(Note: This catalog is currently being revised. Training options may vary, but we will do our best to meet your needs)

United 4 Children
Training Catalog

1310 Papin Street, Suite 100B
St. Louis, MO 63103
(314) 531-1412
www.united4children.org

Most United 4 Children training sessions are approved for 2 clock hours, but we do our best to meet your needs and offer many training sessions for 1, 1.5, or 3 clock hours - please inquire when scheduling a training.

Titles listed in *italics* fall under more than one Core Competency.

Please contact Barry Gale at barrygale@united4children.org if you have any questions regarding scheduling Professional development for you or your staff.

Core Competency I – Child and Youth Growth and Development	
TITLE	**DESCRIPTION**
Addressing Challenging Behaviors in Infants, Toddler and Twos	This session will discuss some of the typical challenging behaviors displayed by infants and toddlers, and explore strategies for addressing these behaviors pro-actively, and in the moment.
Autism Spectrum Disorder: What It Is, What It Isn't and How to Help	With as many as one in 110 children in the United States being diagnosed with Autism Spectrum Disorder (ASD), it is imperative that early childhood educators start to become familiar with this disorder, and learn ways they can support these children in inclusive settings. Participants in this session will learn about the primary characteristics of ASD, and what these characteristics may "look like" in children. We will dispel some common myths about autism, and discuss current knowledge about the causes of autism, how it is diagnosed and the range of treatments that are available. Teachers will learn strategies and techniques for assuring a successful, inclusive environment for children with ASD, and will be given helpful resources for learning more about autism and sharing with families.
Autism Spectrum Disorder: What It Is, What It Isn't and How To Help -Part 1	With as many as one in 110 children in the United States being diagnosed with Autism Spectrum Disorder (ASD), it is imperative that early childhood educators start to become familiar with this disorder, and learn ways they can support these children in inclusive settings. In Part 1, participants will learn about the primary characteristics of autism, and discuss the causes of autism, how it is diagnosed and the range of treatments that are available.
Autism Spectrum Disorder: What It Is, What It Isn't and How To Help - Part 2	With as many as one in 110 children in the United States being diagnosed with Autism Spectrum Disorder (ASD), it is imperative that early childhood educators start to become familiar with this disorder, and learn ways they can support these children in inclusive settings. Participants in this session will learn strategies and techniques for assuring a successful, inclusive environment for children with ASD, and will be given helpful resources for learning more about autism and sharing with families.
"But They Just Won't Listen!" Supporting Children with ADHD and Autism Spectrum Disorder	This session will replace some of the "mystery" of Attention Deficit Hyperactivity Disorder (ADHD) and Autism Spectrum Disorders with a basic understanding of what they are- and are not. We'll discuss common challenges and learn some practical ideas for supporting children in an inclusive setting.
Children with Autism Spectrum Disorder	With more and more young children diagnosed with Autism Spectrum Disorder (ASD), early childhood teachers need to understand what this disorder is—and is not. This one-hour session will give an overview of the primary characteristics and challenges facing children "on the spectrum, and dispel some common "myths" about individuals with autism.
Curriculum Planning in a Constructivist Classroom	Participants will learn the process of assessment and determine who using this protocol will help them assess children's current skills, determine what next goals will be for children, and use these goals to determine classroom plans that will reflect their goals. Teachers will understand how to intentionally place materials and plan small and large group activities to meet children goals and understand how to monitor specific materials and activities to assess progress towards goals. As well, they will determine what types of materials can assist in meeting goals in multiple domains and how to facilitate activities to ensure children are being challenged appropriately and scaffolding their learning.

Exploring Einstein: An Adventure in Brain Development	Brain development begins before birth and expands into adulthood. As early childhood practitioners we work with children when the rate of brain development is at its peak. This workshop will explore brain development and give practical strategies for caregivers to use to support a child to reach their fullest potential.
Inclusion 101: Getting Started Including Children with Special Needs	What is Inclusion anyway? What are early childhood educators required to do in inclusive classrooms? How do we get started providing an inclusive environment? Bring your curiosity and your interest in meeting the needs of all children to this session where we will work together to answer these questions-- and more!
Inclusion 202: Moving Ahead Including Children with Special Needs	This session explores ways to build productive relationships with families of children with special needs and the other professionals who work with them. We will explore the valuable role early care providers play as a member of this team, and learn some strategies for including children with different disabilities.
Inclusion 303: Learning About Different Disabilities	Knowledge is power. Sometimes, including children with disabilities is challenging because we are not familiar with the possible characteristics and attributes of the child's specific disability. This session will give an overview of a range of disabilities and special needs, including physical disabilities, developmental disabilities and disabilities that affect communication and social interaction, while also stressing that each child is unique, regardless of disability.
Individualizing Planning for Children and Staff	This training will look at working with challenging children, how to create individualized plans and how to support staff as they work with these children. It will also look at the leadership role in terms of supporting staff and developing individualized plans for the staff's continued growth and development as well.
Infant Toddler: Social-Emotional Development. Social Emotional Development within the Context of Relationships	Caring for Infant and Toddlers is not just bottles and diapers, there are specific skills needed and strategies used to ensure infants and toddlers are reaching their full potential. This class will address those skills and give participants specific strategies to enable them to be responsive caregivers to our youngest children.
Learning "MY" Way	This workshop will discuss different ways people take in new information and the "multiple intelligences" that people have.
Let's Get Messy Infant/Toddler Teaching	In this training teachers will develop an understanding of how healthy relationships, positive experiences and having a consistent secure environment helps young infants and toddlers develop positive attachments. They will also learn techniques on how to become a intentional and emotionally responsive teachers that will support young children throughout the birth through late two year old developmental stage.
Make it Count: Math with Preschool Children	Preschool children are naturally interested in making sense of the world around them. It is the teacher's role to help expand their knowledge and understanding by enhancing the experiences in the classroom. Take the struggle out of creating and planning developmentally appropriate math experiences that challenge the children to progress further. Ways to create math experiences will be addressed using the Missouri Early Childhood Math Standards guidelines while also looking at the stages of math development. Activities and materials will be discussed and will help find ways to intentionally teach specific skills at different stages.
Mandating Reporting and Issues Surrounding Child Abuse and Neglect	This training will be an overview of the process of Child Abuse investigations and hotline calls, what the potential outcomes are, general statistics in the state of Missouri, and warning signs of abuse. The session will discuss typical sexual development, what you can do to teach children about protecting themselves from abuse and implications of mandated reporting.
More Than Just Fun and Games	This interactive training will involve ways to support physical development of preschool children through planning intentionally. Several games and activities will be demonstrated and participants are encouraged to dress comfortably and participate.

No Drama Discipline	This session will explore the concepts presented in "No Drama Discipline: The Whole Brain Way To Calm the Chaos and Nurture Your Child's Developing Mind," by Daniel Siegel and Tina Bryson. The authors begin by reclaiming the word "discipline," moving away from what have become negative connotations involving punishment and rigidity, and back to the original meaning of the word-- "to teach." Combining cutting edge research into brain development with in-the-moment, "real world" strategies, participants will learn new ways to help children develop self-control and make better, pro-social choices.
Oh Boy! What Do I Do with All These Boys?	If men are from Mars, this training will help you learn to understand Martians a bit more. There are truly differences in the brain functioning, how boys interpret messages and learn in different ways. This training will explore those differences as well as talk about discipline techniques that are more effective with boys and strategies that can be used in a classroom setting to help make things less frustrating for the teachers by responding to what boys need.
Physical Development- Fine and Gross Motor (Birth-5)	In this class teachers will gain an understanding of physical development using the Developmental Milestones
Positive Discipline	This training will review the specific licensing regulations regarding discipline in child care settings. Positive methods of behavior management will be discussed, including re-framing and re-direction. How to support both the adult and the child by being aware of the different brain states will also be included. Participants will discuss specific scenarios that can help them with understanding and managing challenging behavior.
Promoting Social Emotional Competencies in Infant and Toddlers	This 4 day training will allow teachers to explore the importance of building relationships, creating supportive routines and environments, and intentionally teaching social strategies.
"Sad Is Not Bad" Supporting Young Children Experiencing Grief and Loss	Participants will have a better understanding of how young children process grief and loss, and will know strategies for supporting children in these situations.
Supporting Sensory Integration in Early Childhood Classrooms	We know that young children learn by exploring the world around them with their senses so we are careful to plan activities that encourage this exploration with touch, sight, hearing, taste and smell. For some children, this processing of sensory information may be "out of balance." These children have difficulty organizing, prioritizing and adapting to the wide variety of sensory input they receive, and these challenges can interfere with the ability to learn from and interact with their environment, peers and adults. This session will provide an overview of the three basic types of sensory processing disorder: sensory seekers, sensory avoiders, and sensory under-responders and will explore ways to create a "sensory aware" learning environment that is responsive to a wide range of needs and abilities.
Understanding and Supporting the Child with AD/HD	More and more young children are being diagnosed with Attention Deficit Hyperactivity Disorder, but a lack of information and understanding can make it difficult for early childhood teachers to successfully include children with this disorder. This session will explore what ADHD IS, and what it is NOT, and help teachers look at the world through the eyes of a child with ADHD. We will learn about specific strategies and approaches we can use to support these children, and take time to share and "problem-solve" some of our own real-world challenges.
What's Appropriate? Matching expectations for children's behavior with appropriate practice	Participants will explore what appropriate expectations are for children birth through age 5 in the areas of curiosity, connection, impulse control, independence, communication, self-awareness and understanding of others. We will discuss ways that teachers can create environments and use strategies that support children's development in light of these age-appropriate expectations.

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	Because early childhood educators spend so much time with the infants and toddlers they care for, they are in a unique position to "catch" signs that a child's development may not be proceeding typically. This workshop will review typical developmental milestones, and explore some of the developmental "red flags" that teachers may notice as they care for children. We will discuss the teacher's role in working with the family to address concerns, and provide resources for teachers to access when they need additional support.
What's Wrong? Developmental Milestones and "Red Flags" for Infants and Toddlers	
What's Wrong? Identifying & Supporting Pre-school Children with Possible Developmental Delays	In this session participants will review developmental milestones for children two to five years of age, and discuss potential "red flags" that may indicate a developmental delay. We will emphasize the importance of objective observations, and discuss strategies for communicating with families and meeting the child's needs in the classroom.
Why Bite?	This training is designed for teachers, parents and administrators in early childhood programs to explore the issues around biting in the classroom. The training will focus on the developmental explanations of biting in children from infancy to preschool. Developmental theory will be used to look at the developmental cues that could lead children to bite. The form and function of behaviors will be explored to look at the reasons children bite. Teachers and parents will learn how to create a supportive environment to reduce biting and to support children that are bit. Practical strategies to prevent and manage biting behaviors will be shared for both classroom and home setting

Core Competency II – Learning Environment and Curriculum	
TITLE	DESCRIPTION
ABC's of Literacy	Teachers will learn ways to include literacy in all areas. Do you know how many books a family should have in the home to make a child successful? Teachers will explore how brain development is related to literacy.
Advanced Promoting Social Emotional Competency	Teachers will explore ways to reflect on "basics" of the Pyramid Model, focus on building a school family, assuring social emotional development is embedded into the entire curriculum, individualizing plans based on children's specific needs and exploring ways to share the information and strategies with the families.
Beyond A,B,C and 1-2-3, Science and STEM in Early Childhood	Math and Science are often areas that are overlooked in the Early Childhood Classroom. In this Session we will explore practical and fun activities to build children's math and science skills.
Beyond Thumbkin: Using Songs and Fingerplays to Promote Literacy for Toddlers and Twos	We know that singing with our little ones is FUN, but did you know that it also fosters their development? This session will explore the reasons why we sing and rhyme with toddlers and twos, discusses how and when to use music, and gives participants a chance to share and learn some new songs to take back to their children the very next day!
Building a Classroom Community	Children spend many hours in a classroom and it's important that they feel like they are a valuable member of that community. Ways to arrange your classroom as well as teaching strategies will be discussed to help create a feeling of a community within the classroom where respect, cooperation, ways to reduce frustration and social skills are emphasized.
"But It's Christmas!" Holidays and Developmentally Appropriate Practice	Celebrating holidays is a "staple" of many preschool classrooms-- but how does "doing holidays" mesh with a commitment to developmentally appropriate practice? In this session we will discuss some of the thinking behind using holidays as a foundation for curriculum, and explore ways to make celebrations appropriate for all of the children in our care.
"But They Just Won't Listen!" Supporting Children with ADHD and Autism Spectrum Disorder	This session will replace some of the "mystery" of Attention Deficit Hyperactivity Disorder (ADHD) and Autism Spectrum Disorders with a basic understanding of what they are- and are not. We'll discuss common challenges and learn some practical ideas for supporting children in an inclusive setting.

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Calming the Chaos: *Tips that Will Help You Stay Calm*	It is often hard to keep calm and controlled among all the typical activity (a.k.a. chaos) within an early childhood environment. Learn different ways to help reframe your thoughts to be more helpful when dealing with difficult situations, ways to get support from the other adults around you, tips for helping set up stress reducing activities within your classroom, and ways to take care of yourself as you are caring for others.
Children are Naturally Scientists	In this class teachers will gain understanding of the importance of science for young children, They will also gain the understanding of what science is for young children. Teachers will also complete a science activity in this class.
Children's Portfolios – The Next Step	This training will help identify obstacles in collecting data and will also explore ways to utilize portfolios to establish individualized goals for children, lesson plan based on these goals and ways to document children's learning. This training will help identify obstacles in collecting data and will also explore ways to utilize portfolios to establish individualized goals for children, lesson plan based on these goals and ways to document children's learning.
Classroom Make Over: Environment for all Children	Have you ever looked at the outside and inside environments that children are in? How do you arrange them? We will be looking at how environments influence children's behavior. Children need to see themselves in the environment and make sure that all senses are a part of the areas.
Classroom Management	How you manage your classroom will directly affect the children's growth over-all. Smooth running classrooms are those that deliberately focus on 3 key areas: positive relationships, appropriate environment, and intentional planning.
Connection and Attunement in Infant/Toddlers	Connecting with infant/toddlers is a critical piece to children's success. Teachers will discuss attuning, attachment and social play with the children to develop social and emotional skills.
Construct WHAT? Exploring Constructivism in the Early Childhood Setting	We know from research and best practice that "the way we always did it," is not necessarily the BEST way to foster the learning and development of young children. Adopting a "constructivist" approach to early childhood teaching and learning is a goal for many early childhood programs and teachers-- but moving from theory into practice is not always easy. In this session we will explore our own beliefs about how children learn, and what our role as teachers is in that learning. We will discuss three of the primary views about how children learn, and discuss why a constructivist approach can best meet the needs of a diverse group of learners. We will discuss what constructivism "looks like" in a real classroom, and talk about the real-life challenges that can arise when we work to implement this approach. Participants will leave with a better understanding of what constructivism is...and is not...and with some concrete ideas on how to overcome common challenges in implementing this child-centered, hands-on approach to learning.
Creativity in the Classroom	Different ways to promote creativity in the children at your program will be the main focus of this training. Ways to promote creative thinking through your environment and your curriculum will be discussed. Participants will be encouraged to "think outside the box".
Curriculum Planning in a Constructivist Classroom	Participants will learn the process of assessment and determine who using this protocol will help them assess children's current skills, determine what next goals will be for children, and use these goals to determine classroom plans that will reflect their goals. Teachers will understand how to intentionally place materials and plan small and large group activities to meet children goals and understand how to monitor specific materials and activities to assess progress towards goals. As well, they will determine what types of materials can assist in meeting goals in multiple domains and how to facilitate activities to ensure children are being challenged appropriately and scaffolding their learning.

D.A.P. in the Early Childhood	Understanding developmentally appropriate practice is the key to quality programming. This training will cover the what and the how to implementing a D.A.P. curriculum for both Infant/Toddlers and Preschool-age children.
Developing Language and Reasoning Skills	To truly get the most out of play, it relies on teachers asking good questions and assessing the reasoning behind children's thoughts and ideas. The training will include many strategies teachers can use to enhance children's learning and processing skills that come from everyday play experiences. Teachers will have a chance to explore everyday items and role play asking questions to "challenge" the children's thoughts. These skills will also be discussed in terms of how it relates to the Early Childhood Environmental Rating Scale (ECERS) criteria in the Language and Reasoning section.
Environmental Rating Scales Overview	This training looks at the different ERS assessments and their uses.
Environment the 3rd Teacher	In the class teacher will reflect on their current classroom environment, and how it's arrangement has affect on the children in their care. We will also discuss the 3 Key Aspects for an Early Childhood Environment that best supports children growth, development and Social/ Emotional skills.
Exploring Einstein: *An Adventure in Brain Development*	Brain development begins before birth and expands into adulthood. As early childhood practitioners we work with children when the rate of brain development is at its peak. This workshop will explore brain development and give practical strategies for caregivers to use to support a child to reach their fullest potential.
If You're Happy and You Know It: Transitions	: Participants will come away with knowledge of how creating classroom routines into rituals helps support young children's social and emotional development. This knowledge will then be applied to transitions as the training moves through defining the 8 specific types of classroom transitions, including ideas and group discussion for each type. The trainer will model several developmentally appropriate transition techniques throughout the training. Participants will develop a classroom action plan around their hardest transition of the day. Outcomes/ Benefits: Participants will develop a classroom action plan around their hardest classroom transition. Knowledge of the importance of classroom routine, ritual, and the 8 types of classroom transitions will be used to create this.
Implementing Anti-Bias Education	This training supports the book, Anti-Bias Education for Young Children and Ourselves (Louise Derman-Sparks & Julie Olsen Edwards). Ways to implement Anti-Bias Education into a classroom setting is the main focus. Through reflection, discussion, and small group activities the participants of this training will understand and be able to begin implementation of Anti-Bias Education.
Implementing DAP Activities using Recyclables	In this class teachers will learn and create DAP activities for their classrooms using all recycled materials. It can be from any area of focus(Math, Science, Literacy, Fine motor& Gross Motor) They will also need to connect each activity to the Missouri Standards.
Individualizing Planning for Children and Staff	This training will look at working with challenging children, how to create individualized plans and how to support staff as they work with these children. It will also look at the leadership role in terms of supporting staff and developing individualized plans for the staff's continued growth and development as well.
Individual Planning for Children with Challenging Behaviors	Children that present challenging behaviors is the biggest frustration teachers report. There are many strategies that can be done to address challenging behaviors that help children communicate their needs better and able to manage their behaviors more appropriately. However, it's important to really determine what the child is trying to communicate through their behaviors and determine what skills that child actually needs. Once that is determined, an individualized plan can be made to purposely teach these skills. This will be discussed along with working through a possible plan

Infant/Toddler Environment Rating Scale (ITERS-R) Overview	What is the ITERS-R? This training focuses on the ins and outs of the Infant/Toddler Environmental Rating Scale (ITERS-R). Each of the specific subscales will be discussed. We will also review the scoring system for the ITERS-R and provide ways to support each of the subscale areas.
Infant and Toddler Social and Emotional Development	Caring for Infant and Toddlers is not just bottles and diapers, there are specific skills needed and strategies used to ensure infants and toddlers are reaching their full potential. This class will address those skills and give participants specific strategies to enable them to be responsive caregivers to our youngest children.
Just Calm Down!	Everyone experiences being angry and frustrated, it is how we deal with anger that matters. However, young children have rarely been taught what to do, how to appropriately exhibit their anger and how to control their impulses. This session will cover different ways people exhibit anger, classroom strategies to actively teach these skills and ways you can create a supportive classroom environment.
Language & Literacy Birth-5	In this training teacher will gain and understanding of Early Literacy. We will discuss the developmental milestones for young children, understand , planning and supporting early language & literacy development.
Learning MY Way	There are many different ways people approach learning and making sense of the world. This workshop will discuss different ways people take in new information and the "multiple intelligences" that people have. Your personal learning style will be evaluated as well as learning ways to introduce information in your classroom to reach all the different approaches to learning so each child will learn in a way that is most effective for him or her.
Make it Count: Math with Preschool Children	Preschool children are naturally interested in making sense of the world around them. It is the teacher's role to help expand their knowledge and understanding by enhancing the experiences in the classroom. Take the struggle out of creating and planning developmentally appropriate math experiences that challenge the children to progress further. Ways to create math experiences will be addressed using the Missouri Early Childhood Math Standards guidelines while also looking at the stages of math development. Activities and materials will be discussed and will help find ways to intentionally teach specific skills at different stages.
Make Magic Happen in the Classroom Embedded Learning Opportunities (ELO): to support individual children in a group setting	Have you ever looked for a way to target or specialize instruction? We will be looking at simple and effective ways to promote child engagement and learning in everyday activities, routines and transitions.
Making Math Real	In this class teachers will learn and gain understanding concepts of Math for Early Learners. (6 months- 5years old)
Music Is Math	Through this training participants will learn basic musical rhythms and how to use them with children to enhance their math skills. We will learn to use body percussion, rhythm instruments, boom whackers and movement.
Oh Boy! What Do I Do with All These Boys?	If men are from Mars, this training will help you learn to understand Martians a bit more. There are truly differences in the brain functioning, how boys interpret messages and learn in different ways. This training will explore those differences as well as talk about discipline techniques that are more effective with boys and strategies that can be used in a classroom setting to help make things less frustrating for the teachers by responding to what boys need.
Off The Chain	Teachers will learn different techniques to help calm children down when they are becoming aggressive or destructive, different levels of defiance and ways to approach these, setting clear expectations and making appropriate plans for working with them.

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Overview Calming the Chaos	It is often hard to keep calm and controlled among all the typical activity (a.k.a. chaos) within an early childhood environment. Learn different ways to help reframe your thoughts to be more helpful when dealing with difficult situations, ways to get support from the other adults around you, tips for helping set up stress reducing activities within your classroom, and ways to take care of yourself as you are caring for others.
Physical Development- Fine and Gross Motor (Birth-5)	In this class teachers will gain an understanding of physical development using the Developmental Milestones
Pyramid Model Overview	With the "pressure" early childhood providers feel to get children prepared for kindergarten, social emotional development is often pushed aside for academic skills. However, children need to be actively taught social skills that will prove more useful in kindergarten and into life. This training will focus on the different components of social emotional development as it relates to the Pyramid Model.
Positive Discipline	This training will review the specific licensing regulations regarding discipline in child care settings. Positive methods of behavior management will be discussed, including re-framing and re-direction. How to support both the adult and the child by being aware of the different brain states will also be included. Participants will discuss specific scenarios that can help them with understanding and managing challenging behavior.
The Great Math Movement	Let's add speed and movement to math operations. You will learn simple games that teach/reinforce math facts in an active, challenging way. You will be able to adapt them to the needs of your program.
Quality Activities in the Pre-K Setting	To truly get the most out of play, it relies on teachers having quality materials and activities available to the children. This training will be discussed in terms of how quality and classroom activities relate to the Early Childhood Environmental Rating Scale (ECERS). Teachers will learn what types of materials should be available to children and look at their environment as "another teacher" in the room. Common challenges will also be discussed.
Science: Full of Surprises	For children, science is about experiencing, observing and making sense of the world around them. The Early Childhood Science Standards for the state of Missouri will be reviewed. Find different ways to include science and meet the standards in a planned, playful manner with children and see how fun and surprising science can be!
Science + Math = Fun Activities for Children	We will look at ways to incorporate both science and math into your program. The main branches of science will be explored as well as mathematical concepts.
STEM in the Garden	Many students will have never experienced growing their own food, so following a plant's life cycle from seed to table could be a novel and life altering experience. The opportunities to learn and apply STEM (Science, Technology, Engineering and Math) concepts in school gardens abound. From charting plant growth & development, graphing rainfall, to conducting soil percolation tests to designing greenhouses & bird feeders are just a few. Participants will complete a soil perforation test, learn and gather different items for composting and make a lasagna garden, make seed balls, design a gardening log and journal, learn the benefits of native planting and water conservation as well as other STEM gardening resources.
Thinking Outside of the BLOCKS	This training will focus on the importance of block play in young children and ways to enhance the block play area in your program. Specific ideas of things to add in block area(s) will be discussed.
When Words Don't Work	Children are often told to use their words, but what happens when they either do not know the appropriate words to use or when their peers do not listen to their words? This training will discuss ways to increase children's vocabulary related to their emotions and ways to teach children specific steps to problem-solving effectively. Classroom strategies and teaching techniques will also be discussed.

Core Competency III – Observation and Assessment	
TITLE	**DESCRIPTION**
Building Children's Portfolios	An essential part of charting children's progress is through a portfolio. This provides an on-going evaluation of children's progress and guides instruction within the classroom. However, it is not always as easy as it sounds gathering items to add to the portfolio. Learn how to determine the purpose of portfolios, what needs to be added to it, how to organize it, tips on how to gather data, and what to do with the data once it's collected.
Children's Portfolios – The Next Step	Teachers often know the basics of creating Children's Portfolios but struggle to use it in meaningful ways within their lesson planning and establishing their classroom environment. This training will help identify obstacles in collecting data and will also explore ways to utilize portfolios to establish individualized goals for children, lesson plan based on these goals and ways to document children's learning.
Curriculum Planning in a Constructivist Classroom	Participants will learn the process of assessment and determine who using this protocol will help them assess children's current skills, determine what next goals will be for children, and use these goals to determine classroom plans that will reflect their goals. Teachers will understand how to intentionally place materials and plan small and large group activities to meet children goals and understand how to monitor specific materials and activities to assess progress towards goals. As well, they will determine what types of materials can assist in meeting goals in multiple domains and how to facilitate activities to ensure children are being challenged appropriately and scaffolding their learning.
Early Childhood Environment Rating Scale (ECERS-R) Overview	This training focuses on the ins and outs of the Early Childhood Environmental Rating Scale (ECERS-R). Each of the specific subscales will be discussed. We will also review the scoring system for the ECERS-R and provide ways to support each of the subscale areas.
Family Child Care Environment Rating Scale (FCCERS-R) Overview	This training covers the ins and the outs of the Family Child Care Environment Rating Scale. Each subscale will be reviewed as well as an overview of the scoring system.
Focused Observations	In this training teachers will learn the techniques of effective Early Childhood Observation. Points that will be covered are planning for curriculum, learning children's developmental capabilities and personalities through observing and assessing children.
Focused Portfolios	This training is over the Focused Portfolio. The teachers will learn the difference between objective and subjective note taking. Teachers will learn how to use the Developmental Milestones and MO Early Learning standards and how they connect with the Focused Portfolio. Teachers will also learn Lesson Planning, Reflections after observation and completing a Teacher/Family conference form.
Individualizing Planning for Children and Staff	This training will look at working with challenging children, how to create individualized plans and how to support staff as they work with these children. It will also look at the leadership role in terms of supporting staff and developing individualized plans for the staff's continued growth and development as well.
Intentional Infant/Toddler Teaching	In this training teachers will develop an understanding of how healthy relationships, positive experiences and having a consistent secure environment helps young infants and toddlers develop positive attachments. They will also learn techniques on how to become a intentional and emotionally responsive teachers that will support young children throughout the birth through late two year old developmental stage.
Infant/Toddler Environment Rating Scale (ITERS-R) Overview	What is the ITERS-R? This training focuses on the ins and outs of the Infant/Toddler Environmental Rating Scale (ITERS-R). Each of the specific subscales will be discussed. We will also review the scoring system for the ITERS-R and provide ways to support each of the subscale areas.

Make Magic Happen in the Classroom Embedded Learning Opportunities (ELO): to support individual children in a group setting	Have you ever looked for a way to target or specialize instruction? We will be looking at simple and effective ways to promote child engagement and learning in everyday activities, routines and transitions.
Using the Ages and Stages Questionnaire Social Emotional (ASQ-SE) Screening	Participants will learn an overview of the ASQ-SE screening tools and the purpose for using screenings for children. There will be time to learn how to score the tool and to practice using the tool to become familiar in its use. There will also be a discussion about interpreting the results and then utilizing the results for planning specific teaching goals for children.

Core Competency IV – Families and Communities	
TITLE	**DESCRIPTION**
Building Relationships from Leadership Perspective	This training will focus on working with children, teachers, and families in terms of being a director, center director or program director and the additional challenges that brings.
Building Relationships from a Leadership Perspective	Often the leadership in early childhood programs are previous teachers who did a wonderful job with children. However, that does not mean that you always know how to build relationships and re-establish relationships within a supervisory or leadership role. This training will focus on working with children, teachers, and families in terms of being a director, center director or program director and the additional challenges that brings. Temperament traits, generational traits and coaching/mentoring skills will be addressed as it relates to encouraging change within staff, stages of team development and communication skills. There will also be "hidden rules" of different socio-economic levels discussed to help understand different values and approaches that may need to be used depending on your families and communities.
Calming the Chaos: Tips that Will Help You Stay Calm	It is often hard to keep calm and controlled among all the typical activity (a.k.a. chaos) within an early childhood environment. Learn different ways to help reframe your thoughts to be more helpful when dealing with difficult situations, ways to get support from the other adults around you, tips for helping set up stress reducing activities within your classroom, and ways to take care of yourself as you are caring for others.
Center-Wide Quality Environments	Often the classroom areas are the focus of having quality environments within preschool programs. However, the office space, hallways, staff lounges and general shared spaces are neglected in this planning. Discuss ways to identify inexpensive ways to enhance these areas along with ways to increase family involvement through small measures. Some discussion will include the "social" environment and look at some dimensions that play into comfortable and productive work environments as well as ways to be reflective of the culture of the community in which you work and that of your employees. We will also discuss "amenities" that may be offered by your programs to enhance the work you are already doing with the children.
Environments- What Does It Look Like? What Does It Feel Like?	Often the classroom areas are the focus of having quality environments within preschool programs. We will discuss inexpensive ways to enhance the classroom environment along with ways to increase family involvement through small measures. Discussion will include the "social" environment and look at some dimensions that play into comfortable and productive classroom environments as well as ways to be reflective of the culture of the community in which you work and that of your children and families. We will also discuss climate, space, time and materials that may be offered by your programs to enhance the work you are already doing with the children and families.

	Caring for young children involves more than just the child-- all children come to us as part of a family. While these families may look very different from child to child, the common factor is that all families care deeply about their children. To best serve the child, we must build strong relationships with the family. This session will explore some of the challenges of connecting and working with families, and will present concrete strategies for managing the emotional side of family relationships, being proactive in encouraging family involvement, and practicing good communication skills. We will practice using case studies highlighting "real-life" challenges and concerns.
Families: Building Connections	
Family Engagement vs. Family Involvement: There is a Difference	Many seek to increase family involvement but family engagement promotes more of an investment and looks very different. Family involvement usually means you have decided what projects you need help with and then tell families how they can contribute. Family engagement means you listen to what families need or think and allow them to partner with you in accomplishing the goal. This training will discuss how we can gain more family engagement in our programs.
Inclusion 202: Moving Ahead Including Children with Special Needs	This session explores ways to build productive relationships with families of children with special needs and the other professionals who work with them. We will explore the valuable role early care providers play as a member of this team, and learn some strategies for including children with different disabilities.
Love Your Families	Have you ever felt confident and competent in your classroom, but not with the families? This training will look at ways to build relationships with the families so that you know how to support them in the Early Childhood environment.
The Impact of Poverty	This training will address these different hidden rules, behavioral responses to situations, support systems that must be put into place and ways to support the children and families to be successful in a school setting on into the work force.
Parent-Teacher Conference Techniques	Have you ever scheduled a parent teacher conference and then wondered what you were going to do when it happened? This training will go over some ways to connect to the families and provide information that will help them and their children.
Talking with Families about Tough Topics	Building relationships with families is sometimes tricky, but necessary. This training will touch on the "hot buttons" for both families and teachers. Ways to effectively build relationships and have tough conversations with families will be the main focus.
The Strengthening Families Approach : Ways to Prevent Child Abuse and Neglect	The 5 Protective Factors to reduce child abuse and neglect will be discussed in detail, as well as ways to implement the Strengthening Families Approach into your early childhood program.
Understanding the Impact of Poverty	This training will address these different hidden rules, types of "voices" used when interacting with others, behavioral responses to situations, support systems that must be put into place and ways to support the children and families to be successful in a school setting on into the work force.
When are WE Going to Grow Up? Navigating Adult Relationships	Participants in the training will gain basic skills for social and emotional development of all ages, discover ways in which to move through conflict in a positive way and gain practical skills to enhance all adult relationships.

Core Competency V – Health and Safety	
TITLE	**DESCRIPTION**
Nutrition and Wellness Tips for Young Children	Participants will learn to prepare meals from scratch, incorporate physical activity into their program, and encourage children to try new foods, especially fruits and vegetables.
Child Care Nutrition Fundamentals	The participants will be able to understand proper food handling, food safety, cross contamination, and the danger zones of food safety. Participants will also learn how to cost effective shop.

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Disaster and Emergency Preparedness in Child Care	To understand the importance of Emergency Preparedness. To learn about some of the types of emergencies for which you need to be prepared. To create a plan for the child care that participants work at. To be familiar with resources and tools in case of an emergency.
Effective Supervision of Children	The importance of effective supervision and supervision standards will be the main focus of this training. All areas key to effective supervision will be discussed, including the physical environment, schedules & routines and adult responsibilities.
Germs: An Environmental Approach	This training is geared towards the teachers and care givers. It will give a brief history about germs when we started understand them, how to prevent the spread of germs. There will also be a germs glow light presentation which will show the teachers how easily germs can spread from person to person.
Happy Mealtimes for Healthy Children	This training will include topics of selecting whole grains, fruits and vegetables. Mealtimes procedures and healthy transitions. Also focusing on infant development and feeding.
Individual Planning for Children with Challenging Behaviors	Children that present challenging behaviors is the biggest frustration teachers report. There are many strategies that can be done to address challenging behaviors that help children communicate their needs better and able to manage their behaviors more appropriately. However, it's important to really determine what the child is trying to communicate through their behaviors and determine what skills that child actually needs. Once that is determined, an individualized plan can be made to purposely teach these skills. This will be discussed along with working through a possible plan
Keeping Kids Safe: Mandated Reporting	This training will cover the process of Child Abuse investigations and hotline calls, what the potential outcomes are, general statistics in the state of Missouri, and warning signs of abuse. The session will discuss typical sexual development, what you can do to teach children about protecting themselves from abuse and implications of mandated reporting.
Mandating Reporting and Issues Surrounding Child Abuse and Neglect	This training will be an overview of the process of Child Abuse investigations and hotline calls, what the potential outcomes are, general statistics in the state of Missouri, and warning signs of abuse. The session will discuss typical sexual development, what you can do to teach children about protecting themselves from abuse and implications of mandated reporting.
The Impact of Poverty	This training will address these different hidden rules, behavioral responses to situations, support systems that must be put into place and ways to support the children and families to be successful in a school setting on into the work force.
Physical Development- Fine and Gross Motor (Birth-5)	In this class teachers will gain an understanding of physical development using the Developmental Milestones
Safe Sleep in Child Care	Safety should always be the #1 priority when working with children, and being knowledgeable in safe sleep is a requirement. Tips for safe sleep based on the American Academy of Pediatrics will be the main focus of this training.
Supervision of Children	The importance of effective supervision and supervision standards will be the main focus of this training. All areas key to effective supervision will be discussed, including the physical environment, schedules & routines and adult responsibilities
Understanding the Impact of Poverty	*This training will address these different hidden rules, types of "voices" used when interacting with others, behavioral responses to situations, support systems that must be put into place and ways to support the children and families to be successful in a school setting on into the work force.*

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	Urban Line Dancing (or any other dance form) is a heart healthy alternative to traditional exercise and improves brain function on a variety of levels. Studies show how dancing helps to achieve peak performance by blending cerebral and cognitive thought processes with muscle memory and 'proprioception' held in the cerebellum. By dancing at least once a week anyone can maximize his or her brain function. Of all the physical activities, dancing involved the most mental effort. For children, dance class is a great alternative to team sports. Dancing can be beneficial for people of all ages. While many may start out with the intention of dancing for a few weeks, many more find themselves becoming addicted to line dancing because they love the music, the confidence that grows from mastering a dance, the friendships that start to form and more. Participants will realize all these benefits as they learn basic line dance steps and beginning, intermediate and advanced line dances.
Urban Line Dancing	

Core Competency VI – Interactions with Children and Youth	
TITLE	**DESCRIPTION**
Appropriate Teacher-Child Interactions	Positive, nurturing relationships with children form the foundation of all learning and development in the early childhood years. Understanding how appropriate interactions can build these relationships is the focus of this session. Participants will explore what it means to be "connected" in the classroom, and learn about verbal and non-verbal dimensions of communication and interaction. We'll discuss the seven components of appropriate interactions, and practice our new knowledge by working through several "real-life" scenarios.
Building a Classroom Community	Children spend many hours in a classroom and it's important that they feel like they are a valuable member of that community. Ways to arrange your classroom as well as teaching strategies will be discussed to help create a feeling of a community within the classroom where respect, cooperation, ways to reduce frustration and social skills are emphasized.
Building Relationships from a Leadership Perspective	Often the leadership in early childhood programs are previous teachers who did a wonderful job with children. However, that does not mean that you always know how to build relationships and re-establish relationships within a supervisory or leadership role. This training will focus on working with children, teachers, and families in terms of being a director, center director or program director and the additional challenges that brings. Temperament traits, generational traits and coaching/mentoring skills will be addressed as it relates to encouraging change within staff, stages of team development and communication skills. There will also be "hidden rules" of different socio-economic levels discussed to help understand different values and approaches that may need to be used depending on your families and communities.
"But They Just Won't Listen!" Supporting Children with ADHD and Autism Spectrum Disorder	This session will replace some of the "mystery" of Attention Deficit Hyperactivity Disorder (ADHD) and Autism Spectrum Disorders with a basic understanding of what they are- and are not. We'll discuss common challenges and learn some practical ideas for supporting children in an inclusive setting.
Calming the Chaos: Tips that Will Help You Stay Calm	It is often hard to keep calm and controlled among all the typical activity (a.k.a. chaos) within an early childhood environment. Learn different ways to help reframe your thoughts to be more helpful when dealing with difficult situations, ways to get support from the other adults around you, tips for helping set up stress reducing activities within your classroom, and ways to take care of yourself as you are caring for others.
Children with Autism Spectrum Disorder	With more and more young children diagnosed with Autism Spectrum Disorder (ASD), early childhood teachers need to understand what this disorder is—and is not. This one-hour session will give an overview of the primary characteristics and challenges facing children "on the spectrum, and dispel some common "myths" about individuals with autism.

Connection and Attunement in Infant/Toddlers	Connecting with infant/toddlers is a critical piece to children's success. Teachers will discuss attuning, attachment and social play with the children to develop social and emotional skills.
Creating a Climate for Learning	As an afterschool teacher, you have your own classroom management style. What is it? How well does it work? Can you improve? In this training, participants will examine their own teaching and management styles, different learning styles and explore classroom management strategies to address common disruptive behaviors
D. A. P. in Early Childhood	This training will cover the what and the how to implementing a D.A.P. curriculum for both Infant/Toddlers and Preschool-age children.
Don't Throw a Tantrum over Temperament!	Why do you do what you do? Is it because of your temperament? Temperament says a lot about your reactions and action to the children we care for.
Girl Power: Queen Bee's and Wanna Bee's	The participants will look at how girls work with teachers and other children. Looking at ways to guide young girls to know what the history of women is and how it influences opportunities today. Participants will look at how to build skills with girls.
Individual Planning for Children with Challenging Behaviors	Children that present challenging behaviors is the biggest frustration teachers report. There are many strategies that can be done to address challenging behaviors that help children communicate their needs better and able to manage their behaviors more appropriately. However, it's important to really determine what the child is trying to communicate through their behaviors and determine what skills that child actually needs. Once that is determined, an individualized plan can be made to purposely teach these skills. This will be discussed along with working through a possible plan
Infant Toddler: Social-Emotional Development. Social Emotional Development within the Context of Relationships	*Caring for Infant and Toddlers is not just bottles and diapers, there are specific skills needed and strategies used to ensure infants and toddlers are reaching their full potential. This class will address those skills and give participants specific strategies to enable them to be responsive caregivers to our youngest children.*
Intentional Teaching for Infant and Toddler Teachers	Teachers will understand that caring for infants and toddlers is not just bottle feeding and dry diapers. There are specific skills and strategies used to ensure infants and toddlers reach their full potential.
Just Calm Down!	Everyone experiences being angry and frustrated, it is how we deal with anger that matters. However, young children have rarely been taught what to do, how to appropriately exhibit their anger and how to control their impulses. This session will cover different ways people exhibit anger, classroom strategies to actively teach these skills and ways you can create a supportive classroom environment.
Making Connections – Building Relationships	Positive, nurturing relationships with children form the foundation of all learning and development in the early childhood years. Understanding how appropriate interactions can build these relationships is the focus of this session. Participants will explore what it means to be "connected" in the classroom, and learn about verbal and non-verbal dimensions of communication and interaction. We will examine and reflect on how our own emotional reactions to children can affect our ability to build connections. We'll discuss the seven components of appropriate interactions, and practice our new knowledge by working through several "real-life" scenarios.
No Drama Discipline	This session will explore the concepts presented in "No Drama Discipline: The Whole Brain Way To Calm the Chaos and Nurture Your Child's Developing Mind," by Daniel Siegel and Tina Bryson. The authors begin by reclaiming the word "discipline," moving away from what have become negative connotations involving punishment and rigidity, and back to the original meaning of the word-- "to teach." Combining cutting edge research into brain development with in-the-moment, "real world" strategies, participants will learn new ways to help children develop self-control and make better, pro-social choices.
Off The Chain	Teachers will learn different techniques to help calm children down when they are becoming aggressive or destructive, different levels of defiance and ways to approach these, setting clear expectations and making appropriate plans for working with them.

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Oh Boy! What Do I Do with All These Boys?	If men are from Mars, this training will help you learn to understand Martians a bit more. There are truly differences in the brain functioning, how boys interpret messages and learn in different ways. This training will explore those differences as well as talk about discipline techniques that are more effective with boys and strategies that can be used in a classroom setting to help make things less frustrating for the teachers by responding to what boys need.
The Impact of Poverty	This training will address these different hidden rules, behavioral responses to situations, support systems that must be put into place and ways to support the children and families to be successful in a school setting on into the work force.
Positive Discipline	This training will review the specific licensing regulations regarding discipline in child care settings. Positive methods of behavior management will be discussed, including re-framing and re-direction. How to support both the adult and the child by being aware of the different brain states will also be included. Participants will discuss specific scenarios that can help them with understanding and managing challenging behavior.
Re-Direction and Responsive Care-giving: What does it look like?	We often talk about "re-directing" children's behavior-- but do we really know what it means? This session will explore what re-direction IS, and what it ISN'T, and give teachers a chance to practice re-directing behavior in a responsive way.
Reframing: A New Way to Look at Social-Emotional Development and Challenging Behavior	This session will explore the importance of social and emotional development in the early childhood years, and the ways that teachers can facilitate and enhance this development. Participants will reflect on their own emotional history and reactions to challenging behavior, and learn strategies to "re-frame" these reactions so that we can approach children in a positive, supportive manner. Participants will learn strategies for teaching emotional skills, and discuss how determining the purpose of a behavior can help lead to positive solutions. Finally, we will talk about children who may need more individualized support to learn social and emotional competencies, and practical strategies teachers can use to provide this support.
"Sad Is Not Bad" Supporting Children in Through Grief and Loss	Few of us go into the field of early childhood expecting to deal with death-- our focus is on the front end of the life cycle after all. And yet children do experience grief and loss-- whether it is the death of a pet, a sibling, a friend, a parent or other family member. This workshop will explore how children perceive and understand death at different developmental stages. Teachers will learn appropriate ways to help individual children, families, groups, and themselves, walk through the process of grieving and loss. We will reflect on our own personal beliefs, and discuss ways to make sure our response to children is respectful of individual family and cultural differences.
STEM in the Garden	Many students will have never experienced growing their own food, so following a plant's life cycle from seed to table could be a novel and life altering experience. The opportunities to learn and apply STEM (Science, Technology, Engineering and Math) concepts in school gardens abound. From charting plant growth & development, graphing rainfall, to conducting soil percolation tests to designing greenhouses & bird feeders are just a few. Participants will complete a soil perforation test, learn and gather different items for composting and make a lasagna garden, make seed balls, design a gardening log and journal, learn the benefits of native planting and water conservation as well as other STEM gardening resources.
Transition Times	This training will focus on the varied transition times during the day. Transition Tips will be provided to aid in creating smooth transitions when working with groups of children.
Understanding & Planning for Social/Emotional Activities	In this training teachers will gain an understanding of what Social/ Emotional is from birth through five. Once they understand the different developmental stages, we will plan for the different ages accordingly to support the children's development
Understanding Temperament	This training looks at the 3 primary types of temperament and how to distinguish which temperament children fall under. Also, a look at your own temperament will be discussed as well as ways to support each type of temperament.
Understanding the Impact of Poverty	This training will address these different hidden rules, behavioral responses to situations, support systems that must be put into place and ways to support the children and families to be successful in a school setting on into the work force.
Urban Line Dancing	Urban Line Dancing (or any other dance form) is a heart healthy alternative to

	traditional exercise and improves brain function on a variety of levels. Studies show how dancing helps to achieve peak performance by blending cerebral and cognitive thought processes with muscle memory and 'proprioception' held in the cerebellum. By dancing at least once a week anyone can maximize his or her brain function. Of all the physical activities, dancing involved the most mental effort. For children, dance class is a great alternative to team sports. Dancing can be beneficial for people of all ages. While many may start out with the intention of dancing for a few weeks, many more find themselves becoming addicted to line dancing because they love the music, the confidence that grows from mastering a dance, the friendships that start to form and more. Participants will realize all these benefits as they learn basic line dance steps and beginning, intermediate and advanced line dances.
Use Your Brain— To Help Them Calm Down	Young children are still learning how to regulate their emotions, and how to communicate their needs, wants and feelings appropriately. This session explores how brain development affects children's behavior, and how teachers can use that knowledge to help children learn important social and emotional skills.
What Does Love Have To Do With It?	We will look at social emotional development in children and how to connect with them. Families are a big part of a child's life and we will look at how our relationships with them affect the child. Do you work with other agencies, professionals or does someone drop off your meals? How does your relationship with them affect the children in your care?
When Words Don't Work	Children are often told to use their words, but what happens when they either do not know the appropriate words to use or when their peers do not listen to their words? This training will discuss ways to increase children's vocabulary related to their emotions and ways to teach children specific steps to problem-solving effectively. Classroom strategies and teaching techniques will also be discussed.

Core Competency VII – Program Planning and Development	
TITLE	**DESCRIPTION**
Addressing Challenging Behaviors in Infants, Toddler and Twos	This session will discuss some of the typical challenging behaviors displayed by infants and toddlers, and explore strategies for addressing these behaviors pro-actively, and in the moment.
Building Relationships from a Leadership Perspective	Often the leadership in early childhood programs are previous teachers who did a wonderful job with children. However, that does not mean that you always know how to build relationships and re-establish relationships within a supervisory or leadership role. This training will focus on working with children, teachers, and families in terms of being a director, center director or program director and the additional challenges that brings. Temperament traits, generational traits and coaching/mentoring skills will be addressed as it relates to encouraging change within staff, stages of team development and communication skills. There will also be "hidden rules" of different socio-economic levels discussed to help understand different values and approaches that may need to be used depending on your families and communities.
Center-Wide Quality Environments	Often the classroom areas are the focus of having quality environments within preschool programs. However, the office space, hallways, staff lounges and general shared spaces are neglected in this planning. Discuss ways to identify inexpensive ways to enhance these areas along with ways to increase family involvement through small measures. Some discussion will include the "social" environment and look at some dimensions that play into comfortable and productive work environments as well as ways to be reflective of the culture of the community in which you work and that of your employees. We will also discuss "amenities" that may be offered by your programs to enhance the work you are already doing with the children.

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Environments- What Does It Look Like? What Does It Feel Like?	Often the classroom areas are the focus of having quality environments within preschool programs. We will discuss inexpensive ways to enhance the classroom environment along with ways to increase family involvement through small measures. Discussion will include the "social" environment and look at some dimensions that play into comfortable and productive classroom environments as well as ways to be reflective of the culture of the community in which you work and that of your children and families. We will also discuss climate, space, time and materials that may be offered by your programs to enhance the work you are already doing with the children and families.
Generation Gaps	What does it all mean? GI generation, Mature generation, Baby Boomer, Generation X Generation Y, Generation Z - each of these generation have specific characteristics that will affect their work ethic. How to work with and supervise people from different generations will be the main focus.
Implementing Anti-Bias Education	This training supports the book, Anti-Bias Education for Young Children and Ourselves (Louise Derman-Sparks & Julie Olsen Edwards). Ways to implement Anti-Bias Education into a classroom setting is the main focus. Through reflection, discussion, and small group activities the participants of this training will understand and be able to begin implementation of Anti-Bias Education.
Inclusion 101: Getting Started Including Children with Special Needs	What is Inclusion anyway? What are early childhood educators required to do in inclusive classrooms? How do we get started providing an inclusive environment? Bring your curiosity and your interest in meeting the needs of all children to this session where we will work together to answer these questions-- and more!
Individualizing Planning for Children and Staff	This training will look at working with challenging children, how to create individualized plans and how to support staff as they work with these children. It will also look at the leadership role in terms of supporting staff and developing individualized plans for the staff's continued growth and development as well.
Mentor Relationships	Discovering the purpose for building relationships during the mentoring process.
Show Me the Money	Many organizations have a need for funding to facilitate the day to day business of their agency. There is a need to learn strategies that will move them towards becoming a grant award recipient. Participants in this workshop will learn to research and identify potential grant sources. They will delve into the grant proposal "lingo" and requirements. They will also practice both writing and reviewing typical grant proposal components.
Why Bite?	This training is designed for teachers, parents and administrators in early childhood programs to explore the issues around biting in the classroom. The training will focus on the developmental explanations of biting in children from infancy to preschool. Developmental theory will be used to look at the developmental cues that could lead children to bite. The form and function of behaviors will be explored to look at the reasons children bite. Teachers and parents will learn how to create a supportive environment to reduce biting and to support children that are bit. Practical strategies to prevent and manage biting behaviors will be shared for both classroom and home setting

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Core Competency VIII – Professional Development & Leadership	
TITLE	**DESCRIPTION**
Adult Learning Theory	Adult Learning Theory was created to facilitate discussion between teachers on mentoring practices within their workplaces. Mentoring has long been recommended for new teachers entering the profession, and a proficient mentor is important for new teacher retention and quality. This training is designed as a round-table discussion of each of the six principles of Andragogy identified by Knowles; internal motivation, life experiences and knowledge, goals, relevancy, practical, respect. A brief biography of Malcolm Knowles will be delivered. Each of the six principles will be presented and briefly explained. Participants will be encouraged to share their understanding of the meaning of each principle, how the principle applies to teachers who are working in a mentoring role, and give specific examples of the principle in action. Role play, questioning and storytelling will be used to deepen participants understanding of the presented information.
Building Relationships from a Leadership Perspective	Often the leadership in early childhood programs are previous teachers who did a wonderful job with children. However, that does not mean that you always know how to build relationships and re-establish relationships within a supervisory or leadership role. This training will focus on working with children, teachers, and families in terms of being a director, center director or program director and the additional challenges that brings. Temperament traits, generational traits and coaching/mentoring skills will be addressed as it relates to encouraging change within staff, stages of team development and communication skills. There will also be "hidden rules" of different socio-economic levels discussed to help understand different values and approaches that may need to be used depending on your families and communities.
Center-Wide Quality Environments	Often the classroom areas are the focus of having quality environments within preschool programs. However, the office space, hallways, staff lounges and general shared spaces are neglected in this planning. Discuss ways to identify inexpensive ways to enhance these areas along with ways to increase family involvement through small measures. Some discussion will include the "social" environment and look at some dimensions that play into comfortable and productive work environments as well as ways to be reflective of the culture of the community in which you work and that of your employees. We will also discuss "amenities" that may be offered by your programs to enhance the work you are already doing with the children.
Coping with Change	This training will focus on how we cope with change. Participants will self-reflect how they handle change and Strategies to help with coping with change will be discussed.
Environments- What Does It Look Like? What Does It Feel Like?	Often the classroom areas are the focus of having quality environments within preschool programs. We will discuss inexpensive ways to enhance the classroom environment along with ways to increase family involvement through small measures. Discussion will include the "social" environment and look at some dimensions that play into comfortable and productive classroom environments as well as ways to be reflective of the culture of the community in which you work and that of your children and families. We will also discuss climate, space, time and materials that may be offered by your programs to enhance the work you are already doing with the children and families.
Generation Gaps	GI generation, Mature generation, Baby Boomer, Generation X Generation Y, Generation Z - each of these generation have specific characteristics that will effect their work ethic. How to work with and supervise people from different generations will be the main focus.
Implementing Anti-Bias Education	This training supports the book, Anti-Bias Education for Young Children and Ourselves (Louise Derman-Sparks & Julie Olsen Edwards). Ways to implement Anti-Bias Education into a classroom setting is the main focus. Through reflection, discussion, and small group activities the participants of this training will understand and be able to begin implementation of Anti-Bias Education.
Individualizing Planning for Children and Staff	This training will look at working with challenging children, how to create individualized plans and how to support staff as they work with these children. It will also look at the leadership role in terms of supporting staff and developing individualized plans for the staff's continued growth and development as well.

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It's Your Business	While children are in our care afterschool, what are our legal responsibilities? What does having a "licensed" center or site really mean? Can our actions jeopardize the program or people in the program? This workshop will focus on our legal responsibilities as youth workers and will include updated mandated reporter requirements for the state of Missouri.
Life Balance	How stress can affect you and ways to cope with stress when working on Life Balance will be the main focus. What exactly is Life Balance and ways to support you in achieving a well-balanced life will be discussed. We will define and examine the balance of mind, body and spirit through self-reflection. In this training it will be "all about YOU".
Introduction to Mentoring	An introduction to mentoring, where teachers will learn the values and the purpose of mentoring and be able to define some basic terms.
Organizational Culture in Child Care	This training will look at organizational culture in early childhood and youth development programs and how the culture of the program affects the over-all program. Participants will understand the 5 levels of organizational culture and understand key pieces to formulating the organizational culture that best fits the program.
Mentor Relationships	Discovering the purpose for building relationships during the mentoring process.
Overview of Promoting Social Emotional Competency	This training will look at the important statistics that emphasize the importance of social skills and talk about ways to help focus the vision for the program on these needs.
Professionalism in Child Care & School Age Settings	This training covers how to "walk the walk" when it comes to being a Professional in a School Age setting.
Professionalism: Walking the Walk	Most people know what it means to be a "professional", but this training focuses on how to implement professionalism as it relates specifically to the Early Childhood and/or Youth Development fields. Ways to implement professionalism while working with children, families, and colleagues will be discussed.
Promoting Social Emotional Competency	With the "pressure" early childhood providers feel to get children prepared for kindergarten, social emotional development is often pushed aside for academic skills. However, children need to be actively taught social skills that will prove more useful in kindergarten and into life. This training will look at the important statistics that emphasize the importance of social skills and talk about ways to help focus the vision for the program on these needs.
Staff Morale and Staff Retention	Your back door is open if…just as soon as you have staff trained or just as soon as children build attachments - they leave. So now what? Retaining staff is an important part of your program design and you must have a plan in mind to recruit, retain, and develop your staff. This training will discuss strategies that you can implement to help retain good staff morale.
Supervising Staff	Supervising staff involves a number of skills. This training focuses on ways to be an effective supervisor. Leadership styles and looking at a developmental approach to supervision will be the main focus. Specific tips for supervisors will be shared.
Pyramid Model Overview	With the "pressure" early childhood providers feel to get children prepared for kindergarten, social emotional development is often pushed aside for academic skills. However, children need to be actively taught social skills that will prove more useful in kindergarten and into life. This training will focus on the different components of social emotional development as it relates to the Pyramid Model.
Taking Care of Yourself – Managing Stress	We spend a lot of time helping children manage their emotions and stress. This training concentrates on taking care of the caregiver - how adults can manage their stress in order to be better working with children.

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Team Building in Early Childhood Programs	We've all heard that "team work makes the dream work." But how do we make our teams work? This session will explore just what a "team" is, and what characteristics make for an effective team. We will learn about three main avenues for improving our teams-- understanding and accepting differences in temperament and personality, improving communication and taking personal responsibility. We'll practice our new knowledge with a series of "real-life" scenarios that are common in early childhood settings.
The Power of Professionalism: Completing and Implementing Professional Development Plans	Participants will learn about the elements of a profession and what makes the field of afterschool a profession. Attendees will be guided through the process to complete a self-review using the Core Competencies. In addition to ranking the competency statements, participants will identify competencies to include in their Professional Development Plan and/or to seek additional training in those areas.
Time Management	"The main thing is to keep the main thing the main thing." (Stephen Covey) This quote is so true but without time management strategies it's very hard to do. This training will discuss the importance of organization, routine, being prepared, and the role taking care of yourself plays in truly managing the time you have. We'll explore stress and the impact of it on our everyday lives. Participants will leave with strategies they can use.
When are WE Going to Grow Up? *Navigating Adult Relationships*	We often focus on social and emotional development with young children, then as adults, we forget to use these skills in our own relationships. Participants in the training will gain basic skills for social and emotional development of all ages, discover ways in which to move through conflict in a positive way and gain practical skills to enhance all adult relationships.

Note: This list is subject to change, depending on customer requests. If you are interested in a training session not in this catalog, we may be able to assist you, as United 4 Children Consultants have a wide-range of expertise.

Don't hesitate to ask for a specific topic not on this list.

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