Hawaii's Resource for Child Care Training Classes, Updates & MORE

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PATCH Classes for PARENTS! Many of our classes are great for parents. Look for the Parent Symbol in the Training Calendar.
In today’s fast paced world, we often talk about stress and the impact of stress on adults. Adults charge through their days, often immersed, without thought, in potentially stressful situations. This impacts not only their mental health, but has been clearly shown to have long term consequences on their physical health, leading to heart attacks and strokes. This can impact our day to day relationship, when we do not, as adults acknowledge and learn to cope with the ways we manage the feelings of stress. Therefore, how does this fast paced world, where technology, information, violence intrudes into even the world of our most innocent keiki impact them, their mental and physical health? Have we as parents, caregivers, kupuna, taught our keiki the skills they need to care for themselves, in this ever changing, ever intruding world, when we, as adults, struggle, with self-care and relaxation?

It may seem a foreign concept to speak of mindfulness, when we speak of infancy and early childhood. I would challenge this belief. There is nothing more mindful than an infant or toddler. Mindfulness is being present in one’s body-acknowledging how one feels and being present. This is early childhood at its finest. As adults, we can help children by giving labels to those feelings, letting the child feel those emotions, soothing and comforting as needed. In other words, if your infant or toddler or preschool is crying, “You are crying, you seem sad.” with an infant, ask “can I hold you with your soft blanket?” and then gently pick the infant up to rock them. With an older toddler and preschoolers, you could use simple picture cards(https://www.prekinders.com/emotion-word-cards/) on the wall or in a self made book and then ask if they would like assistance or comfort, “Do you want your lovey or a hug?”.

Just as adults have tough emotions and difficult days, children do as well. When it happens, do not shame a child. When you have a tough day at work, you don’t get put in time out; hopefully, you get a hug from a partner, or at least, a hot meal and a warm bath. Your child needs that as well. Acknowledge that today was a tough day, but tomorrow can be better. Give a hug and reassurance that you love them, not the behavior. Go home, de-stress, leave that day behind. That does not mean to ignore ongoing concerning behaviors. This means to keep home as a safe spot where you and your child can have a stress free zone.

Set nightly routines, from the time of pick up. Keep them simple. A simple low sugar snack in the car can help to ward off the after day care melt down. When you and your child get home, try to simplify your evenings. Before dinner, offer some sensory play like playdough or water play to help them continue to relax.

After dinner, if possible have a low key activity planned with a warm bath and reading. Keep screen time to a minimum. This will help to lower your child’s activity level and help them to reconnect with you. The more consistent the routines, the better.

On those challenging days:

- Check your expectations-remember where your child is in their development. Is this a realistic expectation? Are they tired? Are they hungry? Is this fair? Is it time to go home? Am I tired/hungry? (always ask-do I need a time out?)
- Also, have some go to activities:
- Listen to a Child’s Guided Meditation App: Buddhify, Sleep Easily, Calm
- Use Bubble Blowing- Cheap and Easy-It really helps
- Use a Breathing Buddy. Lie on the floor with a stuffed animal on their belly and focus breathing in and out to raise the animal on their belly.
- Do a mindful walk. See for 5 things with your eyes. Hear 4 things with your ears. Smell 3 things with your nose. Feel 2 things with your skin. Taste(wind/rain) 1 thing with your tongue. It helps to refocus-this helps, even just sitting still.
- Say a thankfulness item from the day.
- Do a personal weather report. How are they feeling in their body during the day.
- Journal their day in pictures.
- Practice mindful eating. Smell chocolate. Bite it. Hold it in your mouth. (more for older preschooler, obviously)
- Child’s Pose:
  - Begin in a kneeling position with knees slightly apart.
  - Crawl your hands forward, your arms long and in front of you.
  - Allow your torso to relax onto your thighs and your forehead to rest on the ground. Breathe here for at least three deep breaths.

If your child continues to have ongoing daily behavioral outbursts and tantrums, talk with your child care provider. DO observations at the center. You are a team. Talk with your child’s pediatrician. There may be other things going on. It is important that all ongoing concerns are addressed in a proactive fashion. But most intermittent behavioral concerns that are seen in child care settings are due to concerns with transitions, changes in child’s routine, need for more support for communication (hence picture cards and labeling of emotions), and need for self-regulation. If children are taught at an early age how to communicate and self-regulate their emotion, we will raise a generation of keiki who are much better able to address this fast paced world!

Melissa Johnson is the Professional Development Manager at PATCH.
KEIKI IN THE KITCHEN

SKUNK’S FAVORITE FRUITY SALSAS

WATERMELON SALSA

3 cups watermelon, seeded & chopped
1/2 medium onion, chopped
1/2 red bell pepper, seeded & chopped
1 Tbsp fresh cilantro
2 Tbsp lime juice
1 tsp vegetable oil

PREPARATION
1. In a medium sized bowl, mix all ingredients together.
2. Serve immediately or cover and refrigerate for up to 1 hour to allow flavors to blend.

PEAR MANGO SALSA

2 medium pears
1/2 mango, peeled, seeded, and cut into small chunks
1/3 cup red bell pepper, finely chopped
1/3 cup yellow bell pepper, finely chopped
1/4 cup red onion, chopped
3 Tbsp fresh cilantro
2 tsp vegetable oil
lime juice to taste

PREPARATION
1. Mix all ingredients together in a bowl.
2. Refrigerate in a covered container for at least 30 minutes, or up to 3 hours before serving.
3. Serve with tortilla chip, quesadillas, or grilled or roasted meats and fish.

CHEESY VEGGIE QUESADILLA

Nonstick cooking spray
1/2 cup green bell pepper, chopped
1/2 cup frozen corn, thawed
1/2 cup green onion, sliced
1 Tbsp fresh cilantro
1/2 cup tomato, chopped
2 Tbsp fresh cilantro
4 6" four tortillas
1/2 cup reduced fat Cheddar or Monterey Jack Cheese, shredded

PREPARATION
1. Spray a medium skillet with nonstick cooking spray. Saute bell pepper and corn until softened, about 5 min.
2. Add green onion & tomato; cook for several minutes more until heated through.
3. Heat tortillas on a large skillet over high heat. Place equal amounts of cheese and vegetables on each tortilla; fold in half and continue to cook until cheese is melted and the tortilla is crisp and lightly browned. Serve while hot.

The veggies in this quesadilla are red, yellow, and green - the colors on a stoplight. What other things can your child name that are these colors?

Recipes from: Cooking With Potter the Otter. For more information & more recipes, check out www.pottertheotter.com
Books We Love

We asked our Director and Training Team what their favorite books to read to keiki. Here are a few of their favorites.

There's no app to replace your lap.
Child Care Resources

For Child Care

Child Care Aware
A variety of online resources for families including information on how to choose quality child care, child development, activity tips and ideas, military support and more! Visit www.childcareaware.org

Docs for Tots
Online tool for doctors and child care professionals to collaborate and support efforts to care for young children. Visit www.docsfortots.com

Child Care Connections Hawaii Subsidies
subsidy program helps low-income families to sustain their employment, educational efforts and job training by paying a subsidy for their children who are in the care of DHS-approved child care providers. Visit https://humanservices.hawaii.gov/bessd/ccch-subsidies/

Education Programs
Chaminade University
• Education Department
  739-4652
Professional & Career Education Program (PACE)
  • Oahu: 845-9496  Hilo: 974-7421
University of Hawaii
• West Oahu: 454-4700
• College of Education, Manoa: 946-7915
Maui College
• Human Services Program
  984-3208
Kauai Community College
• Early Childhood Education Program
  245-8373
Hawaii Community College
• Early Childhood Education Program
  974-7421
Honolulu Community College
• Early Childhood Education Program
  845-9466

Head Start and Early Head Start Programs
available FREE on Kauai, Maui, (Lanai & Molokai), Oahu, and Big Island: both center-based and home-based options available. Visit http://hawaii.gov/dhs/selfsufficiency/childcare/headstart/

HCAP
Programs and services to assist families and individuals achieve self-reliance. Visit http://www.hcapweb.org/our-programs/

United States Consumer Product Safety Commission

Aloha United Way
• Dial 211
In the same way calling 911 connects to emergency services, 211 connects to 4,000 government and community services. Available Mon-Fri, 6am-9pm.

Additional Training

American Red Cross
• 377-6646
  https://www.redcross.org/local/hawaii.html
American Safety & Health Institute
• 1-800-246-5101*
  https://emergencycare.hsi.com
American Heart Association
• Big Island: 967-2825
• Maui: 244-7185
• Oahu: 538-7021
• Kauai: 245-7311
  https://www.heart.org/
Child Development Associate CDA Credential
• 1-800-424-4310
  https://www.cdacouncil.org/credentials/apply-for-cda
Hawaii Association for the Education of Young Children (HIAEYC)
• 1-800-246-5101*
  http://hawaiikeiki.org/
Medic First Aid
• 1-800-800-7099*
  www.medicfirstaid.com

*These mainland agencies will advise independent trainers for you to contact to schedule local training.

Thank you to the State of Hawaii Department of Human Services, Benefit, Employment & Support Services Division.
E.C.E. SCHOLARSHIPS

PATCH supports the professional development of those in the field of early childhood education and care. Our Early Childhood Education (E.C.E) Scholarships reimburse tuition monies to students who have passed eligible courses. Funding is limited and issued on a first come, first serve basis.

What does the E.C.E. Scholarship Cover?
- Eligible college coursework tuition from in-state institutions.
- PACE classes now converted to college credits.
- CDA credit direct assessment or renewal fees.

What is the criteria for coursework?
- Early childhood or child development focused.
- College courses completed June 2019-May 2020
- PACE classes now converted to college credits.
- CDA Credential dated June 2019-May 2020

What is the maximum I can receive?
$750 per round. Applicants may qualify for more than one round, other financial aid is taken into account. Reimbursements distributed after close of application round.

Deadlines:
Applications must be postmarked on or BEFORE the deadline date.
- Round 1: August 31
- Round 2: January 15
- Round 3: May 31

Contact your local PATCH office or visit www.patchhawaii.org to download an application.
ONLINE TRAINING WITH PATCH

HAVE YOU MET YOUR ANNUAL TRAINING REQUIREMENTS?

JOIN US IN THE EVENINGS SEPTEMBER, OCTOBER, & NOVEMBER

REGISTRATION OPENS AUGUST 31.

SPACES ARE LIMITED, REGISTRATION IS REQUIRED.

WWW.COLLABORNATION.NETLOGIN/PATCHHAWAII

CLASS TIME 7–8:30 PM

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<thead>
<tr>
<th>Date</th>
<th>Topic</th>
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<tbody>
<tr>
<td>9/10</td>
<td>Hazardous Materials</td>
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<tr>
<td>9/17</td>
<td>Partnering with Parents to Reduce Child Maltreatment: Shaken Baby Syndrome</td>
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<tr>
<td>9/24</td>
<td>Indoor/Outdoor Safety</td>
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<tr>
<td>10/1</td>
<td>Individualized Intervention IT part 1</td>
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<td>10/3</td>
<td>Individualized Intervention IT part 2</td>
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<tr>
<td>10/15</td>
<td>When Behavior Goes off Course part 1</td>
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<tr>
<td>10/17</td>
<td>When Behavior Goes off Course part 2</td>
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<td>11/5</td>
<td>Effects of Challenging Behavior part 1</td>
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<td>11/7</td>
<td>Effects of Challenging Behavior part 2</td>
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<td>11/12</td>
<td>Developing a Support Plan part 1</td>
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<tr>
<td>11/14</td>
<td>Developing a Support Plan part 2</td>
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</table>
Thank you for your diligence as a child care professional, and your dedication to your continued training and development.

PATCH TRAINING REMINDERS:

**Sign up ahead of time**
Register for PATCH classes in advance by calling your local PATCH office. You will be required to pay a $5.00 refundable deposit to PATCH at least **THREE** calendar days before the class. Your $5.00 deposit will be returned upon attendance or can be applied to a future class.

**Sign in**
You will not receive a certificate for attending training class if your name does not appear on the sign-in sheet. Make sure to print clearly, and always include your name, address, or telephone number.

**Be on time**
Anyone more than 15 minutes late, will not be allowed to sign in. If you are unable to stay for the full duration of the training, you will not receive a training certificate. In both of these circumstances, your attendance will not be posted in the database for that class. If a trainer is more than 15 minutes late, you may assume that the class has been cancelled due to unforeseen circumstances. We will call you to reschedule the class.

**As a courtesy to our trainers and other attendees, please remember to silence your cell phones. Please make arrangements for childcare as children are not allowed in training classes.**

**Bring your RECORD OF TRAINING**
Please bring your Record of Training (available via the PATCH office) to each class and have the instructor sign at the end of each class. Once you have completed an entire series, please return the original Record of Training to the PATCH office and we will mail you a Certificate of Completion for that series.

**Keep good records**
Whether you are taking a PATCH class or any other training, you should keep track of the trainings you attend for future reference. The following documents are available upon request for a small fee:
- Verification of PATCH classes (printed list of completed classes): $2
- Replacement Record of Training sheet: $3
- Duplicate Certificates: $1

Please keep in mind that PATCH often deletes information more than 5 years old to make room for the following year.

PATCH strives to coordinate its Training Program (and other programs) to fit the needs of Hawaii’s child care professionals. If you have comments or suggestions, please contact your local PATCH office or email us at Patch@PATCH-HI.org.

**DHS AND SAFETY TRAINING TOPICS**

- Physical Care of the Young Child (PCYC)
- Care of the Sick Child (CSC)
- Child Nutrition (CN)
- Child Growth & Development (CGD)
- Children With Special Needs (CSN)
- Learning Activities & Play (LAP)
- Family Engagement (FE)
- Managing Challenging Behaviors (MCB)
- Community Resources (CR)
- Prevention of Child Maltreatment & Abuse (PCMA)
- First Aid & Child Cardio-Pulmonary Resuscitation (First Aid/CPR)
- Health & Safety (HS)
- Child Care Business or Program Management (CCB/PM)
- Physical Environment (PE)
- Safe Sleep (SS)

*If permitted, to care for children less than one year of age.
<table>
<thead>
<tr>
<th>CLASS#</th>
<th>PROVIDE PROFESSIONALISM (PRO) (SA2) (DHS H&amp;S Child Care Business/Program Mgmt.)</th>
<th>SERIES</th>
<th>HOURS</th>
<th>MULTI AS/AUSA</th>
<th>For Parents</th>
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<tbody>
<tr>
<td>002</td>
<td>Overview of CDA and how can PATCH help you? (PRO, SA6 - 3hrs) (CCB/PBM - 3hrs)</td>
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<tr>
<td>003</td>
<td>Mentoring Overview: Learn essential skills to become a mentor. (PRO, SA6 - 3hrs) (CCB/PBM - 3hrs)</td>
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<tr>
<td>006</td>
<td>Communication with Co-workers and Families: Establishing relationships and communication with families and co-workers. (PRO, SA6 - 3hrs) (WME, SA4 - 1hr) (CCB/PBM - 1hr, FE - 1hr)</td>
<td>INTRO TO PREK</td>
<td>2</td>
<td>x</td>
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<tr>
<td>007</td>
<td>Introduction to Family Child Care: Introduction to family child care as a service, business and profession. (PRO, SA6 - 3hrs) (CCB/PBM - 3hrs)</td>
<td>BASIC INTRO TO FCC</td>
<td>3</td>
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<tr>
<td>008</td>
<td>Making Your Care Quality: An overview of Hawaii's Quality Care program and key elements of providing quality care. (PRO, SA6 - 1hr) (RG, SA6 - 1hr) (CCB/PBM - 3hrs)</td>
<td>BASIC INTRO TO FCC</td>
<td>3</td>
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<tr>
<td>009</td>
<td>Child Care Staff Qualifications and Professional Development: Understanding the professional development pathways for practitioners in early childhood education and care. (PRO, SA6 - 2hrs) (CCB/PBM - 3hrs)</td>
<td>CHILDCARE ADMIN</td>
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<tr>
<td>010</td>
<td>Effective Stress Management Practices: Understand the physical symptoms of stress, how it affects our behavior and tips to reduce stress. (PRO, SA6 - 1hr) (CCB/PBM - 1hr)</td>
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<tr>
<th>CLASS#</th>
<th>GROWTH &amp; DEVELOPMENT (GD) (SA8) (DHS H&amp;S Child Growth &amp; Development)</th>
<th>SERIES</th>
<th>HOURS</th>
<th>MULTI AS/AUSA</th>
<th>For Parents</th>
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<tbody>
<tr>
<td>101</td>
<td>Exploring the Incredible Unit Blocks: Discover the true design of unit blocks (GD, SA8 - 2hrs) (PSE, SA2 - 1hr) (CCG - 3hrs)</td>
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<tr>
<td>102</td>
<td>Emotional Development: The development of emotional stages in infants and toddlers (GD, SA8 - 2hrs) (RG, SA6 - 4hrs, SA3 - 1hr) (CCG - 3hrs)</td>
<td>BASIC INTRO TO FCC</td>
<td>3</td>
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<tr>
<td>103</td>
<td>Discoveries of Infancy: Early learning and development. (GD, SA8 - 3hrs) (CCG - 3hrs)</td>
<td>BASIC INTRO TO FCC</td>
<td>3</td>
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<tr>
<td>104</td>
<td>Language Development: Understanding and supporting language development (GD, SA6 - 3hrs) (CCG - 3hrs)</td>
<td>BASIC INTRO TO FCC</td>
<td>3</td>
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<tr>
<td>105</td>
<td>Brain Development: Understanding how the brain develops and the impact on early learning. (GD, SA8 - 3hrs) (CCG - 3hrs)</td>
<td>ADVANCED INTRO TO FCC</td>
<td>3</td>
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<tr>
<td>106</td>
<td>Introduction to Early Childhood Education: Overview of professionalism, NAEYC Code of Ethics, and Hawaii Preschool Content Standards (PRO, SA6 - 3hrs) (CCG - 3hrs)</td>
<td>INTRO TO PREK</td>
<td>3</td>
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<tr>
<td>107</td>
<td>Conversations with Preschoolers: Understanding temperament and the impact on behavior. (GD, SA8 - 4hrs) (CCG - 3hrs)</td>
<td>INTRO TO PREK</td>
<td>3</td>
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<tr>
<td>108</td>
<td>Developmental Guidelines for Infants and Toddlers: Overview of developmental guidelines for infants and toddlers. (GD, SA6 - 3hrs) (CCG - 3hrs)</td>
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<tr>
<td>109</td>
<td>Understanding Infant &amp; Toddler Curriculum: A guide to creating a responsive curriculum for infants and toddlers. (GD, SA6 - 3hrs) (CCG - 3hrs)</td>
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<tr>
<td>110</td>
<td>Understanding Social &amp; Emotional Development of ITP: Looking at social and emotional development of infants and toddlers. (GD, SA6 - 2hrs) (RG, SA6 - 1hr) (CCG - 3hrs)</td>
<td>IT SERIES 3</td>
<td>3</td>
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<tr>
<td>111</td>
<td>Program Provision: Child Development: Overview of Hawaii State regulations for meeting the needs of children and an introduction to child development. (GD, SA6 - 2hrs) (RG, SA6 - 1hr) (CCG - 3hrs)</td>
<td>BASIC INTRO TO FCC</td>
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<td>112</td>
<td>Temperament and Secure Relationships: Understanding temperament and the impact on behavior. (GD, SA6 - 3hrs) (CCG - 3hrs)</td>
<td>BASIC INTRO TO FCC</td>
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<td>113</td>
<td>Development of Social Emotional Wellness: Developmental concepts of infant/toddler social emotional wellness. (GD, SA6 - 3hrs) (CCG - 3hrs)</td>
<td>IT SERIES 3</td>
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<tr>
<td>114</td>
<td>Early Childhood Education and Care: Early childhood programs emphasis on developmentally appropriate practice and continuous quality improvement. (GD, SA6 - 3hrs) (CCG - 3hrs)</td>
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<tr>
<th>CLASS#</th>
<th>RELATIONSHIPS &amp; GUIDANCE (RG) (SA3) (DHS H&amp;S Managing Challenging Behaviors)</th>
<th>SERIES</th>
<th>HOURS</th>
<th>MULTI AS/AUSA</th>
<th>For Parents</th>
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<tbody>
<tr>
<td>203</td>
<td>Positive Discipline: Gaining a better understanding of the importance of Positive Discipline and the positive effect it has in educational settings. (RG, SA3 - 3hrs) (MCB - 3hrs)</td>
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<tr>
<td>206</td>
<td>Building a Classroom Community: Helping teachers to develop respect, team work and cooperation within the classroom. (RG, SA3 - 3hrs) (MCB - 3hrs)</td>
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<tr>
<td>207</td>
<td>Social Guidance: Helping infants and toddlers develop positive peer interactions. (RG, SA3 - 3hrs) (CCG - 3hrs)</td>
<td>BASIC INTRO TO FCC</td>
<td>3</td>
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<tr>
<td>208</td>
<td>Flexible, Fearful and Feisty: Understanding temperament and the impact on behavior. (RG, SA3 - 3hrs) (CCG - 3hrs)</td>
<td>BASIC INTRO TO FCC</td>
<td>3</td>
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<tr>
<td>211</td>
<td>Nurturing Responsible Behavior: Strategies to nurture responsibility and prevent discipline problems. (RG, SA3 - 3hrs) (MCB - 3hrs)</td>
<td>BASIC INTRO TO FCC</td>
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<tr>
<td>212</td>
<td>Building Relationships: Making the connection between social and emotional development and challenging behaviors. (RG, SA3 - 3hrs) (MCB - 3hrs)</td>
<td>CHALLENGING BEHAVIORS BASIC</td>
<td>3</td>
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<tr>
<td>220</td>
<td>Creating Supportive Environments II: Developing strategies that support children’s positive social behavior. (RG, SA3 - 3hrs) (PE - 3hrs)</td>
<td>CHALLENGING BEHAVIORS BASIC</td>
<td>3</td>
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<tr>
<td>221</td>
<td>Teaching Positive Relationships: Identifying effective teachable moments and introducing strategies for teaching friendship skills. (RG, SA3 - 3hrs) (CCG - 3hrs)</td>
<td>CHALLENGING BEHAVIORS BASIC</td>
<td>3</td>
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<tr>
<td>222</td>
<td>Teaching Positive Behaviors: Introducing strategies for teaching anger management skills. (RG, SA3) (CG - 3hrs)</td>
<td>CHALLENGING BEHAVIORS BASIC</td>
<td>3</td>
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<tr>
<td>223</td>
<td>Teaching Positive Behaviors II: Strategies for teaching children to develop problem solving skills. (RG, SA3 - 3hrs) (CCG - 3hrs)</td>
<td>CHALLENGING BEHAVIORS BASIC</td>
<td>3</td>
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<tr>
<td>224</td>
<td>Working with Challenging Behaviors: Gain a broader understanding of how to help children develop the necessary skills to interact successfully with their peers. (RG, SA3 - 3hrs) (MCB - 3hrs)</td>
<td>CHALLENGING BEHAVIORS BASIC</td>
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<tr>
<td>225</td>
<td>Building a Behavior Support Plan I: Introduction to the Positive Behavior Support process. (RG, SA3 - 3hrs) (MCB - 3hrs)</td>
<td>CHALLENGING BEHAVIORS BASIC</td>
<td>3</td>
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<tr>
<td>226</td>
<td>Building a Behavior Support Plan II: Introducing the process for developing Behavior Support Plans. (RG, SA3 - 3hrs) (MCB - 3hrs)</td>
<td>CHALLENGING BEHAVIORS BASIC</td>
<td>3</td>
<td>x</td>
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<tr>
<td>227</td>
<td>The Importance of Play: Learn the characteristics and importance of play and identify common problems children may have in play. (RG, SA3 - 3hrs) (PE, SA2 - 1hrs) (LAP - 3hrs)</td>
<td>SUPPORTING PLAY</td>
<td>3</td>
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</table>
### Training Catalog and Descriptions  July 2019 Update

<table>
<thead>
<tr>
<th>CLASS #</th>
<th>PROGRAM MANAGEMENT (MAN) (SAS) (DHS H&amp;S Child Care Business/Program Mgmt.)</th>
<th>SERIES</th>
<th>HOURS</th>
<th>MULTI ASUSA</th>
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<tbody>
<tr>
<td>307</td>
<td>Beyond the Norm: Using themes to enhance your curriculum. (MAN, SAS - 2 hrs) (CCB/PM - 2 hrs)</td>
<td>2</td>
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<tr>
<td>308</td>
<td>Moving from Here to There: Smooth transitional times. Primarily for center based providers. (MAN, SAS - 3 hrs) (CCB/PM - 3 hrs)</td>
<td>2</td>
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<tr>
<td>309</td>
<td>Together In Care: Creating close caregiver/child relationships within a group. (MAN, SAS - 2 hrs) (PLE, SA2 - 1 hr) (CCB/PM - 3 hrs)</td>
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<tr>
<td>310</td>
<td>Individual Care and Small Groups: Working with infants and toddlers individually and in small groups. (MAN, SAS - 2 hrs) (PRC - 1 hr) (CCB/PM - 2 hrs)</td>
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<tr>
<td>311</td>
<td>Bringing Home to School: Bridging the cultural gap between home and school. Primarily for center based providers. (MAN, SAS - 3 hrs) (CCB/PM - 2 hrs)</td>
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<tr>
<td>312</td>
<td>Developmental Milestones: Understanding and using Developmental Milestone charts. (MAN, SAS - 3 hrs) (CCB/PM - 3 hrs)</td>
<td>2</td>
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<tr>
<td>313</td>
<td>Documenting Quality Curriculum in a Quality Program: Identifying, collecting and organizing evidence that your program aligns with the Hawaii Preschool Content Standards and Guiding Principles. All HPCS and Guiding Principles. (MAN, SAS - 2 hrs) (CCB/PM - 2 hrs)</td>
<td>2</td>
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<tr>
<td>315</td>
<td>The Business of FCC, Part II: Building It. An overview of Hawaii State requirements for applying for and establishing your family child care home. (MAN, SAS - 3 hrs) (CCB/PM - 3 hrs)</td>
<td>2</td>
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<tr>
<td>316</td>
<td>The Business of FCC, Part III: Promoting It. A review of the required written policies and procedures for family child care homes. (MAN, SAS - 1.5 hrs) (PLE, SA2 - 1.5 hrs) (CCB/PM - 3 hrs)</td>
<td>2</td>
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<tr>
<td>317</td>
<td>I'm Moving, I'm Learning: Introduction. Introduction to key elements, strategies and resources for health practices in programs. (MAN, SAS - 3 hrs) (CCB/PM - 3 hrs)</td>
<td>2</td>
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<tr>
<td>318</td>
<td>Inclusive Early Childhood Environments: Benefits of inclusion, planning inclusive environments, exploring attitudes toward inclusion. (MAN, SAS - 1.5 hrs) (CCB/PM - 1.5 hrs)</td>
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### PLANNING LEARNING EXPERIENCES (PLE) (SA2) (DHS H&S Learning Activities and Play)  

<table>
<thead>
<tr>
<th>CLASS #</th>
<th>PLANNING LEARNING EXPERIENCES (PLE) (SA2) (DHS H&amp;S Learning Activities and Play)</th>
<th>SERIES</th>
<th>HOURS</th>
<th>MULTI ASUSA</th>
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<tbody>
<tr>
<td>402</td>
<td>Parachutes and Peacocks: Outdoor games and activities for 4-5 year olds. A physically demanding class so dress appropriately. (PLE, SA2 - 2 hrs) (MAN, SAS - 1 hr) (LAP - 3 hrs)</td>
<td>2</td>
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<tr>
<td>403</td>
<td>From Bubbles to Butterflies: Thematic science activities for 4-5 year olds. Create and take class. (PLE, SA2 - 1 hr) (RG, SAS - 1 hr) (LAP - 3 hrs)</td>
<td>2</td>
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<tr>
<td>404</td>
<td>The Magic of Puppets: Using Puppets to support language. (PLE, SA2 - 2 hrs) (LAP - 2 hrs)</td>
<td>2</td>
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<tr>
<td>405</td>
<td>Teaching with Puppets: Using Puppets to teach within your setting. (PLE, SA2 - 2 hrs) (LAP - 2 hrs)</td>
<td>2</td>
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<tr>
<td>406</td>
<td>Easy Puppets for Children: Create and take samples of easy puppets for children to make. (PLE, SA2 - 2 hrs) (LAP - 2 hrs)</td>
<td>2</td>
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<tr>
<td>407</td>
<td>Extending Books I: Ways to encourage literacy in young children. (PLE, SA2 - 3 hrs) (LAP - 3 hrs)</td>
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<tr>
<td>408</td>
<td>Extending Books II: Create and take story props based on children's favorite books. (PLE, SA2 - 3 hrs) (LAP - 3 hrs)</td>
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<td>409</td>
<td>Discoveries of Infancy I: Supporting early learning development. Should be taken after Discoveries of Infancy I (101). (PLE, SA2 - 3 hrs) (CCG - 3 hrs)</td>
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<tr>
<td>410</td>
<td>The Responsive Process: Helping caregivers provide sensitive, responsive care. (PLE, SA2 - 2 hrs) (RG, SAS - 1 hr) (CCG - 3 hrs)</td>
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<tr>
<td>411</td>
<td>Ages of Infancy: Understanding the rapid growth and changing needs of infants and toddlers. (PLE, SA2 - 3 hrs) (CCG - 3 hrs)</td>
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<tr>
<td>412</td>
<td>Building Puppets: Create and take teaching puppets and story props to use in your setting. (PLE, SA2 - 2 hrs) (LAP - 2 hrs)</td>
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# Training Catalog and Descriptions

**July 2019 Update**

<table>
<thead>
<tr>
<th>Class #</th>
<th>Subject</th>
<th>Series</th>
<th>Hours</th>
<th>Multi AS/USA</th>
<th>For Parents</th>
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<tbody>
<tr>
<td>413</td>
<td>Puppets and Multicultural Tales: Create and take puppets to use with multicultural stories. (PLE-2, DIV-1, B2A2, B2A1) (LAP-3)</td>
<td>Puppet Series</td>
<td>3</td>
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<tr>
<td>414</td>
<td>Bigger than Books: Overview of the importance of reading aloud to young children. (PLE, SA2 - 3hrs) (LAP - 3hrs)</td>
<td>3</td>
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<tr>
<td>415</td>
<td>From Sand to Snow: Sensory activities for toddlers and preschoolers. (PLE, SA2 - 3hrs) (LAP - 3hrs)</td>
<td>3</td>
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<tr>
<td>420</td>
<td>Conversations with Infants and Toddlers: Strategies to engage infants and toddlers in conversations. (PLE, SA2 - 3hrs) (LAP - 3hrs)</td>
<td>IT Series 3</td>
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<tr>
<td>421</td>
<td>Early Childhood Curriculum 101: What is early childhood curriculum? Planning good curriculum. HPCS Guiding Principles 1, 2, 5, and 6. (PLE, SA2 - 3hrs) (LAP - 3hrs)</td>
<td>QUALITY CARE</td>
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<td>422</td>
<td>Intentional Teaching: The connection of intentional teaching in early childhood education and care to the Guiding Principles of the Hawaii Preschool Content Standards. HPCS Guiding Principles 1 - 10. (PLE, SA2 - 3hrs) (LAP - 3hrs)</td>
<td>QUALITY CARE</td>
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<tr>
<td>423</td>
<td>Observation-based Planning for Young Children: Using observation and reflective planning for every child: individual children, small groups, whole groups. HPCS Guiding Principle 2. (PLE, SA2 - 1.5hrs) (OA, SA7 - 1.5hrs) (LAP - 3hrs)</td>
<td>QUALITY CARE</td>
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<tr>
<td>424</td>
<td>Science Discoveries in the Preschool Environment: Science curriculum activities that include sensory play activities. Science Centers, science experiments and ideas. HPCS Domain IV Cognitive Development, Subdomain: Science. (PLE, SA2 - 3hrs) (LAP - 3hrs)</td>
<td>QUALITY CARE</td>
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<tr>
<td>426</td>
<td>Curriculum 201: Integrated Curriculum Using Science and Social Studies: Using topics that are interesting to children to design curriculum activities. HPCS Guiding Principles 1, 2, 5, and 6. (PLE, SA2 - 3hrs) (LAP - 3hrs)</td>
<td>QUALITY CARE</td>
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<tr>
<td>427</td>
<td>I'm Moving, I'm Learning: Move, Play and Learn: Movement activities integrating play and learning. (PLE, SA2 - 3hrs) (LAP - 3hrs)</td>
<td>I'M MOVING/ LEARNING</td>
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<tr>
<td>428</td>
<td>Building Emotional Literacy: Strategies to build emotional literacy. (PLE, SA2 - 3hrs) (LAP - 3hrs)</td>
<td>EMOTIONAL</td>
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</table>
Training Catalog and Descriptions  July 2019 Update

618  First Moves: Welcoming New Families:
Supportive strategies to help families transition into new programs. (WF, SA4 - 3 hrs) (FE - 3 hrs)

617  Building Partnerships with Families:
An in-depth look into building effective partnerships with families. (WF, SA4 - 3 hrs) (FE - 3 hrs)

619  "Does my child play all day?": Talking to Families about Curriculum: Learn family friendly communication strategies and tools to help families understand how children learn. HPCS Guiding Principle 3. (WF, SA4 - 3 hrs) (FE - 3 hrs)

611  Relationships with families in your FCC: An overview of how to establish positive working relationships with families. (WF, SA4 - 3 hrs) (FE-3 hrs)

620  I'm Moving/Cs Learning: Culture, Families, Nutrition: Getting families involved in healthy practices. (WF, SA4 - 1.5 hrs) (HSC, SA1 - 1.5 hrs) (FE - 1.5 hrs, CN - 1 hrs)

621  Working in Partnerships with Families: Working with families and developing social skills for infants and toddlers. (WF, SA4 - 3 hrs) (FE - 3 hrs)

623  Promoting Positive Attachment: Building understanding and awareness of secure attachment for infants. (WF, SA4 - 2 hrs) (FE - 2 hrs)

624  Family Partnerships and Inclusion: Importance of building family partnerships, cultural awareness and effective communication. (WF, SA4 - 1.5 hrs) (FE - 0.75 hrs, CN - 0.75 hrs)

626  Special Needs: Community Resources and Referral: Exploring resources and the referral process for supports. (WF, SA4 - 1.5 hrs) (FE - 0.75 hrs, CN - 0.75 hrs)

628  Families, Child Care Centers and Community Partnerships: Building family partnerships and encouraging family engagement/involve in essential practices. (WF, SA4 - 2 hrs) (FE - 2 hrs)

<table>
<thead>
<tr>
<th>CLASS#</th>
<th>LEARNING ENVIRONMENT (ENV) (SA1) (DHS H&amp;S Physical Environment)</th>
<th>SERIES</th>
<th>HOURS</th>
<th>MULTI ASK/A</th>
<th>For Parents</th>
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<tbody>
<tr>
<td>700</td>
<td>Space to Grow: Introduction to basic concepts relating to infant and toddler space. (ENV, SA1 - 3 hrs) (PE - 3 hrs)</td>
<td>ADVANCED IT</td>
<td>3</td>
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<tr>
<td>701</td>
<td>Creating Supportive Environments: Making the connection between the environment, social-emotional development, and challenging behaviors. (ENV, SA1 - 3 hrs) (PE - 3 hrs)</td>
<td>Challenging Behavior Basic</td>
<td>3</td>
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<tr>
<td>702</td>
<td>The Prepared Preschool Environment: Overview of an appropriate environment for preschoolers. (ENV, SA1 - 2 hrs) (PE - 2 hrs)</td>
<td>INTRO TO PRESCHOOL</td>
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<tr>
<td>703</td>
<td>The Prepared Infant and Toddler Environment: How to strategically create a responsive environment for infants and toddlers. (ENV, SA1 - 3 hrs) (PE - 3 hrs)</td>
<td>VT SERIES 3</td>
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<td>704</td>
<td>Flowing Through the Day: Classroom Transitions: Providing transitions that support children’s relationships and learning. HPCS Guiding Principles 4, 5, 8, and 9. (ENV, SA1 - 3 hrs) (PE - 3 hrs)</td>
<td>QUALITY CARE</td>
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<tr>
<td>705</td>
<td>Family Child Care Environment: An overview of key elements to include in family child care environments. (ENV, SA1 - 3 hrs) (PE - 3 hrs)</td>
<td>BASIC INTO TO FCC</td>
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<tr>
<td>706</td>
<td>Creating a Culturally Inclusive Environment: Language and awareness in a group setting and strategies for building tolerance and acceptance. (ENV, SA1 - 1.5 hrs) (PE - 0.75 hrs, CN - 0.75 hrs)</td>
<td>SPECIAL NEEDS 1.5</td>
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<th>CLASS#</th>
<th>OBSERVATION &amp; ASSESSMENT (OA) (SA7)</th>
<th>SERIES</th>
<th>HOURS</th>
<th>MULTI ASK/A</th>
<th>For Parents</th>
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<tbody>
<tr>
<td>801</td>
<td>Respectfully Yours: Respecting infants and toddlers as competent learners. (SA7, SA8, SA3 - 1 hr each) (OA, PRO, RG - 1 hr each) (CCG - 3 hrs)</td>
<td>ADVANCED IT</td>
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<tr>
<td>803</td>
<td>Interview Process: Using interviews and observations to determine the reasons behind challenging behaviors. (OA, SA7 - 3 hrs) (MCB - 1.5 hrs, CCG - 1.5 hrs)</td>
<td>Challenging Behavior Advanced</td>
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<tr>
<td>804</td>
<td>Observing Children at Play: Recognize the value of systematic observation and learn ways to incorporate this skill into daily practice (OA, SA7 - 3 hrs) (LAP - 3 hrs)</td>
<td>SUPPORTING PLAY</td>
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<tr>
<td>805</td>
<td>Observation and Assessments in Preschool Settings: Introduction to observational tools and how to use them. (OA, SA7 - 3 hrs) (CCG - 3 hrs)</td>
<td>INTRO TO PRESCHOOL</td>
<td>2</td>
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<tr>
<td>806</td>
<td>I'm Moving, I'm Learning: Planning and Assessment: Observation, assessment, and planning environments for motor development. (OA, SA7 - 1.5 hrs) (ENV, SA1 - 1.5 hrs) (COG - 3 hrs)</td>
<td>I'M MOVING/LEARNING</td>
<td>3</td>
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<tr>
<td>807</td>
<td>Observation and Responsive Routines: The importance of careful observation and supportive environments. (OA, SA7 - 1.5 hrs) (ENV, SA1 - 1.5 hrs) (COG - 1.5 hrs, PE - 1.5 hrs)</td>
<td>SPECIAL NEEDS 1.5</td>
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<tr>
<td>808</td>
<td>Working in an Inclusive Environment: Observation, planning, prevention and reflection in an inclusive environment (OA, SA7 - 1.5 hrs) (PE - 0.75 hrs, CCG - 0.75 hrs)</td>
<td>SPECIAL NEEDS 1.5</td>
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<table>
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<tr>
<th>CLASS#</th>
<th>DIVERSITY (DIV) (SA4)</th>
<th>SERIES</th>
<th>HOURS</th>
<th>MULTI ASK/A</th>
<th>For Parents</th>
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<tbody>
<tr>
<td>901</td>
<td>Routines and Culture: Understanding how culture impacts daily routines. (DIV, SA4 - 2 hrs) (COG - 3 hrs)</td>
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<tr>
<td>902</td>
<td>Special Needs: Facing caregiver fears and concerns regarding children with special needs. (DIV, SA4 - 3 hrs) (COG - 3 hrs)</td>
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<tr>
<td>903</td>
<td>Development and Learning in the Multicultural Setting: Looking at culture and how it impacts early learning. (DIV, SA4 - 3 hrs) (COG - 3 hrs)</td>
<td>ADVANCED IT</td>
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<tr>
<td>906</td>
<td>Cultural Diversity in Infant and Toddler Settings: Looking at one’s own personal experiences with diversity and its impact on practice. (DIV, SA4 - 3 hrs) (COG - 3 hrs)</td>
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<tr>
<td>907</td>
<td>Cultural Sensitivity with Families: Creating a culturally responsive infant and toddler program. (DIV, SA4 - 1.5 hrs) (COG - 1.5 hrs, FE - 1.5 hrs)</td>
<td>VT SERIES 3</td>
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<tr>
<td>908</td>
<td>Introduction to Inclusion: History of IDEA, terminology and reframing language. (DIV, SA4 - 1.5 hrs) (COG - 1.5 hrs)</td>
<td>SPECIAL NEEDS 1.5</td>
<td>3</td>
<td>X</td>
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<tr>
<td>909</td>
<td>Exploring Inclusion: Exploring inclusion and our role supporting inclusion. (DIV, SA4 - 1.5 hrs) (COG - 1.5 hrs)</td>
<td>SPECIAL NEEDS 1.5</td>
<td>3</td>
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<tr>
<td>910</td>
<td>Diversity and Inclusive Child Care Settings: Quality early childhood programs emphasize working well with others, supporting children and families from various cultural and diverse backgrounds. (DIV, SA4 - 2 hrs) (PE - 2 hrs)</td>
<td>CHILD CARE ADMIN</td>
<td>2</td>
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</table>

Note: KEY *Training Class falls in two DHS Topic Areas
Note: KEY **Training Class falls in a different DHS Topic Area
8 SUBJECT AREAS
Utilized for the Child Development Associate (CDA) These indicators are important when looking for specific types of classes to fulfill initial CDA requirements:

SA 1 - Planning a safe, healthy learning environment
SA 2 - Steps to advance children's physical and intellectual development
SA 3 - Positive ways to support children's social and emotional development
SA 4 - Strategies to establish productive relationships with families
SA 5 - Strategies to manage an effective program operation
SA 6 - Maintaining a commitment to your profession
SA 7 - Observing and recording children’s behavior
SA 8 - Principles of child growth and child development

10 ASK CORE AREAS
As utilized by the DHS Hawaii Early Childhood Registry
Growth & Development (GD)
Professionalism (PRO)
Diversity (DIV)
Observation & Assessment (OA)
Health, Safety & Nutrition (HSN)
Relationships and Guidance (RG)
Learning Environments (ENV)
Planning Learning Experiences (PLE)
Working With Families (WF)
Program Management (MAN)

PATCH’s Training Calendar is designed for easy reading. Each class has indicators related to Hawaii’s Attitudes, Skills and Knowledge (ASK) Core Areas and Subject Areas (SA) for the Child Development Associate (CDA) credential.

PATCH Training Series include:
- Basic Series (10 classes)
- Challenging Behaviors Basic Series (6 classes)
- Challenging Behaviors Advanced Series (5 classes)
- Child Care Administration Series (5 classes)
- I’m Moving, I’m Learning Series (5 classes)
- * Infant/Toddler Series 3 (10 classes)
- * Infant/Toddler Social Emotional Series (10 classes)
- Introduction to Preschool Series (7 classes)
- Puppet Series (5 classes)
- Quality Care Series (10 classes)
- Special Needs Series (7 classes)
- Supporting Play Series (5 classes)
- * WestEd Basic Infant/Toddler Series (10 classes)
- +++ WestEd Advanced Infant/Toddler Series (10 classes)
- * meets DHS I/T licensing requirements.
- ++ offered online as self-paced webinars.

For more details visit www.patchhawaii.org

Short on time this quarter?
Need Training? Go ONLINE!

Need Safe Sleep Certification?
Safe Sleep Classes will be listed in YELLOW. Look for the icon next to class offering for certified Safe Sleep Classes!

PATCH Classes for PARENTS!
Many of our classes are great for parents. Look for the Parent Symbol in the Training Calendar.

www.collabornation.net/login/patchhawaii

Please check your island PATCH training calendar for classes near you, or contact the training department on your island to host training at your facility
Training Calendar

Oahu PATCH Training Room 560 N. Nimitz Highway Ste. 218 Honolulu, HI 96817

Tuesday
10/15 6-7:30pm
INTRODUCTION TO INCLUSION (908)
  SERIES: Special Needs  ASK: DIV-1.5; SA: SA4-1.5

Tuesday
10/22 6-7:30pm
EXPLORING INCLUSION (909)
  SERIES: Special Needs  ASK: DIV-1.5; SA: SA4-1.5

Tuesday
10/29 6-7:30pm
INCLUSIVE EARLY CHILDHOOD ENVIRONMENTS (322)
  SERIES: Special Needs  ASK: MAN-1.5, SA: SA5-1.5

Tuesday
11/5 6-7:30pm
FAMILY PARTNERSHIPS AND INCLUSION (624)
  SERIES: Special Needs  ASK: WF-1.5, SA: SA4-1.5

Tuesday
11/12 6-7:30pm
CREATING A CULTURALLY INCLUSIVE ENVIRONMENT (708)
  SERIES: Special Needs  ASK: ENV-1.5, SA: SA1-1.5

Tuesday
11/19 6-7:30pm
WORKING IN AN INCLUSIVE ENVIRONMENT (808)
  SERIES: Special Needs  ASK: OA-1.5, SA: SA7-1.5

Tuesday
11/26 6-7:30pm
SPECIAL NEEDS: COMMUNITY RESOURCES & REFERRAL PROCESS (625)
  SERIES: Special Needs  ASK: WF-1.5, SA: SA4-1.5

Tuesday
12/3 6-9pm
WORKING WITH CHILDREN WHO HAVE ADD/ADHD (601)
  SERIES: Other  ASK: WF-3, SA: SA4-3

Tuesday
12/10 6-8pm
ROUTINES AND CULTURE (901)
  SERIES: Other  ASK: DIV, SA: SA-4

Wednesday
10/2 6-9pm
INTRODUCTION TO FAMILY CHILD CARE (007)
  SERIES: Basic Series  ASK: PRO-3, SA: SA6-3

Wednesday
10/9 6-9pm
THE BUSINESS OF FCC, PART I: THE BASICS (318)
  SERIES: Basic Series  ASK: MAN-3, SA: SA5-3

Wednesday
10/16 6-9pm
THE BUSINESS OF FCC, PART II: BUILDING IT (319)
  SERIES: Basic Series  ASK: MAN-3, SA: SA5-3

Wednesday
10/23 6-9pm
THE BUSINESS OF FCC, PART III: PROMOTING IT (320)
  SERIES: Basic Series  ASK: MAN-1.5, WF-1.5, SA: SA5-1.5, SA4-1.5

Wednesday
10/30 6-9pm
RELATIONSHIPS WITH FAMILIES IN YOUR FCC (619)
  SERIES: Basic Series  ASK: WF-3, SA: SA4-3

Wednesday
11/6 6-9pm
ADDRESSING HAWAII’S HEALTH STANDARDS (513)
  SERIES: Basic Series  ASK: HSN-3, SA: SA1-3

Wednesday
11/13 6-9pm
ADDRESSING HAWAII’S ENVIRONMENTAL STANDARDS (514)
  SERIES: Basic Series  ASK: HSN-3, SA: SA1-3

Wednesday
11/20 6-9pm
FAMILY CHILD CARE ENVIRONMENT (705)
  SERIES: Basic Series  ASK: ENV-3, SA: SA1-3

Wednesday
11/27 6-9pm
PROGRAM PROVISIONS: CHILD DEVELOPMENT (113)
  SERIES: Basic Series  ASK: GD-1.5; PLE-1.5, SA: SA8-1.5; SA2-1.5

Wednesday
12/4 6-9pm
PROVIDING QUALITY CARE (008)
  SERIES: Basic Series  ASK: PRO-1.5; RG-1.5, SA: SA6-1.5; SA3-1.5
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<th>Date</th>
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<tr>
<td>Thursday</td>
<td>10/10</td>
<td>MOVING FROM HERE TO THERE (308)</td>
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<td>6-9pm</td>
<td>SERIES: Other ASK: MAN-3, SA: SA5-3</td>
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<td>Thursday</td>
<td>10/17</td>
<td>EXTENDING BOOKS I (407)</td>
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<td>6-9pm</td>
<td>SERIES: Other ASK: PLE-3, SA: SA2-3</td>
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<td>Thursday</td>
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<td>EXTENDING BOOKS II (408)</td>
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<td>HEALTHY PORTIONS, HEALTHY CHOICES (520)</td>
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<td>BASIC FOOD ALLERGIES (519)</td>
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<td>6-8pm</td>
<td>SERIES: Other ASK: HSN-2, SA: SA1-2</td>
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<td>11/21</td>
<td>MEDICATION ADMINISTRATION IN CHILDCARE (516)</td>
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<td>Thursday</td>
<td>12/5</td>
<td>I'M MOVING, I'M LEARNING: CULTURE, FAMILIES, NUTRITION (620)</td>
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<td>6-9pm</td>
<td>SERIES: I'm Moving/Learning ASK: WF-1.5; HSN-1.5, SA: SA4-1.5; SA1-1.5</td>
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<td>Thursday</td>
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<td>I'M MOVING, I'M LEARNING: PLANNING AND ASSESSMENT (806)</td>
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<td>6-9pm</td>
<td>SERIES: I'm Moving/Learning ASK: OA-1.5; ENV-1.5, SA: SA7-1.5; SA1-1.5</td>
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<td>Saturday</td>
<td>10/19</td>
<td>THE MAGIC OF PUPPETS (404)</td>
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<td>Saturday</td>
<td>11/16</td>
<td>BEYOND THE NORM (307)</td>
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<td>9:30-11:30am</td>
<td>SERIES: Other ASK: MAN-2, SA: SA5-2</td>
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<td>Saturday</td>
<td>12/14</td>
<td>POSITIVE DISCIPLINE (203)</td>
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<td>9am-12pm</td>
<td>SERIES: Other ASK: RG-3, SA: SA3-3</td>
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<td>10/26</td>
<td>SAFE SLEEP IN CHILDCARE (518)</td>
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<td>PROMOTING POSITIVE ATTACHMENT (623)</td>
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<td>SERIES: Other ASK: WF-2, SA: SA4-2</td>
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<td>Saturday</td>
<td>12/7</td>
<td>DEVELOPMENTAL GUIDELINES FOR INFANTS AND TODDLERS (108)</td>
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<td>9am-12pm</td>
<td>SERIES: I/T Series 3 ASK: GD-3, SA: SA8-3</td>
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Kama'aina Kids-Aikahi
38 Kaneohe Bay Drive Kailua, HI 96734

October
Wednesday
10/9 6-9pm
Wednesday
10/16 6-9pm
Wednesday
10/23 6-9pm
Wednesday
10/30 6-9pm

November
Wednesday
11/6 6-9pm
Wednesday
11/13 6-9pm
Wednesday
11/20 6-9pm
Wednesday
11/27 6-9pm

December
Wednesday
12/4 6-9pm
Wednesday
12/11 6-9pm

RESPECTFULLY YOURS (801)
SERIES: WestEd Advanced ASK: OA-1; PRO-1; RG-1, SA: SA7-1; SA6-1; SA3-1

THE RESPONSIVE PROCESS (410)
SERIES: WestEd Advanced ASK: PLE-2; RG-1, SA: SA2-2; SA3-1

BRAIN DEVELOPMENT (105)
SERIES: WestEd Advanced ASK: GD-3, SA: SA8-3

SPECIAL NEEDS (902)
SERIES: WestEd Advanced ASK: DIV-3, SA: SA4-3

FLEXIBLE, FEARFUL, AND FEISTY (208)
SERIES: WestEd Advanced ASK: RG-3, SA: SA3-3

INDIVIDUAL CARE AND SMALL GROUPS (310)
SERIES: WestEd Advanced ASK: MAN-2; RG-1, SA: SA5-2; SA3-1

SPACE TO GROW (700)
SERIES: WestEd Advanced ASK: ENV-3, SA: SA1-3

DEVELOPMENT AND LEARNING IN THE MULTICULTURAL SETTING (903)
SERIES: WestEd Advanced ASK: DIV-3, SA: SA4-3

PROTECTIVE URGES (606)
SERIES: WestEd Advanced ASK: WF-3, SA: SA4-3

RESPONDING TO THE FAMILY’S NEEDS (607)
SERIES: WestEd Advanced ASK: WF-3, SA: SA4-3
# Training Calendar

**The Cole Academy-Mililani**  
94-359 Makohilani Street Mililani, HI 96789

**October**
- **Thursday**  
  10/17 6-9pm  
  **BUILDING RELATIONSHIPS (219)**  
  **CREATING SUPPORTIVE ENVIRONMENTS I (701)**  

**November**
- **Thursday**  
  11/7 6-9pm  
  **CREATING SUPPORTIVE ENVIRONMENTS II (220)**  
  11/21 6-9pm  
  **TEACHING POSITIVE RELATIONSHIPS (221)**  

**December**
- **Thursday**  
  12/5 6-9pm  
  **TEACHING POSITIVE BEHAVIORS I (222)**  
  12/12 6-9pm  
  **TEACHING POSITIVE BEHAVIORS II (223)**

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**Child Care Professionals**

We welcome you to register for the **Challenging Behaviors Basic Series** this fall.

Do you want to help children develop social and emotional skills, express themselves, and manage their feelings so they can cope better with the ups and downs of life?
Tuesday
10/1  5:30-8:30pm
BRAIN DEVELOPMENT (105)
SERIES: WestEd Advanced  ASK: GD-3, SA: SA8-3

Tuesday
10/15  5:30-8:30pm
TEMPERAMENT AND SECURE RELATIONSHIPS (114)
SERIES: I/T Social Emotional  ASK: GD-1.5; RG-1.5, SA: SA8-1.5; SA3-1.5

Tuesday
11/5  5:30-8:30pm
FLEXIBLE, FEARFUL AND FEISTY (208)
SERIES: WestEd Advanced  ASK: RG-3, SA: SA3-3

Tuesday
11/19  5:30-8:30pm
BUILDING RELATIONSHIPS (219)
SERIES: Challenging Behaviors; BASIC  ASK: RG-3, SA: SA3-3

Tuesday
12/3  5:30-8:30pm
TEACHING POSITIVE BEHAVIORS I (222)
SERIES: Challenging Behaviors; BASIC  ASK: RG-3, SA: SA3-3

Tuesday
12/17  5:30-8:30pm
TEACHING POSITIVE BEHAVIORS II (223)
SERIES: Challenging Behaviors; BASIC  ASK: RG-3, SA: SA3-3

Wednesday
10/9  6-8pm
POSITIVE DISCIPLINE (203)
SERIES: Other  ASK: WG-2, SA: SA4-2

Wednesday
10/23  6-9pm
NURTURED RESPONSIBLE BEHAVIOR (216)
SERIES: Basic Series  ASK: RG-2, SA: SA3-2

Wednesday
11/6  6-8pm
PARTNERING WITH PARENTS (602)
SERIES: Basic Series  ASK: WF-3, SA: SA4-3

Wednesday
11/12  6-9pm
POSITIVE CONFERENCES (608)
SERIES: Other  ASK: WF-2; MAN-1, SA: SA4-2; SA5-1

Thursday
10/10  6-8pm
BEYOND THE NORM (307)
SERIES: Other  ASK: MAN-2, SA: SA5-2

Thursday
10/24  6-9pm
BRINGING HOME TO SCHOOL (311)
SERIES: Other  ASK: MAN-2, SA: SA5-2

Thursday
11/7  6-9pm
I'M MOVING, I'M LEARNING: INTRODUCTION (321)
SERIES: I'm Moving/Learning  ASK: MAN-3, SA: SA5-3

Thursday
11/14  6-9pm
I'M MOVING, I'M LEARNING: BODY LANGUAGE (242)
SERIES: I'm Moving/Learning  ASK: RG-3, SA: SA3-3

Thursday
11/21  6-9pm
I'M MOVING, I'M LEARNING: CULTURE, FAMILIES, NUTRITION (620)
SERIES: I'm Moving/Learning  ASK: WF-1.5; HSN-1.5, SA: SA4-1.5; SA1-1.5

Thursday
12/5  6-9pm
I'M MOVING, I'M LEARNING: PLANNING AND ASSESSMENT (806)
SERIES: I'm Moving/Learning  ASK: OA-1.5; ENV-1.5, SA: SA7-1.5; SA1-1.5

Thursday
12/12  6-9pm
I'M MOVING, I'M LEARNING: MOVE, PLAY, & LEARN (427)
SERIES: I'm Moving/Learning  ASK: PLE-3, SA: SA2-3
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<tr>
<th>Date</th>
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<th>Series</th>
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<tr>
<td>October</td>
<td></td>
<td><strong>EFFECTIVE STRESS MANAGEMENT PRACTICES (011)</strong></td>
<td>Other</td>
<td>PRO-1.5, SA6-1.5</td>
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<td>Friday</td>
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<td>9-10:30am</td>
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<td>November</td>
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<td><strong>DEVELOPMENT OF SOCIAL EMOTIONAL WELLNESS (115)</strong></td>
<td>I/T Social Emotional</td>
<td>GD-3, SA8-3</td>
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<td><strong>TEMPERAMENT AND SECURE RELATIONSHIPS (114)</strong></td>
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<td>Tuesday</td>
<td>11/18</td>
<td>12:30-2:30pm</td>
<td>Childcare Admin</td>
<td>GD, SA2</td>
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<td><strong>POSITIVE DISCIPLINE (203)</strong></td>
<td>Other</td>
<td>RG-3, SA3-3</td>
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<td>9am-12pm</td>
<td>WestEd Basic</td>
<td>RG-3, SA3-3</td>
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<td>Friday</td>
<td>12/13</td>
<td>12:30-3:30pm</td>
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<td>Ohana Keiki Daycare Center: Salvation Army</td>
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<td><strong>CHILD CARE STAFF QUALIFICATIONS &amp; PROF. DEVELOPMENT (010)</strong></td>
<td>Childcare Admin</td>
<td>PRO, SA6 - 2</td>
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<td>Monday</td>
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<td>November</td>
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<td><strong>OBSERVATION-BASED PLANNING FOR YOUNG CHILDREN (423)</strong></td>
<td>Quality Care Series</td>
<td>PLE-1.5, OA-1.5, SA2-1.5, SA7-1.5</td>
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<td>Monday</td>
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<td>5:30-7pm</td>
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<td>Tutu &amp; Me Traveling Preschool; Kamuela Office</td>
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<td><strong>EFFECTIVE STRESS MANAGEMENT PRACTICES (001)</strong></td>
<td>Other</td>
<td>PRO-1.5, SA6-1.5</td>
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<td>November</td>
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<td><strong>UNDERSTANDING SOCIAL &amp; EMOTIONAL DEVELOPMENT OF INFANTS &amp; TODDLERS (110)</strong></td>
<td>Infant/Toddler Series 3</td>
<td>GD-2, RG-1, SA8-2, SA3-1</td>
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<td>Tutu &amp; Me Traveling Preschool; Kailua-Kona Office</td>
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<td><strong>DEVELOPMENT OF SOCIAL EMOTIONAL WELLNESS (115)</strong></td>
<td>I/T Social Emotional</td>
<td>GD-3, SA8-3</td>
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<td><strong>FOSTERING RESILIENCY (507)</strong></td>
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<td><strong>FROM SAND TO SNOW (415)</strong></td>
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<td>PLE-3, SA2-3</td>
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<td><strong>I’M MOVING, I’M LEARNING: MOVE, PLAY AND LEARN (427)</strong></td>
<td>I’m Moving/Learning</td>
<td>PLE, SA2</td>
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October

Monday
10/7 5:30-8:30pm  BRAIN DEVELOPMENT (105)
SERIES: WestEd Advanced  ASK: GD-3, SA: SA8-3

Thursday
10/10 5:30-7pm  SAFE SLEEP IN CHILDCARE (518)
SERIES: Other  ASK: HSN-1.5, SA: SA1-1.5

Monday
10/14 5:30-8:30pm  SOCIAL GUIDANCE (207)
SERIES: WestEd Basic  ASK: RG-3, SA: SA3-3

Thursday
10/17 5:30-8:30pm  INDIVIDUAL CARE IN SMALL GROUPS (310)
SERIES: WestEd Advanced  ASK: MAN-2; RG-1, SA: SA5-2; SA3-1

Monday
10/21 5:30-8:30pm  INTRODUCTION TO FAMILY CHILDCARE (007)
SERIES: Basic Series  ASK: PRO-3, SA: SA6-3

Tuesday
10/22 5:30-7:30pm  PROMOTING POSITIVE ATTACHMENT (623)
SERIES: Other  ASK: WF-2, SA: SA4-2

Thursday
10/24 4-7pm  BABYSITTING: PART I (515)
SERIES: Other  ASK: HSN-2; GD-1, SA: SA1-2; SA8-1

Monday
10/28 5:30-8:30pm  FAMILY CHILDCARE ENVIRONMENT (705)
SERIES: Basic Series  ASK: ENV-3, SA: SA1-3

November

Monday
11/4 5:30-8:30pm  RELATIONSHIPS WITH FAMILIES IN YOUR FCC (619)
SERIES: Basic Series  ASK: WF-3, SA: SA4-3

Tuesday
11/12 5:30-8:30pm  CHILD ABUSE AND NEGLECT (517)
SERIES: Other  ASK: HSN-3, SA: SA1-3

Wednesday
11/13 5:30-8:30pm  CONVERSATIONS WITH INFANTS AND TODDLERS (420)

Tuesday
11/19 5:30-8:30pm  PUPPETS AND MULTICULTURAL TALES (413)
SERIES: Puppet Series  ASK: PLE-2; DIV-1, SA: SA2-2; SA4-1

Thursday
11/21 5:30-8:30pm  FIRST MOVES: WELCOMING NEW FAMILIES (616)
SERIES: Infant/Toddler Series 3  ASK: WF-3, SA: SA4-3

Looking for classes to help you engage, communicate, and cooperate with children & families in your preschool setting? PATCH has you covered!
October
Tuesday
10/1 5:30-8:30pm
EXTENDING BOOKS I (407)
SERIES: Other  ASK: PLE-3, SA: SA2-3

November
Thursday
11/7 5:30-8:30pm
CONVERSATIONS WITH PRESCHOOLERS (107)

December
Monday
12/2 5:30-8:30pm
FLEXIBLE, FEARFUL, & FEISTY (208)
SERIES: WestEd Advanced  ASK: RG-3, SA: SA3-3

MEO Head Start Office
99 Mahalani Street Wailuku, HI 96793

October
Wednesday
10/9 5-8pm
BUILDING A BEHAVIOR SUPPORT PLAN I (225)
SERIES: Other  ASK: RG-3, SA: SA3

Wednesday
10/16 5-8pm
BUILDING A BEHAVIOR SUPPORT PLAN II (226)
SERIES: Other  ASK: RG, SA: SA3

November
Wednesday
11/9 5-8pm
BIGGER THAN BOOKS (414)
SERIES: Other  ASK: PLE-3, SA: SA2-3

Monday
11/11 5-7pm
ADJUSTING TO THE NEW SETTING (603)
SERIES: Other  ASK: WF-2; SA: SA4-2

Monday
11/18 5-8pm
BUILDING EMOTIONAL LITERACY (428)
SERIES: I/T Social Emotional  ASK: PLE-3, SA: SA2-3

Wednesday
11/20 5-8pm
OBSERVATIONS AND ASSESSMENTS IN PRESCHOOL SETTINGS (805)

December
Wednesday
12/4 5-7pm
EARLY CHILDHOOD EDUCATION AND CARE (117)
SERIES: Childcare Admin  ASK: GD-2; SA: SA2-2

Monday
12/9 5-8pm
MEDICATION ADMINISTRATION IN CHILDCARE (516)
SERIES: Other  ASK: HSN-3, SA: SA1-3

Wednesday
12/11 5-6:30pm
SAFE SLEEP IN CHILDCARE (518)
SERIES: Other  ASK: HSN-1.5, SA: SA1-1.5
## Training Calendar

### Kauai PATCH Office

4485 Pahee Street Ste. 124 Lihue, HI 96766

### October

<table>
<thead>
<tr>
<th>Date</th>
<th>Day</th>
<th>Event Title</th>
<th>Series</th>
<th>ASK:</th>
<th>SA:</th>
</tr>
</thead>
<tbody>
<tr>
<td>10/2</td>
<td>Wednesday</td>
<td>Exploring the Incredible Unit Blocks (101)</td>
<td>Other</td>
<td>GD-2; PLE-1</td>
<td>SA8-2; SA2-1</td>
</tr>
<tr>
<td>10/3</td>
<td>Thursday</td>
<td>Early Childhood Curriculum 101 (421)</td>
<td>Other</td>
<td>PLE-3</td>
<td>SA2-3</td>
</tr>
<tr>
<td>10/9</td>
<td>Wednesday</td>
<td>Positive discipline (203)</td>
<td>Other</td>
<td>RG-3</td>
<td>SA3-3</td>
</tr>
<tr>
<td>10/16</td>
<td>Wednesday</td>
<td>Teaching positive relationships (221)</td>
<td>Other</td>
<td>RG-3</td>
<td>SA3-3</td>
</tr>
<tr>
<td>10/23</td>
<td>Wednesday</td>
<td>Effective teaming (615)</td>
<td>Other</td>
<td>WF-3</td>
<td>SA4-3</td>
</tr>
<tr>
<td>10/24</td>
<td>Thursday</td>
<td>Observation-based planning for young children (423)</td>
<td>Quality Care Series</td>
<td>PLE-1.5</td>
<td>OA-1.5, SA2-1.5, SA7-1.5</td>
</tr>
<tr>
<td>10/30</td>
<td>Wednesday</td>
<td>Flexible, Fearful and Feisty (208)</td>
<td>WestEd Advanced</td>
<td>RG-3</td>
<td>SA3-3</td>
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</tbody>
</table>

### November

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<tr>
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</thead>
<tbody>
<tr>
<td>11/6</td>
<td>Wednesday</td>
<td>Nurturing responsible behavior (216)</td>
<td>Other</td>
<td>RG-2</td>
<td>SA3-2</td>
</tr>
<tr>
<td>11/7</td>
<td>Thursday</td>
<td>More than counting: Math in the preschool (425)</td>
<td>Quality Care Series</td>
<td>PLE-3</td>
<td>SA2-3</td>
</tr>
<tr>
<td>11/13</td>
<td>Wednesday</td>
<td>Working with children who have ADD/ADHD (601)</td>
<td>Other</td>
<td>WF-3</td>
<td>SA4-3</td>
</tr>
<tr>
<td>11/14</td>
<td>Thursday</td>
<td>Healthy Portions, Healthy Choices (520)</td>
<td>Other</td>
<td>HSN-1.5</td>
<td>SA1-1.5</td>
</tr>
<tr>
<td>11/20</td>
<td>Wednesday</td>
<td>Working in partnerships with families (621)</td>
<td>I/T Social Emotional Series</td>
<td>WF-3</td>
<td>SA4-3</td>
</tr>
<tr>
<td>11/21</td>
<td>Thursday</td>
<td>Happy mealtime, healthy body (521)</td>
<td>Other</td>
<td>HSN-1.5</td>
<td>SA1-1.5</td>
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</tbody>
</table>

### December

<table>
<thead>
<tr>
<th>Date</th>
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<th>Event Title</th>
<th>Series</th>
<th>ASK:</th>
<th>SA:</th>
</tr>
</thead>
<tbody>
<tr>
<td>12/4</td>
<td>Wednesday</td>
<td>Curriculum 201: Integrated Curriculum using science &amp; social studies (426)</td>
<td>Quality Care</td>
<td>PLE-3</td>
<td>SA2-3</td>
</tr>
<tr>
<td>12/5</td>
<td>Thursday</td>
<td>Nutrition all day (522)</td>
<td>Other</td>
<td>HSN-1.5</td>
<td>SA1-1.5</td>
</tr>
<tr>
<td>12/11</td>
<td>Wednesday</td>
<td>Does my child just play all day?</td>
<td>Quality Care</td>
<td>WF-3</td>
<td>SA4-3</td>
</tr>
<tr>
<td>12/12</td>
<td>Thursday</td>
<td>Science discoveries in the preschool environment (424)</td>
<td>Quality Care</td>
<td>HSN-1.5</td>
<td>SA1-1.5</td>
</tr>
<tr>
<td>12/19</td>
<td>Thursday</td>
<td>Talking with children (236)</td>
<td>Quality Care</td>
<td>RG-2</td>
<td>SA3-2; SA2-1</td>
</tr>
</tbody>
</table>
Would you like to volunteer or intern with PATCH?

Need volunteer hours for a class? Would you like to intern at a company with heart? Just love filing?

Whatever your reason, send inquires to PATCH@PATCH-HI.org

We can’t wait to see your smiling face!
PATCH OFFICES STATEWIDE

OAHU
560 N Nimitz Hwy
Ste. 218
Honolulu, HI 96817
808.833.6866

KAUAI
4485 Pahe'e St.
Ste. 124
Lihue, HI 96766
808.246.0622

MAUI
1063 Lower Main St.
Ste. C217
Wailuku, HI 96793
808.242.9232

WEST HAWAII
75–5995 Kuakini Hwy
Suite 512
Kailua-Kona, HI 96720
808.322.3500

EAST HAWAII
26 Waianuenue Ave.
Hilo, HI 96720
808.961.3169

Check out our social media for news on events and training reminders!

Go to the PATCH website for more info:
www.PATCHHawaii.org

Email PATCH at PATCH@PATCH-HI.org

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