afterschool programming. Using a hands-on, interactive skill-building approach, it provides tools drawn from research and best practices to help afterschool staff enhance communication, management, and educational delivery of afterschool programs. Each session provides complete instructions, readily available supplies and session evaluations.

- **Session 1: Inspiring Young Minds...The Scientist in All of Us** – *2 Hours CURR*

Science is everywhere! Kids are curious and love to learn about the world around them. Afterschool staff can play an important role in facilitating youth's learning about science, engineering, and technology (SET). This session provides an introduction to the *Afterschool SET Ready for Life Checklist* and elements for high quality SET programming in afterschool settings.

- **Session 2: Explore It! (Science) Design It! (Engineering) Use It! (Technology)** - *2 Hours CURR*

What does it mean to be scientifically literate? The American Association for the Advancement of Science describes a scientifically literate person as one who is aware that science, engineering, and technology are human enterprises and applies scientific content and abilities in meaningful ways. Understanding the relevance of science, engineering, and technology and the language of math in afterschool settings and how these complement each other is the focus of this session.

- **Session 3: SET Abilities for the 21st Century –** *2 Hours CURR*

Hearing a lot about science, engineering, and technology (SET) these days? In a fun and hands-on way, learn which SET abilities 21st century kids need for success and how your program can support the development of these skills and abilities in fun and interactive ways. Special emphasis is given to fostering observation skills, one of the most critical SET abilities.

- **Session 4: Hands On! Minds On!...Inquiry and Experiential Learning -** *2 Hours CURR*

Inquiry and experiential learning are natural ways to learn. This session introduces youth workers to the concepts of experiential learning and science inquiry. Understanding these concepts helps youth workers capitalize on kid's interests, assure better learning outcomes and provide exciting learning opportunities for acquisition of science, engineering, and technology knowledge and skills.

- **Session 5: How Kids Learn Science and What It Means to Afterschool -** *2 Hours CURR*

Thanks to science research and more sophisticated engineered technologies, such as PET scans, we know much more about how kids learn and how educators can facilitate enhanced learning. This session will focus on three fundamental principles for learning as identified by the National Academics of Science: 1) attention to prior knowledge; 2) foundation of factual knowledge and understanding; and 3) learner self-regulation. This session builds on Session 4 which introduces inquiry and experiential learning as important strategies for effective learning

- **Session 6: Kid Fit Science...Ages and Stages and SET -** *2 Hours CURR (Coming Soon)*

Afterschool programs often serve youth ages 5 to 14. Recognizing the different ages and stages of youth and applying this to science, engineering, and technology (SET) programming is critical to achieving desired youth outcomes. In this session, afterschool staff will review developmental stages of afterschool youth and learn how to facilitate SET with mixed- age groups. Applying the National Science Education Content Standards to age-appropriate practice is also covered.

- **Session 7: Creating SET-Rich Environments -** *2 Hours CURR*

Science is everywhere! Afterschool staff play an important role in developing SET learning opportunities, increasing youth's natural interest, promoting learner-centered science and integrating science throughout the afterschool hours. Science is not just topic to study, it is a way of thinking that can be applied to many components in the afterschool setting. This session uses a carousel of group-directed, mini-centers that feature ways to create SET-rich environments.

- **Session 8: Under the Microscope...How to Identify and Adapt SET Curriculum for Afterschool -** *2 Hours CURR*

Afterschool staff may be uncertain of how to select a science, engineering, or technology (SET) curriculum that meets the needs, interests, and ages of kids in their program. This session focuses on how to use a rubric for assessing quality SET curriculum and activities that will inspire kids to want to learn more!

- **Session 9: SET Everyday...Using Centers in Afterschool -** *2 Hours CURR*

This session focuses on knowledge-centered, learner-driven activities that can be easily delivered through centers in your afterschool program. Eleven elements of effective SET (science, engineering, and technology) learning centers are discussed. Tips for facilitating and managing centers are also covered.

- **Session 10: Science and Literacy...Using Fiction and Non- Fiction Science Text in Afterschool -** *2 Hours CURR*

Books are an important element of science learning. This session focuses on how to select and incorporate a variety of science, engineering, and technology (SET) genre in afterschool programs to support children's exploration and learning.

- **Session 11: Teens in Afterschool...What's the SET Connection? -** *2 Hours CURR*

Teens can be engaged in afterschool in many ways. As mentors they can effectively involve younger youth in science, engineering, and technology programming. This session will look at youth-adult partnerships and how these partnerships can enhance the experience for younger youth and teens. The session also includes activities for preparing teens to be facilitators of science activities.

- **Session 13: Family Science...It's Not How I Learned Science! -** *2 Hours CURR*

Involving parents and families in afterschool science, engineering, and technology (SET) programming produces real payoffs for youth, families, and afterschool programs. Afterschool staff have a powerful influence on sparking families' interest in SET. Learn how to extend youth's learning and increase their interest in SET through family science nights, family take-home backpacks, and other strategies that involve parents in your afterschool program.

- **Session 14: Ready SET Go! SET in Afterschool -** *2 Hours CURR (Coming Soon)*

How do we use all that we know about science, engineering, and technology and learning in an afterschool program? This session includes a review of the *Afterschool SET Ready for Life Checklist* and how to use it in your afterschool program. Additionally, the session helps participants create an action plan for implementing the concepts presented in *Tools of the Trade II: Inspiring Young Minds to be SET* Ready for Life (*Science, Engineering, and Technology.)*

- **Setting the Stage: Assessment in Early Education and Care –** *(5 Modules, 30 Hours – 6.5 CD, 10.5 CUR, 5 PROF, 4 SN, 4, COM)* – Formally Maryland Model for School Readiness (MMSR)

This training is an innovative approach to training child care providers in the readiness criteria for public school. It places a focus on working with culturally and ethnically diverse children, families, and staff members as well an extended emphasis on working with children with special needs. The training modules build upon one another through the use of case studies, and much of the "instruction" is done by way of

small group activities and discussions. Additionally, through use of handouts, journaling of practice and "homework" assignments, each participant has a very individual experience working through concerns specific to their program.

- **Understanding Assessment: A Director's Perspective (9 Hours)** – *(3 Modules, 4.5 Hours CD, 4.5 Hours Prof,)*

This training provides program administrators with and overview of the content contained in "Setting the Stage: Assessment in Early Education and Care Modules 1-5." The training lays the foundation for program administrators to understand the process of assessment and identify ways in which staff need support when implementing assessment.