

Infant Toddler Enhancement Project Training Descriptions

Infant Toddler Continuing Education Units Professional Events

All trainings are aligned with North Carolina Foundations for Early Learning and Development.

Note: Those participants receiving CEUs can also count these hours as DCDEE training credits. Each event described below is a .5 CEU = 5 DCDEE contact hours.

Creating a World of Learning by Understanding the Individual Growth and Development of Infants and Toddlers

Young children learn best when they are surrounded by a world of learning opportunities. Join us to see the profound effect their own unique way of approaching these early experiences has on their development and motivation to learn. You will gain an awareness of how other factors such as culture, temperament and ability levels also affect a child's learning and development. Time will be spent on identifying effective strategies that enhance your role in fostering each child's optimal growth and development. We are going to build our knowledge on these concepts using the developmental goals for infants and toddlers and the framework of developmentally appropriate practice. This training provides information that supports the ITERS-R subscales: Listening and Talking, Activities, and Interaction and NCFELD Domains: All. (DCDEE 2, 3, 7, 8)

WEBINAR - Stop, Look and Listen: How to Observe and Assess Infant-Toddler Development

You spend your days watching and caring for the children in your program, but do you really get to watch them? And when you have those moments to observe, do you know what to do with all the information that you collect? During this 2-part webinar we will address the benefits of observing, offer techniques for taking objective observations, and introduce some tools that can be used while observing. Participants will be required to use some of the tools and techniques discussed to do an observation of a child between sessions. Also, we will begin to explore the use of assessment. We will discuss what an assessment is and is not, what types of assessments are available, the reason for doing an assessment and what to do with the results of an assessment. Using the observation data collected in the earlier part of the training, participants will complete a practice assessment of the child and have the opportunity to get feedback from the instructor and the other webinar participants as to how to use the results to support the child's learning and development. (DCDEE 9)

A computer and internet access are required for participation in each webinar session. Participants will need to dial into a conference call number using a telephone that has mute and speaker capabilities. Participants are required to be present on the phone and online for the entire time required for each session (two 2-hour sessions).

Planning With Purpose: Rethink Your Process to Meet the Individual Needs of Infants and Toddlers

It is true what they say, children learn through play. But how do you know that you are planning the right play experiences for each child's needs? Come explore the steps to successful planning that will give new purpose to your process. We will uncover why creating activity plans is an important part of being an intentional teacher. Discover how to use your observations of children to plan experiences that when flexible and adaptable impact each child's current and future skills and abilities. Leave with the understanding that being purposeful in your planning is the best way to support the development and learning of each infant and toddler in your care. This training provides information that supports the ITERS-R subscales: Space and Furnishings, Listening and Talking; Activities, Interaction, Program Structure and NCFELD Domains: All. (DCDEE 1, 8, 9)

NOTE: The next three modules introduce the CSEFEL Pyramid Model and teacher practices for promoting social emotional competence in infants and young children.

Forming First Relationships: Using Respectful, Responsive and Reciprocal Practices with Infants and Toddlers

Starting at the earliest moments, relationships are being formed. These first relationships are the crucial foundation of children's ability to learn. How do you get to know the children and families in your care? Do you spend time with children and their families learning from and about each other? Focusing on the Nurturing and Responsive Relationships level of the Center on the Social Emotional Foundations for Early Learning (CSEFEL) Pyramid Model, we will discover specific strategies to foster social and emotional wellness in infants and toddlers. This training provides information that supports the ITERS-R subscales: Listening and Talking, and Interactions and NCFELD Domain: Emotional and Social Development. (DCDEE 3, 4, 8)

Designing High Quality Infant Toddler Care Environments

In some settings you feel relaxed, comfortable, and free to open up and be yourself. In other places you feel formal, stiff, and a little on guard. In thoughtfully planned environments, children feel a sense of belonging and security. The child's care environment conveys messages about what is okay and what is not, what is expected or allowed, and what is encouraged. We will explore the second level of the CSEFEL Pyramid Model in order to understand how to design high quality environments to meet the needs of infants and toddlers. This training provides information that supports the ITERS-R subscales: Space and Furnishings, Listening and Talking, Activities and Interactions and NCFELD Domain: Emotional and Social Development. (DCDEE 1, 3, 5, 8)

Supporting Positive Behavior: Creating Guidance Strategies for Children Ages Birth to Three

Are you wondering how to support infants and toddlers healthy social and emotional development? Come learn about appropriate guidance and discipline for infants and toddlers using the information from the CSEFEL Pyramid Model. You will see how the developmental needs of infants and toddlers shape the guidance and discipline techniques used in a classroom. You will explore how the environment influences social and emotional competence. You will learn about the difference between inappropriate and unacceptable

behaviors and specific strategies you can use to respond to challenging behaviors and promote positive ones. This training provides information that supports the ITERS-R subscales: Space and Furnishings, Listening and Talking, Activities, and Interaction and NCFELD Domain: Emotional and Social Development. (DCDEE 3, 8)

Increasing Quality with the ITERS-R: Today and Every Day!

This CEU course presents an in-depth review of the Infant Toddler Environment Rating Scale subscales and indicators. Lecture, activities and discussions will help you better understand the reasons behind the ITERS-R requirements. Learners will engage in group discussions and activities that explore how to best support infant toddler development and learning using an appropriate tool designed to measure quality. Learners will gain confidence in their ability to provide high quality early learning experiences for infants and toddlers. Learners are encouraged to bring a copy of the spiral bound Infant Toddler Environment Rating Scale- Revised edition. (DCDEE1, 2, 3, 5, 8)

Creating Conversations: Supportive Strategies for Infant/ Toddler Language Development

Ever wonder how to encourage children's language development? Are you sometimes worried that a particular child may have a language delay? Do you want to know how to strengthen your strategies to support language and early literacy development in your classroom? Come learn how important language and early literacy experiences are in the first three years and how to create a culture in your program that supports language and literacy development through interactions, experiences, environment and family involvement. This training provides information that supports the ITERS-R subscales: Listening, Talking, Interactions, and NCFELD Domain: Language Development and Communication. (DCDEE 2, 4, 7, 8)

Building Babies' Brains: Nurturing Minds Through Early Experiences

Do you ever watch an infant or a toddler and wonder what in the world is going on in their heads? Come find out! Within the first three years, the human brain develops more than any other time in life. Discover the important role that you play as an infant and toddler caregiver in building babies brains and explore the mystery of what they are thinking! Come find what current research is telling us about the world of infant and toddler brain development. This training provides information that supports the ITERS-R subscales: Interactions and Program Structure. (DCDEE 2, 8)

Guiding Infant Toddler Early Learning Using the NC Foundations

The NC Foundations for Early Learning and Development is designed to be a resource for educators, families and others involved in early care and education. Come see how this document provides a better understanding of the five domains of learning and how early experiences that integrate all areas foster the development of the "whole child". We will explore supportive practices used in everyday situations that represent the guiding principles of early learning and development. Emphasis will be placed on the ***Goal and Developmental Indicator Continuum*** in order to recognize the unique developmental characteristics of infants and toddlers and help you prepare to meet their individual needs. You will discover ways you can use the NC Foundations as a tool for planning developmentally appropriate experiences that support early learning. **Please bring your copy of the NC Foundations for Early Learning**

and Development with you. This training provides information that supports the ITERS-R subscales: Listening and Talking, Activities, Interaction and Program Structure and NCFELD Domains: All. (DCDEE 1, 2, 3, 5, 7, 8)

WEBINAR Leading the Way: Implementing High Quality Infant Toddler Care

No matter what our role is in childcare, we may share a common goal: to provide quality group care for infants and toddlers. However, what does that look like? We will look at some evidenced-based practices and policies that support the high quality infant toddler care we strive to provide. As we discuss quality, infant toddler care practices and how different programs approach implementing these practices, we will reveal the benefits for children and their caregivers. For example, primary caregiving and continuity of care practices support a sense of security and trust, exploring and learning with confidence, and developing stable relationships. Each of us is leading the way in our different roles within our programs pulling together our shared beliefs and values to implement high quality infant toddler care. You will have an opportunity to examine your program's policies and philosophy as this relates to evidenced-based quality group care practices as well as receive the support of the group to identify areas of change, set goals, and create an action plan to effect change, make continuous improvements over time and "lead the way". (DCDEE 1, 3, 5)

A computer, internet access, and phone are required for participation in each webinar session. Participants will need to dial into a conference call number using a telephone that has mute and speaker capabilities. Participants are required to be present on the phone and online for the entire time required for each session (two-1.5 hour sessions and one 1-hour session).

Learning is Happening Right Before Your Eyes: Seeing and Supporting Infant and Toddler Cognitive Development

Many adults still think of babies as helpless and simply a "clean slate". In fact, if you watch infants and toddlers closely, you will see that in almost every waking moment they are engaged in thoughts and actions of discovery and learning. These thoughts and actions are the complex learning processes and abilities that we will discuss as we define "cognitive development". We will further describe cognitive development in terms of six different types of discoveries infants and toddlers make when they explore and experiment with the things and people in their world. Opportunities to apply your knowledge of these discoveries will help you see the learning that is happening as infants and toddlers are developing cognitively. In the end, you will leave with some strategies and experiences you can use daily to support infant and toddler cognitive development. This training provides information that supports the ITERS-R subscales: Space and Furnishings, Listening and Talking; Activities, Interaction, Program Structure and NCFELD Domain: Cognitive Development. (DCDEE 2, 3, 7, 8)

Play and the Outdoors: The Benefit of Outdoor Play for Infants and Toddlers

Ever wish you had a better answer when you hear, "They are just playing and not learning." This training event will provide you with an appropriate developmental response to such statements. You will how infants and toddlers learn in a playful outdoor environment. We will discuss how you can maximize opportunities for all kinds of learning through play experiences to occur for young children outdoors and the different types of play. (DCDEE 2, 3, 8)

Health and Safety for Infants and Toddlers

This .5 hours CEU course meets the NC Child Care Rule for Health and Safety Training Requirements for #9 Prevention of Shaken Baby Syndrome and Abusive Head Trauma (SBS/AHT) #2 Administration of Medication, #1 Prevention and Control of Infectious Diseases in Child Care and for #5 Emergency Preparedness and Response Planning for Emergencies Resulting From a Natural Disaster, or a Man-Caused Event. This course will focus on warning signs and prevention strategies for shaken baby syndrome, NC Child Care rule and the forms that are required to be completed before giving medication, the prevention and control of infectious diseases in child care settings and the stages of emergency preparedness and response. (DCDEE 1)

Infant Toddler Training Events

Note: DCDEE contact hours for these workshops typically range from 1.5 to 4 each. Each are 2 hours unless noted.

Understanding Monitoring and Developmental Screening (2.5 hours)

Have you ever been approached by a parent that had concerns about their child's development? Have you ever struggled with talking to a parent when you had concerns about their child's development? This training is designed for early childhood educators to provide an overview of monitoring children's developing milestones and developmental screening. The training will explain your role in developmental monitoring and the importance of promoting developmental screening when there is cause for concern. Participants will learn the difference between developmental monitoring and developmental screening, why each is important in supporting children birth to five, how to communicate effectively with parents and how to assist them through the referral process. (DCDEE 7, 9)

What Every Baby Needs

Everything in a baby's world happens in steps and stages. It is important to appreciate each stage as it occurs and provide the support and guidance needed to allow a successful journey through each one. This training will offer suggestions of what types of materials support learning at the different stages. You will gain insight on the benefits of providing babies with ample time and space to master a skill before moving on to start practicing a new one and will explore some of the drawbacks of intervening unnecessarily. With each mastered skill, babies are discovering more about their bodies, the world around them and how the two work together. These skills are the foundations that they will carry with them throughout their life and across all domains of learning. This training provides information that supports the ITERS-R subscales: Space and Furnishings, Activities and Program structure. (DCDEE 1, 2, 3, 7)

Temperament of Infants and Toddlers: Understanding and Supporting Individual Differences

We all have our own way of adapting and responding to the world around us. Are you distractible or persistent, sensitive or easy going? These characteristics describe temperament. During this workshop, we will learn about nine temperament traits and three large categories used to describe most infants and toddlers. Strategies on how to care for children based on their temperament type will be shared. We will also discuss the “goodness of fit” between your own temperament and the infants and toddlers in your care and explore the role of culture as it relates to temperament. By understanding temperament, caregivers can provide the supports needed to help every infant and toddler feel safe and secure in the child care setting. This training provides information that supports the ITERS-R subscales: Space and Furnishings, Listening and Talking and Interactions and Program Structure. (DCDEE 2, 3, 4, 8)

Bodies and Potties: Body Consciousness and Potty Training for Infants and Toddlers

One way children learn about their world is through their bodies and physical experiences. Learning about their bodies is no exception. We will discuss strategies for how to talk with young children appropriately, as they become more aware of their bodies and its parts beyond just their fingers and toes. Part of developing this “body consciousness” includes the potty training process. The signs that children are ready to start the transition from diapers to using the potty will be shared as well as guidelines and strategies for successful potty training experiences. This training provides information that supports the ITERS-R subscales: Personal Care Routines, Listening and Talking, Interactions and Program Structure. (DCDEE 2, 8)

More Than Just Routine: Turn Everyday Infant Toddler Moments into Extraordinary!

What does the word “curriculum” mean to you? If teaching skills and planning projects are the first ideas that come to mind, then this workshop will open your eyes to a new way of thinking about infant-toddler “curriculum”. Infant and toddler teachers spend a large part of the day engaged in routine caregiving responsibilities. These are key learning times! Participants will gain an understanding of why routines are essential to “curriculum” for infants and toddlers. Participants will learn how responsive and respectful one-on-one caregiving routines are opportunities for building relationships and learning, and how these routines are connected to culture and family values. This training provides information that supports the ITERS-R subscales: Personal Care Routines, Listening and Talking, Interactions and Program Structure. (DCDEE 1, 3, 8)

Social/Emotional Milestones-Birth to 36 Months: Building Blocks for Future Learning

First, everything is “mine”, then children learn to take turns, and eventually they learn to share. For infants and toddlers this learning happens through relationships and includes developing a sense of self, a sense of self with others, and learning about feelings. All children need an emotionally secure environment that supports healthy development in this learning domain. This workshop examines social/emotional competence as a vital component of later school readiness. Participants will learn how a responsive caregiver can help the youngest of our children form secure attachments, learn to navigate feelings and emotions, and begin to

develop self-regulation and social skills, the building blocks for future learning. This training provides information that supports the ITERS-R subscales: Listening and Talking and Interactions. (DCDEE 3, 7)

Language Development and Communication in Infants and Toddlers: What Are They Talking About?

It starts with crying, cooing, and babbling, and then you finally hear it, their first words! Sharing those language milestone moments can be some of our best experiences as infant and toddler teachers. During this workshop you will learn more about the development of language and communication for children birth to three; the research that links relationships to language learning in the first three years; and strategies to support development in this domain for all infants and toddlers, including dual language learners. In addition, participants will have a chance to discuss and share their ideas about the importance of talking to, singing with, and reading to infants and toddlers to foster a lifetime love of language and learning. This training provides information that supports the ITERS-R subscales: Personal Care Routines, Listening and Talking and Interactions. (DCDEE 8)

Creating Outdoor Learning Environments for Infants and Toddlers: It's Not Called a "Playground" Anymore

"Going Outside" is not just about *what is* out there but *what you do* when you are out there. It is in the news almost weekly; America's children are not getting enough exercise. The First Lady has taken on this cause because it has become a serious issue for our children today. This training will help participants understand the benefits of taking children outside daily and provide suggestions on how to create spaces for infants and toddlers outside that support all areas of learning and introduce them to the natural environment. Finally, participants will be giving ideas on what activities can be included in their outdoor spaces. This training provides information that supports ITERS-R subscales: Space and Furnishings, Personal Care Routines, Activities and Interactions. (DCDEE 1, 2, 8)

ITS-SIDS (2 to 4 hours)

This required training explains all the parts of North Carolina's SIDS Law. Participants will review information about when and how to use the approved waivers, how to best place a baby in bed to sleep, and other "Best Practice" recommendations. During the workshop, participants will get the needed information to create a Safe Sleep Policy, updated research about SIDS, and local health and safety resources. Participants also will be walked through how to do an unresponsive infant drill and the reason for doing them regularly. (DCDEE 1)

Infant Toddler Zone - PART I: Creating a Secure Infant- Toddler Environment (TOTAL 5.5hours)

Caring for infants and toddlers can be extremely rewarding but also pretty challenging. These very young children are dependent on their caregivers to meet their individual needs that support early learning and development while at the same time being responsible for their health and safety. During Part I of this Infant Toddler Safety Series, we will identify ways to enhance supervision so that infants and toddlers in your program are safe during play

activities. Clear guidelines are discussed that will keep children healthy, but also feeling secure as they explore their indoor and outdoor child care environment. This training provides information that supports the ITERS-R subscales: Space and Furnishings, Personal Care Routines and Activities. (DCDEE 1, 5)

Infant Toddler Zone - PART II: Planning for Protection

Caring for infants and toddlers can be extremely rewarding but also pretty challenging. These very young children are dependent on their caregivers to meet their individual needs that support early learning and development while at the same time being responsible for their health and safety. During Part II of this Infant Toddler Safety Series, you will leave feeling more confident about the key elements of planning for protection including keeping records and communicating with families and other staff. There will also be conversation about the importance of daily active physical play as well as the types of age appropriate materials to provide that allow for safe exploration in a secure world. This training provides information that supports the ITERS-R subscales: Space and Furnishings, Personal Care Routines, Activities and Program Structure. (DCDEE 1, 5)

Infant Toddler Zone - PART III: Caring for Infants and Toddlers

Caring for infants and toddlers can be extremely rewarding but also pretty challenging. These very young children are dependent on their caregivers to support early learning and development while at the same time being responsible for their health and safety. During Part III of this Infant Toddler Safety Series, certain positive guidance strategies are presented for you to use that allow infants and toddlers to learn about their world and what is expected of them. Enhance your understanding of how a caregiver's patient guidance facilitates the development of social and emotional competence of infants and toddlers, which is known to be linked to later school success. Also, discover ways to make the most of the daily routines such as feeding and diapering/toileting to support safe, healthy enjoyable experiences. This training provides information that supports the ITERS-R subscales: Personal Care Routines and Interactions. (DCDEE 1, 5)

Supporting Breastfeeding Families: A Guide for Early Care Providers

Did you know that breastfeeding provides the healthiest start in life for infants, but children who are routinely cared for someone other than their parents are less likely to be breastfed? Learn more about the benefits and risks of breastfeeding and formula use. Identify barriers to breastfeeding in a child care setting and learn ways to reduce barriers and make your program more breastfeeding-friendly. Materials and resources provided by the Carolina Global Breastfeeding Institute will be available to provide information and support for programs and families. Get started on a path to earn the Breastfeeding Friendly Child Care Designation offered by the NC Department of Public Health. This training provides information that supports the ITERS-R subscale: Personal Care Routines. (DCDEE 1, 4)

Getting Started Improving Quality with the ITERS-R

Would you like to gain a better understanding of the Infant Toddler Environment Rating Scale? More importantly, discover how to use the ITERS-R as a self-assessment tool to maintain quality long after the assessment is over. This two-hour training provides an overview of the ITERS-R. This training will explain the organization of the seven subscales used to evaluate programs, as well as the scoring system and what programs can expect before, during and after an assessment. Participants are encouraged to bring a copy of the spiral bound Infant Toddler Environment Rating Scale-Revised edition. (DCDEE 1, 5, 8)

DCDEE nine topic areas:

1. Planning a safe, healthy learning environment
2. Children's physical & intellectual development
3. Children's social & emotional development
4. Productive relationships with families
5. Program management
6. Professionalism
7. Child growth development
8. Inclusion of children with special needs
9. Observing & recording children's behavior