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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

Sign Up Today!
As early childhood educators, how can we increase the ways we welcome and embrace parents as “partners” within our Child Care Home or Centers? Imagine for a moment how it must feel to be a visiting parent or a parent seeking information. Is there a welcoming voice on the phone, or a smiling face to greet to an anxious parent? Is there abundant information readily available online about your Home or Center? Are we welcoming and inclusive? Are we keeping parents actively informed regarding their child’s growth and development? These are critical questions that must be addressed as we consider developing a balanced partnership between Child Care Providers and Parents.

Impressions are formed from the very first moments a parent establishes contact with a Child Care provider. Consider how your first interviews will be conducted and review your intake forms carefully. Is there an inquiry regarding parental preferences and child interests and needs? Is there guidance and encouragement regarding “open door policies” for parents to be able to express concerns and issues? Do initial intake counselors present inclusive practices that are respectful of different cultures? Are your intake practices unbiased towards gender, religious, marital status? It is important to ask yourself if your program truly passes it off at the end of the day as the “parent’s fault”, but it is much harder to consistently practice them.

Perhaps one of the most damaging elements to the provider and Parental relationship is when biased comments or observations are applied to a child or parent unfairly, creating mistrust or a skewed viewpoint of a child or a parent. When a teacher is frustrated with a child’s appearance, behavior, or performance, it may be easy to pass it off at the end of the day as the “parent’s fault”, but this is NOT PARTNERING with a parent. This is the opposite! As the director, it is essential to guide and train your personnel that blaming the parent for the child’s behavior is NOT the way. You want to try to help the staff look for other ways to view the situation. There are many reasons why a child may be experiencing behavioral concerns in early childhood: changes in development; concerns with physical health; needs for supplements in communication; hunger; and inconsistencies in parenting are just a few. But simply informing the parent and walking away is not going to solve even these concerns and neither is joining in on the parent shaming.

If a child is having ongoing concerns with daily behaviors, the first step should be conversation with the parent(s) about what is being observed, what the concerns might be, what practices work for the parents.

Listen to the parents with the understanding that a child’s home is a different environment, but a parent is an expert on their child with an insight on their child that a provider may not have or be able to develop to the same degree through a shorter period of observation. Please note this important fact. As a teacher, you have insight into the world of early childhood development and can be a valuable resource to the parents to help resolve recurring child behavioral issues.

The first step is to figure out what may be going on in the child’s world. Most of the time, behaviors are a form of communication for a child. The child may be frustrated because: a new friend is taking his toys; or there is a new baby in the house; they are going through a growth spurt and not sleeping/eating as much as they need; or there has been a significant change in their life. By partnering with the parent, it will be easier for a provider to figure out what may be causing behaviors a child is exhibiting at a Child Care Home or Center. With this additional collaborative insight, teachers can implement stabilizing changes to routines, such as earlier nap or bedtimes, increased portions, increased supervision between friends, appropriate communications in the classroom (charts/books), or parents can increase snuggle times with newborn siblings (when possible).

When families struggle, help them find strength and don’t pass judgement. Acknowledge their journey. Help them see that they do have strength together as a family. It may be easy for them to get overwhelmed in their situation and to give up. Some struggles that parents are having with parenting may be due to their unrealistic expectation of their child or due to issues they are having within their own lives. Obviously, poor mental health will impact effective parenting, and without good partnerships, these parents may struggle with their ability to be positive in their parenting style. We have to inspire our providers to be positive role models and help form positive partnerships with parents. For example, if a teacher passes judgement, and simply tells the parent their child had a “bad day. Fix it.” A parent may be left with the limited knowledge or only the mental “example” of how they were parented. If the teacher and parent had established a true partnership, a conversation based on mutual respect and combined knowledge could be used to figure out why the child may be struggling in the child care environment and how to resolve his/her issues. A WIN WIN for all involved—especially the child!

The first step is to put yourself into the shoes of the parent. Sit in their chair. Hear with their ears. Do you feel respected, welcomed? Good Job! Continue on.


By Melissa Johnson
BakEd OmLet

8 Eggs
1 cup Milk
1/2 cup diced Ham
1/2 cup shredded Cheddar cheese
1/2 cup Mozzarella cheese
1 TBSP dried minced onion
Salt and Pepper, to taste
Non-stick cooking spray

Preparation
1. Preheat oven to 350 F.
2. Spray 8x8 inch casserole dish with non-stick cooking spray.
3. Beat together the eggs and milk.
4. Add the ham, cheeses, minced onion, salt and pepper.
5. Pour mixture into dish and bake for 40-45 minutes.

FrUity EnGlIsH MuFFInS

2 Whole Wheat English muffins, split
1/2 cup Ricotta Cheese
sliced fruits (Try mangoes, papayas, bananas, peaches, etc.)

Preparation
1. Toast the English muffin in the toaster.
2. Spread each english muffin with ricotta cheese and top with fruit.

Poi Smoothie

1 cup Frozen berries
1 large Frozen Banana, sliced
1/2 cup Poi
1-2 cups Milk, enough to cover everything in blender

Preparation
1. In a blender put the ingredients in this order ice, berries, banana, poi, milk. Blend until smooth
   ▪ Do not put the poi in first because it may strain the blender motor.

Breadfruit Burrito

1 lb. Breadfruit, steamed
1 cup Spinach
2 Whole Wheat Tortilla
1 cup Shredded Chicken (can be store bought or homemade)

Preparation
1. Cut breadfruit into 1/2-inch cubes and steam until fully cooked.
2. While the ulu is being steamed, cook the spinach.
3. Heat the tortilla in the microwave for 10-20 seconds.
4. Add the ulu, spinach, and chicken.
5. Fold the sides of the tortilla inward and roll to make burrito.

Recipes contributed by PATCH Food Program Manager, Mei Ou
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

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.
https://humanservices.hawaii.gov/bessd/ccch-subsidies/

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.

Child and Adult Care Food Program (CACFP)
provides aid to child adult care institutions and family or group day care homes for the provision of nutritious foods that contribute to the wellness, healthy growth, and development of young children, and the health and wellness of older adults and chronically impaired disabled persons.
http://hcnp.hawaii.gov/overview/cacfp/

Hawaii Child Care Regulations
Registration of Family Child Care Homes, Licensing of Group Child Care Centers and Group Child Care Homes, Licensing of Infant and Toddler Child Care Centers, Licensing of Before and After School Child Care Facilities

United States Consumer Product Safety Commission
Online resource for safety education, regulations, laws, and product retail information.

United Way
• Dial 211

Aloha United Way
https://www.redcross.org/local/hawaii.html

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

DHS Approved Safe Sleep Trainings:
• https://extension.psu.edu/programs/betterkidcare/lessons/safe-sleep-practices-forcaregivers-reduce-the-risk-of-suid
• https://www.patchhawaii.org/train-with-patch/
• https://extensiononline.tamu.edu/secure_index.php

For In Person Classes Visit
The Patch Website
https://www.patchhawaii.org/train-with-patch/

• #518: Safe Sleep in Child Care
• #506: Health Safety & Nutrition
• #514: Addressing Hawaii’s Environmental Standards
CHILD CARE RESOURCES

FOR PARENTS & CAREGIVERS

FAMILY RESOURCES

Commission on Fatherhood
promotes healthy family relationships
by emphasizing the important role
fathers play in the lives of their
children. The Commission serves in an
advisory capacity to state agencies
and makes recommendations on
programs, services, contracts, policies,
and laws relating to children and
families.
http://humanservices.hawaii.gov/fatherhood/

Children with Special Needs
Resources for Children Age 0-5 Years
and Their Families Hawaii State
Departments of Health (DOH), Human
Services (DHS), and Education (DOE),
and Executive Office on Early Learning
(EOEL)
http://health.hawaii.gov/cshcn/ulu

Medicaid
provides health coverage or nursing
home coverage to certain categories
of individuals, including children,
pregnant women, parents of eligible
children, low income adults, former
foster care children, aged, blind and
disabled individuals.
https://medquest.hawaii.gov/

Early Intervention Services
If you are concerned about a child’s
development or would like to make a
referral, please call the Early Intervention
information and referral line at
• 808-594-0066 (Oahu)
• 1-800-235-5477 (Neighbor Islands)
To make a referral by fax, please
download
the EI referral form and instructions from
the website provided below.
Early Intervention Services are provided to assist
a child in five developmental areas:
• Physical (sits, walks)
• Cognitive (pay attention, solve
problems)
• Communication (talks, understand)
• Social or emotional (plays with others,
has confidence)
• Adaptive (eats, dresses self)

THANK YOU
to the State of Hawaii Department of Human Services, Benefit,
Employment & Support Services Division
Kai the ‘Opihi Gets the Point
Kai is a shy little ‘opihi (limpet) whose fear of the ocean has caused his shell to become weak and flat. He longs for a pointy shell, and although he receives lots of advice from friends, Kai finds the comfort and wisdom he needs from his Tūtū. With new found courage, Kai takes a leap of faith and, pushing past his fears, finally “get the point!”

Mele the Crab Finds the Way Out
Mele is a young crab who does whatever it takes to win, stepping on others and pushing them out of her way. When Mele is captured and trapped in a bucket, she discovers that her actions have alienated her from her friends, and they will not let her escape! As Mele begins to give in to despair, the memory of her Tūtū’s words of wisdom inspires her to change her ways. Mele discovers that putting others first is the right way to live.

Pili the ‘Iwa Bird Flies Again!
Pili is a magnificent young ‘iwa (frigate) bird who has learned a bad habit; she’s a compulsive hoarder! Pili collects so many trinkets and treasures that she needs twenty-three nests to hold them. Just as her possessions begin to consume her, Pili is visited by her Tūtū, who helps her to understand that the real treasure is not possessions, but those things that bring joy to the heart.

Noa the Puhi Learns to Let Go
Noa is a Hawaiian eel, or puhi, who holds on to things with his powerful jaws. Likewise, he also holds on to hurts and misunderstandings with the same kind of intensity. It isn’t until he is confronted with danger that he remembers his Tūtū’s words and learns the power of forgiveness.

Holu the He’e Stands Up!
Holu is a shy he’e (octopus) living happily with his friends at the bottom of the ocean. One day, however, Holu’s life changes with the arrival of the Big Fish, a large and pushy ulua (amber jack) who begins to bully Holu and makes his life miserable. Holu is devastated and his friends are hesitant to help until wise Tūtū Kāne (grandfather) sets them all on the right path for dealing with bullies. In a dramatic way, Holu and his friends learn important life lessons.

Moana the Honu Gets Help from Friends
Moana is a honu, an active Hawaiian Green Sea Turtle (chelonia mydas), one of a happy group of animal friends in the ocean. Moana enjoys the fun and friendship of all the animals and is an adventurous explorer of new things. One day, Moana visits an “island” of floating marine rubbish and gets entangled in the mess. Moana’s friends soon miss her from their play and they begin a frantic search for her. It is Tūtū Honu’i’s (Grandmother Turtle’s) wise advice about working together that helps them save their friend.
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 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](http://www.patchhawaii.org) to download an application.**
ONLINE TRAINING WITH PATCH

HAVE YOU MET YOUR ANNUAL TRAINING REQUIREMENTS?

JOIN US IN THE EVENINGS JANUARY, FEBRUARY & MARCH

WWW.COLLABORNATION.NET/LOGIN/PATCHHAWAII

FAMILY CHILD CARE BASIC SERIES

Sunday Evenings: 6-9
1/5: Intro to FCC
1/12: The Business of FCC Part I: The Basics
1/26: The Business of FCC Part II: Building IT
2/16: Addressing Hawaii’s Health Standards
2/23: Addressing Hawaii’s Environmental Standards
3/1: Family Child Care Environment
3/8: Program Provisions: Child Development
3/15: Providing Quality Care

WESTED BASIC INFANT TODDLER SERIES

Tuesday/Thursday Evenings: 6-9
2/11: Intro to Infant Toddler Care
2/13: Together in Care
2/18: Ages of Infancy
2/20: Discoveries in Infancy I
2/25: Discoveries in Infancy II
2/27: Emotional Development
3/3: Language Development
3/5: Health Safety Nutrition
3/10: It's Not Just Routine
3/12: Social Guidance

INFANT TODDLER SERIES EMOTIONAL SERIES

Wednesday Evenings: 6:30-9:30
1/8: Intro to Social Emotional Wellness
1/15: Temperament and Secure Relationships
1/22: Development of Social Emotional Wellness
1/29: Observation and Responsive Routines
2/5: Building Emotional Literacy
2/12: Working in Partnership with Families
2/19: Individualized Intervention with Infants and Toddlers
2/26: When Behavior Goes Off Track
3/4: Effects of Challenging Behaviors
3/11: Developing a Support Plan for Infants/Toddlers

REGISTRATION OPENS DECEMBER 2. SPACES ARE LIMITED, REGISTRATION IS REQUIRED.
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.

**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.*

**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.
### Training Catalog and Descriptions

**PROFESSIONALISM (PRO) (SA6) (DHS H&S Child Care Business/Program Mgmt.)**

<table>
<thead>
<tr>
<th>CLASS#</th>
<th>Title</th>
<th>SERIES</th>
<th>HOURS</th>
<th>MULTI ASK/SA</th>
<th>For Parents</th>
</tr>
</thead>
<tbody>
<tr>
<td>002</td>
<td>Overview of CDA: What is the CDA and how can PATCH help you? (PRO, SA6 - 3hrs) (CCBPM - 3hrs)</td>
<td></td>
<td>3</td>
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<tr>
<td>003</td>
<td>Mentoring Overview: Learn essential skills to become a mentor. (PRO, SA6 - 3hrs) (CCBPM - 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 - 1hr) (WF, SA4 - 1hr) (CCBPM - 1hr, FE - 1hr)</td>
<td>INTRO TO PRESCHOOL</td>
<td>2</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>007</td>
<td>Introduction to Family Child Care: Introduction to family child care as a service, business and profession. (PRO, SA6 - 3hrs) (CCBPM - 3hrs)</td>
<td>BASIC INTRO TO FCC</td>
<td>3</td>
<td></td>
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</tr>
<tr>
<td>008</td>
<td>Providing Quality Care: An overview of Hawaii's Quality Care program and key elements of providing quality care. (PRO, SA6 - 1.5hrs) (SA4 - 1hr) (CCBPM - 3hrs)</td>
<td>BASIC INTRO TO FCC</td>
<td>3</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>009</td>
<td>Babysitting: Part II. Child care basics for teenagers interested in working with young children: Activities, Behaviors, Professional Development. (PLE, SA2 - 1hr) (RG, SA3 - 1hr) (PRO, SA3 - 1hr) (CCBPM - 3hrs)</td>
<td>BABYSITTING</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>010</td>
<td>Child Care Staff Qualifications and Professional Development: Understanding the professional development pathways for practitioners in early childhood education and care. (PRO, SA6 - 2 hr) (CCBPM - 2hrs)</td>
<td>CHILD CARE ADMIN</td>
<td>2</td>
<td></td>
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<tr>
<td>011</td>
<td>Effective Stress Management Practices: Understand the physical symptoms of stress, how it affects our behavior and tips to reduce stress. (PRO, SA6 - 1.5hrs) (CCBPM - 1.5hrs)</td>
<td></td>
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<tr>
<td>012</td>
<td>Conflict Management: Define conflict management styles and identify which style is best in different situations. (PRO, SA6 - 1.5hrs) (CCBPM - 1.5hrs)</td>
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**GROWTH & DEVELOPMENT (GD) (SA8) (DHS H&S Child Growth & Development)**

<table>
<thead>
<tr>
<th>CLASS#</th>
<th>Title</th>
<th>SERIES</th>
<th>HOURS</th>
<th>MULTI ASK/SA</th>
<th>For Parents</th>
</tr>
</thead>
<tbody>
<tr>
<td>101</td>
<td>Exploring the incredible Unit Blocks: Discover the true design of unit blocks (GD, SA8 - 2hrs) (PLE, SA2 - 1hr) (CCG - 3hrs)</td>
<td></td>
<td>3</td>
<td>X</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, SA3 - 1hr) (CGD - 3hrs)</td>
<td>BASIC IT</td>
<td>3</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>103</td>
<td>Early Learning Development: (GD, SA8 - 3hrs) (CGD - 3hrs)</td>
<td>BASIC IT</td>
<td>3</td>
<td></td>
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<tr>
<td>104</td>
<td>Language Development: Understanding and supporting language development (GD, SA8 - 3hrs) (CGD - 3hrs)</td>
<td>BASIC IT</td>
<td>3</td>
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<tr>
<td>105</td>
<td>Brain Development: Understanding how the brain develops and the impact on learning. (GD, SA8 - 3hrs) (CGD - 3hrs)</td>
<td>ADVANCED IT</td>
<td>3</td>
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<tr>
<td>106</td>
<td>Introduction to Early Childhood Care: Overview of professionalism, NAECYC Code of Ethics, and Hawaii Preschool Curriculum Standards. (GD, SA8 - 1.5hrs) (PRO, SA6 - 1.5hrs) (CCG - 3hrs)</td>
<td>INTRO TO PRESCHOOL</td>
<td>3</td>
<td>X</td>
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<tr>
<td>107</td>
<td>Conversations with Preschoolers: Techniques for building conversations with preschoolers. (GD, SA6 - 2hrs) (CCG - 2hrs)</td>
<td>INTRO TO PRESCHOOL</td>
<td>2</td>
<td></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, SA8 - 3hrs) (CGD - 3hrs)</td>
<td>IT SERIES 3</td>
<td>3</td>
<td></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, SA8 - 3hrs) (CGD - 3hrs)</td>
<td>IT SERIES 3</td>
<td>3</td>
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<tr>
<td>110</td>
<td>Understanding Social &amp; Emotional Development of I: Understanding social and emotional development of infants and toddlers. (GD, SA8 - 2hrs) (RG, SA3 - 1hr) (CGD - 3hrs)</td>
<td>IT SERIES 3</td>
<td>3</td>
<td>X</td>
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</tr>
<tr>
<td>113</td>
<td>Program Provisions: Child Development: An overview of Hawaii State regulations for meeting the needs of children and an introduction to child development. (GD, SA8 - 1.5hrs) (PLE, SA2 - 1.5hrs) (CCG - 3hrs)</td>
<td>BASIC INTRO TO FCC</td>
<td>3</td>
<td>X</td>
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<tr>
<td>114</td>
<td>Temperament &amp; Secure Relationships: Understanding temperament and importance of building secure relationships. (GD, SA8 - 1.5hrs) (RG, SA3 - 1.5 hrs) (CGD - 3hrs)</td>
<td>IT SOCIAL EMOTIONAL</td>
<td>3</td>
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<tr>
<td>115</td>
<td>Development of Social Emotional Wellness: Developmental concepts of infant/toddler social emotional wellness. (GD, SA8 - 3hrs) (CGD - 3hrs)</td>
<td>IT SOCIAL EMOTIONAL</td>
<td>3</td>
<td></td>
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<tr>
<td>117</td>
<td>Early Childhood Education and Care: Early childhood programs emphasis on developmentally appropriate practice and continuous quality improvement. (GD, SA2 - 2 hrs) (CCG - 2hrs)</td>
<td>CHILD CARE ADMIN</td>
<td>2</td>
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**RELATIONSHIPS & GUIDANCE (RG) (SA3) (DHS H&S Managing Challenging Behaviors)**

<table>
<thead>
<tr>
<th>CLASS#</th>
<th>Title</th>
<th>SERIES</th>
<th>HOURS</th>
<th>MULTI ASK/SA</th>
<th>For Parents</th>
</tr>
</thead>
<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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<td>3</td>
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<tr>
<td>206</td>
<td>Building A Classroom Community: Helping teachers promote respect, teamwork and cooperation within the classroom. Primarily for center based providers (RG, SA3 - 1hr) (PLE, SA2 - 1hr) (MCB - 2hrs)</td>
<td>BASIC IT</td>
<td>2</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>207</td>
<td>Social Guidance: Helping infants and toddlers develop positive peer interactions. (RG, SA3 - 3hrs) (CGD - 3hrs)</td>
<td>BASIC IT</td>
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<td>208</td>
<td>Flexibly, Fearful and Feisty: Understanding temperament and the impact on behavior. (RG, SA3 - 3hrs) (CGD - 3hrs)</td>
<td>ADVANCED IT</td>
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<td>216</td>
<td>Nurturing Responsible Behavior: Strategies to nurture responsibility and prevent discipline problems. (RG, SA3 - 2hrs) (MCB - 2hrs)</td>
<td>CHANGING BEHAVIORS BASIC</td>
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<td>219</td>
<td>Building Relationships: Making the connection between social and emotional development and challenging behaviors. (RG, SA3 - 3hrs) (MCB - 3hrs)</td>
<td>CHANGING BEHAVIORS BASIC</td>
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<td>220</td>
<td>Creating Supportive Environments II: Developing strategies that support children's positive social behavior. (RG, SA3 - 3hrs) (PE - 3hrs)</td>
<td>CHANGING BEHAVIORS BASIC</td>
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<td>221</td>
<td>Teaching Positive Relationships: Identifying effective teachable moments and introducing strategies for teaching friendship skills. (RG, SA3 - 3hrs) (CGD - 3hrs)</td>
<td>CHANGING BEHAVIORS BASIC</td>
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<td>222</td>
<td>Teaching Positive Behaviors I: Introducing strategies for teaching anger management skills. (RG, SA3 - 3hrs) (CGD - 3hrs)</td>
<td>CHANGING BEHAVIORS BASIC</td>
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<td>223</td>
<td>Teaching Positive Behaviors II: Strategies for teaching children beginning problem solving skills. (RG, SA3 - 3hrs) (CGD - 3hrs)</td>
<td>CHANGING BEHAVIORS BASIC</td>
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<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>CHANGING BEHAVIORS ADVANCED</td>
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<td>225</td>
<td>Building a Behavior Support Plan I: Introduction to the Positive Behavior Support process. (RG, SA3 - 3hrs) (MCB - 3hrs)</td>
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<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>SUPPORTING PLAY</td>
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<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 - 1.5hrs) (PLE, SA2 - 1.5hrs) (LAP - 3hrs)</td>
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<td>228</td>
<td>The Child Who Doesn't Engage in Play: Identify ways that problems affect development and learn new skills to support children who do not engage with people or materials. (RG, SA3 - 3hrs) (LAP - 3hrs)</td>
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<tr>
<td>CLASS#</td>
<td>PROGRAM MANAGEMENT (MAN) (SAS) (DHS H&amp;S Child Care Business/Program Mgmt.)</td>
<td>SERIES</td>
<td>HOURS</td>
<td>MULTI ASK/AS</td>
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<td>307</td>
<td>Beyond the Norm: Using themes to enhance your curriculum. (MAN, SAS - 2hrs) (CCB/PM - 2hrs)</td>
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<td>308</td>
<td>Moving from Here to There: Smooth transitional times. Primarily for center based providers. (MAN, SAS - 3hrs) (CCB/PM - 3hrs)</td>
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<td>309</td>
<td>Togetherness: Creating close caregiver/child relationships within a group. (MAN, SAS - 2hrs) (PLE, SAS - 1hr) (CCB/PM - 3hrs)</td>
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<td>310</td>
<td>Individual Care and Small Groups: Working with infants and toddlers individually and in small groups. (MAN, SAS - 2hrs) (PCYC - 3hrs)</td>
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<td>311</td>
<td>Bringing Home to School: Bridging the cultural gap between home and school. Primarily for center based providers. (MAN, SAS - 2hrs) (CCB/PM - 2hrs)</td>
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<td>312</td>
<td>Developmental Milestones: Understanding and using Developmental milestone charts. (MAN, SAS - 3hrs) (CCB/PM - 3hrs)</td>
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<td>317</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. AllHFPCS and Guiding Principles. (MAN, SAS - 3hrs) (CCB/PM - 3hrs)</td>
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<td>319</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 - 3hrs) (CCB/PM - 3hrs)</td>
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<td>321</td>
<td>I'm Moving, I'm Learning: Introduction. Introduction to key elements, strategies and resources for health practices in programs. (MAN, SAS - 3hrs) (CCB/PM - 3hrs)</td>
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<td>322</td>
<td>Inclusive Early Childhood Environments: Benefits of inclusion, planning inclusive environments, exploring attitudes towards inclusion. (MAN, SAS - 3hrs) (CCB/PM - 3hrs)</td>
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<td>323</td>
<td>Child Care Business Basics, Program Design and Management: Understanding that Child Care Administrators need a strong foundation in fundamentals of child development, ECE and organizational management. (MAN, SAS - 2hrs) (CCB/PM - 2hrs)</td>
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<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 ASK/AS</th>
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<tr>
<td>402</td>
<td>Parachutes and Peacekicks: Outdoor games and activities for 4-5 year olds. A physically demanding class so dress appropriately. (PLE, SA2 - 3hrs) (WIF, SA3 - 3hrs) (LAP - 3hrs)</td>
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<td>403</td>
<td>From Bubbles to Butterflies: Thematic science activities for 4-5 year olds. A create-and-take class. (PLE, SA2 - 1hrs) (RG, SA3 - 1hrs) (LAP - 3hrs)</td>
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<td>404</td>
<td>The Magic of Puppets: Using Puppets to support language. (PLE, SA2 - 2hrs) (LAP - 2hrs)</td>
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<td>405</td>
<td>Teaching with Puppets: Using Puppets to teach within your setting. (PLE, SA2 - 2hrs) (LAP - 2hrs)</td>
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<td>406</td>
<td>Easy Puppets for Children: Create and take samples of easy puppets for children to make. (PLE, SA2 - 2hrs) (LAP - 2hrs)</td>
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<td>407</td>
<td>Extending Books I: Ways to encourage literacy in young children. (PLE, SA2 - 3hrs) (LAP - 3hrs)</td>
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<td>408</td>
<td>Extending Books II: Create-and-take story props based on children's favorite books. (PLE, SA2 - 3hrs) (LAP - 3hrs)</td>
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<td>409</td>
<td>Discoveries of Infinity I: Supporting early learning development. Should be taken after Discoveries of Infinity II (# 103). (PLE, SA2 - 3hrs) (CCG - 3hrs)</td>
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<td>410</td>
<td>The Responsive Process: Helping caregivers provide sensitive, responsive care. (PLE, SA2 - 3hrs) (RG, SA3 - 1hrs) (LAP - 3hrs)</td>
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<td>411</td>
<td>Ages of Infancy: Understanding the rapid growth and changing needs of infants and toddlers. (PLE, SA2 - 3hrs) (CCG - 3hrs)</td>
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<td>412</td>
<td>Building Puppets I: Create-and-take teaching puppets and story props to use in your setting. (PLE, SA2 - 3hrs) (LAP - 3hrs)</td>
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<td>413</td>
<td>Puppets and Multicultural Tales: Create and take puppets to use with multicultural stories. (PLE, SA2 - 3hrs) (LAP - 3hrs)</td>
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<td>414</td>
<td>Bigger than Books: Overview of the importance of reading aloud to young children. (PLE, SA2 - 3hrs) (LAP - 3hrs)</td>
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<td>415</td>
<td>From Sand to Snow: Sensory activities for toddlers and preschoolers. (PLE, SA2 - 3hrs) (LAP - 3hrs)</td>
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### Training Catalog and Descriptions  October 2019 Update

<table>
<thead>
<tr>
<th>CLASS #</th>
<th>HEALTH, SAFETY, NUTRITION (HSN) (SA1) (DHS H&amp;S Health and Safety)</th>
<th>SERIES</th>
<th>HOURS</th>
<th>MULTI/ ASK/SA</th>
<th>For Parents</th>
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<tr>
<td>505</td>
<td>It's Not Just Routine: A look at feeding, diapering and toileting routines. (HSN, SA1 - 2hrs) (MAN, SA1 - 1hr) (HS - 3hrs)</td>
<td>506</td>
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<td>507</td>
<td>Health, Safety &amp; Nutrition: Health and safety issues surrounding infant and toddler care. (HSN, SA1 - 3hrs) (HS / SS - 3hrs)</td>
<td>508</td>
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<tr>
<td>512</td>
<td>Health and Safety in Preschool Settings: Overview of health and safety regulations. (HSN, SA1 - 2hrs) (HS - 2hrs)</td>
<td>513</td>
<td>INTER TO PREK SCHOOL</td>
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<td>514</td>
<td>Addressing Hawaii's Health Standards: An overview of Hawaii State regulations pertaining to health standards for child care homes. (HSN, SA1 - 3hrs) (HS - 3hrs)</td>
<td>515</td>
<td>BASIC INTRO TO FCC</td>
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<td>518</td>
<td>Mediation Administration in Childcare: Identifying proper medication administration. Components of a medication policy and medication disposal. (HSN, SA1 - 3hrs) (HS - 1.5hrs, CSC - 1.5hrs)</td>
<td>519</td>
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<td>521</td>
<td>Safe Sleep in Childcare: Setting safe sleep environments and response to emergencies. (HSN, SA1-1.5hrs) (HS / SS - 1.5hrs)</td>
<td>522</td>
<td>Basic Food Allergies: An overview of food allergies and symptoms. Precautionary measures creating a food allergy plan. (HSN, SA1 - 2hrs) (HS - 1hr, CN - 1hr)</td>
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<td>523</td>
<td>Happy Mealtime, Healthy Body: Implement healthy mealtime environments. Explore screen time guidelines and engage families. (HSN, SA1 - 1.5hrs) (CN - 1.5hrs)</td>
<td>524</td>
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<td>525</td>
<td>Nutrition All Day: Planning nutrition activities into everyday curriculum for all ages. (HSN, SA1 - 1.5hrs) (CN - 1.5hrs)</td>
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<td>527</td>
<td>Intro to Seizures: Define the difference between seizures and epilepsy and learn the causes, risk factors, and facts. (HSN, SA1 - 1.5hrs) (HS - 1.5hrs)</td>
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<td>529</td>
<td>Traumatic Brain Injuries: Understand the symptoms of traumatic brain injury and how to prevent them in children. (HSN, SA1 - 1.5hrs) (HS - 1.5hrs)</td>
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<td>531</td>
<td>Shaken Baby Syndrome: Define and explore risk factors, prevention, and signs and symptoms. (HSN, SA1 - 2hrs) (HS - 2hrs)</td>
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<td>533</td>
<td>Indoor/Outdoor Safety: Gain a better understanding of furniture arrangement, safety checklists, and resources needed to stay safe. (HSN, SA1 - 1.5hrs) (HS - 1.5hrs)</td>
<td>534</td>
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### WORKING WITH FAMILIES (WF) (SA4) (DHS Family Engagement)

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<tr>
<th>CLASS #</th>
<th>WORKING WITH FAMILIES (WF) (SA4) (DHS Family Engagement)</th>
<th>SERIES</th>
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<tr>
<td>601</td>
<td>Working with Children who have ADD/ADHD: The importance of working with the child, family, and professionals. (WF, SA4 - 3hrs) (FE - 3hrs)</td>
<td>602</td>
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<td>603</td>
<td>Partnering with Parents: Learn effective communication strategies. (WF, SA4 - 3hrs) (FE - 3hrs)</td>
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<td>605</td>
<td>Adjusting to the New Setting: Helping the child and family adjust to a new child care setting. (WF, SA4 - 2hrs) (FE - 2hrs)</td>
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<td>607</td>
<td>Greetings and Departures: Helping parents and children transition into and out of the child care setting. (WF, SA4 - 2hrs) (FE - 2hrs)</td>
<td>608</td>
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<td>609</td>
<td>Introduction to Infant/Toddler Care: A look at quality care in infant/toddler programs. (WF, SA4 - 2hrs) (PRO, SA6 - 1hr) (CCB/PBM - 3hrs)</td>
<td>610</td>
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<td>611</td>
<td>Protective Urges: Working with the feelings of parents and caregivers. (WF, SA4 - 3hrs) (FE - 3hrs)</td>
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<td>613</td>
<td>Resisting the Family's Needs: Helping caregivers become more responsive to the needs of family members. (WF, SA4 - 3hrs) (FE - 3hrs)</td>
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<td>615</td>
<td>Positive Conferences: Planning effective parent conferences. (WF, SA4 - 2hrs) (MAN, SA5 - 1hr) (FE - 3hrs)</td>
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<td>617</td>
<td>First Moves: Welcoming New Families: Supportive strategies to help families transition into new programs. (WF, SA4 - 3hrs) (FE - 3hrs)</td>
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<td>CLASS#</td>
<td>LEARNING ENVIRONMENT (ENV) (SA1) (DHS H&amp;S Physical Environment)</td>
<td>SERIES</td>
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<td>700</td>
<td>Space to Grow: Introduction to basic concepts relating to infant and toddler space. (ENV, SA1 - 3hrs) (PE - 3hrs)</td>
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<td>701</td>
<td>Creating Supportive Environments: Fostering the connection between the environment, social-emotional development, and challenging behaviors. (ENV, SA1 - 3hrs) (PE - 3hrs)</td>
<td>CHALLENGING BEHAVIOR</td>
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<td>702</td>
<td>*The Preschool Environment: Overview of an appropriate environment for preschoolers. (ENV, SA1 - 2hrs) (PE - 2hrs)</td>
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<td>703</td>
<td>*The Prepared Infant and Toddler Environment: How to strategically create a responsive environment for infants and toddlers. (ENV, SA1 - 3hrs) (PE - 3hrs)</td>
<td>I/T 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. (ENV, SA1 - 3hrs) (PE - 3hrs)</td>
<td>QUALITY CARE</td>
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<td>705</td>
<td>Family Child Care Environment: An overview of key elements to include in family child care environments. (ENV, SA1 - 3hrs) (PE - 3hrs)</td>
<td>BASIC INTRO TO FCC</td>
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<td>708</td>
<td>Creating a Culturally Inclusive Environment: Language and awareness in a group setting and strategies for building tolerance and acceptance. (ENV, SA1 - 1.5hrs) (PE - 0.75hrs, CSN - 0.75hrs)</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/SA</th>
<th>For Parents</th>
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<tr>
<td>801</td>
<td>Respectfully Yours: Respecting infants and toddlers as competent learners. (SA7, SA6, SA3 - 1hr each) (OA, PRO, RG - 1hr each) (CGD - 3hrs)</td>
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<td>802</td>
<td>Interview Process: Using interviews and observations to determine the reasons behind challenging behaviors. (OA, SA7 - 3hrs) (MBC - 1.5hrs, CGD - 1.5hrs)</td>
<td>CHALLENGING BEHAVIOR</td>
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<td>803</td>
<td>Observing Children at Play: Recognize the value of systematic observation and learn ways to incorporate this skill into daily practice. (OA, SA7 - 3hrs) (LAP - 3hrs)</td>
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<td>804</td>
<td>Observation and Assessments in Preschool Settings: Introduction to observational tools and how to use them. (OA, SA7 - 3hrs) (CCB/PMP - 2hrs)</td>
<td>INTRO TO PRESCHOOL</td>
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<td>805</td>
<td>I'm Moving, I'm Learning: Planning and Assessment: Observation, assessment, and planning environments for motor development. (OA, SA7 - 1.5hrs) (ENV, SA1 - 1.5) (CGD - 3hrs)</td>
<td>I'M MOVING/ LEARNING</td>
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<td>806</td>
<td>Observation and Responsive Routes: The importance of careful observation and supportive environments. (OA, SA7 - 1.5hrs)(ENV, SA1 - 1.5hrs) (CGD - 1.5hrs, PE - 1.5hrs)</td>
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</tr>
<tr>
<td>807</td>
<td>Working in an Inclusive Environment: Observation, planning, prevention and reflection in an inclusive environment (OA, SA7 - 1.5hrs) (PE - 0.75hrs, CSN - 0.75hrs)</td>
<td>SPECIAL NEEDS 1.5</td>
<td>3</td>
<td>x</td>
<td>*</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>CLASS#</th>
<th>DIVERSITY (DIV) (SA4)</th>
<th>SERIES</th>
<th>HOURS</th>
<th>MULTI-ASK/SA</th>
<th>For Parents</th>
</tr>
</thead>
<tbody>
<tr>
<td>901</td>
<td>Routines and Culture: Understanding how culture impacts daily routines. (DIV, SA4 - 2hrs) (CGD - 2hrs)</td>
<td></td>
<td>2</td>
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<td>*</td>
</tr>
<tr>
<td>902</td>
<td>Special Needs: Facing caregiver fears and concerns regarding children with special needs. (DIV, SA4 - 3hrs) (CSN - 3hrs)</td>
<td>ADVANCED I/T</td>
<td>3</td>
<td></td>
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</tr>
<tr>
<td>903</td>
<td>Development and Learning in the Multicultural Setting: Looking at culture and how it impacts early learning. (DIV, SA4 - 3hrs) (CGD - 3hrs)</td>
<td>ADVANCED I/T</td>
<td>3</td>
<td></td>
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</tr>
<tr>
<td>904</td>
<td>Cultural Diversity in Infant and Toddler Settings: Looking at our own personal experiences with diversity and its impact on practices. (DIV, SA4 - 3hrs) (CGD - 3hrs)</td>
<td>I/T SERIES 3</td>
<td>3</td>
<td></td>
<td></td>
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<tr>
<td>905</td>
<td>Cultural Sensitivity with Families: Creating a culturally responsive infant and toddler program. (DIV - 1.5hrs, WF - 1.5hrs) (SA4 - 3hrs) (CGD - 1.5hrs, PE - 1.5hrs)</td>
<td>I/T SERIES 3</td>
<td>3</td>
<td>x</td>
<td></td>
</tr>
<tr>
<td>906</td>
<td>Introduction to Inclusion: History of IDEA, terminology and reframing language. (DIV, SA4 - 1.5hrs) (CSN - 1.5hrs)</td>
<td>SPECIAL NEEDS 1.5</td>
<td>3</td>
<td>x</td>
<td></td>
</tr>
<tr>
<td>907</td>
<td>Exploring Inclusion: Expanding inclusion and our role supporting inclusion. (DIV, SA4 - 1.5hrs) (CSN - 1.5hrs)</td>
<td>SPECIAL NEEDS 1.5</td>
<td>3</td>
<td>x</td>
<td></td>
</tr>
<tr>
<td>908</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 - 2hrs) (PE - 3hrs)</td>
<td>CHILD CARE ADMIN</td>
<td>2</td>
<td>x</td>
<td></td>
</tr>
</tbody>
</table>

Note: KEY *Training Class falls in two DHS Topic Areas
Note: KEY *Training Class falls in a different DHS Topic Area
About this Training Calendar

How to Read the PATCH Training Calendar

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

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)

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

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

#### January

**Tuesday**
- 1/14 6:30-8pm
- **SAFE SLEEP IN CHILD CARE (518)**
  - SERIES: Other  ASK: HSN-1.5, SA: SA1-1.5
- 1/21 6-7:30pm
- **HEALTHY PORTIONS, HEALTHY CHOICES (520)**
  - SERIES: Other  ASK: HSN-1.5, SA: SA1-1.5
- 1/28 6-7:30pm
- **HAPPY MEALTIME, HEALTHY BODY (521)**
  - SERIES: Other  ASK: HSN-1.5, SA: SA1-1.5

**Tuesday**
- 1/18 9:30-11am
- **EFFECTIVE STRESS MANAGEMENT PRACTICES (011)**
  - SERIES: Other  ASK: PRO-1.5, SA: SA6-1.5
- 1/25 9:30-11am
- **CONFLICT MANAGEMENT (012)**
  - SERIES: Other  ASK: PRO-1.5, SA: SA6-1.5

**Tuesday**
- 2/1 9:30-11am
- **EFFECTIVE TIME MANAGEMENT (014)**
  - SERIES: Other  ASK: PRO-1.5, SA: SA6-1.5
- 2/8 9:30-11am
- **INTRO TO SEIZURES (523)**
  - SERIES: Other  ASK: HSN-1.5, SA: SA1-1.5
- 2/15 9:30-11am
- **TRAUMATIC BRAIN INJURIES (524)**
  - SERIES: Other  ASK: HSN-1.5, SA: SA1-1.5
- 2/22 9:30-11:30am
- **SHAKEN BABY SYNDROME (525)**
  - SERIES: Other  ASK: HSN-2, SA: SA1-2
- 2/29 9:30-11am
- **INDOOR/OUTDOOR SAFETY (526)**
  - SERIES: Other  ASK: HSN-1.5, SA: SA1-1.5

**Saturday**
- 1/18 9:30-11am
- **HAZARDOUS MATERIALS (527)**
  - SERIES: Other  ASK: HSN-1.5, SA: SA1-1.5

**Saturday**
- 1/25 9:30-11am

**February**

**Tuesday**
- 2/14 6-7:30pm
- **NUTRITION ALL DAY (522)**
  - SERIES: Other  ASK: HSN-1.5, SA: SA1-1.5
- 2/1 6-8pm
- **INTRODUCTION TO FAMILIES (627)**
  - SERIES: Other  ASK: WF-2, SA: SA4-2
- 2/14 6-8pm
- **FAMILY ENGAGEMENT (628)**
  - SERIES: Other  ASK: WF-2, SA: SA4-2
- 2/25 6-8pm
- **SUPPORTING FAMILY OUTCOMES (629)**
  - SERIES: Other  ASK: WF-2, SA: SA4-2

**March**

**Tuesday**
- 3/3 6-8pm
- **PROVIDING FAMILY RESOURCES (630)**
  - SERIES: Other  ASK: WF-2, SA: SA4-2
- 3/10 6-8pm
- **SAFE SLEEP IN CHILD CARE (518)**
  - SERIES: Other  ASK: HSN-1.5, SA: SA1-1.5
- 3/10 6-8pm
- **SAFE SLEEP IN CHILD CARE (518)**
  - SERIES: Other  ASK: HSN-1.5, SA: SA1-1.5

**Saturday**
- 2/1 9:30-11am
- **EFFECTIVE STRESS MANAGEMENT PRACTICES (011)**
  - SERIES: Other  ASK: PRO-1.5, SA: SA6-1.5
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  - SERIES: Other  ASK: PRO-1.5, SA: SA6-1.5
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  - SERIES: Other  ASK: PRO-1.5, SA: SA6-1.5
- 2/22 9:30-11:30am
- **INTRO TO SEIZURES (523)**
  - SERIES: Other  ASK: HSN-1.5, SA: SA1-1.5
- 2/29 9:30-11am
- **TRAUMATIC BRAIN INJURIES (524)**
  - SERIES: Other  ASK: HSN-1.5, SA: SA1-1.5
- 3/7 9:30-11am
- **SHAKEN BABY SYNDROME (525)**
  - SERIES: Other  ASK: HSN-2, SA: SA1-2
- 3/14 9:30-11am
- **INDOOR/OUTDOOR SAFETY (526)**
  - SERIES: Other  ASK: HSN-1.5, SA: SA1-1.5
- 3/21 9:30-11am
- **HAZARDOUS MATERIALS (527)**
  - SERIES: Other  ASK: HSN-1.5, SA: SA1-1.5

15
January

Wednesday 1/8 6-9pm  
**BUILDING RELATIONSHIPS (219)**  
SERIES: Challenging Behaviors; BASIC  ASK: RG-3, SA: SA3-3

Wednesday 1/15 6-9pm  
**CREATING SUPPORTIVE ENVIRONMENTS I (701)**  
SERIES: Challenging Behaviors; BASIC  ASK: ENV-3, SA: SA1-3

Wednesday 1/22 6-9pm  
**CREATING SUPPORTIVE ENVIRONMENTS II (220)**  
SERIES: Challenging Behaviors; BASIC  ASK: RG-3, SA: SA3-3

Wednesday 1/29 6-9pm  
**TEACHING POSITIVE RELATIONSHIPS (221)**  
SERIES: Challenging Behaviors; BASIC  ASK: RG-3, SA: SA3-3

February

Wednesday 2/5 6-9pm  
**TEACHING POSITIVE BEHAVIORS I (222)**  
SERIES: Challenging Behaviors; BASIC  ASK: RG-3, SA: SA3-3

Wednesday 2/12 6-9pm  
**TEACHING POSITIVE BEHAVIORS II (223)**  
SERIES: Challenging Behaviors; BASIC  ASK: RG-3, SA: SA3-3

Wednesday 2/19 6-9pm  
**WORKING WITH CHALLENGING BEHAVIORS (224)**  
SERIES: Challenging Behaviors; ADVANCED  ASK: RG-3, SA: SA3-3

Wednesday 2/26 6-9pm  
**INTERVIEW PROCESS (803)**  
SERIES: Challenging Behaviors; ADVANCED  ASK: OA-3, SA: SA7-3

March

Wednesday 3/4 6-9pm  
**BUILDING A BEHAVIOR SUPPORT PLAN I (225)**  
SERIES: Challenging Behaviors; ADVANCED  ASK: RG-3, SA: SA3-3

Wednesday 3/11 6-9pm  
**BUILDING A BEHAVIOR SUPPORT PLAN II (226)**  
SERIES: Challenging Behaviors; ADVANCED  ASK: RG-3, SA: SA3-3

Wednesday 3/18 6-9pm  
**EFFECTIVE TEAMING (615)**  
SERIES: Challenging Behaviors; ADVANCED  ASK: WF-3, SA: SA4-3

Trinity Christian School-Kailua  
875 Auloa Road Kailua, HI 96734

February

Wednesday 2/12 6-9pm  
**CHILD ABUSE AND NEGLECT (517)**  
SERIES: OTHER  ASK: HSN-3, SA: SA1-3
O'AHU ISLAND

Alphabetland Preschool-Waipahu 94-069 Waipahu Street Waipahu, HI 96797

January

Thursday 1/30 6-9pm
THE IMPORTANCE OF PLAY (227)
SERIES: Play ASK: RG -1.5; PLE-1.5, SA: SA3-1.5; SA2-1.5

February

Thursday 2/6 6-9pm
OBSEVING CHILDREN AT PLAY (804)
SERIES: Play ASK: OA-3, SA: SA7-3

Thursday 2/13 6-9pm
THE CHILD WHO DOESN'T ENGAGE IN PLAY (228)
SERIES: Play ASK: RG-3, SA: SA3-3

Thursday 2/20 6-9pm
THE CHILD WHO DOESN'T ENGAGE WITH OTHERS (229)
SERIES: Play ASK: RG-3, SA: SA3-3

Thursday 2/27 6-9pm
THE CHILD WHO IS EXCLUDED (230)
SERIES: Play ASK: RG-3, SA: SA3-3

Monday 3/2 6-9pm
DEVELOPMENTAL GUIDELINES FOR INFANTS AND TODDLERS (108)
SERIES: Infant/Toddler Series 3 ASK: GD-3, SA: SA8-3

Monday 3/9 6-9pm
THE PREPARED INFANT AND TODDLER ENVIRONMENT (703)
SERIES: Infant/Toddler Series 3 ASK: ENV-3, SA: SA1-3

February

Monday 2/3 6-9pm
FIRST MOVES: WELCOMING NEW FAMILIES (616)
SERIES: Infant/Toddler Series 3 ASK: WF-3, SA: SA4-3

Monday 2/10 6-9pm
BUILDING PARTNERSHIPS WITH FAMILIES (617)
SERIES: Infant/Toddler Series 3 ASK: WF-3, SA: SA4-3

Monday 2/16 6-9pm
UNDERSTANDING INFANT AND TODDLER CURRICULUM (109)
SERIES: Infant/Toddler Series 3 ASK: WF-3, SA: SA4-3

March

Monday 3/2 6-9pm
CONVERSATIONS WITH INFANTS AND TODDLERS (420)

Monday 3/9 6-9pm
UNDERSTANDING SOCIAL AND EMOTIONAL DEVELOPMENT OF INFANTS AND TODDLERS (110)
SERIES: Infant/Toddler Series 3 ASK: GD-2; RG-1, SA: SA8-2; SA3-1

Monday 3/16 6-9pm
SUPPORTING THE INDIVIDUAL NEEDS OF INFANTS AND TODDLERS (232)
SERIES: Infant/Toddler Series 3 ASK: RG-3, SA: SA3-3

Monday 3/23 6-9pm
CULTURAL DIVERSITY IN INFANT AND TODDLER SETTINGS (906)
SERIES: Infant/Toddler Series 3 ASK: DIV-3, SA: SA4-3

Monday 3/30 6-9pm
CULTURAL SENSITIVITY WITH FAMILIES (907)
SERIES: Infant/Toddler Series 3 ASK: DIV-3, SA: SA4-3

KCAA-Mother Rice Preschool-Mo'ili'ili 2707 South King Street Honolulu, HI 96826

January

Monday 1/13 6-9pm
DEVELOPMENTAL GUIDELINES FOR INFANTS AND TODDLERS (108)
SERIES: Infant/Toddler Series 3 ASK: GD-3, SA: SA8-3

Monday 1/27 6-9pm
THE PREPARED INFANT AND TODDLER ENVIRONMENT (703)
SERIES: Infant/Toddler Series 3 ASK: ENV-3, SA: SA1-3

February

Monday 2/3 6-9pm
FIRST MOVES: WELCOMING NEW FAMILIES (616)
SERIES: Infant/Toddler Series 3 ASK: WF-3, SA: SA4-3

Monday 2/10 6-9pm
BUILDING PARTNERSHIPS WITH FAMILIES (617)
SERIES: Infant/Toddler Series 3 ASK: WF-3, SA: SA4-3

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March

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SERIES: Infant/Toddler Series 3 ASK: RG-3, SA: SA3-3

Monday 3/23 6-9pm
CULTURAL DIVERSITY IN INFANT AND TODDLER SETTINGS (906)
SERIES: Infant/Toddler Series 3 ASK: DIV-3, SA: SA4-3

Monday 3/30 6-9pm
CULTURAL SENSITIVITY WITH FAMILIES (907)
SERIES: Infant/Toddler Series 3 ASK: DIV-3, SA: SA4-3
THE PREPARED INFANT AND TODDLER ENVIRONMENT (703)
SERIES: Infant/Toddler Series 3 ASK: ENV-3, SA: SA1-3

FIRST MOVES: WELCOMING NEW FAMILIES (616)
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UNDERSTANDING INFANT AND TODDLER CURRICULUM (109)
SERIES: Infant/Toddler Series 3 ASK: GD-3, SA: SA8-3

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UNDERSTANDING SOCIAL AND EMOTIONAL DEVELOPMENT OF INFANTS AND TODDLERS (110)
SERIES: Infant/Toddler Series 3 ASK: GD-2; RG-1, SA: SA8-2; SA3-1

SUPPORTING THE INDIVIDUAL NEEDS OF INFANTS AND TODDLERS (232)
SERIES: Infant/Toddler Series 3 ASK: RG-3, SA: SA3-3

CULTURAL DIVERSITY IN INFANT AND TODDLER SETTINGS (906)
SERIES: Infant/Toddler Series 3 ASK: DIV-3, SA: SA4-3

CULTURAL SENSITIVITY WITH FAMILIES (907)
SERIES: Infant/Toddler Series 3 ASK: DIV-1.5; WF-1.5, SA: SA4-3
**Training Calendar**

**EAST Hawaii PATCH Training Room** 26 Waianuenue Avenue Hilo, HI 96720

<table>
<thead>
<tr>
<th>Day</th>
<th>Time</th>
<th>Course Title</th>
<th>Series</th>
<th>ASK: WF, SA</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuesday</td>
<td>1/7 5:30-8:30pm</td>
<td>BUILDING PARTNERSHIPS WITH FAMILIES (617)</td>
<td>SERIES: Infant/Toddler</td>
<td>WF-3, SA-4</td>
</tr>
<tr>
<td>Tuesday</td>
<td>1/21 5:30-8:30pm</td>
<td>RESPONDING TO THE FAMILY’S NEEDS (607)</td>
<td>SERIES: WestEd Advanced</td>
<td>WF-3, SA-4</td>
</tr>
<tr>
<td>Tuesday</td>
<td>2/4 5:30-8:30pm</td>
<td>EFFECTS OF CHALLENGING BEHAVIOR (240)</td>
<td>SERIES: I/T Social Emotional</td>
<td>RG-1.5; WF-1.5, SA-3.15; SA-4.15</td>
</tr>
<tr>
<td>Tuesday</td>
<td>3/10 5:30-8:30pm</td>
<td>WORKING WITH CHILDREN WHO HAVE ADD/ADHD (601)</td>
<td>SERIES: Other</td>
<td>WF-3, SA-4</td>
</tr>
<tr>
<td>Tuesday</td>
<td>3/24 5:30-7:30pm</td>
<td>GREETINGS AND DEPARTURES (604)</td>
<td>SERIES: Other</td>
<td>WF-2, SA-4</td>
</tr>
<tr>
<td>Wednesday</td>
<td>1/12 6-8pm</td>
<td>BASIC FOOD ALLERGIES (519)</td>
<td>SERIES: Other</td>
<td>HSN-2, SA-1</td>
</tr>
<tr>
<td>Wednesday</td>
<td>1/29 6-8pm</td>
<td>HEALTHY PORTIONS, HEALTHY CHOICES (520)</td>
<td>SERIES: Other</td>
<td>HSN-1.5, SA-1.5</td>
</tr>
<tr>
<td>Wednesday</td>
<td>2/12 6-8pm</td>
<td>HAPPY MEALTIME, HEALTHY BODY (521)</td>
<td>SERIES: Other</td>
<td>HSN-1.5, SA-1.5</td>
</tr>
<tr>
<td>Wednesday</td>
<td>2/26 6-8pm</td>
<td>NUTRITION ALL DAY (522)</td>
<td>SERIES: Other</td>
<td>HSN-1.5, SA-1.5</td>
</tr>
<tr>
<td>Wednesday</td>
<td>3/4 6-9pm</td>
<td>MEDICATION ADMINISTRATION IN CHILDCARE (516)</td>
<td>SERIES: Other</td>
<td>HSN-3, SA-1</td>
</tr>
<tr>
<td>Wednesday</td>
<td>3/18 6-9pm</td>
<td>CHILD ABUSE AND NEGLECT (517)</td>
<td>SERIES: Other</td>
<td>HSN-3, SA-1</td>
</tr>
<tr>
<td>Thursday</td>
<td>1/16 6-7:30pm</td>
<td>SAFE SLEEP IN CHILDCARE (518)</td>
<td>SERIES: Other</td>
<td>HSN-1.5, SA-1.5</td>
</tr>
<tr>
<td>Thursday</td>
<td>1/23 6-7:30pm</td>
<td>EXPLORING INCLUSION (909)</td>
<td>SERIES: Special Needs</td>
<td>DIV-1.5; SA-4.15</td>
</tr>
<tr>
<td>Thursday</td>
<td>1/30 6-7:30pm</td>
<td>INCLUSIVE EARLY CHILDHOOD ENVIRONMENTS (322)</td>
<td>SERIES: Special Needs</td>
<td>MAN-1.5, SA-5.15</td>
</tr>
<tr>
<td>Thursday</td>
<td>2/6 6-7:30pm</td>
<td>FAMILY PARTNERSHIPS AND INCLUSION (624)</td>
<td>SERIES: Special Needs</td>
<td>WF-1.5, SA-4.15</td>
</tr>
<tr>
<td>Thursday</td>
<td>2/13 6-7:30pm</td>
<td>CREATING A CULTURALLY INCLUSIVE ENVIRONMENT (708)</td>
<td>SERIES: Special Needs</td>
<td>ENV-1.5; SA-1.5</td>
</tr>
<tr>
<td>Thursday</td>
<td>2/20 6-7:30pm</td>
<td>WORKING IN AN INCLUSIVE ENVIRONMENT (808)</td>
<td>SERIES: Special Needs</td>
<td>OA-1.5; SA-1.5</td>
</tr>
<tr>
<td>Thursday</td>
<td>2/27 6-7:30pm</td>
<td>SPECIAL NEEDS: COMMUNITY RESOURCES AND REFERRAL PROCESS (625)</td>
<td>SERIES: Special Needs</td>
<td>WF-1.5, SA-4.15</td>
</tr>
</tbody>
</table>
### EAST Hawaii PATCH Training Room
26 Waianuenue Avenue Hilo, HI 96720

<table>
<thead>
<tr>
<th>Date</th>
<th>Time</th>
<th>Event</th>
<th>Series</th>
<th>ASK: WF, SA</th>
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<tbody>
<tr>
<td><strong>Thursday</strong></td>
<td>3/5</td>
<td>6-8pm</td>
<td>INTRODUCTION TO FAMILIES (627)</td>
<td>WF-2, SA4-2</td>
</tr>
<tr>
<td><strong>Thursday</strong></td>
<td>3/12</td>
<td>6-8pm</td>
<td>FAMILY ENGAGEMENT (628)</td>
<td>WF-2, SA4-2</td>
</tr>
<tr>
<td><strong>Thursday</strong></td>
<td>3/19</td>
<td>6-8pm</td>
<td>SUPPORTING FAMILY OUTCOMES (629)</td>
<td>WF-2, SA4-2</td>
</tr>
<tr>
<td><strong>Thursday</strong></td>
<td>3/26</td>
<td>6-8pm</td>
<td>PROVIDING FAMILY RESOURCES (630)</td>
<td>WF-2, SA4-2</td>
</tr>
<tr>
<td><strong>Friday</strong></td>
<td>1/10</td>
<td>8-11am</td>
<td>PARACHUTES AND PEACOCKS (402)</td>
<td>PLE-2; MAN-1; SA2-2; SA5-1</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>SCIENCE DISCOVERIES IN THE PRESCHOOL ENVIRONMENT (424)</td>
<td>PLE-3; SA2-3</td>
</tr>
<tr>
<td><strong>February</strong></td>
<td>2/7</td>
<td>8-9:30am</td>
<td>FAMILY PARTNERSHIPS AND INCLUSION (624)</td>
<td>WF-1.5, SA4-1.5</td>
</tr>
<tr>
<td></td>
<td>2/7</td>
<td>10-11:30am</td>
<td>SPECIAL NEEDS: COMMUNITY RESOURCE AND REFERRAL PROCESS (625)</td>
<td>WF-1.5, SA4-1.5</td>
</tr>
<tr>
<td><strong>March</strong></td>
<td>3/6</td>
<td>8-11am</td>
<td>FOSTERING RESILIENCY (507)</td>
<td>HSN-3, SA1-3</td>
</tr>
<tr>
<td></td>
<td>3/6</td>
<td>12-3pm</td>
<td>EXTENDING BOOKS I (407)</td>
<td>PLE-3, SA2-3</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>EXTENDING BOOKS II (408)</td>
<td>PLE-3, SA2-3</td>
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</tbody>
</table>

### Building Family Partnership Series

**January**

- **February**
  - **March**
# HAWAI‘I Island Training Calendar

## Family Support Hawaii Early Headstart; Greenwell Family Development Center
81-6493 Mamalahoa Hwy. Kealakekua, HI 96750

<table>
<thead>
<tr>
<th>Month</th>
<th>Date</th>
<th>Time</th>
<th>Event Description</th>
<th>Series</th>
<th>ASK</th>
</tr>
</thead>
<tbody>
<tr>
<td>January</td>
<td>1/27</td>
<td>9:30am-12:30pm</td>
<td>I'M MOVING, I'M LEARNING: CULTURE, FAMILIES, NUTRITION (620)</td>
<td>SERIES: I'm Moving/Learning</td>
<td>ASK: WF-1.5; HSN-1.5, SA: SA4-1.5; SA1-1.5</td>
</tr>
<tr>
<td>Monday</td>
<td>1/27</td>
<td>1:30-3pm</td>
<td>EFFECTIVE STRESS MANAGEMENT PRACTICES (011)</td>
<td>SERIES: I'm Moving/Learning</td>
<td>ASK: PRO, SA6 - 1.5, CCB/PM - 1.5</td>
</tr>
<tr>
<td>March</td>
<td>3/16</td>
<td>1-4pm</td>
<td>LANGUAGE DEVELOPMENT (104)</td>
<td>SERIES: WestEd Basic</td>
<td>ASK: GD-3, SA: SA8-3</td>
</tr>
<tr>
<td>Monday</td>
<td>3/17</td>
<td>10:30am-12pm</td>
<td>HAPPY MEALTIME, HEALTHY BODY (521)</td>
<td>SERIES: Other</td>
<td>ASK: HSN-1.5, SA: SA1-1.5</td>
</tr>
<tr>
<td>Tuesday</td>
<td>3/17</td>
<td>2-3:30pm</td>
<td>INCLUSIVE EARLY CHILDHOOD ENVIRONMENTS (322)</td>
<td>SERIES: Special Needs</td>
<td>ASK: MAN-1.5, SA: SA5-1.5</td>
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<tr>
<td>Tuesday</td>
<td>3/18</td>
<td>9am-12pm</td>
<td>CHILD ABUSE AND NEGLECT (517)</td>
<td>SERIES: Other</td>
<td>ASK: HSN-3, SA1-3</td>
</tr>
<tr>
<td>Wednesday</td>
<td>3/18</td>
<td>1-2:30pm</td>
<td>SAFE SLEEP IN CHILDCARE (518)</td>
<td>SERIES: Other</td>
<td>ASK: HSN-1.5, SA: SA1-1.5</td>
</tr>
</tbody>
</table>
| Tutu & Me Traveling Preschool; Na’alehu Office
95-1163 Ka‘alaiki Road; Building B Na‘alehu, HI 96772

<table>
<thead>
<tr>
<th>Month</th>
<th>Date</th>
<th>Time</th>
<th>Event Description</th>
<th>Series</th>
<th>ASK</th>
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<tbody>
<tr>
<td>January</td>
<td>1/10</td>
<td>7:30-9:30am</td>
<td>COMMUNICATION WITH CO-WORKERS AND FAMILIES (006)</td>
<td>SERIES: Intro. To Preschool</td>
<td>ASK: PRO-1; WF-1, SA: SA6-1; SA4-1</td>
</tr>
<tr>
<td>Friday</td>
<td>1/10</td>
<td>10am-1pm</td>
<td>EFFECTIVE TEAMING (615)</td>
<td>SERIES: Quality Care Series</td>
<td>ASK: PLE-3, SA: SA2-3</td>
</tr>
<tr>
<td>February</td>
<td>2/7</td>
<td>7:30-10:30am</td>
<td>PUPPETS AND MULTICULTURAL TALES (413)</td>
<td>SERIES: Puppet Series</td>
<td>ASK: RG-1; PLE-1, SA: SA3-1; SA2-1</td>
</tr>
<tr>
<td>Friday</td>
<td>2/7</td>
<td>11am-1pm</td>
<td>BUILDING A CLASSROOM COMMUNITY (206)</td>
<td>SERIES: Other</td>
<td>ASK: RG-1; PLE-1, SA: SA3-1; SA2-1</td>
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<tr>
<td>Friday</td>
<td>2/21</td>
<td>7:30-10:30am</td>
<td>FLEXIBLE, FEARFUL AND FEISTY (208)</td>
<td>SERIES: Other</td>
<td>ASK: RG, SA3</td>
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<tr>
<td>March</td>
<td>3/13</td>
<td>7:30-10:30am</td>
<td>EXPLORING THE INCREDIBLE UNIT BLOCKS (101)</td>
<td>SERIES: Other ASK: GD-2; PLE-1, SA: SA8-2; SA2-1</td>
<td></td>
</tr>
<tr>
<td>Friday</td>
<td>3/13</td>
<td>11am-1pm</td>
<td>BASIC FOOD ALLERGIES (519)</td>
<td>SERIES: Other ASK: HSN-2, SA: SA1-2</td>
<td></td>
</tr>
<tr>
<td>Day</td>
<td>Date</td>
<td>Time</td>
<td>Event</td>
<td>Series</td>
<td>ASK</td>
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<tr>
<td>Wednesday</td>
<td>1/8</td>
<td>5:15-7:15pm</td>
<td>CONFLICT MANAGEMENT (012)</td>
<td>SERIES: Other</td>
<td>ASK: PRO-1.5, SA: SA6-1.5</td>
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<tr>
<td>Monday</td>
<td>1/6</td>
<td>5-8pm</td>
<td>EMOTIONAL DEVELOPMENT (102)</td>
<td>SERIES: WestEd Basic</td>
<td>ASK: GD-2;, RG-1, SA: SA8-2; SA3-1</td>
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<tr>
<td>Monday</td>
<td>1/13</td>
<td>5-8pm</td>
<td>I'M MOVING, I'M LEARNING: INTRODUCTION (321)</td>
<td>SERIES: I'm Moving/Learning</td>
<td>ASK: MAN-3, SA: SA5-3</td>
</tr>
<tr>
<td>Monday</td>
<td>1/27</td>
<td>5-8pm</td>
<td>AGES OF INFANCY (411)</td>
<td>SERIES: WestEd Basic</td>
<td>ASK: GD-3, SA: SA8-3</td>
</tr>
<tr>
<td>Monday</td>
<td>1/10</td>
<td>5-8pm</td>
<td>PARTNERING WITH PARENTS (602)</td>
<td>SERIES: Other</td>
<td>ASK: WF-3, SA: SA4-3</td>
</tr>
<tr>
<td>Tuesday</td>
<td>2/11</td>
<td>5:30-8:30pm</td>
<td>I'M MOVING, I'M LEARNING: CULTURE, FAMILIES, NUTRITION (620)</td>
<td>SERIES: I'm Moving/Learning</td>
<td>ASK: WF-1.5; HSN-1.5, SA: SA4-1.5; SA1-1.5</td>
</tr>
<tr>
<td>Wednesday</td>
<td>2/26</td>
<td>5-8pm</td>
<td>HEALTH, SAFETY, AND NUTRITION (506)</td>
<td></td>
<td>ASK: GD-3, SA: SA8-3</td>
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<tr>
<td>Monday</td>
<td>2/3</td>
<td>5-8pm</td>
<td>TOGETHER IN CARE (309)</td>
<td>SERIES: WestEd Basic</td>
<td>ASK: GD-3, SA: SA8-3</td>
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<tr>
<td>Monday</td>
<td>2/14</td>
<td>5-8pm</td>
<td>INTRODUCTION TO INFANT/TODDLER CARE (605)</td>
<td>SERIES: WestEd Basic</td>
<td>ASK: GD-3, SA: SA8-3</td>
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<tr>
<td>Tuesday</td>
<td>2/12</td>
<td>5:30-8:30pm</td>
<td>I'M MOVING, I'M LEARNING: PLANNING AND ASSESSMENT (806)</td>
<td>SERIES: I'm Moving/Learning</td>
<td>ASK: OA-1.5; ENV-1.5, SA: SA7-1.5; SA1-1.5</td>
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<tr>
<td>Wednesday</td>
<td>2/19</td>
<td>5-8pm</td>
<td>CULTURAL DIVERSITY IN INFANT AND TODDLER SETTINGS (906)</td>
<td>SERIES: WestEd Basic</td>
<td>ASK: GD-3, SA: SA8-3</td>
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<tr>
<td>Thursday</td>
<td>2/20</td>
<td>5:30-8:30pm</td>
<td>CURRICULUM 201: INTEGRATED CURRICULUM USING SCIENCE AND SOCIAL STUDIES (426)</td>
<td>SERIES: Quality Care Series</td>
<td>ASK: PLE-3, SA: SA2-3</td>
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<tr>
<td>Monday</td>
<td>2/4</td>
<td>5-8pm</td>
<td>SPACE TO GROW (700)</td>
<td>SERIES: WestEd Advanced</td>
<td>ASK: ENV-3, SA: SA1-3</td>
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<tr>
<td>Tuesday</td>
<td>2/25</td>
<td>5:30-8:30pm</td>
<td>EXPLORING THE INCREDIBLE UNIT BLOCKS (101)</td>
<td>SERIES: WestEd Advanced</td>
<td>ASK: GD-2; PLE-1, SA: SA8-2; SA2-1</td>
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<tr>
<td>Wednesday</td>
<td>2/26</td>
<td>5-8pm</td>
<td>CULTURAL SENSITIVITY WITH FAMILIES (907)</td>
<td>SERIES: Infant/Toddler Series 3</td>
<td>ASK: DIV-1.5; WF-1.5, SA: SA4-3</td>
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</tbody>
</table>
March

Tuesday
3/3 5:30-8:30pm

DISCOVERIES OF INFANCY I (103)
SERIES: WestEd Basic ASK: GD-3, SA: SA8-3

Wednesday
3/11 5:30-8:30pm

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

Monday
3/16 5-8pm

UNDERSTANDING INFANT AND TODDLER CURRICULUM (109)
SERIES: Infant/Toddler Series 3 ASK: GD-3, SA: SA8-3

Thursday
3/17 5:30-8:30pm

DISCOVERIES OF INFANCY II (409)
SERIES: WestEd Basic ASK: PLE-3, SA: SA2-3

Wednesday
3/23 5-8pm

EFFECTS OF CHALLENGING BEHAVIORS (240)
SERIES: I/T Social Emotional ASK: RG-1.5; WF-1.5, SA: SA3-1.5; SA4-1.5

Tuesday
3/31 5:30-8:30pm

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

Thursday
3/19 5:30-8:30pm

INTRODUCTION TO SOCIAL EMOTIONAL WELLNESS (237)
SERIES: I/T Social Emotional ASK: RG-3, SA: SA3-3

Looking for classes to help you engage, communicate, and cooperate with children & families in your preschool setting?

PATCH has you covered!

LANGUAGE DEVELOPMENT (104)
SERIES: WestEd Basic ASK: GD-3, SA: SA8-3

PARACHUTES AND PEACOCKS (402)
SERIES: Other ASK: PLE-2; MAN-2, SA: SA5-1; SA2-2

EASY PUPPETS FOR CHILDREN (406)

FROM SAND TO SNOW (415)
SERIES: Other ASK: PLE-3, SA: SA2-3
CONVERSATIONS WITH PRESCHOOLERS (107)  

THE PREPARED PRESCHOOL ENVIRONMENT (702)  

THE IMPORTANCE OF PLAY (227)  
SERIES: Play  ASK: RG-1.5; PLE-1.5, SA: SA3-1.5; SA2-1.5

EFFECTIVE STRESS MANAGEMENT PRACTICES (011)  
SERIES: Other  ASK: PRO-1.5, SA: SA6-1.5

DEVELOPMENT OF SOCIAL EMOTIONAL WELLNESS (115)  
SERIES: I/T Social Emotional  ASK: GD-3, SA: SA8-3

OBSERVING CHILDREN AT PLAY (804)  
SERIES: Play  ASK: OA-3, SA: SA7-3

BUILDING A CLASSROOM COMMUNITY (206)  
SERIES: Other  ASK: RG-1; PLE-1, SA: SA3-1; SA2-1

SAFE SLEEP IN CHILDCARE (518)  
SERIES: Other  ASK: HSN-1, SA: SA1-1

THE CHILD WHO DOESN'T ENGAGE IN PLAY (228)  
SERIES: Play  ASK: RG-3, SA: SA3-3

TOGETHER IN CARE (309)  
SERIES: WestEd Basic  ASK: MAN-2; PLE-1, SA: SA5-2; SA2-1

MOVING FROM HERE TO THERE (308)  
SERIES: Other  ASK: MAN-3, SA: SA5-3

THE CHILD WHO DOESN'T ENGAGE WITH OTHERS (229)  
SERIES: Play  ASK: RG-3, SA: SA3-3

DEVELOPMENTAL MILESTONES (313)  
SERIES: Other  ASK: MAN-3, SA: SA5-3

FOSTERING RESILIENCY (507)  
SERIES: Other  ASK: HSN-3, SA: SA1-3

THE CHILD WHO IS EXCLUDED (230)  
SERIES: Play  ASK: RG-3, SA: SA3-3

HEALTH, SAFETY AND NUTRITION (506)  
SERIES: WestEd Basic  ASK: HSN-3, SA: SA1-3

BEYOND THE NORM (307)  
SERIES: Other  ASK: MAN-2, SA: SA5-2

INTENTIONAL TEACHING (422)  
SERIES: Quality Care Series  ASK: PLE-3, SA: SA2-3

PARTNERING WITH PARENTS (602)  
SERIES: Other  ASK: WF-3, SA: SA4-3
<table>
<thead>
<tr>
<th>Date</th>
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<th>Time</th>
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<tbody>
<tr>
<td>2/25</td>
<td>Tuesday</td>
<td>SAFE SLEEP IN CHILDCARE (518)</td>
<td>6:30-7pm</td>
<td>Other</td>
<td>HSN-1, SA-1</td>
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<tr>
<td>2/26</td>
<td>Wednesday</td>
<td>TEACHING POSITIVE BEHAVIORS I (222)</td>
<td>6-9pm</td>
<td>Chall. Behaviors Basic</td>
<td>RG-3, SA-3</td>
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<td>2/27</td>
<td>Thursday</td>
<td>POSITIVE CONFERENCES (608)</td>
<td>6-9pm</td>
<td>Other</td>
<td>WF-2, MAN-1, SA-4, SA-5</td>
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<tr>
<td>3/11</td>
<td>Wednesday</td>
<td>ROUTINES AND CULTURE (901)</td>
<td>6-8pm</td>
<td>Other</td>
<td>DIV-2, SA-4</td>
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<tr>
<td>3/12</td>
<td>Thursday</td>
<td>BASIC FOOD ALLERGIES (519)</td>
<td>6-8pm</td>
<td>Other</td>
<td>HSN-2, SA-1</td>
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<tr>
<td>3/19</td>
<td>Thursday</td>
<td>BRAIN DEVELOPMENT (105)</td>
<td>6-9pm</td>
<td>WestEd Advanced</td>
<td>GD-3, SA-8</td>
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<tr>
<td>3/24</td>
<td>Tuesday</td>
<td>BIGGER THAN BOOKS (414)</td>
<td>6-9pm</td>
<td>Other</td>
<td>PLE, SA-2</td>
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<tr>
<td>3/25</td>
<td>Wednesday</td>
<td>EXTENDING BOOKS II (408)</td>
<td>6-9pm</td>
<td>Other</td>
<td>PLE-3, SA-2</td>
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<tr>
<td>3/31</td>
<td>Tuesday</td>
<td>SAFE SLEEP IN CHILDCARE (518)</td>
<td>6-7:30pm</td>
<td>Other</td>
<td>HSN-1, SA-1</td>
</tr>
</tbody>
</table>

Kauai PATCH Office
4485 Pahee Street Ste. 124 Lihue, HI 96766
Would you like to volunteer or intern with PATCH?

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We can’t wait to see your smiling face!
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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 521
Kailua-Kona, HI 96720
808.322.3500

EAST HAWAII
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Hilo, HI 96720
808.961.3169

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