



2024

**INSTRUCTIONAL  
SUITE**



BRIGHTSIDE UP

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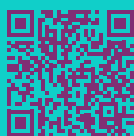
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YOU'LL ALWAYS KNOW WHAT'S  
UPCOMING FROM THE INSTRUCTIONAL SUITE**

# 2024 INSTRUCTIONAL SUITE

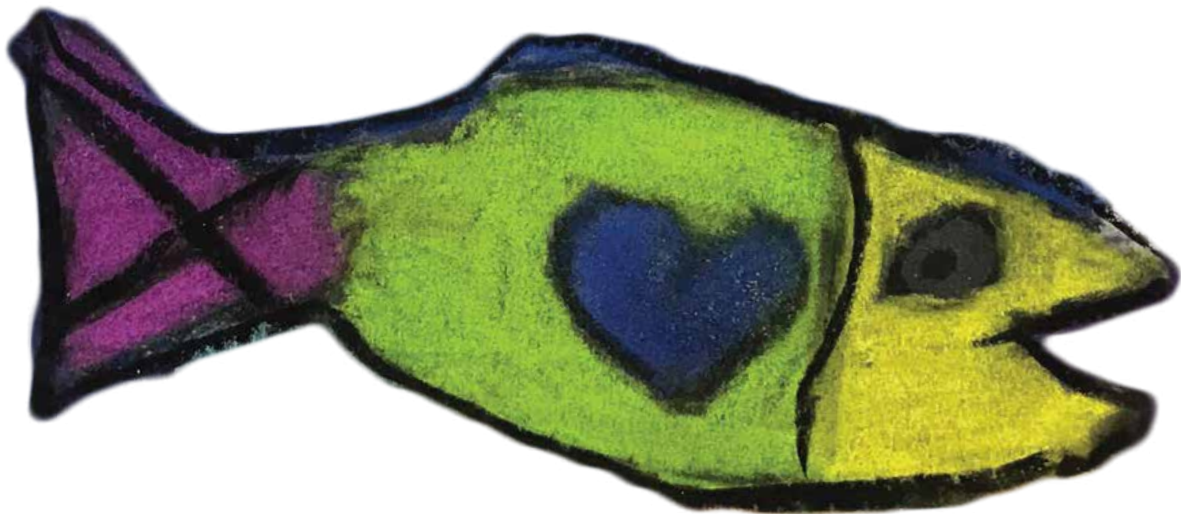
## A COLLECTION OF TRAINING FOR CHILD & PROFESSIONAL DEVELOPMENT

Welcome to the 2024 Instructional Suite, brimming with exciting educational opportunities tailored to empower you with the tools, knowledge, and inspiration needed to achieve your professional development goals.

Scheduled training sessions, accessible to all child care providers, are thoughtfully designed based on demand and interest. Conducted by our experienced training team, these sessions include hands-on, interactive activities to infuse your professional development journey with liveliness, engagement, and invaluable information. Stay informed by regularly checking our website for updates and subscribing to our mailing list for weekly alerts. Scan the QR codes throughout this catalog to access the most current schedule and register online."

For those with specific needs or scheduling constraints, consider the convenience of onsite training. Our trainers will come directly to you, tailoring content to your program's unique circumstances, goals, and requirements while aligning with your existing knowledge and skills. Benefit from customized solutions that are highly flexible and designed with your individual needs in mind.

Affordability and accessibility are at the forefront of our mission. We proudly accept various scholarships, including Educational Incentive Program (EIP) Scholarships, VOICE/ CSEA professional development scholarships, Quality Stars, and more. If you encounter challenges in securing financial aid, our office is here to assist you—just give us a call.



# FIND SCHEDULED TRAININGS *within* TOPIC CATEGORIES

SCAN THE QR CODE IN THE HEADING TO SEE THE TRAINING CALENDAR FOR THAT TOPIC

## CURRICULUM



### KEY FOR TRAINING AND TOPICS RECOMMENDED AUDIENCE

#### DEVELOPMENTALLY APPROPRIATE PRACTICE

**HOURS: 2; CEU: 0.2 | AUDIENCE: FAMILY, GROUP FAMILY, CENTER, LEGALLY EXEMPT**

When early childhood professionals embrace meeting children where they are, children become independent learners and reach developmental milestones. Developmentally Appropriate Practice (DAP) is an approach to teaching grounded in research on how young children develop and learn. We will examine the components of Developmentally Appropriate Practice and reflect on your current practice to enhance the learning environment, expectations, and children's learning experiences.

**OCFS: 1, 3**  
**CBK: 1, 4**  
**ELG: D1**  
**CDA: 1, 8**  
**QSNY: CPI 6**  
**ECERS-3: 18**

TRAINING HOURS,  
CEU'S AND AUDIENCE  
INFORMATION IS  
UNDER THE TITLE

THE TRAINING TOPIC KEY LETS YOU  
KNOW WHAT AREAS ARE COVERED  
SEE **PAGE 45** FOR MORE INFORMATION  
ON TRAINING TOPICS

# CURRICULUM



## DEVELOPMENTALLY APPROPRIATE PRACTICE

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**OCFS: 1, 3**  
**CBK: 1, 4**  
**ELG: D1, D2, D3, D4, D5**  
**CDA: 1, 8**  
**QSNY: CPI 6**

## THE VALUE OF PLAY

**HOURS: 2; CEU: 0.2 | AUDIENCE: FAMILY, GROUP FAMILY, CENTER, LEGALLY EXEMPT**

Play is one of the primary approaches to learning. Children use play to express their ideas, feelings, and creativity. Through play, a child can try on every role and experience they have encountered in life and explore the world through that lens. Join us to discuss what play is, how play supports children's learning and development, and how you can support children's play. In addition, we will create strategies using play to enhance children's development and identify the corresponding developmental domains.

**OCFS: 1, 3**  
**CBK: 1**  
**ELG: D1, D2, D3, D4, D5**  
**CDA: 3**  
**QSNY: CPI 6**

## ENHANCING DRAMATIC PLAY

**HOURS: 2; CEU: 0.2 | AUDIENCE: FAMILY, GROUP FAMILY, CENTER, LEGALLY EXEMPT**

Dramatic play helps children develop coordination, cooperation, problem solving, and thinking skills. A well-designed and well-equipped dramatic play area can promote this rich form of play. When children have access to materials such as cash registers, plastic food, and other pretend-play props, they use their imagination to create scenarios like shopping, visiting restaurants, and doctor visits. Join us to engage in some pretend play of our own while we explore how dramatic play helps children learn the social-emotional, physical, language, and cognitive skills that contribute to real-life success.

**OCFS: 1, 3**  
**CBK: 1, 4**  
**ELG: D1, D3**  
**CDA: 3**  
**QSNY: CPI 6**

## PROCESS ART

**HOURS: 2; CEU: 0.2 | AUDIENCE: FAMILY, GROUP FAMILY, CENTER, LEGALLY EXEMPT**

Process art is all about the experience children have while creating. We will place an emphasis on the route children take to get to the result, not the result itself. Deepen your understanding of children's creativity through developmentally appropriate art and sensory experiences in this lively training, where you can expect to get messy. We will review the differences between process- and product-focused arts and explore a wide variety of sensory materials that will stimulate your senses.

**OCFS: 1, 3**  
**CBK: 1, 4**  
**ELG: D1**  
**CDA: 2**  
**QSNY: CPI 6**

## MATH WITH CHILDREN

HOURS: 2; CEU: 0.2 | AUDIENCE: FAMILY, GROUP FAMILY, CENTER, LEGALLY EXEMPT

The process of introducing math to young children should be engaging, interactive, and fun. First, we will develop an understanding of early math concepts, then explore developmentally appropriate materials such as “counting trays” that foster early math. We will discuss the importance of the teacher as a facilitator, which includes planning and implementation of appropriate activities, development of methods and techniques of delivery, fostering an exploration of methods for teaching math, and process skills through discovery and play.

OCFS: 1, 3  
CBK: 1, 4  
ELG: D1, D5  
CDA: 2  
QSNY: CPI 6

## SCIENCE AND NATURE

HOURS: 2; CEU: 0.2 | AUDIENCE: FAMILY, GROUP FAMILY, CENTER, LEGALLY EXEMPT

There are four science subjects that children can explore in their play: life science, physical science, earth and space science, and ecology. Learn to set up a science area that will generate interest in exploring these areas and encourage observation, questions, and other ways of exploring the world around us.

OCFS: 1, 3  
CBK: 1, 4  
ELG: D1, D5  
CDA: 2  
QSNY: CPI 6

## LANGUAGE AND LITERACY DEVELOPMENT

HOURS: 2; CEU: 0.2 | AUDIENCE: FAMILY, GROUP FAMILY, CENTER, LEGALLY EXEMPT

Explore research-based practices that promote communication, reading, and writing skills. Apply these strategies to the setting and design open-ended questions, a read-aloud lesson plan, and writing activities for play-based centers.

OCFS: 1, 3  
CBK: 1, 4  
ELG: D4  
CDA: 2  
QSNY: CPI 6

## FINE MOTOR SKILLS

HOURS: 2; CEU: 0.2 | AUDIENCE: FAMILY, GROUP FAMILY, CENTER, LEGALLY EXEMPT

A quality program offers children many opportunities to explore and develop fine motor skills. Preschoolers benefit from daily experiences with developmentally appropriate fine motor activities to build the confidence and skills they will need for handwriting, computer keyboarding, science experiments, and complex art projects. We will review teaching strategies, materials, and activities to promote fine motor development

OCFS: 1, 3  
CBK: 1, 4  
ELG: D1, D2  
CDA: 2  
QSNY: CPI 6

## BLOCK PLAY

**HOURS: 2; CEU: 0.2 | AUDIENCE: FAMILY, GROUP FAMILY, CENTER, LEGALLY EXEMPT**

Blocks are a valued part of early childhood play, fostering independence, cognitive development, and cooperation. The simple activity of playing with blocks can teach children shapes, sizes, sorting, and spatial awareness. Many factors impact a child's experience with blocks, but it is the influence and support of the adult that can become the most critical component of block play. We will discuss how teachers can motivate children's block building and the teacher's role in fostering a sense of cooperation among children in the block area.

**OCFS: 1, 3**  
**CBK: 1, 4**  
**ELG: D1, D5**  
**CDA: 2**  
**QSNY: CPI 6**

## LOOSE PARTS

**HOURS: 2; CEU: 0.2 | AUDIENCE: FAMILY, GROUP FAMILY, CENTER, LEGALLY EXEMPT**

From buttons and bottle caps to seashells and rocks, loose parts provide a spark that can set a child's imagination ablaze. Loose parts are defined as open-ended materials that children can move, manipulate, control, and change while they play. In this hands-on training, we will explore a variety of materials that invite a child to use their imagination, curiosity, and innovation. We will also discuss the skills that children can develop and learn throughout the exploration of loose parts.

**OCFS: 1, 3**  
**CBK: 1, 4**  
**ELG: D1, D5**  
**CDA: 2**  
**QSNY: CPI 6**

## DUAL LANGUAGE LEARNERS

**HOURS: 2; CEU: 0.2 | AUDIENCE: FAMILY, GROUP FAMILY, CENTER, LEGALLY EXEMPT**

Professionals working with children who are bilingual or learning a second language during early childhood play a key role in language acquisition and plan strategies to support those children. Identify and understand the importance of respecting each child's home culture and language. Learn the benefits of being bilingual; strategies for helping children feel confident enough to engage in verbal communication; and the stages of English language learning.

**OCFS: 1, 3**  
**CBK: 2**  
**ELG: D4**  
**CDA: 4**  
**QSNY: FIS 9, FIS 10**

## CURRICULUM

**HOURS: 2; CEU: 0.2 | AUDIENCE: FAMILY, GROUP FAMILY, CENTER, LEGALLY EXEMPT**

A well-developed curriculum creates a high-quality learning environment and ensures a thorough understanding of best practices. Strong curriculum contributes to classroom management, allowing you to focus on developing opportunities for hands-on, project-based investigations, creative art, and free play. Learn to develop objectives and goals for each child's development that will form the building blocks for curriculum.

**OCFS: 1, 3**  
**CBK: 1, 4**  
**ELG: D1, D2, D3, D4, D5**  
**CDA: 1**  
**QSNY: CPI 6**

## ASSESSMENT

**HOURS: 2; CEU: 0.2 | AUDIENCE: FAMILY, GROUP FAMILY, CENTER, LEGALLY EXEMPT**

Assessment is a process by which teachers and providers gather information about a child's skills. This information can be used to create relevant lesson plans that suit the child's state of development. We will discuss the teacher's role in observing and connecting those observations with a child's developmental goals, as teaching in the early childhood field is an ongoing cycle of observing, guiding learning, and assessing progress. We will describe how to observe, what to observe, and when to observe in an objective way and demonstrate how to use the developmental milestones and objectives in the process.

**OCFS: 1, 3**  
**CBK: 1, 4**  
**ELG: D1, D2, D3, D4, D5**  
**CDA: 1**  
**QSNY: CPI 6**

## QUALITY INTERACTIONS

**HOURS: 2; CEU: 0.2 | AUDIENCE: FAMILY, GROUP FAMILY, CENTER, LEGALLY EXEMPT**

Understanding the three components of instructional support will help teachers have quality interactions with children. Join us to take a deeper look into the definitions of concept development, language modeling, and quality of feedback. Gain an understanding of the strategies needed to create and implement high order thinking questions and lessons to extend learning.

**OCFS: 1, 3**  
**CBK: 3, 4**  
**ELG: D1, D3**  
**CDA: 2, 8**

## INTENTIONAL TEACHING

**HOURS: 2; CEU: 0.2 | AUDIENCE: FAMILY, GROUP FAMILY, CENTER, LEGALLY EXEMPT**

Intentional teaching fills your day with purpose and meaning. Using the Early Learning Guidelines and DAP standards as a guide helps us understand what to teach and when. Getting to know individual children, what they know, and how they relate brings meaning to the things we teach. Join us to learn how to blend purpose and meaning into daily interactions, activities, centers and more through intentional teaching.

**OCFS: 1, 3**  
**CBK: 1, 4**  
**ELG: D1**  
**CDA: 1, 2**

## MUSIC AND MOVEMENT

**HOURS: 2; CEU: 0.2 | AUDIENCE: FAMILY, GROUP FAMILY, CENTER, SCHOOL-AGE, LEGALLY EXEMPT**

Music and movement experiences convey messages, promote child development, and provide cultural experiences. Music opportunities include both producing and listening to music. While movement activities include dancing, marching, exercising or expressing creativity using large-muscle movements. Join us in this interactive exploration of sounds, rhythms and movements, and take away strategies to enhance experiences for children.

**OCFS: 1, 3**  
**CBK: 1, 4**  
**ELG: D1, D5**  
**CDA: 2**  
**QSNY: CPI 6**



# CLASSROOM PLANNING & MANAGEMENT



## ROOM ARRANGEMENT

**HOURS: 2; CEU: 0.2 | AUDIENCE: FAMILY, GROUP FAMILY, CENTER, LEGALLY EXEMPT**

Learn how to arrange learning environments for infants, toddlers, and preschoolers to optimize play, engagement, and learning. Discuss how storage, open-ended materials, noise levels, and interest centers can contribute to a well-managed space that reduces challenging behaviors.

**OCFS: 1, 3**  
**CBK: 1, 4**  
**ELG: D2**  
**CDA: 1**  
**QSNY: CE1, HE1**

## DAILY VISUAL SCHEDULE

**HOURS: 2; CEU: 0.2 | AUDIENCE: FAMILY, GROUP FAMILY, CENTER, SCHOOL-AGE, LEGALLY EXEMPT**

In highly productive programs, children transition from one activity to the next with little redirection. Learn how to use a visual schedule to help children become more independent, feel safe, and focus on learning. Evaluate your daily schedule to ensure child success and the development of self-regulation skills. You will understand how to teach your schedule to children and visualize a positive day.

**OCFS: 1, 3**  
**CBK: 1, 4**  
**ELG: D3**  
**CDA: 1, 3**  
**SAC: 6, 7**

## INDIVIDUALIZED VISUAL STRATEGIES

**HOURS: 2; CEU: 0.2 | AUDIENCE: FAMILY, GROUP FAMILY, CENTER, LEGALLY EXEMPT**

Children are expected to follow lots of directions throughout the day and sometimes these directions require multiple steps to complete. Get dressed, go the bathroom, wash hands, clean up, line up, and so on. Do you catch yourself repeating these directions? Do you notice behaviors ranging from ignoring to kicking and screaming during simple everyday routines? Children who display challenging behaviors or have trouble remembering directions may benefit from visuals. Learn to design a task analysis, "first-then" board and visual schedule to increase independence, focus, and flexibility, and decrease challenging behaviors. \*PREREQUISITE: DAILY VISUAL SCHEDULE

**OCFS: 1, 3**  
**CBK: 1, 4**  
**ELG: D4**  
**CDA: 2**  
**QSNY: CPI6**

## TRANSITIONS

**HOURS: 2; CEU: 0.2 | AUDIENCE: FAMILY, GROUP FAMILY, CENTER, SCHOOL-AGE, LEGALLY EXEMPT**

Children move from activity to activity at various times of the day; some transitions are quick, some are slow, and some depend on the individual child. A brief, engaging transition helps children to move from one activity to the next with intent. We will explore how effective transitions can help reduce challenging behaviors and enhance the learning experience. We will also discuss and practice strategies for transitioning between activities and develop a plan to support successful transitions. \*PREREQUISITE: DAILY VISUAL SCHEDULE

**OCFS: 1, 3**  
**CBK: 4**  
**ELG: D3, D5**  
**CDA: 1, 5**  
**SAC: 14**

## SENSATIONAL LEARNING

HOURS: 2; CEU: 0.2 | AUDIENCE: FAMILY, GROUP FAMILY, CENTER, LEGALLY EXEMPT

Everyone interacts with the environment differently. Explore how children's sensory processing affects their behaviors in the classroom. Challenging behaviors might be a result of sensory avoidance or sensory-seeking motivation. We will review how our unique sensory systems affect the way we interpret and interact throughout the day and discuss how to adapt the environment by exploring the continuum of sensory processing.

OCFS: 1, 3  
CBK: 1, 4  
ELG: D3  
CDA: 3, 8

## GROWING FAMILY ENGAGEMENT

HOURS: 2; CEU: 0.2 | AUDIENCE: FAMILY, GROUP FAMILY, CENTER, SCHOOL-AGE, LEGALLY EXEMPT

Learn how to take your communication with families to the next level by employing strategies to build family engagement. Using NAEYC's Pathways to Cultural Competence Checklist you will evaluate your program's level of quality in family engagement. Walk away with practical ideas to implement a family engagement plan.

OCFS: 3, 4  
CBK: 2  
CDA: 4  
SAC: 13

## LESSON PLANNING

HOURS: 2; CEU: 0.2 | AUDIENCE: FAMILY, GROUP FAMILY, CENTER, LEGALLY EXEMPT

Children learn through meaningful experiences, hands-on activities, repetition, and relationships. Thoughtful lesson planning with written goals and objectives focusing on these four learning avenues helps to create opportunities that nurture children's development. Learn to write a lesson plan with clear and measurable learning goals that will strengthen your programming and enhance children's development.

OCFS: 1, 3, 5  
CBK: 4  
ELG: D1, D2, D3, D4, D5  
CDA: 7  
QSNY: CPI 6

## IDENTIFYING DEVELOPMENTAL DELAYS USING THE AGES AND STAGES QUESTIONNAIRES

HOURS: 2; CEU: 0.2 | AUDIENCE: FAMILY, GROUP FAMILY, CENTER, LEGALLY EXEMPT

The Ages and Stages Questionnaire (ASQ) can help determine what typical development is and what might be considered at risk for a delay. Resources and materials for communicating concerns with families will be shared. Ways to use the Ages and Stages Questionnaire to support lesson planning and engagement will also be discussed.

OCFS: 1, 3  
CBK: 1  
ELG: D1, D2, D3, D4, D5  
CDA: 5  
QSNY: COA 6, COA 8

## OBSERVING AND RECORDING SKILLS

HOURS: 2; CEU: 0.2 | AUDIENCE: FAMILY, GROUP FAMILY, CENTER, LEGALLY EXEMPT

When you watch children play, you can discover their interests, assess their developmental level, and uncover skills they need to practice. Learn to write objective observational notes and document those observations in a way that will aid in program management and enhance children's growth.

OCFS: 1, 3, 5  
CBK: 3  
CDA: 7  
QSNY: COA 6, COA 8

## COMMUNICATION WITH FAMILIES

HOURS: 2; CEU: 0.2 | AUDIENCE: FAMILY, GROUP FAMILY, CENTER, SCHOOL-AGE, LEGALLY EXEMPT

Learn strategies to strengthen your communication skills with families to create consistency between the program and home. Learn techniques to improve active listening skills and create an effective plan to address those tough, delicate conversations.


OCFS: 3, 4, 5  
CBK: 2  
CDA: 4  
SAC: 13

## CULTURAL DIVERSITY

HOURS: 3; CEU: 0.3 | AUDIENCE: FAMILY, GROUP FAMILY, CENTER, SCHOOL-AGE, LEGALLY EXEMPT


Having a clear understanding of cultural definitions and terms is the first step to promoting cultural diversity in your classroom. After reviewing terms and definitions, we will identify ways to be respectful of families and be responsive to language, culture, family characteristics, needs, concerns, and priorities. We will reflect on the differences between, and impact of, personal beliefs, values, assumptions, and reactions to families in care. We will learn and share strategies to encourage children, families, and co-workers to value their family's ethnic and cultural identification.

OCFS: 1, 3  
CBK: 2  
ELG: D3  
CDA: 4



# the CHILD IT ASSESSMENT

The CHILD IT assessment is a tool developed by the Yale Child Study Center specifically designed for family and group family child care programs. The CHILD is intended to enhance and support the implementation of Mental Health Consultation in programs like yours. We hope to support you by decreasing stress, reducing challenging behavior, and supporting the social and emotional development of children.

LEARN MORE 

# ENVIRONMENT RATING SCALES (ERS)



## UNDERSTANDING THE ENVIRONMENT RATING SCALES

**HOURS: 3; CEU: 0.3 | AUDIENCE: FAMILY, GROUP FAMILY, CENTER, SCHOOL-AGE**

The Environment Rating Scales are a tool used to analyze the quality of a whole program and categorize it into its different facets, identifying strengths of the program and potential areas of growth. Through lecture, small group discussion, case studies, hands-on activities, and practice with videos, you will learn how to use the tool to evaluate your early childhood program and develop an action plan for best practices.

**OCFS: 1, 3**  
**CBK: 1, 4**  
**CDA: 1**  
**SAC: 7**  
**QSNY: CE 1, HE1**

## INTEREST CENTERS BASED ON ENVIRONMENT RATING SCALE

**HOURS: 2; CEU: 0.2 | AUDIENCE: CENTER**

Learn how to clearly define play areas following the Environment Rating Scales guidelines, transforming them into interest centers for toddlers and preschoolers. Discuss what materials are needed and how to organize and store them so they are accessible to children. Discuss what furniture and the appropriate amount of space is needed for the different types of play encouraged by the materials. Explore how to engage in interactions that enhance a child's learning and thinking.

**OCFS: 1, 3**  
**CBK: 1, 4**  
**CDA: 1**  
**SAC: 7**  
**QSNY: CE 1 HE 1**

## ENVIRONMENT RATING SCALE | 4-PART SERIES

**HOURS: 8; CEU: 0.8 | AUDIENCE: FAMILY, GROUP FAMILY, CENTER**

### Section I: Understanding Quality (2 hours)

Discover the essential factors shaping an exemplary child care program, including NYS Regulations, best practices, and industry standards like Quality Stars NY, NAEYC, and Head Start Program Performance Standards. Explore how the ERS integrates these influences to offer concrete guidelines for quality childcare, fostering self-reflection and professional growth.

**OCFS: 1, 2, 3, 4**  
**CBK: 1, 2, 3, 4, 5, 7**

### Section II: Interpreting the Scores (2 hours)

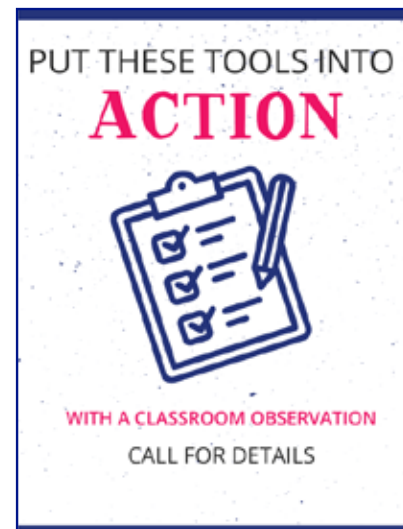
Unlock the potential of ECERS-3 as a tool for continuous quality improvement planning. Gain a deeper grasp of the scale's terminology, engage in discussions and practical exercises on the scoring system, and comprehend the self-assessment procedures.

### Section III: Subscales, Items, and Indicators (2 hours)

Delve into the rationale behind all 35 items in the ERS, understanding the organization of the tool, definitions for key terms, and the evidence required to credit any indicator. Learn how subscales, items, and indicators guide the examination of the quality of children's experiences.

### Section IV: Interactions and Roles (2 hours)

Develop personalized strategies for fostering children's engagement, utilizing three key quality indicators: hands-on experiences, appropriateness for group and individual needs, and extracting concepts from play. Explore meaningful interactions, identify discussion-worthy concepts in interest center areas, and master the art of creating activities and displays that enhance teacher-child interactions.



# SOCIAL EMOTIONAL PRACTICES



## ATTACHMENT

**HOURS: 2; CEU: 0.2 | AUDIENCE: FAMILY, GROUP FAMILY, CENTER, SCHOOL-AGE, LEGALLY EXEMPT**

Learn how attachment is the invisible force behind the most challenging and rewarding moments. Increase your understanding of relationships with children and co-workers. Practice reflecting and harnessing your awareness of attachment to understand and respond to challenging behavior. Examine the foundations of relationship and how to identify needs through the lens of attachment.

**OCFS: 1**  
**CBK: 6**  
**ELG: D3**  
**CDA: 3, 4, 8**  
**SAC: 5, 12**

## ATTUNEMENT

**HOURS: 2; CEU: 0.2 | AUDIENCE: FAMILY, GROUP FAMILY, CENTER, LEGALLY EXEMPT**

As caregivers, we spend our days responding to the needs of others. As we work at building relationships with families, administrators, and co-workers, there is one key relationship at the heart of our work, the ones we build with children. High-quality interactions enrich relationships with children through our ability to tune in, understand, and respond. Join us to uncover this process as we explore the benefits of responsiveness and attunement on children's social development.

**OCFS: 1, 3**  
**CBK: 1, 4**  
**ELG: D3, D4**  
**CDA: 3, 8**

## EMOTIONAL LITERACY

**HOURS: 2; CEU: 0.2 | AUDIENCE: FAMILY, GROUP FAMILY, CENTER, LEGALLY EXEMPT**

Emotional regulation means better cooperation with fewer temper tantrums and emotional outbursts. Helping children identify and regulate their emotions fosters resiliency and self-control. Walk away with simple strategies to teach children how to talk about their emotions and identify triggers.

**OCFS: 1, 3**  
**CBK: 1**  
**ELG: D3**  
**CDA: 3**

## COZY CORNER

**HOURS: 2; CEU: 0.2 | AUDIENCE: FAMILY, GROUP FAMILY, CENTER, SCHOOL-AGE, LEGALLY EXEMPT**

Do you have a special place for children to calm down? A cozy corner is a physical space that serves as a strategy for building self-regulation, the ability to understand and express feelings, and react pro-socially. Identify the key components of self-regulation through hands-on experience with the cozy corner tools. Learn how to set up a cozy corner, learn a method to introduce the space to children, and create your own tool to take back to your cozy corner.

**OCFS: 1, 3**  
**CBK: 1**  
**ELG: D3**  
**CDA: 3**  
**SAC: 6**

## UNDERSTANDING CHALLENGING BEHAVIOR

**HOURS: 2; CEU: 0.2 | AUDIENCE: FAMILY, GROUP FAMILY, CENTER, SCHOOL-AGE, LEGALLY EXEMPT**

Understand why a child seems to be misbehaving through an in-depth study of challenging behavior. Is the child overwhelmed or understimulated? Attention-seeking? Escaping or avoiding? Learn strategies for identifying, understanding, and planning to address this behavior.

**OCFS: 1, 3**  
**CBK: 1**  
**ELG: D3**  
**CDA: 3**  
**SAC: 6**

## INVESTIGATING BEHAVIOR

**HOURS: 2; CEU: 0.2 | AUDIENCE: FAMILY, GROUP FAMILY, CENTER, SCHOOL-AGE, LEGALLY EXEMPT**

Understanding challenging behavior and adapting your strategies to match the function can feel like a full-time job, but luckily, we have the tools to help! Think like a detective as you examine effective ways to collect information about the behaviors you see. You will learn how to write objective observations, track frequency and intensity, and provide the evidence needed to “solve the behavior equation.” In doing so, you will better understand a child’s behavior, know when to seek additional guidance, and have strong data to advocate for a child and help them meet their needs. \*Suggested Prerequisite: Challenging Behavior

**OCFS: 1, 3**  
**CBK: 3, 6**  
**ELG: D3**  
**CDA: 7**  
**SAC: 6**  
**QSNY: COA 6, COA 8**

## MANAGING THE CRISIS

**HOURS: 2; CEU: 0.2 | AUDIENCE: FAMILY, GROUP FAMILY, CENTER, LEGALLY EXEMPT**

Examine how to respond when challenging behaviors create an unsafe situation. We will explore stress responses in children and learn practical strategies to respond appropriately. Practice self-regulation strategies that adults need to remain calm and to co-regulate with children, along with effective communication strategies to support de-escalation. This workshop has a prerequisite of “Understanding Challenging Behaviors,” and it is also recommended to have attended “Investigating Behavior” before enrolling in “Managing the Crisis.”

**OCFS: 1, 3**  
**CBK: 1, 3**  
**ELG: D3**  
**CDA: 3**  
**SAC: 6**

## FRIENDSHIP SKILLS

**HOURS: 2; CEU: 0.2 | AUDIENCE: FAMILY, GROUP FAMILY, CENTER, LEGALLY EXEMPT**

Making friends seems like something children just do; however, it is a complex social skill we all learn. When taught intentionally, building healthy friendships is a skill that will serve children for a lifetime. Join us to investigate a variety of friendship skills highlighted in the Pyramid Model and different ways to encourage children to practice friendship skill building. In small groups, we will exercise our own skills using books, puppets, and activities designed to help children practice being good friends. We will also explore the inevitable conflicts that arise in groups and review some problem-solving steps and solutions.

**OCFS: 1**  
**CBK: 1, 4**  
**ELG: D3**  
**CDA: 3**  
**QSNY: CPI 6**

## ESTABLISHING RULES AND EXPECTATIONS

**HOURS: 2; CEU: 0.2 | AUDIENCE: FAMILY, GROUP FAMILY, CENTER, SCHOOL-AGE, LEGALLY EXEMPT**

Much of an educator’s role is supporting and promoting appropriate behavior. When children understand what is expected of them, they can grow and thrive. Dig deeper into the difference between rules and expectations and how to craft them mindfully. In the end, you will have developed positively stated rules and expectations.

**OCFS: 1, 3**  
**CBK: 1, 4**  
**ELG: D1, D3**  
**CDA: 1, 3**  
**SAC: 2**  
**QSNY: CPI 6**

## IMPLEMENTING RULES AND EXPECTATIONS

**HOURS: 2; CEU: 0.2 | AUDIENCE: FAMILY, GROUP FAMILY, CENTER, SCHOOL-AGE, LEGALLY EXEMPT**

Facilitating the learning of expected behaviors in young children is an ongoing process. Discover effective methods for teaching and reinforcing rules and expectations with intentionality. Delve into diverse approaches to clearly and concisely communicate behavior expectations. Explore personalized strategies tailored to meet the unique needs of individual children when teaching and reviewing rules. Ultimately, develop a comprehensive plan to foster a responsive and supportive program through the implementation of rules and expectations.

**OCFS: 1, 3**  
**CBK: 1, 4**  
**ELG: D1, D3**  
**CDA: 1, 3**  
**SAC: 2, 6**  
**QSNY: CPI 6**

## RELATIONSHIPS WITH CHILDREN

**HOURS: 2; CEU: 0.2 | AUDIENCE: FAMILY, GROUP FAMILY, CENTER, SCHOOL-AGE, LEGALLY EXEMPT**

Relationships lay the foundation for healthy social and emotional development. As Maya Angelou once said, "I've learned that people will forget what you said. People will forget what you did. But people will never forget how you made them feel." Explore how to intentionally build relationships that are responsive, consistent, and nurturing. You will analyze respectful communication and develop strategies to nurture a sense of belonging. Leave with attainable strategies to build positive relationships with children through your everyday practices.

**OCFS: 1, 3**  
**CBK: 1, 4**  
**ELG: D1, D3**  
**CDA: 1, 3**  
**SAC: 2**

## TEMPERAMENT

**HOURS: 2; CEU: 0.2 | AUDIENCE: FAMILY, GROUP FAMILY, CENTER, SCHOOL-AGE, LEGALLY EXEMPT**

Everybody is born with traits that make them unique. Temperament refers to the combination of traits with which we were born. The similarities and differences between our own temperament and a child's temperament can make interactions come naturally, or perhaps take a little more work from the adult. Through demonstration and self-reflection, you will walk away with strategies to build a deeper understanding of a child's temperaments.

**OCFS: 3**  
**CBK: 1**  
**ELG: D1, D3**  
**CDA: 3**  
**SAC: 2**

## WORDS COUNT

**HOURS: 2; CEU: 0.2 | AUDIENCE: FAMILY, GROUP FAMILY, CENTER, SCHOOL-AGE, LEGALLY EXEMPT**

The way we speak to children will become their inner voice. When we understand the importance of building a positive internal dialogue, we realize how our thoughts and words matter. Join us to develop strategies for positive self-talk and gain everyday practices to help build social skills and emotional competencies in children.

**OCFS: 1**  
**CBK: 1**  
**ELG: D3**  
**CDA: 3**  
**SAC: 2**

# INFANT & TODDLER



## INFANT AND TODDLER DEVELOPMENTALLY APPROPRIATE PRACTICE

**HOURS: 2; CEU: 0.2 | AUDIENCE: FAMILY, GROUP FAMILY, CENTER, LEGALLY EXEMPT**

Build developmentally appropriate practice into everyday experiences by better understanding child development, recognizing individual development, and by keeping in mind each child as a member of their family and community. You will learn to recognize and create learning environments and responsive practices that help infants, toddlers, and their families grow in these formative years.

**OCFS: 1, 3**  
**CBK: 1, 4**  
**ELG: D1, D2, D3, D4, D5**  
**CDA: 1, 8**  
**QSNY: CPI 6**

## PLAYFUL PLANNING FOR INFANTS AND TODDLERS

**HOURS: 2; CEU: 0.2 | AUDIENCE: FAMILY, GROUP FAMILY, CENTER, LEGALLY EXEMPT**

Let children's natural interests, curiosities, and newly developing skills lead you to create meaningful learning opportunities. Join us to gain strategies for observing and documenting children's interests and share ideas for applying those interests to long-term projects aimed at engaging children and families. We will also practice using the Activity Checklist to help us identify potential interests.

**OCFS: 1, 3**  
**CBK: 1, 4**  
**ELG: D1, D5**  
**CDA: 3**  
**QSNY: CPI 6**

## THE VALUE OF PLAY

**HOURS: 2; CEU: 0.2 | AUDIENCE: FAMILY, GROUP FAMILY, CENTER, LEGALLY EXEMPT**

Play is one of the primary approaches to learning. Children use play to express their ideas, feelings, and creativity. Through play, a child can try on every role and experience they have encountered in life and explore the world through that lens. Join us to discuss what play is, how play supports children's learning and development, and how you can support children's play. In addition, we will create strategies using play to enhance children's development and identify the corresponding developmental domains.

**OCFS: 1, 3**  
**CBK: 1**  
**ELG: D1, D2, D3, D4, D5**  
**CDA: 3**  
**QSNY: CPI 6**

## SAFE SLEEPING PRACTICES FOR INFANTS

**HOURS: 2; CEU: 0.2 | AUDIENCE: FAMILY, GROUP FAMILY, CENTER, LEGALLY EXEMPT**

Following safe sleeping practices for infants helps reduce the risk of suffocation and sleep related deaths. Sleeping arrangements, environment, and risk factors are just a few topics we will cover relating to safe sleep practices for infants. We will also address the reasoning behind each suggested safe sleep practice. In the end, we will all sleep a little better knowing that infants are set up for successful safe sleep at home and in program.

**OCFS: 4**  
**CBK: 5**  
**ELG: D2**  
**CDA: 1**



## NURTURING CHILDREN THROUGH BABY DOLL PLAY

**HOURS: 2; CEU: 0.2 | AUDIENCE: FAMILY, GROUP FAMILY, CENTER, LEGALLY EXEMPT**

Discover a play model that builds one-on-one joyful play exchanges with children. Then, discover opportunities for children to experience those feelings of joy again when playing with baby dolls. This is a fun and straightforward way to multiply the benefits of those attuned, connected, play exchanges. Together we will walk through this play model, practice social games, and reflect on how this might impact children.

**OCFS: 1, 3**  
**CBK: 1**  
**ELG: D3**  
**CDA: 3**  
**QSNY: CPI 6**

## INFANT FEEDING

**HOURS: 2; CEU: 0.2 | AUDIENCE: FAMILY, GROUP FAMILY, CENTER, LEGALLY EXEMPT**

Understanding supportive infant feeding practice is an important part of creating a classroom that encourages their growth and development. With the health and happiness of the baby in mind, we will learn how to support the family on their feeding journey, how to safely handle and store breastmilk and formula, how to identify hunger and fullness cues, and how to recognize the signs of solid food readiness. We will also discuss the methods for introducing an infant to solid food, including traditional spoon feeding and baby-led weaning.

**OCFS: 1, 2**  
**CBK: 5**  
**ELG: D2**  
**CDA: 1, 8**

## INFANT AND TODDLER LANGUAGE AND LITERACY

**HOURS: 2; CEU: 0.2 | AUDIENCE: FAMILY, GROUP FAMILY, CENTER, LEGALLY EXEMPT**

Babies are constantly communicating. Our job is to translate this communication into spoken language as they grow. Learn to build language and literacy skills in infants and toddlers through positive experiences and loving relationships. We will read, review, and discuss the best types of books and techniques for making language connections.

**OCFS: 1, 3**  
**CBK: 1**  
**ELG: D4**  
**CDA: 8**  
**QSNY: CPI 6**

## IDENTIFYING DEVELOPMENTAL DELAYS USING THE AGES AND STAGES QUESTIONNAIRES

**HOURS: 2; CEU: 0.2 | AUDIENCE: FAMILY, GROUP FAMILY, CENTER, LEGALLY EXEMPT**

The Ages and Stages Questionnaire (ASQ) can help determine what typical development is and what might be considered at risk for a delay. Resources and materials for communicating concerns with families will be shared. Ways to use the Ages and Stages Questionnaire to support lesson planning and engagement will also be discussed.

**OCFS: 1, 3**  
**CBK: 1**  
**ELG: D1, D2, D3, D4, D5**  
**CDA: 5**  
**QSNY: COA 6, COA 8**

## TREASURE BASKETS: TRIAL AND ERROR DISCOVERY FOR INFANTS AND TODDLERS

**HOURS: 2; CEU: 0.2 | AUDIENCE: FAMILY, GROUP FAMILY, CENTER, LEGALLY EXEMPT**

Infants and toddlers make sense of their world using their senses. Discover how simple, sensory driven play with treasure baskets help children answer important questions like "What is this and what can I do with it?" And in time, "What else can this do and what can this become?" Learn to engage with children in this trial-and-error discovery by exploring materials and interactions that encourage child-led fun and learning.

**OCFS: 1, 3**  
**CBK: 1, 4**  
**ELG: D1, D5**  
**CDA: 3, 5**  
**QSNY: CPI 2**

## PLAYFUL ENGAGEMENT WITH FAMILIES

**HOURS: 2; CEU: 0.2 | AUDIENCE: FAMILY, GROUP FAMILY, CENTER, LEGALLY EXEMPT**

Caregivers observe children’s development and respond based on these observations to build interest, skills, and relationships. The loving bond families create with their children through these responsive interactions is the critical foundation for supporting early development. Discover a framework for planning environments and activities that support families’ observations and understanding of their children’s abilities, needs, and feelings. Learn how to use this framework for planning playful family engagement experiences that will support family-child relationships.

**OCFS: 3**  
**CBK: 2**  
**ELG: D3**  
**CDA: 11**  
**QSNY: C6**

## H.A.L.T.! BITING

**HOURS: 2; CEU: 0.2 | AUDIENCE: FAMILY, GROUP FAMILY, CENTER, LEGALLY EXEMPT**

Understanding why a child bites can help us to decrease biting incidents. Join us to discuss the reasons children bite, discover the right response, and learn how to uncover the triggers that may cause children to bite. Together, we will learn strategies to prevent biting, starting with H.A.L.T.!

**OCFS: 1, 3, 4**  
**CBK: 1, 4**  
**ELG: D3**  
**CDA: 3**

## SCIENCE WITH BABIES

**HOURS: 2; CEU: 0.2 | AUDIENCE: FAMILY, GROUP FAMILY, CENTER, LEGALLY EXEMPT**

Infants and toddlers are natural born explorers! Using their senses, they develop theories about how things work, they test hypotheses, and share discoveries with friends. Learn to spot the natural scientific exploration found in children’s play and development. We will also explore simple materials that encourage scientific exploration and play.

**OCFS: 1, 3**  
**CBK: 1, 4**  
**ELG: D5**  
**CDA: 2**  
**QSNY: CPI 6**

## PRIMARY CAREGIVING AND CONTINUITY OF CARE

**HOURS: 2; CEU: 0.2 | AUDIENCE: FAMILY, GROUP FAMILY, CENTER, LEGALLY EXEMPT**

Relationships are at the heart of healthy child development. High quality relationship-based care is central to children’s early brain development, emotional regulation, and learning. Primary caregiving and continuity of care practices create a context in which strong relationships have a better opportunity to grow. Understanding the reasoning behind primary caregiving and continuity of care helps programs and caregivers effectively implement these policies.

**OCFS: 1, 3**  
**CBK: 1, 4**  
**ELG: D3**  
**CDA: 8**

## REFLECTIVE CURRICULUM PLANNING

**HOURS: 2; CEU: 0.2 | AUDIENCE: FAMILY, GROUP FAMILY, CENTER, LEGALLY EXEMPT**

Reflective curriculum planning involves a relationship-based, responsive approach to infant and toddler care. An emergent curriculum starts with understanding each child’s interests and needs. Implementing the curriculum depends on understanding and being responsive to each child’s self-directed learning. Learn how to engage in an active process of reflectively observing and documenting children’s learning, interpreting learning through a developmental lens, and using that understanding to plan the next steps to support and deepen children’s learning.

**OCFS: 1, 3**  
**CBK: 3, 4**  
**ELG: D1, D2, D3, D4, D5**  
**CDA: 3**  
**QSNY: CPI 6**

## LOOSE PARTS FOR INFANTS AND TODDLERS

HOURS: 2; CEU: 0.2 | AUDIENCE: FAMILY, GROUP FAMILY, CENTER, LEGALLY EXEMPT

Infants and toddlers learn about the world around them through investigating, discovering, and problem solving. It is important to provide open-ended materials that allow young children opportunities to explore their properties and functions. Loose parts are open-ended materials filled with opportunities to build skills that allow young children to grow across each of the developmental domains. You will learn about the many benefits of adding loose parts into your learning environment and how to use the reflective process to respond in ways that extend and support children's learning.

OCFS: 1, 3  
CBK: 1, 4  
ELG: D1, D5  
CDA: 3  
QSNY: CPI 6

## CARING SPACES

HOURS: 2; CEU: 0.2 | AUDIENCE: FAMILY, GROUP FAMILY, CENTER, LEGALLY EXEMPT

Caring Spaces is a four-tiered approach to measuring quality in infant and toddler environments: (1) evaluating the provision of a free exploratory environment, (2) responsive caregiving, (3) age-appropriate materials and experiences, and (4) the ability to engage in conversations with families about child development and challenging behavior. The goal of Caring Spaces is to offer a tool for reflection, set goals and create action plans to increase quality caregiving, and reduce the prevalence of expulsion and suspension in early childhood.

OCFS: 1, 3  
CBK: 1, 4  
ELG: D1, D2, D3  
CDA: 3, 4, 9  
QSNY: PH 6, CPI 6

# INFANT & TODDLER *Mental Health*

A child's earliest healthy relationships build the foundation for positive self-esteem, self-expression, self-regulation, and the ability to meaningfully connect with others later in life.

Learn more on our website and call an infant toddler mental health specialist today.



# INFANT & TODDLER PLAY BASED

CALL TO  
SCHEDULE

## IN PROGRAM LEARNING THROUGH OBSERVATION AND INTERACTION

Invite an Infant Toddler Specialist to bring play materials to your program and join you in observation, prediction, and reflection as children play. This is ideal for small groups during open play or planned for small group experiences when the majority of the class is otherwise engaged. Practice building strong interactions and connections using easy to gather materials and songs. Follow up is included to help you continue the connections and fun! This training series is informed by the NYS Pyramid model.

## WHAT MAKES CHILDREN LAUGH

HOURS: 1; CEU: 0.1 | AUDIENCE: FAMILY, GROUP FAMILY, CENTER, LEGALLY EXEMPT

When a baby is young, their smiles and laughs often come in response to a silly exchange. We will explore what brings joy to children and strategies for providing one-on-one playful opportunities throughout the day.

OCFS: 1, 3  
CBK: 1, 4  
ELG: D2  
CDA: 3, 7  
QSNY: COA 6, COA 8

## HELP CHILDREN FEEL SECURE & READY TO EXPLORE

HOURS: 1; CEU: 0.1 | AUDIENCE: FAMILY, GROUP FAMILY, CENTER, LEGALLY EXEMPT

When a child feels safe and secure, they feel confident and ready to explore. A healthy bond, or attachment, makes a child feel safe. Learn how daily interactions, while exploring familiar and unfamiliar learning materials, supports a child's sense of security.

OCFS: 1, 3  
CBK: 1, 4  
ELG: D2  
CDA: 3, 7  
QSNY: COA 6, COA 8

## HOW CHILDREN RESPOND TO EMOTIONS

HOURS: 1; CEU: 0.1 | AUDIENCE: FAMILY, GROUP FAMILY, CENTER, LEGALLY EXEMPT

Our emotions and responses throughout the day impact on the child's emotions, responses, and sense of security. As we play, we will reflect on your expressed emotions and consider how they might influence child behavior.

OCFS: 1, 3  
CBK: 1, 4  
ELG: D2  
CDA: 3, 7  
QSNY: COA 6, COA 8

## SHARING YOUR LOVE OF BOOKS

HOURS: 1; CEU: 0.1 | AUDIENCE: FAMILY, GROUP FAMILY, CENTER, LEGALLY EXEMPT

Together, we will predict and reflect on the ways children enjoy, interact with, and learn from books and shared reading experiences with you. Strategies, activities, and book titles will be shared.

OCFS: 1, 3  
CBK: 1, 4  
ELG: D5  
CDA: 3, 7  
QSNY: COA 6, COA 8

# ADVANCED PRACTICE



## 101- LEVEL ADVERSE CHILDHOOD EXPERIENCES

**HOURS: 3; CEU: 0.3 | AUDIENCE: FAMILY, GROUP FAMILY, CENTER, SCHOOL-AGE**

The 101-Level ACE Institute Training for Child Care Providers and Educators is the first training in a series designed to broaden the awareness of the effects of ACEs. This is the foundational training in which providers will learn the basic brain science surrounding the ACE's research. In later training, providers will apply this knowledge and gain practical strategies for trauma informed practice in early childhood education and care. \*This training was developed by the Early Care and Learning Council and is presented by Brightside Up

**OCFS: 10**  
**CBK: 6**  
**CDA: 3**  
**SAC: 5, 12**

## 201- LEVEL ADVERSE CHILDHOOD EXPERIENCES

**HOURS: 3; CEU: 0.3 | AUDIENCE: FAMILY, GROUP FAMILY, CENTER, SCHOOL-AGE**

The 201-Level ACE Institute training for Child Care Providers and Educators is the second training in a series designed to broaden the awareness of the effects of ACE's. This workshop begins to unpack science-aligned interventions for both children and adults. Providers will practice the key relational skills of co-regulation and reframing of behavior to strengthen a provider's response to a child's stress. Pre-requisites: to attend the 201-level participants are strongly recommended to have taken the 101-Level training or to consult with a Mental Health Consultant prior to registering for this workshop. \*This training was developed by the Early Care and Learning Council and is presented by Brightside Up

**OCFS: 10**  
**CBK: 1, 4, 6**

## 301-LEVEL ADVERSE CHILDHOOD EXPERIENCES INSTITUTE

**HOURS: 3; CEU: 0.3 | AUDIENCE: FAMILY, GROUP FAMILY, CENTER, SCHOOL-AGE**

The 301-Level of the ACE Institute will apply the science of the 101- Level and practical strategies of the 201-Level ACE Institute to Early Childhood Education settings to help providers create spaces across all levels of programming as a universal precaution and to align with the science of ACEs. Pre-requisites: to attend the 301-level participants are strongly recommended to have taken the 101 and 201-Level training or to consult with a Mental Health Consultant prior to registering for this workshop. \*This training was developed by the Early Care and Learning Council and is presented by Brightside Up

**OCFS: 10**  
**CBK: 1, 4, 7**

## CLASS PRE-K OBSERVER TRAINING

A cost-effective, streamlined, and comprehensive program to measure and improve the features of Pre-K learning environments that matter most for supporting effective interactions between educators and children.

# FLIP IT



Full, condensed, or in 4-parts - unlock the power of best practice made simple



## FLIP-IT: TRANSFORMING CHALLENGING BEHAVIOR

**HOURS: 7; CEU: 0.7 | AUDIENCE: FAMILY, GROUP FAMILY, CENTER, SCHOOL-AGE, LEGALLY EXEMPT**

FLIP-IT is a four-step supportive strategy to help young children learn about their feelings, gain self-control, and reduce challenging behavior. Learn to use this strategy to address children's feelings, set positive limits, inquire about problem solving, and prompt children to use their self-regulation skills. FLIP-IT is best practice made simple.

**OCFS: 1, 10**  
**CBK: 1**  
**ELG: D3**  
**CDA: 3**  
**SAC: 2, 5**

## FLIP-IT: CONDENSED

**HOURS: 3; CEU: 0.3 | AUDIENCE: FAMILY, GROUP FAMILY, CENTER, SCHOOL-AGE, LEGALLY EXEMPT**

Unlock the power of FLIP-IT in just 3 hours! Join us for a streamlined version of FLIP-IT: Transforming Challenging Behavior (description above) and gain the essential strategies to foster emotional intelligence and self-control in young children.

**OCFS: 1, 10**  
**CBK: 1**  
**ELG: D3**  
**CDA: 3**  
**SAC: 2, 5**

## FLIP-IT: 4-PART SERIES

### PART 1: FEELINGS

**HOURS: 1.5; CEU: 0.15 | AUDIENCE: FAMILY, GROUP FAMILY, CENTER, SCHOOL-AGE, LEGALLY EXEMPT**

FLIP-it is a four-step supportive strategy to help young children learn about their feelings, gain self-control, and reduce challenging behaviors. In this session we will explore the feelings step of the FLIP-it strategy. You'll learn to validate children's feelings with empathy.

**OCFS: 1**  
**CBK: 1**  
**ELG: D3**  
**CDA: 3**  
**SAC: 2, 5**

### PART 2: LIMITS

**HOURS: 1.5; CEU: 0.15 | AUDIENCE: FAMILY, GROUP FAMILY, CENTER, SCHOOL-AGE, LEGALLY EXEMPT**

FLIP-it is a four-step supportive strategy to help young children learn about their feelings, gain self-control, and reduce challenging behaviors. In this session we will learn how to set firm, loving limits for children. We'll put the feelings step and limits step together to practice the beginning of FLIP-it.

**OCFS: 1**  
**CBK: 1**  
**ELG: D3**  
**CDA: 3**  
**SAC: 2, 5**

### PART 3: INQUIRY

**HOURS: 1.5; CEU: 0.15 | AUDIENCE: FAMILY, GROUP FAMILY, CENTER, SCHOOL-AGE, LEGALLY EXEMPT**

FLIP-it is a four-step supportive strategy to help young children learn about their feelings, gain self-control, and reduce challenging behaviors. In this step you'll learn how to form strong inquiry questions with young children to help build their critical thinking skills. We'll put the feelings, limits, and inquiry step together to practice the bulk of FLIP-it.

**OCFS: 1**  
**CBK: 1**  
**ELG: D3**  
**CDA: 3**  
**SAC: 2, 5**

### PART 4: PROMPT

**HOURS: 1.5; CEU: 0.15 | AUDIENCE: FAMILY, GROUP FAMILY, CENTER, SCHOOL-AGE, LEGALLY EXEMPT**

FLIP-it is a four-step supportive strategy to help young children learn about their feelings, gain self-control, and reduce challenging behaviors. In this final session, you will learn how to most effectively prompt children and put all 4 steps of the FLIP-it strategy together.

**OCFS: 1**  
**CBK: 1**  
**ELG: D3**  
**CDA: 3**  
**SAC: 2, 5**

## QUALITY FROM AN ADMINISTRATIVE PERSPECTIVE

HOURS: 3; CEU: 0.3 | AUDIENCE: ADMINISTRATORS

Building quality programs starts from the top. Using the Program Administration Scale (PAS) is a way to measure that quality. Learn how to score each indicator during this overview of the PAS tool. We will discuss how to gather the necessary information to finalize the rating. Create a plan for improvement on the areas in which there is control. (Follow up coaching will be available for those directors who would like to refine their administrative practices.)

OCFS: 5  
CBK: 7  
CDA: 5  
SAC: 14

## CONNECTING THE TOOLS

HOURS: 2; CEU: 0.2 | AUDIENCE: FAMILY, GROUP FAMILY, CENTER

Early childhood educators have access to a multitude of tools to assess quality and help improve child care practices. Learn how to examine several of the most common tools to discover where they have similarities and differences. Join us to enhance your understanding of quality improvement tools, which tools to use to support specific areas of programming, and how to utilize them to their fullest potential.

LEARN ABOUT ERS,  
CLASS, TPOT & MORE!

OCFS: 1, 3  
CBK: 4, 6  
ELG: D1, D2, D3, D4, D5  
CDA: 1, 2, 3  
QSNY: COA 8

## WELLNESS POLICY DEVELOPMENT

HOURS: 2; CEU: 0.2 | AUDIENCE: FAMILY, GROUP FAMILY, CENTER, SCHOOL-AGE

Together we will review sample wellness policies for strengths and weakness while keeping the program's needs in mind. Identify the movers and shakers needed to strengthen practices and brainstorm strategies to sustain the wellness plan with staff and families. Quality Stars Obesity Prevention Plans mesh nicely with this workshop.

OCFS: 2  
CBK: 5  
ELG: D2  
CDA: 1  
SAC: 4, 14  
QSNY: PH 6

## MIND IN THE MAKING

HOURS: 16; CEU: 1.6 | AUDIENCE: FAMILY, GROUP FAMILY, CENTER, SCHOOL-AGE, LEGALLY EXEMPT

Mind in the Making (MITM) shares the science of children's learning through innovative in-depth training and materials geared for action. Learn what you can do to strengthen the executive functioning processes that involve managing thoughts, actions, and emotions to achieve goals. Dig deeper into seven life skills that can be promoted through everyday tasks and activities; these skills help both children and adults be more flexible, build knowledge, and be better problem solvers, which is linked to success in school and in life.

OCFS: 1, 10  
CBK: 1, 2, 3, 4, 6  
ELG: D1, D3, D4, D5  
CDA: 2, 3, 8  
QSNY: CPI 6

# PROFESSIONALISM & LEADERSHIP



## KEEP YOUR COOL

**HOURS: 2; CEU: 0.2 | AUDIENCE: FAMILY, GROUP FAMILY, CENTER, SCHOOL-AGE, LEGALLY EXEMPT**

Working with children is a deeply personal and emotionally provoking career that can sometimes challenge our ability to remain composed. Learn the basics of how your nervous system is the key to riding the difficulties of your day by identifying your unique responses to challenging moments and planning for ways to regulate yourself so you can be an effective co-regulator for children.

**OCFS: 1, 3**  
**CBK: 1, 6**  
**ELG: D1**  
**CDA: 6**  
**SAC: 1**

## ETHICAL PRACTICES IN EARLY CHILDHOOD

**HOURS: 2; CEU: 0.2 | AUDIENCE: FAMILY, GROUP FAMILY, CENTER, SCHOOL-AGE, LEGALLY EXEMPT**

Sometimes situations arise that require a thoughtful response based on core values, standards, and beliefs. Join us to discuss the National Association for the Education of Young Children's Ethical Code of Conduct to better understand how it supports decision making in the early childhood field and can be used to guide acceptable behavior in the workplace. You will learn to identify your ethical responsibilities, work through dilemmas, and build solutions to diverse problems through real-world scenarios.

**OCFS: 3**  
**CBK: 6**  
**CDA: 6**  
**SAC: 1**

## BUILDING QUALITY TEAMS

**HOURS: 2; CEU: 0.2 | AUDIENCE: CENTER, SCHOOL-AGE**

Being an effective teaching team is an important aspect of having a successful child care program. Each teacher has their own personality and way they communicate with others. This workshop will explore different personality styles as well as strategies to work with a teacher that has a style different from one's own.

**OCFS: 3, 5**  
**CBK: 6**  
**CDA: 6**  
**SAC: 1**

## BUILDING ADULT RESILIENCE

**HOURS: 2; CEU: 0.2 | AUDIENCE: FAMILY, GROUP FAMILY, CENTER, SCHOOL-AGE, LEGALLY EXEMPT**

Reflect on stressors in life and how they impact our effectiveness in working with children and families. Learn strategies to beat burnout by examining what it means to be resilient. Identify and build a support system and learn techniques to help feel refreshed and in control.

**OCFS: 1, 3**  
**CBK: 1, 6**  
**CDA: 3, 6**  
**SAC: 12**



## SUPERVISION AND MANAGEMENT TECHNIQUES

HOURS: 2; CEU: 0.2 | AUDIENCE: FAMILY, GROUP FAMILY, CENTER, SCHOOL-AGE, LEGALLY EXEMPT

As a child care center, school-age, or legally exempt group director, you have responsibilities to many stakeholders. You take on many roles which require you to guide and implement the program's vision and mission. Learn to identify techniques to assist you in leading your program to provide quality care to children.

OCFS: 3

CBK: 6

CDA: 6

SAC: 1

# CACFP ME!

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# CORE BUSINESS SERIES



## BUSINESS AND FINANCIAL STRUCTURE

HOURS: 3; CEU: 0.3 | AUDIENCE: FAMILY, GROUP FAMILY, CENTER, SCHOOL-AGE

Learn about the history of child care licensing, child care modalities, types of business entities, and the Iron Triangle formula for financial stability.

OCFS: 3, 5  
CBK: 7

## ONGOING FINANCIAL MANAGEMENT

HOURS: 3; CEU: 0.3 | AUDIENCE: FAMILY, GROUP FAMILY, CENTER, SCHOOL-AGE

Learn how to establish solid financial record keeping practices. This will include developing an accounting system, the difference between income and expenses, proper documentation and record keeping for revenue and expenses, and establishing baseline revenue and expenses for individual programs.

OCFS: 3, 5  
CBK: 7

## STAFF RECRUITMENT, MANAGEMENT, AND RETENTION

HOURS: 3; CEU: 0.3 | AUDIENCE: FAMILY, GROUP FAMILY, CENTER, SCHOOL-AGE

Learn about the components of a strong hiring process, an inclusive orientation period, and best practices for managing and supporting the development of child care employees.

OCFS: 3, 5  
CBK: 7

## MARKETING

HOURS: 3; CEU: 0.3 | AUDIENCE: FAMILY, GROUP FAMILY, CENTER, SCHOOL-AGE

Learn about the major elements needed to have a comprehensive childcare marketing plan including product, price, place, and promotion. Explore these elements and develop your own marketing plan.

OCFS: 3, 5  
CBK: 7



Council on Children  
and Families



Early Care &  
Learning Council  
United to Promote Quality

The production of the Core Business Training Series and this flyer is supported by the Preschool Development Grant Birth through Five Initiative (PDGB5), Grant Number 90TP005901, from the U.S. Department of Health and Human Services, Administration for Children and Families, Office of Child Care. Its contents are solely the responsibility of the Early Care & Learning Council and do not necessarily represent the official views of ACF.

## FACILITIES AND LIABILITIES

HOURS: 3; CEU: 0.3 | AUDIENCE: FAMILY, GROUP FAMILY, CENTER, SCHOOL-AGE

Learn about how to stay in compliance with licensing regulations regarding the health and safety of children and employees and learn how to mitigate risk and ensure protections for children and the business.

OCFS: 3, 5  
CBK: 7

## CONTRACTS AND POLICIES

HOURS: 3; CEU: 0.3 | AUDIENCE: FAMILY, GROUP FAMILY, CENTER, SCHOOL-AGE

Learn about the basic components that all family and employee contracts should have, learn how to write family and employee contracts, and learn how to file and store family and employee contracts.

OCFS: 3, 5  
CBK: 7

# BUILD YOUR BUSINESS

If you're looking for ideas to improve your child care business, we can help!

Get help with the Workforce Support Grant, tips to make bookkeeping and budgeting easier, help managing grant documentation, organizing and recording expenses, receipts, tax information, and more. Call or email today!

Kiersten Kennedy, Finance Specialist  
518-426-7181 | [kkennedy@brightsideup.org](mailto:kkennedy@brightsideup.org)



CHECK OUT OUR  
GRANTS HUB TO  
EXPLORE NYS &  
OTHER COMMUNITY  
GRANTS

# WELLNESS & NUTRITION



## NAVIGATING THE CHILD AND ADULT CARE FOOD PROGRAM (CACFP)

HOURS: 2; CEU: 0.2 | AUDIENCE: FAMILY, GROUP FAMILY, LEGALLY EXEMPT

This interactive workshop on the Child and Adult Care Food Program will build confidence in your menu planning skills, aid in understanding basic nutrition, and help you develop strategies to enhance the mealtime experience. We will also discuss meal pattern guidelines as described by the NYS OCFS (Office of Children and Family Services) and where to start if you are considering CACFP (Child and Adult Care Food Program).

OCFS: 2  
CBK: 5  
CDA: 1  
QSNY: PH 6

## SHAKEN BABY SYNDROME

HOURS: 2; CEU: 0.2 | AUDIENCE: FAMILY, GROUP FAMILY, CENTER, LEGALLY EXEMPT

Shaken Baby Syndrome (SBS) is a traumatic brain injury that affects thousands of children every year. It is considered a serious crime and a severe form of child abuse. Learn how it occurs, the symptoms and early warning signs, and how it can be prevented.

OCFS: 6, 9  
CBK: 5  
ELG: D2

## PHYSICAL ACTIVITY

HOURS: 2; CEU: 0.2 | AUDIENCE: FAMILY, GROUP FAMILY, CENTER, LEGALLY EXEMPT

The benefits of physical activity on children's growth and development are numerous such as establishing balance, practicing motor skills, and developing their brains. We will explore these benefits, and more, through a variety of activities. Be open to discuss, laugh, learn, and play in this interactive training. Best practice recommendations for movement will also be discussed.

OCFS: 1, 2, 3  
CBK: 1, 4, 5  
ELG: D2  
CDA: 2  
QSNY: PH 6

## CHOOSY EATERS

HOURS: 2; CEU: 0.2 | AUDIENCE: FAMILY, GROUP FAMILY, CENTER, LEGALLY EXEMPT

Choosy eating is a common behavior for children ages 2-5 years old. Join us to discuss concerns and difficulties, learn strategies to encourage food acceptance, and increase food variety. We will also learn about how adult preferences, and modeling positive relationships with foods play a role in children's eating behaviors.

OCFS: 2  
CBK: 5  
ELG: D2  
CDA: 2  
QSNY: PH 6

# DISABILITIES EDUCATION



## DEMYSTIFYING IFSP'S AND IEP'S

HOURS: 2; CEU: 0.2 | AUDIENCE: FAMILY, GROUP FAMILY, CENTER

All children enter the world ready to learn. Some children have Individualized Education Plans (IEPs), or Individualized Family Service Plans (IFSPs) to accommodate their unique learning needs. Demystify your role on the special education team by discovering how to empower families to know their rights under the federal Individuals with Disabilities Education Act (IDEA). Using the law as our guide, you will walk away with a deeper understanding of Early Intervention (EI) and the Committee for Preschool Special Education (CPSE).

OCFS: 1, 3

CBK: 4

ELG: D1, D2, D3, D4, D5

CDA: 5

## AUTISM

HOURS: 2; CEU: 0.2 | AUDIENCE: FAMILY, GROUP FAMILY, CENTER, SCHOOL-AGE, LEGALLY EXEMPT

To truly be of service to a child with Autism Spectrum Disorder (ASD) we need to be able to understand and identify the common behaviors associated with Autism; as well as recognize the nuances of the disorder and the unique ways they may manifest in individual children. Join us to analyze and practice strategies that will aid in your support of children with ASD. During group work, we will evaluate case studies using our learned strategies to practice and plan for supporting children with ASD.

OCFS: 1, 3

CBK: 1

ELG: D1, D2, D3, D4, D5

CDA: 1, 3

SAC: 2

## INTENSIVE TECHNICAL ASSISTANCE (ITA)

Let Brightside Up educators provide one-on-one consultation, what we call **Intensive Technical Assistance (ITA)**, using tools to help you assess and improve your program quality. This goal-oriented service will help you provide children with higher-quality, developmentally appropriate care.

# PREVENTION STRATEGIES



## SUPERVISION OF CHILDREN

**HOURS: 2; CEU: 0.2 | AUDIENCE: FAMILY, GROUP FAMILY, CENTER, SCHOOL-AGE, LEGALLY EXEMPT**

Competent supervision of children includes awareness of and responsibility for each child's ongoing activity. It requires that all children be within a teacher's range of vision and that the teacher be near enough to respond when redirection or intervention strategies are needed. Competent supervision must consider the child's age, emotional, physical, and cognitive development. We will help you create strategies to remain in compliance with regulations regarding supervision.

**OCFS: 4, 5**  
**CBK: 5**  
**ELG: D2**  
**CDA: 1**  
**SAC: 3**

## FIRE SAFETY

**HOURS: 2; CEU: 0.2 | AUDIENCE: FAMILY, GROUP FAMILY, CENTER, SCHOOL-AGE, LEGALLY EXEMPT**

For the welfare of children, it is important to maintain good fire safety practices. Review NYS OCFS Fire Protection regulations, including the required documentation. We will consider children's perceptions of fire, as well as how to implement a fire safety curriculum throughout the year.

**OCFS: 1, 3, 4, 7**  
**CBK: 5, 7**  
**ELG: D2**  
**CDA: 1**  
**SAC: 3**

## INFECTION CONTROL

**HOURS: 2; CEU: 0.2 | AUDIENCE: FAMILY, GROUP FAMILY, CENTER, SCHOOL-AGE, LEGALLY EXEMPT**

Improve your infection control practices and help stop the spread of germs by learning how to appropriately diaper, clean, handwash and more. Daily health checks, exclusion criteria, communicable illnesses, and immunizations will also be reviewed.

**OCFS: 2, 4, 5, 7**  
**CBK: 5**  
**ELG: D2**  
**CDA: 1**  
**SAC: 3, 4**

## EMERGENCY PREPAREDNESS

**HOURS: 2; CEU: 0.2 | AUDIENCE: FAMILY, GROUP FAMILY, CENTER, SCHOOL-AGE, LEGALLY EXEMPT**

In an emergency, it is helpful to be prepared with an action plan, a strategy to evacuate or shelter in place, and knowledge of the types of potential emergencies that could occur in your area. We will review the NYS OCFS regulations for sheltering and evacuation and reflect on our own emergency plans.

**OCFS: 4, 5**  
**CBK: 5**  
**ELG: D2**  
**CDA: 1, 5**  
**SAC: 3, 14**

## REGULATIONS

**HOURS: 2; CEU: 0.2 | AUDIENCE: FAMILY, GROUP FAMILY, CENTER, SCHOOL-AGE**

Familiarize yourself with the regulations required by New York State and gain a clear understanding of your role in adhering to them. Work in small groups to locate specific regulations and evaluate real-world scenarios. Note: this training can be done for all program types including child care centers, school-age programs, and family/group family child care.

**OCFS: 7**  
**CBK: 7**  
**ELG: D2**  
**CDA: 1, 5**  
**SAC: 3, 4, 14**

## PAPERWORK REVIEW FOR THE SAFETY OF CHILDREN

**HOURS: 2; CEU: 0.2 | AUDIENCE: FAMILY, GROUP FAMILY, CENTER, SCHOOL-AGE**

In New York, every child care program must have a Health Care Plan (HCP). This plan refers to various OCFS forms that you will frequently encounter in your career as a child care provider. Together, we will review the key aspects such as when and why you need these forms, guidance on how to ensure their accurate completion, and the recommended frequency for filling them out. You'll leave with a better understanding of how to effectively manage the required paperwork, ultimately ensuring the safety and well-being of the children in your care.

**OCFS: 2, 4, 5, 7**  
**CBK: 5, 7**  
**ELG: D2**  
**CDA: 1, 5**  
**SAC: 2, 4, 5, 7**

## MANDATED REPORTER

**HOURS: 2; CEU: 0.2 | AUDIENCE: FAMILY, GROUP FAMILY, CENTER, SCHOOL-AGE**

It is the role of anyone working directly with children to know and identify when a call must be made to report child abuse. In New York State, everyone working at a licensed/registered child care program is a mandated reporter. Prepare yourself for your role as a mandated reporter if you observe the characteristics of child abuse and maltreatment. Know when and how to make the call to the Central Registrar.

**OCFS: 6, 8, 9**  
**CBK: 3, 5**  
**ELG: D2**  
**CDA: 1, 7**  
**SAC: 3**

## PLAYGROUND SAFETY

**HOURS: 2; CEU: 0.2 | AUDIENCE: FAMILY, GROUP FAMILY, CENTER, SCHOOL-AGE, LEGALLY EXEMPT**

Learn the basics of a safe and fun playground to reduce serious injury among children. Walk away with a ranking system for risk assessment of surfacing materials, equipment, and location.

**OCFS: 1, 2, 3**  
**CBK: 1, 5**  
**ELG: D2**  
**CDA: 1**  
**SAC: 3**

# FAMILY ADVOCATE



## GOAL SETTING

**HOURS: 2; CEU: 0.2 | AUDIENCE: PARENT EDUCATORS, FAMILY ADVOCATES, TEACHERS**

Supporting families to further their personal and professional goals can help them succeed. The first step is understanding how to set goals that are appropriate and attainable. Together, we will practice creating goals and setting action steps with parents and family members that will help them reach their goals.

**OCFS: 3**  
**CBK: 2, 7**  
**CDA: 4**  
**SAC: 1**

## WRITING EFFECTIVE CASE NOTES

**HOURS: 2; CEU: 0.2 | AUDIENCE: FAMILY ADVOCATES**

Documenting family collaboration is vital for supporting families and connecting them with community resources. Effective case notes increase family advocacy efforts by recording progress, coordinating efforts, and including relevant information. Learn how to identify relevant content for case notes, use accurate verbiage, and practice case note writing according to best practice.

**OCFS: 3**  
**CBK: 2, 7**  
**CDA: 4**  
**SAC: 1**

# NEW YORK STATE PYRAMID MODEL



## DESCRIPTION FOR ALL MODULES

The NYS Pyramid Model Modules present *a conceptual framework of evidence-based practices* for promoting the *healthy social emotional development of children* ages birth through 8. This training has been developed specifically for the New York State Early Childhood Education Workforce in alignment with the states foundational early childhood education documents and the principles of the Pyramid Model Framework for the Development of Social Emotional Competencies in Infants, Toddlers and Young Children. Primary content sources are the Pyramid Model Consortium and the National Center for Pyramid Model Innovations.

## BIRTH TO AGE 8 MODULE 1A: THE DEVELOPMENT OF SOCIAL EMOTIONAL SKILLS IN YOUNG CHILDREN

HOURS: 4; CEU: 0.4 | AUDIENCE: FAMILY, GROUP FAMILY, CENTER

NYS Pyramid Model Birth to Age 8 - Module 1a focuses on the elements of the Pyramid Model Framework, early brain development and understanding cultural influences on expectations regarding early childhood development and behaviors.

OCFS: 1, 3  
CBK: 1, 2

## BIRTH TO AGE 8 MODULE 1B: THE LANGUAGE OF BEHAVIOR

HOURS: 2; CEU: 0.2 | AUDIENCE: FAMILY, GROUP FAMILY, CENTER

NYS Pyramid Model Birth to Age 8 - Module 1b focuses on developing the understanding that all behavior is a form of communication and must be interpreted in the content of temperaments and the developmental continuum.

OCFS: 1, 3  
CBK: 1, 3, 4

## BIRTH TO AGE 8 MODULE 1C: NURTURING AND RESPONSIVE RELATIONSHIPS

HOURS: 4; CEU: 0.4 | AUDIENCE: FAMILY, GROUP FAMILY, CENTER

NYS Pyramid Model Birth to Age 8 - Module 1c focuses on the importance of developing nurturing and responsive relationships as the foundation of social emotional development in young children.

OCFS: 1, 3  
CBK: 1, 2, 6



## **FAMILY CHILD CARE MODULE 1D: RESPONSIVE ENVIRONMENTS, SCHEDULES, AND ROUTINES**

**HOURS: 4; CEU: 0.4 | AUDIENCE: FAMILY, GROUP FAMILY**

NYS Pyramid Model Family Child Care - Module 1d focuses on the importance of creating an environment that takes into consideration the needs and abilities of a multi-age grouping. Exploring how the use of schedules, routines and a thoughtfully arranged care setting can provide both predictability and flexibility to meet the needs of each child.

**OCFS: 1, 3  
CBK: 1, 4**

## **FAMILY CHILD CARE MODULE 2A: TEACH, PRACTICE, PROMOTE: INTENTIONALLY SUPPORTING SOCIAL EMOTIONAL DEVELOPMENT**

**HOURS: 4; CEU: 0.4 | AUDIENCE: FAMILY, GROUP FAMILY**

NYS Pyramid Model Family Child Care - Module 2a focuses on the process of intentionally teaching, promoting, and practicing social emotional skills for young children.

**OCFS: 1, 3  
CBK: 1, 4**

## **FAMILY CHILD CARE MODULE 2B: CONNECTION, SELF REGULATION, & PROBLEM SOLVING: TARGETING TEACHING OF SOCIAL EMOTIONAL SKILLS**

**HOURS: 4; CEU: 0.4 | AUDIENCE: FAMILY, GROUP FAMILY**

NYS Pyramid Model Family Child Care - Module 2b focuses on targeted teaching of social emotional skills.

**OCFS: 1, 3  
CBK: 1, 2, 4**

## **FAMILY CHILD CARE MODULE 3A: A RELATIONSHIP BASED APPROACH TO UNDERSTANDING CHALLENGING BEHAVIOR**

**HOURS: 2; CEU: 0.2 | AUDIENCE: FAMILY, GROUP FAMILY**

NYS Pyramid Model Family Child Care - Module 3a focuses on defining challenging behavior and using data as a strategy, both in the context of relationships.

**OCFS: 1, 3  
CBK: 1, 2, 3, 4**

## **FAMILY CHILD CARE MODULE 3B: CHALLENGING BEHAVIOR: RESPONDING THROUGH INDIVIDUALIZED INTERVENTIONS**

**HOURS: 2; CEU: 0.2 | AUDIENCE: FAMILY, GROUP FAMILY**

NYS Pyramid Model Preschool - Module 1d focuses on the importance of creating an environment that takes into consideration the needs and abilities of Preschool age children. Exploring how the use of schedules, routines and a thoughtfully arranged classroom can provide engagement, predictability and flexibility to meet the needs of each child.

**OCFS: 1, 3  
CBK: 1, 2, 3, 4**

## **PRESCHOOL - MODULE 1D: RESPONSIVE ENVIRONMENT, SCHEDULES, AND ROUTINES**

**HOURS: 4; CEU: 0.4 | AUDIENCE: FAMILY, GROUP FAMILY, CENTER**

NYS Pyramid Model Preschool - Module 1d focuses on the importance of creating an environment that takes into consideration the needs and abilities of Preschool age children. Exploring how the use of schedules, routines and a thoughtfully arranged classroom can provide engagement, predictability and flexibility to meet the needs of each child.

**OCFS: 1, 3**

**CBK: 1, 4**

## **PRESCHOOL MODULE 2A: TEACH, PRACTICE, PROMOTE: INTENTIONALLY SUPPORTING SOCIAL EMOTIONAL DEVELOPMENT**

**HOURS: 4; CEU: 0.4 | AUDIENCE: FAMILY, GROUP FAMILY, CENTER**

NYS Pyramid Model Preschool - Module 2a focuses on the process of intentionally teaching, promoting, and practicing social emotional skills for young children.

**OCFS: 1, 3**

**CBK: 1, 4**

## **PRESCHOOL MODULE 2B: CONNECTION, SELF-REGULATION, & PROBLEM SOLVING: TARGETING TEACHING OF SOCIAL EMOTIONAL SKILLS**

**HOURS: 4; CEU: 0.4 | AUDIENCE: FAMILY, GROUP FAMILY, CENTER**

NYS Pyramid Model Preschool - Module 2b focuses on targeted teaching of social emotional skills.

**OCFS: 1, 3**

**CBK: 1, 2, 4**

## **PRESCHOOL MODULE 3A: A RELATIONSHIP BASED APPROACH TO UNDERSTANDING CHALLENGING BEHAVIOR**

**HOURS: 2; CEU: 0.2 | AUDIENCE: FAMILY, GROUP FAMILY, CENTER**

NYS Pyramid Model Preschool - Module 3a focuses on defining challenging behavior and using data as a strategy, both in the context of relationships.

**OCFS: 1, 3**

**CBK: 1, 2, 3, 4**

## **PRESCHOOL MODULE 3B: CHALLENGING BEHAVIOR: RESPONDING THROUGH INDIVIDUALIZED INTERVENTIONS**

**HOURS: 2; CEU: 0.2 | AUDIENCE: FAMILY, GROUP FAMILY, CENTER**

NYS Pyramid Model Preschool - Module 3b focuses on the collaborative process and developing a support plan for addressing challenging behavior.

**OCFS: 1, 3**

**CBK: 1, 2, 3, 4**

## INFANT TODDLER - MODULE 1D: RESPONSIVE ENVIRONMENTS, SCHEDULES, AND ROUTINES

HOURS: 2; CEU: 0.2 | AUDIENCE: FAMILY, GROUP FAMILY, CENTER

NYS Pyramid Model Infant Toddler - Module 1d: Creating responsive environments and using schedules and routines to support the early stages of social emotional development in infants and toddlers

OCFS: 1, 3  
CBK: 1, 4

## INFANT TODDLER - MODULE 2A: INTENTIONAL TEACHING OF EMOTIONAL LITERACY

HOURS: 3; CEU: 0.3 | AUDIENCE: FAMILY, GROUP FAMILY, CENTER

NYS Pyramid Model Infant Toddler - Module 2a focuses on providing targeted social emotional support including emotional literacy.

OCFS: 1, 3  
CBK: 1, 2, 4

## INFANT TODDLER MODULE 2B: TARGETED TEACHING OF SOCIAL EMOTIONAL SKILLS

HOURS: 3; CEU: 0.3 | AUDIENCE: FAMILY, GROUP FAMILY, CENTER

NYS Pyramid Model Infant Toddler - Module 2b focuses on how educators can promote positive peer interactions.

OCFS: 1, 3  
CBK: 1, 2, 4

## INFANT TODDLER MODULE 3A: A RELATIONSHIP BASED APPROACH TO UNDERSTANDING CHALLENGING BEHAVIOR

HOURS: 2; CEU: 0.2 | AUDIENCE: FAMILY, GROUP FAMILY, CENTER

NYS Pyramid Model Infant Toddler - Module 3a focuses on clearly defining challenging behavior and using observation as a strategy, all in the context of relationships.

OCFS: 1, 3  
CBK: 1, 2, 3, 4

## INFANT TODDLER MODULE 3B: CHALLENGING BEHAVIOR: RESPONDING THROUGH INDIVIDUALIZED INTERVENTIONS

HOURS: 2; CEU: 0.2 | AUDIENCE: FAMILY, GROUP FAMILY, CENTER

NYS Pyramid Model Infant Toddler - Module 3b focuses on the collaborative process and developing a support plan for addressing challenging behavior.

OCFS: 1, 3  
CBK: 1, 2, 3, 4

**New York State**  
Pyramid Model

*Promoting Social & Emotional  
Competence in New York's  
Young Children*



# HEALTH AND SAFETY



## HEALTH AND SAFETY: COMPETENCIES FOR BECOMING A FAMILY OR GROUP FAMILY CHILD CARE PROVIDER

HOURS: 15; CEU: 1.5 | AUDIENCE: FAMILY, GROUP FAMILY

Learn the steps to start a child care program in your home, including assistance with the application and support in navigating the process. You will increase your knowledge of NYS OCFS regulations regarding safe child care environments, supervision, nutrition and food safety, mandatory reporting, and health care plans. \*Prerequisite: Attend or view online: Child Day Care Orientation to receive the NYS Application to Become a Family Child Care Provider

OCFS: 2, 4, 6, 7, 8, 9

## HEALTH AND SAFETY: COMPETENCIES IN CHILD CARE FOR DAY CARE CENTER, SCHOOL-AGE CHILD CARE, & ENROLLED LE GROUP DIRECTORS

HOURS: 15; CEU: 1.5 | AUDIENCE: CENTER, SCHOOL-AGE, LEGALLY EXEMPT

Directors are responsible for hiring, training, and maintaining staff who provide a healthy and safe environment for children. This course will help you look at policies and procedures that reinforce high-quality health and safety practices.

OCFS: 2, 4, 6, 7, 8, 9

## HEALTH AND SAFETY: COMPETENCIES FOR DAY CARE CENTER AND SCHOOL-AGE CHILD CARE PROGRAM STAFF

HOURS: 15; CEU: 1.5 | AUDIENCE: CENTER, SCHOOL-AGE

This competency-based 15-hour training provides a foundation for practices that promote and protect the health and safety of children in Day Care Center and School-Age Child Care Program staff. This course is approved by NYS OCFS and meets the federal minimum health and safety training requirements.

OCFS: 2, 4, 6, 7, 8, 9

REGISTRATION FOR HEALTH & SAFETY IS A TWO-STEP PROCESS.

**1 - Register and pay for your selected Health and Safety training on our website**

**2 - Register for the training you selected in step 1 on the Professional Development Program (PDP) portal**

**Visit [brightsideup.org/trainings](https://brightsideup.org/trainings) for direct links and detailed instructions.**

# MEDICATION ADMINISTRATION



## MEDICATION ADMINISTRATION TRAINING (MAT)

**HOURS: 8; CEU: 0.8 | AUDIENCE: FAMILY, GROUP FAMILY, CENTER, SCHOOL-AGE**

Becoming MAT-certified allows you to provide continuous care to children with medication needs. Learn the procedures and precautions of administering medication and the ways medication can be given. At the end of the training, you will complete a written exam and demonstrate to a trainer that you can safely administer a medication. Upon completion of the training, you will be MAT (MEDICATION ADMINISTRATION TRAINING)-certified under NYS OCFS regulations; the certification lasts three years.

**OCFS: 2, 4, 7**  
**CBK: 5**

## INDEPENDENT MAT

**HOURS: 8; CEU: 0.8 | AUDIENCE: FAMILY, GROUP FAMILY, CENTER, SCHOOL-AGE**

An online MAT curriculum with in-person skills training. After completing the online portion, please call to schedule the in-person portion with one of our MAT trainers. The online training is available at: [ecept.pdp.albany.edu](http://ecept.pdp.albany.edu).

**OCFS: 2, 4, 7**  
**CBK: 5**

## MAT RENEWAL

**HOURS: 1; CEU: 0.1 | AUDIENCE: FAMILY, GROUP FAMILY, CENTER, SCHOOL-AGE**

MAT certification requires renewal every three years. The first two renewals can be completed online. To renew a third time, complete an online written test and then demonstrate your medication administration skills with a MAT trainer.

**OCFS: 2**  
**CBK: 5**

## EMERGENCY MEDICATION ADMINISTRATION OVERVIEW (EMAO)

**HOURS: 2.25; CEU: 0.225 | AUDIENCE: FAMILY, GROUP FAMILY, CENTER, SCHOOL-AGE**

If a child is having a medical emergency, you can give certain emergency medications without being MAT-certified under NYS OCFS regulations. Learn which medications can legally be given in an emergency or life-threatening situation. We will cover the causes, signs, symptoms, and prevention methods associated with severe allergic reactions and asthma attacks and you will learn how to administer the appropriate medications.

**OCFS: 2, 4, 7**  
**CBK: 5**

REGISTRATION FOR MAT & EMAO IS A TWO-STEP PROCESS.

**1 - Register and pay for your selected MAT or EMAO training on our website**

**2 - Register for the training you selected in step 1 on the Professional Development Program (PDP) portal**

**Visit [brightsideup.org/trainings](http://brightsideup.org/trainings) for direct links and detailed instructions.**

# RED CROSS



## BLENDING ONLINE LEARNING FOR CPR, FIRST AID, AND AED

HOURS: 6; CEU: 0.6 | AUDIENCE: FAMILY, GROUP FAMILY, CENTER, SCHOOL-AGE

This blend of online learning with an in-person skills session allows you to confidently earn the Red Cross certifications in all three lifesaving skills with the convenience of completing part of the course online. Pre-register to receive the link to the online portion.

OCFS: 2, 4

CBK: 5



## CHILD CARE HEALTH CONSULTANTS

### HEALTH CARE PROFESSIONALS FOR CHILD CARE

When you partner with a Child Care Health Consultant, your child care program will benefit from the combination of expertise and experience in children's health and knowledge of resources and state regulations that only Registered Nurses working in the child care field can deliver. Utilizing a Child Care Health Consultant can help you achieve your goals of providing safe, healthy, and developmentally appropriate experiences to your children and families.



# annual CONFERENCES

## FAMILY CHILD CARE *mini* CONFERENCE

MARCH 9 | 8 AM - 3:30 PM | 6 training hours

DOUBLETREE, 100 NOTT TERRACE, SCHENECTADY, NY 12308

While labeled as a 'mini' conference, its impact is anything but small. Join us for a day of networking, inspiration, and education. Attend information-packed sessions tailored exclusively for family child care businesses and programming.

## MAKING CONNECTIONS

OCTOBER 14 | STARTING AT 8 AM

HILTON GARDEN INN, 235 HOOSICK STREET, TROY

Make your connection with inspiration, education, and the opportunity to meet and share ideas with peers at Making Connections. Join the early childhood community from all over the Capital Region for a one-of-a-kind day filled with powerful, educational workshops focused on understanding children. Connect with the skills you need to discover and nurture children's growth and development. More details to come as we get closer to the event. Sign up for enews to receive alerts and registration links.

**YOU MAY QUALIFY FOR FINANCIAL AID  
FOR ONE OR BOTH OF THESE EVENTS.**

**SEE PAGE 44 FOR DETAILS**

# CHILD DEVELOPMENT ASSOCIATE (CDA)

## *preparatory course*

JOIN US ON FACEBOOK  
IN JUNE FOR CDA WEEK  
& CELEBRATE CDA!  
#MYCDA #CDAWEEK

CDA is a nationally recognized credential awarded by the Council for Professional Recognition in Washington, DC for professionals working in the early childhood field. It is the most recognized credential in early childhood education as a stepping-stone on the path of career advancement.

This 40-week course will help you prepare for obtaining your CDA, signifying readiness for leadership. This preparatory course provides the 120 classroom hours necessary to apply for the credential and individual advisement from a qualified mentor.

Our CDA Preparatory Course begins in July. Sign up for enews to receive alerts and updates about the application and start date. Call Heather Sweet for details.

## ONGOING SUPPORT FOR CDA

### PD SPECIALISTS

The CDA PD Specialist conducts the CDA Verification Visit with the Candidate.

During the CDA Verification Visit the CDA PD Specialist:

- Reviews the Candidate's Professional Portfolio.
- Observes the Candidate working with children.
- Facilitates a reflective dialogue with the Candidate.
- At the end of the CDA Verification Visit, the CDA PD Specialist electronically submits the Candidate's scores to the Council.

### CONTINUING EDUCATION UNITS (CEU)

Most Brightside Up workshops award Continuing Education Units (CEU) that qualify toward the renewal of the Child Development Associate. CEU's are listed in the training descriptions for every workshop we offer. CEU's may also be earned by taking college courses.

Learn more about CDA renewal by visiting the Council for Professional Recognition.  
[www.cdacouncil.org](http://www.cdacouncil.org)



# PROFESSIONAL NETWORKS & SERVICES

**THE CAPITAL REGION EARLY CHILDHOOD CAREER DEVELOPMENT CENTER** provides free, comprehensive career development services to current and aspiring early childhood professionals. Brightside Up is proud to partner with the New York Early Childhood Development Institute at CUNY to bring this resource to the Capital Region.

Services provided by the Career Center include free one-on-one career and educational advisement, an Employment Network that seeks to match job seekers to available jobs, educational workshops to support early childhood workers' career and education goals and an Early Childhood worker SUNY-CUNY Scholarship Program.

All of the Career Center's services are offered free of charge and are funded under a U.S. Department of Health and Human Services Preschool Development Grant Birth through Age Five Initiative.

Enhanced B5 SUNY-CUNY Workforce Scholarship is a grant for individuals seeking early childhood credentials, certificates, degrees, or certification in early childhood education at CUNY or SUNY schools across the state.

Career Development Services offer a series of free professional development and education focused workshops, designed to help early childhood professionals, whether unemployed, under-employed, changing careers, entering or re-entering the work force, or considering college. The sessions offer the basic tools necessary to successfully market yourself to a potential employer.

The Early Childhood Career Development Center has established an Employment Network to connect employers and job seeking professionals at all levels.

The Career Development Center offers advisement on the pathway to obtaining your teacher certification and test prep sessions to help you prepare for the NYS Teacher Certification exams.

**QUALITY STARS NY** is New York State's voluntary 5-star early childhood Quality Rating and Improvement System. Working closely with a Quality Improvement Specialist, Brightside Up offers many training opportunities that meet the needs of child care programs participating in Quality Stars NY. Visit [qualitystarsny.org](http://qualitystarsny.org) to learn more.

**THE ASPIRE REGISTRY** is New York State's integrated professional development system for the early childhood and school-age workforce. Nearly every training conducted by Brightside Up is recorded in the Aspire registry, making it easy for you to track your professional development while ensuring our training meets the highest standards. Visit [nyworksforchildren.org](http://nyworksforchildren.org) to learn more.

**THE PROFESSIONAL DEVELOPMENT PROGRAM (PDP) | EARLY CHILDHOOD EDUCATION AND TRAINING PROGRAM** offers Educational Incentive Program (EIP) scholarships (see the Pricing & Financial Aid, early childhood videoconference training, Health and Safety curriculum development and training-of-trainers, and training for licensors and registrars. PDP also offers the Foundations in Health and Safety and other video trainings for child care providers. Visit [ecetp.pdp.albany.edu](http://ecetp.pdp.albany.edu) for more.

# PRICING

## **SCHEDULED TRAINING, CONFERENCES, AND ONSITE TRAINING**

\$35 per person/per hour for training led by a NYSTTAP Trainer

\$30 per person/per hour for training led by a Content Specialist or Verified Trainer

\*Not to exceed 35 participants per training

## **HEALTH AND SAFETY:**

\$250 for Competencies for becoming a family or group family child care provider

\$250 for Competencies for day care center, school-age and enrolled LE group directors

\$250 for Competencies for day care center, school-age and enrolled LE group staff

## **MEDICATION ADMINISTRATION**

\$240 Medication Administration Training (MAT)

\$70 Skills Competency/MAT Renewal

\$150 Independent MAT

## **RED CROSS**

\$95 Blended Online Learning for CPR, First Aid, & AED

\$125 for Classroom CPR, First Aid, & AED

## **CHILD DEVELOPMENT ASSOCIATE (CDA) CREDENTIAL PREPARATORY PROGRAM**

\$4,200 | A 40-week course to prepare for the CDA certification

## **INTENSIVE TECHNICAL ASSISTANCE**

\$125 per person/per hour

## **CLASSROOM TOOL OBSERVATIONS (ITERS, ECERS, CLASS)**

\$1,500 per classroom for pre/post and debrief

## **CLASS PRE-K OBSERVER TRAINING**

\$325

## **PRACTICE-BASED COACHING**

\$70 per person/hour with a NYSTTAP Coach

## **PLAYGROUND SAFETY INSPECTIONS**

\$125 per hour includes onsite inspection and compliance audit form

# FINANCIAL AID

## EDUCATIONAL INCENTIVE PROGRAM (EIP)

The Educational Incentive Program (EIP) is a scholarship program that helps child care providers pay for training and educational activities with the intent to build knowledge, skills, and competencies to improve the quality of child care. To be eligible for EIP, child care providers must be required to take training and must be caring for children in a program regulated by NYS OCFS. Visit [ecetp.pdp.albany.edu](http://ecetp.pdp.albany.edu).

## CSEA/VOICE PROFESSIONAL DEVELOPMENT PROGRAM

Family, Group Family, and Legally Exempt child care programs attend training for FREE with CSEA/VOICE! The CSEA/Voice Professional Development Program is designed to help Family, Group Family and Legally Exempt child care providers afford quality training. Sign up with VOICE and register for training with us, free of charge. Visit [voiccecsea.org](http://voiccecsea.org).

## MEDICATION ADMINISTRATION TRAINING (MAT) SCHOLARSHIP

The MAT Scholarship Program is designed to help child care providers pay for the cost of taking a NYS Office of Children and Family Services approved MAT course. Eligible participants can receive up to \$100 for MAT classroom training, or up to \$70 for MAT Independent Study or 3rd Online Renewal with Skills Competency. Child care providers may receive a scholarship once every 33 months. Applications will be provided via email once you have been accepted to a class. Visit [ecetp.pdp.albany.edu](http://ecetp.pdp.albany.edu).

## THE DIANNE MECKLER SCHOLARSHIP

The Dianne Meckler Scholarship was created and named after Brightside Up's first executive director to celebrate and honor her leadership. Each year, one scholarship is awarded to a professional who has exhibited leadership in the field of early childhood or school-age care. ***The scholarship will be up to \$1,000. To apply, please visit [brightsideup.org](http://brightsideup.org).*** Applications are accepted March 1–April 15.

# TRAINING TOPIC

# index

## **NYSOCFS REGULATION AREAS (OCFS)**

1. Principles of childhood development
2. Nutrition and health needs of children
3. Child day care program development
4. Safety & security procedures, including communication between parents & staff
5. Business record maintenance & management
6. Child abuse and maltreatment identification and prevention
7. Statutes & regulations pertaining to child day care
8. Statutes and regulations pertaining to child abuse & maltreatment
9. Shaken baby syndrome
10. Adverse childhood experiences

## **CORE BODY OF KNOWLEDGE**

### **CORE COMPETENCY AREAS (CBK)**

1. Child growth and development
2. Family and community relationships
3. Observation and assessment
4. Environment and curriculum
5. Health, safety and nutrition
6. Professionalism and leadership
7. Administration and management

## **CDA CONTEXT AREAS**

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

## **NYS EARLY LEARNING GUIDELINES (ELG DOMAIN)**

- Domain 1 (D1): Approaches to learning
- Domain 2 (D2): Physical well-being, health, & motor development
- Domain 3 (D3): Social & emotional development
- Domain 4 (D4): Communication, language, & literacy
- Domain 5 (D5): Cognition development

## **SAC CREDENTIAL SKILL AREAS**

1. Professionalism
2. Child development
3. Safety
4. Health
5. Self
6. Guidance
7. Out of school environment
8. Creative
9. Physical
10. Cognitive
11. Communication
12. Social
13. Families
14. Operational program management

## QUALITYSTARSNY EARLY LEARNING AND DEVELOPMENT PROGRAM STANDARDS

### CENTER BASED:

- CE1:** Program administrative staff attends training on the Environment Rating Scales (ERS)
- COA 8:** All teaching staff receives annual training in child observation and assessment that includes recognition of developmental milestones and identifying possible developmental delays and linking child observation and assessment to curriculum implementation.
- CPI 6:** All teaching staff receives annual training to implement the curriculum and supervision support is provided to staff to assist with curriculum implementation.
- PH 6:** Teaching or administrative staff attends training regarding implementation of the obesity prevention program.
- FIS 10:** Program staff is trained to address the needs of children whose home language is not English.

### FAMILY CHILD CARE BASED:

- HE 1:** Provider attends training on the Family Child Care Environment Rating Scale-R (FCCERS-R).
- COA 6:** Provider and any regular assistants have annual training(s) in child observation and assessment including recognition of developmental milestones, identifying possible developmental delays and linking child observation and assessment to curriculum implementation.
- CPI 6:** Provider and any assistants receive annual training to implement the curriculum.
- PH 6:** Provider attends training regarding implementation of the obesity prevention program.
- FIS 9:** Provider obtains training to address the needs of English language learners.

## SUBSCALES AND ITEMS OF THE ECERS-3

### Space and Furnishings

1. Indoor space
2. Furnishings for care, play, and learning
3. Room arrangement for play and learning
4. Space for privacy
5. Child-related display
6. Space for gross motor play
7. Gross motor equipment

### Personal Care Routines

8. Meals/snacks
9. Toileting/diapering
10. Health practices
11. Safety practices

### Language and Literacy

12. Helping children expand vocabulary
13. Encouraging children to use language
14. Staff use of books with children
15. Encouraging children's use of books
16. Becoming familiar with print

### Learning Activities

17. Fine motor
  18. Art
  19. Music and movement
  20. Blocks
  21. Dramatic play
  22. Nature/science
  23. Math materials and activities
  24. Math in daily events
  25. Understanding written numbers
  26. Promoting acceptance of diversity
  27. Appropriate use of technology
- ### Interaction
28. Supervision of gross motor
  29. Individualized teaching and learning
  30. Staff-child interaction
  31. Peer interaction
  32. Discipline

### Program Structure

33. Transitions and waiting times
34. Free play
35. Whole-group activities for play and learning

# REGISTRATION POLICIES

Payment by credit card is accepted exclusively on our website through our secure training registration portal or by calling the Training Registration Specialist. For your security, credit card numbers will not be accepted in written format. Payment by cash, check, signed Educational Incentive Program (EIP) awards, or Quality Scholar Dollars are accepted by mail.

Walk-in registration and payment is accepted if seating is available; with the exception of MAT, Red Cross, and Health and Safety training which require pre-payment and a 2-step registration process. You are encouraged to call in advance to check on available seating.

Refunds will be given when Brightside Up is notified of cancellation at least 1 week prior to the training date. Refunds will not be issued if the registrant does not cancel at least 1 week prior to the training date and does not attend. Registrations may be rescheduled\* to alternate training dates.

*\*For MAT, Red Cross, and Health and Safety, registrants that do not attend, and have not cancelled at least 1 week prior to the training date will be required to register and pay again.*

Training may be cancelled due to inclement weather, health considerations, or other emergency situations. Brightside Up will contact registrants affected by a cancellation at the contact information provided on the registration. Refunds will be issued.

## RATES

Member/non-member rates have been discontinued. All pricing is currently set at the lower rate.

## CERTIFICATES

Certificates are delivered by email to the email address provided on the registration form.

## CONFIRMATIONS

Confirmation of registration is sent by email to the email address provided on the registration form.

## CHILDREN

We are unable to accommodate children during workshops and conferences.

## PHOTOS

Photos of workshops may be taken for use in Brightside Up marketing and on the internet. Please alert your presenter if you do not wish to be photographed.



**BRIGHTSIDE UP, INC.**  
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Return service requested

Non-Profit Org.  
U.S. Postage  
**PAID**  
Permit No. 896  
Albany, NY

