Child Care Aware® of North Dakota

EasyReach
Online Courses
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Choose from over 80 self-study courses. All available 24/7 from any location with internet access.

Let's get started with *EasyReach* training

Objective

Core and CDA Competencies

Helpful Resources

Helpful Websites

The Ages and Stages of Child Growth and Development

ChildCare Aware®
OF NORTH DAKOTA

www.ndchildcare.org

In western North Dakota:
1616 Capitol Way • Bismarck, ND
888-223-1510 • 701-530-2511

In eastern North Dakota:
715 11th St N Ste 402 • Moorhead, MN
800-452-3646 X7325 • 218-299-7325

What is EasyReach training?

EasyReach courses are a great way to strengthen basic skills and expand your knowledge of child care and early childhood learning.

Learning that fits your schedule

EasyReach courses are available 24/7 from any location with internet access. This continuous online access means you never have to miss a class due to illness, schedule conflicts or bad weather. You can start an EasyReach course at any time, work through the material at your own pace and take up to 12 months to finish the course.

Earn credits to advance your career

All EasyReach courses have been approved by Growing Futures. Credit for your course is automatically added to your training transcript as soon as you finish the course and successfully complete the online, multiple-choice learning review.

How to register and begin a course

1. Go to www.ndchildcare.org.

2. Click on "TakeTraining" link located on the right hand side of page.

3. Login to your account by entering your user name and password.

4. In the (blue shaded) area
   • Click on the drop down box under "Training Delivery Method".
   • Select "online", then check "EasyReach" -OR- enter the course code in the keyword search.

5. Click "Search" and scroll down to see results. Click the course title to view topic details.

6. Check the box next to the title to register and click "add to my training" at the bottom of the page. Then follow the registration process.

7. Begin your course by clicking the "My Trainings" tab at the top of the page. Locate the title of your course and click the "Start Online Course" link on the far right side.

Child Care Aware® of North Dakota has training options to meet your needs

Online

Getting started or looking for the basics?

EasyReach online, self-study courses are a great way to complete your Basic Child Care courses. Training is available online 24/7 to fit busy schedules from any location with internet access.

Ready to dig deeper and learn more?

Get your questions answered as you interact online with other child care providers and an experienced instructor. Eager-to-Learn courses are the ideal option to earn CEUs for CDA renewal.

Face-to-Face

Get cutting-edge information from the experts.

These live, face-to-face events give you the opportunity to interact with leading experts in the early childhood field as they present the latest trends, research and hot topics in our field.

Arrange for a training session at your location.

Child Care Aware® of North Dakota will connect you with a topic specialist who can train your group or association to meet a specific need or fulfill a license/credential requirement.

Core Competency Course
PLANNING GUIDE

Core competencies describe sets of skills child care providers need in their work with children. Two types of core competencies are noted for each class in this guide. The following descriptions of core competency areas will help you choose courses that meet your training needs and advance your professional development.

North Dakota Core Competency Areas

Courses in this catalog are grouped and color coded by North Dakota Core Competency areas:

CDA Core Competency Areas

A CDA Core Competency Goal category is noted for each class:

Goal I: To establish and maintain a safe, healthy learning environment

Goal II: To advance physical and intellectual competence

Goal III: To support social and emotional development and to provide positive guidance

Goal IV: To establish positive and productive relationships with families

Goal V: To ensure a well-run, purposeful program responsive to participant needs

Goal VI: To maintain a commitment to professionalism

All Child Care Aware® of North Dakota Trainings are Growing Futures Approved
Learn about Growing Futures Professional Development and ways you can advance your career in early childhood by visiting **www.ndgrowingfutures.org**

EasyReach Basic Child Care Training

All licensed Child Care Providers are required to complete Basic Child Care courses **within the first three months** of being licensed/employed.

The Basic Child Care seven-course series includes:

- Safe Practices and Policies
- Healthy Practices and Policies
- Illness Prevention and Management
- Food and Nutrition
- Elements of an Effective Environment
- Getting in Tune
- Mandated Reporting

This symbol designates courses that are part of the Basic Child Care Training series.

No internet access?
Course materials are also available on DVD. Passing a learning review is required for successful completion of the course. Contact your local Child Care Aware® office for information about this option.

North Dakota Core Competency Area I:
Child Growth & Development

*Understand how children acquire language and develop
physically, cognitively, emotionally & socially*

Approaches to Learning

Whether an infant, toddler, preschool room or family child care setting, all classrooms/programs are busy places with a variety of actions and interactions occurring all at once. Some spaces are loud and active, others are quiet and calm. Some children engage in individual learning and others are interacting with peers and discovering together. In this training you will explore children's approaches to learning, variations in teaching approaches, strategies to promote learning, and better understand your role in guiding children's learning.

Clock Hours: 2

Keyword Search Code: ERGUCHLRN

CDA Competency: II

Objectives:
• Explore children's approaches to learning
• Explore the variations in teaching approaches
• Learn strategies to promote learning
• Better understand a caregiver's role in guiding children's learning

How Family and Culture Impact Learning and Development

An important part of the caregiver's role is to recognize, respect, and support children's connection to their families and cultures. The culture of each family influences the development of the child and impacts practices within your child care setting. Discuss ways to express interest and openness to families' ways of doing things and to develop skill in resolving differences with families.

Clock Hours: 2

Keyword Search Code: ERHFCILD

CDA Competency: II

Objectives:
• Identify how a family's culture influences how and what their child learns
• Understand your role in providing culturally sensitive care

Language Development

Language is more than talking it is the ability to make sounds, listen to others, and understand what you are hearing. Learn to recognize the milestones and stages of language development in children from birth to age 5. This course will provide you with numerous strategies that promote language development.

Clock Hours: 2

Keyword Search Code: ERLANGDEV

CDA Competency: II

Objectives:
• To recognize the milestones and stages of language development in children birth to age 5
• To understand caregiving strategies that promote language learning in young children

Physical Development

Have you ever thought about the amazing process of growth that turns a helpless infant into an active preschooler? To parents and caregivers, it seems that one minute a child is a tiny infant and the next a busy little person who is into everything. In this session, we'll be exploring the process of physical development -- the growth of the body. As caregivers, we need to understand and support the process of physical development. From preparing a safe environment for children to selecting toys and activities, our decisions for children are based on knowledge of how young bodies are growing and developing.

Clock Hours: 2

Keyword Search Code: ERPHYDEV

CDA Competency: II

Objectives:
• Identify basic aspects of physical development in children birth to age 6 and plan appropriate activities to support and encourage children's physical development

Physical Fitness and the Young Child

Movement skills and fitness are critical to physical development in early childhood, but movement also enhances cognitive and social/emotional development and plays an important role in developing a healthy lifestyle. This informative and entertaining presentation looks at the key aspects of developing young children's motor skills and demonstrates just how easy and fun it is to make movement part of every child's life and education.

Clock Hours: 1

Keyword Search Code: ERWPFYC

CDA Competency: II

Objectives:
- Gain an understanding of the current state of children's health and how it connects to physical development
- Gain an understanding of motor development and how to best facilitate learning

Social Emotional Development

Social emotional development is about learning to form good relationships, understanding feelings, controlling emotions, respecting others, and understanding yourself. All of these skills begin to form in infancy and continue to develop in the first years of life. As a caregiver, your understanding of social emotional development and the quality of the relationships you have with children can impact their success

Clock Hours: 2

Keyword Search Code: ERSOCEMD

CDA Competency: III

Objectives:
- Understand the definition and importance of social emotional development
- Understand the role of a caregiver and strategies to support social emotional development

Temperament Traits in Young Children

Children come into the world with different temperamental tendencies that play a major role in their behavior. The relationships that develop between children and their caregivers, both at home and in child care, are strongly influenced by temperament. In group care, children displaying different temperamental traits can create a challenging mix of needs and demands that compete for the caregiver's time and attention. In order for every child in a group to thrive, caregivers need an understanding of temperamental differences and the flexibility to meet each child's temperamental needs.

Clock Hours: 2

Keyword Search Code: ERTEMPR

CDA Competency: III

Objectives:
- Be able to discuss the nine different temperamental traits
- Identify the three temperamental types
- Describe the concept: "goodness of fit"
- Identity care-giving strategies that help both provider and child

The Ages and Stages of Child Growth and Development

Because child care providers have strong bonds with parents and families they are often the first resource for parents who have questions about a child's development therefore, it's important to know the basics. This course will introduce you to the typical patterns of child development for children ages 0-5.

Clock Hours: 2

Keyword Search Code: ERAGES

CDA Competency: II

Objectives:
- Participants in this training will be able to describe the 4 major developmental domains
- Participants in this training will be able to identify the typical patterns of development for ages 0-5

North Dakota Core Competency Area II:
Learning Environment & Curriculum

*Establish a learning environment that provides learning experiences
to meet each child's needs, capabilities and interests.*

Concept Development in the CLASS™

Lesson plans and activities that focus on rote instruction serve an important purpose, but it's equally important to include instruction that encourages higher-order thinking skills. These skills, identified as Concept Development in the CLASS™ tool, provide opportunities for children to analyze, reason, create their own products, brainstorm, plan, and make connections between new information and previous knowledge. This training will define the practice of teaching children higher-order thinking skills and help you reflect on opportunities to strengthen your skills in this area of instruction.

Clock Hours: 1.5

Keyword Search Code: ERWCONDEV

CDA Competency: II

Objectives:
• Get clear - Define & distinguish concept development from other adult and child thinking
• Be specific - Identify CLASS™ concept development behavior markers
• Put it to use - Implement concept development in early education activities

Creating and Using the Outdoor Environment

Children of all ages need to have the opportunity for outdoor play during all seasons. Yes, that includes going out in the cold and snow during the middle of winter. The outdoor environment creates unlimited learning opportunities and nurtures physical well-being which is why every child should be given the chance to play outdoors daily. This training session will explore the importance of outdoor play and discuss ways for you to incorporate it on a daily basis in your program.

Clock Hours: 2

Keyword Search Code: EROUTDR

CDA Competency: I

Objectives:
• Describe the benefits of outdoor play for children
• Identify ways to address potential challenges in taking children outdoors
• Describe activities and materials to include in outdoor play opportunities

Daily Events and Weekly Planning: Infants Toddlers and Twos

Daily events and weekly planning is at the heart of a smooth flowing day in an infant or toddler classroom. Structuring the day means creating a unique blend of consistent predictable routines with a mix of learning activities. This training will walk you through the process of creating schedules and weekly plans for infants and toddlers based on the information you collect through daily observations.

Clock Hours: 1.5

Keyword Search Code: EREVNPLN

CDA Competency: V

Objectives:
• Develop an infant or toddler daily schedule that is responsive to individual needs
• Develop a weekly plan based on observation and assessment information
• Connect weekly activity plans to the ND Early Learning Guidelines

Daily Events and Weekly Planning for Pre-School Aged Children

Planning for daily events and making weekly plans is at the heart of a smooth flowing day in a preschool classroom. These plans give early care providers a way to structure their activities and experiences with children to intentionally promote learning and are based on information collected through observation and assessment activities. This training will walk you through the process of creating schedules and weekly plans for preschool aged children.

Clock Hours: 1.5

Keyword Search Code: ERWDPAC

CDA Competency: V

Objectives
• Use what you know about preschool aged children to develop daily and weekly plans
• Learn the benefits of daily and weekly planning
• Learn the components of a daily and weekly schedule
• Incorporate children's interests into daily and weekly planned activities

Elements of an Effective Environment

The design and layout of the physical environment have a profound impact on children's learning and behavior and on the caregivers' ability to do their job. When the environment is designed properly, children have the choice to move about safely while sampling a variety of curriculum activities with little intervention required by caregivers. Adults can concentrate on developing activities, observing children, and meeting their individual needs. This course will discuss key elements of designing an effective environment to help children feel invited and welcome to explore and learn.

Clock Hours: 2

Keyword Search Code: EREOAEE

CDA Competency: I

Objectives:
• Identify and implement elements of an effective environment

Jump into Literacy: Active Learning for Young Children

This course is presented by Rae Pica, national speaker on the topic of physical activity in Early Childhood. Rae shares specific activities, ideas, and resources on the connection between physical movement and the development of literacy skills. Learn how to increase moderate to vigorous physical activity while meeting Early Learning Guideline outcomes related to language and literacy. Get activity ideas you can use in your classroom.

Clock Hours: 1

Keyword Search Code: ERWJMPLIT

CDA Competency: II

Objectives:
• Understand the relationship between movement and emergent literacy
• Describe the four elements of language arts and the role of active learning in each
• Conduct developmentally appropriate movement activities that promote emergent literacy

Jump into Math: Active Learning for Young Children

This course is presented by Rae Pica, national speaker on the topic of physical activity in Early Childhood. Rae shares specific activities, ideas, and resources on the connection between physical movement and the development of math skills. Learn how to increase moderate to vigorous physical activity while meeting Early Learning Guideline outcomes related to math. Get activity ideas you can use in your classroom.

Clock Hours: 1

Keyword Search Code: ERWJMPM

CDA Competency: II

Objectives:
• Identify concepts that should be part of early childhood mathematics
• Understand the role of physical activity in exploring these concepts
• Design developmentally appropriate math activities for young children

Jump Into Science: Active Learning for Young Children

This course is presented by Rae Pica, a national speaker on the topic of physical activity in early childhood. Rae shares specific activities, ideas, and resources on the connection between physical movement and the development of science skills. Learn how to increase moderate to vigorous physical activity (MVPA) while meeting the Early Learning Guideline outcomes related to science. Get activity ideas you can use in your classroom.

Clock Hours: 1

Keyword Search Code: ERWJMPSCI

CDA Competency: II

Objectives
• Identify the concepts that should be part of early childhood science
• Understand the role of physical activity in exploring these concepts
• Design developmentally appropriate science activities for young children.

Music and Movement

As children move to the beat of the music or sing songs, they explore and practice important skills. In this training you will learn how to select appropriate materials to create an environment for music and movement and also discover how music and movement activities promote development.

Clock Hours: 2

Keyword Search Code: ERMUSICM

CDA Competency: II

Objectives:
• Discover how music & movement activities promote development
• Learn how to select materials to create an environment for music and movement

Prevention: It's All About Environments

In this course, we will take a look at the environment of our childcare facility and the ways in which the environment can impact children's behavior. We'll be looking at aspects of the environment – such as the physical arrangement of the space, the daily schedule, and the ways children transition between activities – to identify potential problem areas and look at strategies we can implement to try to prevent challenging behaviors.

Clock Hours: 2

Keyword Search Code: ERPRVNTE

CDA Competency: I

Objectives:
- Identify potential problem areas in the physical arrangement of your home or classroom
- Plan a daily schedule that works well for the children in your care
- Understand the importance of transitions and gain new ideas to implement in your childcare setting

Routines and Transitions: Infants, Toddlers and Twos

Routines are at the heart of an infant/toddler program. They consume a vast majority of your day, yet they should be anything but routine. Routines are your opportunity to connect individually with each child creating special moments of spontaneity which build bonds, form connections, and offer learning moments. In this course you will examine the five basic routines and learn techniques for building relationships and trust with infants and toddlers during these routines.

Clock Hours: 2

Keyword Search Code: ERRTITT

CDA Competency: III

Objectives:
- Examine the basic routines of infants and toddlers - Hellos and Goodbyes, Diapering and Toileting, Eating and Mealtimes, Sleeping and Nap time, Getting Dressed, and Transitions
- Explore the importance of each routine and how they can support children's development and learning through specific teaching strategies and practices
- Discover the connection between caregiver practices and the social/emotional needs of children during routine times

Sand and Water

Children are often attracted to sand and water, almost as if the sand or water is calling their name. Whether they are sitting in a sand box, at the kitchen sink, playing in a backyard water table or sifting sand at an indoor sand table, children are learning new skills each time. In this training you will learn: how to set up a Sand and Water play center, what developmental skills children are learning through sand and water play, and how to engage and keep children safe as they play with sand and water.

Clock Hours: 2

Keyword Search Code: ERSNDWTR

CDA Competency: II

Objectives:
- Learn how to set up a sand and water center
- Discover ways to promote learning & development by incorporating a sand & water center
- Consider elements of safety when offering sand, water, or other sensory experiences

Selecting and Displaying Toys

Do the children in your program play appropriately with the toys you provide? Do they return them neatly to where they belong when they are finished playing with them? Perhaps the children in your care sometimes misuse the materials you provide or leave the toys scattered. This training will give you helpful suggestions for becoming a smart consumer when selecting materials for your program. It will also walk you through important considerations for displaying toys that encourage children to use materials in an appropriate and responsible manner.

Clock Hours: 2

Keyword Search Code: ERSDTOY

CDA Competency: I

Objectives:
- Describe attributes which should be considered when selecting toys for young children
- Discuss what makes toys more open-ended or more limiting
- Articulate the importance of the use of interest areas in early childhood settings
- Understand the basic components of a well arranged, organized environment for children

Setting Up and Maintaining the Family Child Care Environment

There are several key elements to consider when setting up a family child care environment that allow child care providers to best meet the needs of their own family, themselves as a business manager, and the children and families enrolled in the family child care program. This training focuses on creating a welcoming environment, making the environment comfortable and home-like, creating space that is easy to maintain, making sure the environment is safe, designing the environment to maximize development and learning, and organizing the space for adult and children's use.

Clock Hours: 2

Keyword Search Code: ERMFCCE

CDA Competency: I

Objectives:

• Learn important elements of organizing and maintaining their FCC home
• Arrange FCC environment to best provide for the interests and safety of children
• Effectively display materials so children can make meaningful choices

Setting Up and Maintaining the Infant/Toddler Care Environment

The learning environment for infants and toddlers is any space in your program where the children spend most of their time playing, or having their routine needs met (feeding, diapering, napping). During this course you will discover eight key concepts and three spaces that are important to consider when setting up and maintaining the infant toddler environment.

Clock Hours: 2

Keyword Search Code: ERMITCE

CDA Competency: I

Objectives:

• Awareness of concepts to consider in providing a well-arranged space, which meets the developmental needs of infants and toddlers during routines and play

Setting Up and Maintaining the Library Area

It is important for the children we care for to develop an early love for literacy because of the impact it has on their life-long learning. The library area is a key place to foster this. In this course, we'll look at the key components of a library area and discuss how the library area can support children's learning and development.

Clock Hours: 1.5

Keyword Search Code: ERLIBRY

CDA Competency: II

Objectives

• Give specific reasons why the library area is important
• Understand the role of the teacher in facilitating early literacy experiences
• Become familiar with the materials and activities that should take place in the library area

Pin Some Fresh Ideas for Your Child Care

Pinterest

www.pinterest.com/ndccrr

North Dakota Core Competency Area III:
Assessment & Planning for Individual Needs

*Observe and assess what children know and can do
in order to provide curriculum and instruction that addresses
their development and learning needs*

Assessing Children's Learning

As early care and education professionals we strive to understand children's needs and offer them the best possible learning experiences. This course is designed to help you understand the core components of developmentally appropriate assessment of children's learning and to guide you to discover some of the tools and resources that are available for assessing children's skills and abilities.

Clock Hours: 2

Keyword Search Code: ERASLERN

CDA Competency: V

Objectives:
• To understand the core components to developmentally appropriate assessment of children's learning
• To discover tools and resources available for assessing children's skills and abilities

Collecting Information: Observation and Documentation

Making observations a part of your regular routine will give you focus and validate the hard work you do in assisting children to build solid developmental foundations. As a result of completing this course you will learn how to focus the observations you make naturally every day and explore the idea of expanding observations to collect meaningful information that allows you to plan an effective child care program.

Clock Hours: 2

Keyword Search Code: ERCLOBASE

CDA Competency: V

Objectives:
• To understand the basic concepts of observation to include: what it is, why we do it, when it is appropriate, and strategies/methods
• To understand how to use observation to gather information about children's development

Individualization: Meeting the Needs of Every Child

While you work in the field of early care and education you will notice that the children you work with have their own unique characteristics and learning styles. So how does an early care provider begin to adapt activities and the environment to meet the varying needs of the children in their care? This course is designed to help you identify the importance of customizing your plans to meet the needs of children as individuals and stretch your thinking about tailoring your activities, the environment, and individual interactions to maximize learning.

Clock Hours: 2

Keyword Search Code: ERINDIVD

CDA Competency: V

Objectives:
• To understand the importance of using customized, individual-based planning to meet the needs of each child in your classroom/program
• To understand the process of planning for each child
• To become aware of the elements of planning to meet each child's needs

The Role of an Early Care Provider

The role of an early care provider is very diverse. Many people join the field because they enjoy working with young children and are surprised to learn that working in the field actually means wearing many different hats. This course will examine the number one role of an early care provider – supporting the growth and development of children – by looking at three important aspects: observing children, guiding learning and assessing learning.

Clock Hours: 2

Keyword Search Code: ERTEACHRL

CDA Competency: V

Objectives:

• Identify the importance of observation in an early care setting
• Develop strategies for completing observation
• Become familiar with tactics for guiding children's learning

Using Observation and Assessment to Plan

Most early care and education professionals naturally watch children play to discover what they are learning, and create additional opportunities to help them practice new skills. This session will help you focus your thoughts about curriculum for young children and what developmentally appropriate practices should look like. You will be guided through the process of observation, assessment, and planning for young children to help you make informed choices about curriculum planning.

Clock Hours: 2

Keyword Search Code: EROBNAS

CDA Competency: V

Objectives:

• Be able to define "curriculum' for young children
• Understand the cycle of assessment and planning for individual needs
• Understand the value of using observation and assessment to plan

North Dakota Core Competency Area IV:
Interactions with Children

Establish supportive relationships with children and guide them as individuals and as part of a group.

Getting in Tune: The Responsive Process

Children are happier, easy-going and more secure when caregivers/teachers are warm and responsive. This session discusses how caregivers can form sensitive and responsive relationships with each child to best support the child's development and learning.

Clock Hours: 2

Keyword Search Code: ERGITRP

CDA Competency: III

Objectives:

• Identify the importance of nurturing relationships
• Describe the concept: "getting in tune" and the four ways to become in tune
• Understand self-awareness and it's role in caring for young children
• Identify the three steps to "The Responsive Process"

Promoting Positive Relationships

Relationships are the heart of the human experience. In this course, we will take a look at what it takes to establish a caring classroom community. The teacher establishes this community by building relationships with each child and by supporting friendships.

Clock Hours: 2

Keyword Search Code: ERPPRC

CDA Competency: III

Objectives:

• Become familiar with various methods of establishing and supporting friendships between children
• Discover ways to build relationships with children
• Investigate program and classroom policies that support positive interactions

Respectfully Yours: A Professional Approach to Infant & Toddler Care

Providing respectful care to infants and toddlers in group care requires caregivers who understand and support how they learn and develop. Care needs to be based on knowledge of how young children learn, regular observation, and respectful interactions with children and families. Infant toddler care that incorporates respectful and responsive caregiving allows each child to maintain his/her own preferences and sense of self setting the stage for children to become competent and capable.

Clock Hours: 1.5

Keyword Search Code: ERRESYRS

CDA Competency: III

Objectives:
• Discuss why it is important to provide respectful care for infants and toddlers
• Identify how to provide care to infants and toddlers in a respectful way
• Describe the role of observation in infant and toddler care
• Identity strategies that promote respectful relationships with families

Self Expression and Self Control in Early Childhood

It is probably every child care provider's dream to have a program full of children who can clearly express their wants, needs, preferences, and feelings. Beyond this, wouldn't it be wonderful if these same children were able to control their behavioral and emotional responses as they interact with others throughout the day? While developmentally, this ideal image is a bit out of reach for most children, there are ways caregivers can encourage the mastery of these essential skills in children. This EasyReach course will help providers identify strategies they can implement in their environments to help preschoolers express themselves and control their behavior to the best of their developmental ability.

Clock Hours: 1.5

Keyword Search Code: ERSELFXPR

CDA Competency: III

Objectives:
• Recognize key milestones of social & emotional development for children ages 0 to 5 years
• Identify strategies for helping children express their wants, needs, preferences & emotions
• Implement classroom models to encourage children to self-monitor their behaviors

10 Steps to Positive Discipline - Module 1

This course is the first in a series of five that will help you raise your confidence and expertise when guiding children's behavior. This module explores the difference between positive and negative discipline, the four major types of temperament, and key developmental characteristics.

Clock Hours: 1.5

Keyword Search Code: ERWTSPD1

CDA Competency: III

Objectives:
• Explore our own patterns of child management and where they originate
• Define the differences between positive and negative discipline
• Identify the four major types of temperament in children
• Identify key developmental characteristics of children

10 Steps to Positive Discipline - Module 2

This course is the second in a series of five that will help you raise your confidence and expertise when guiding children's behavior. By completing this module you will understand the importance of modeling appropriate behavior for children and learn techniques to remain in control of your responses to challenging situations.

Clock Hours: 1

Keyword Search Code: ERWTSPD2

CDA Competency: III

Objectives:
• Convey the importance of modeling appropriate behavior for children
• Define the source of adult responses to children and challenge participants to remain in control of those responses

10 Steps to Positive Discipline - Module 3

This course is the third in a series of five that will help you raise your confidence and expertise when guiding children's behavior. By completing this module you will learn the importance of clear and assertive communication techniques so children learn that their words are more powerful than their hands.

Clock Hours: 1.5

Keyword Search Code: ERWTSPD3

CDA Competency: III

Objectives:
• Convey the importance of being able to see the world from a child's point of view
• Learn clear and assertive communication techniques so children learn that their words are more powerful than their hands

10 Steps to Positive Discipline - Module 4

This course is the fourth in a series of five that will help you raise your confidence and expertise when guiding children's behavior. This module presents the alternative view that correcting children's behavior through discipline is not punishment; rather it is an opportunity to teach. You will also be introduced to the idea that being in a relationship with children is a positive guidance technique.

Clock Hours: 1.5

Keyword Search Code: ERWTSPD4

CDA Competency: III

Objectives:
• Present the alternative view that correcting children's behavior through discipline is not punishment; rather it is an opportunity to teach
• Instill the idea that adults need to be in a relationship with children. Adults must provide a number of activities and games to be played with the child to build this relationship

10 Steps to Positive Discipline - Module 5

This course is the fifth in a series of five that will help you raise your confidence and expertise when guiding children's behavior. This module will help you understand the importance of seeking solutions, not blame and instill the value of communicating with love, not fear.

Clock Hours: 1

Keyword Search Code: ERWTSPD5

CDA Competency: III

Objectives:
• Teach the importance of seeking solutions, not blame.
• Instill the value of communicating with love, not fear.

Together in Care: Meeting the Needs of Children

Increasing numbers of young children are being cared for in groups for long periods of time each day. What they need is neither babysitting nor school, but rather a continuing relationship with a few caring people in an intimate setting. These early attachments will lay the foundation for future growth and development. This training will focus on meeting the intimacy needs of children in group settings by exploring the importance of intimate relationships, primary care, and continuity of care.

Clock Hours: 2

Keyword Search Code: ERTONCARE

CDA Competency: III

Objectives:
• Recognize the importance of creating intimate relationships between child and caregiver
• Recognize the significance of primary care and continuity of care

Understanding and Guiding Children's Behavior

During the early years, children are learning how to regulate their own behavior and how to get along with others. Adults play an important role in teaching children these life-long skills and in providing the conditions that reinforce children's ability to behave. In this training, we'll explore the factors that motivate children's behavior- both positive and negative- and discuss various strategies you can use to most effectively guide children toward acceptable behaviors.

Clock Hours: 2

Keyword Search Code: ERUNCHBE

CDA Competency: III

Objectives:
• Identify the four primary functions of behavior
• Recognize an appropriate response to challenging behaviors
• Understand the power of positive reinforcement of good behaviors and the potentially harmful effect of punishment

North Dakota Core Competency Area V:
Families & Communities

Work collaboratively with families & agencies/organizations to meet children's needs and to encourage the community's involvement with early childhood education and care.

Building Partnerships with Families

Building partnerships with families is an important part of early care and education programs. Family partnerships enhance children's experiences and give them consistent, predictable care. As a child care professional you are responsible for initiating and building the partnership. Through this course learn how to set the stage and establish positive relationships with parents and families.

Clock Hours: 2

Keyword Search Code: ERBPWF

CDA Competency: IV

Objectives:
- Understand the importance of positive and supportive relationships with parents and families
- Reflect on your own philosophy, policies, and practices
- Identify key strategies, tools, and tips for building partnerships with families

Communicating Effectively with Families

Communicating effectively with families is an essential link in establishing partnerships with parents. While there are potential barriers to open, honest, two-way communication, the payoffs for families, children, and caregivers are worth the effort. During this training you will explore the importance of communicating effectively with families, identify techniques to build strong communication skills, and investigate tips for difficult conversations.

Clock Hours: 1

Keyword Search Code: ERCOMFAM

CDA Competency: IV

Objectives:
- Learn strategies for communicating effectively with parents
- Identify techniques for making the most of exchanges with families

Making Families Feel Welcome

A critical and impressionable time in your child care program is when families are just beginning enrollment. The process of developing relationships with families begins from the moment you first make contact. These initial contacts are very important for building positive relationships, outlining expectations, and helping the family and child feel welcome in your environment. This training will provide information about creating a welcoming setting, helping families adjust to your program and become involved, and working through separation anxiety.

Clock Hours: 2

Keyword Search Code: ERMFFW

CDA Competency: IV

Objectives:
- Identify a variety of ways to help parents feel welcome in your child care program
- Learn strategies for helping new parents adjust to your program and existing parents become more involved
- Address the needs of children as they enter a new child care setting with a focus on separation anxiety

Protective Urges

Caring for infants can bring up strong emotions in both parents and caregivers. Explore the natural emotions that parents feel as they leave their precious child with a caregiver and examine your own feelings about parents. Learn a 4-step process to work through strong emotions and develop more positive relationships with parents.

Clock Hours: 2

Keyword Search Code: ERPROTUR

CDA Competency: IV

Objectives:
- Discuss why having positive relationships with parents is important
- Acknowledge that caring for young children can stir up strong feelings
- Recognize that parents have a need for understanding, competence and honesty
- Be aware that caregivers' feelings can interfere with their ability to work effectively with parents
- Identity the four-step process that will help them understand emotional reactions and actions

Resolving Differences with Families

Working to understand different values and beliefs will help you collaborate with families to develop consistent and predictable care for children. To be a supportive caregiver and a partner in helping children grow you need to find ways to work together with parents to best meet a child's needs and family's expectations; even if they don't fit in exactly with your usual practices. It doesn't mean giving up everything you know. You need to find a balance. This training will explore the Acknowledge, Ask, Adapt technique for resolving differences.

Clock Hours: 1.5

Keyword Search Code: ERRSLVDF

CDA Competency: IV

Objectives:
- Steps to take before differences arise
- How your personal experiences influence situations
- How to talk to and work cooperatively with families

Supporting Breastfeeding in Child Care

A pregnant mother generally makes the decision to breastfeed before her baby is born. Her decision and success is strongly influenced by the level of support she receives from others. Quality child care includes supporting the success and continuation of breastfeeding.

Clock Hours: 1.5

Keyword Search Code: ERBRFEC

CDA Competency: IV

Objectives:
- Educate child care providers that a mother may breastfeed her child wherever they have a legal right to be
- Explore ways to support breastfeeding in child care

Talking to Families When Developmental Concerns Arise

All children are unique and develop at their own pace, but as you work in the field of early care and education you will eventually care for a child whose development doesn't seem to be progressing typically. As a child care provider, you are a valuable resource to parents! They look to you for information on their child, and they trust you. Therefore, it is important that you openly communicate with parents and give well informed information. This training will guide you through the topic of establishing relationships with families and talking to parents when concerns over a child's development arise.

Clock Hours: 2

Keyword Search Code: ERCONCERN

CDA Competency: IV

Objectives:
- Identify ways to establish trusting relationships with families
- Respectfully discuss developmental concerns with families

Health, Safety & Nutrition

*Establish an environment that ensures children's
health, safety and nourishment*

Abusive Head Trauma

Abusive Head Trauma – previously referred to as shaken baby syndrome – is a term used to describe a collection of signs and symptoms that result when a baby is vigorously shaken and/or when blunt force is applied to the child's head, usually out of anger and frustration on the part of a caregiver due to the child's inconsolable crying. As many as 1300 children in the United States suffer severe or fatal head injury from Abusive Head Trauma each year but fortunately, this condition is 100% preventable.

Clock Hours: 1

Keyword Search Code: 09HCAHTE

CDA Competency: I

Objectives:

• Describe the effects of abusive head trauma
• Identify the factors that contribute to it and verbalize ways to prevent it from occurring
• Recognize the developmental considerations that make young children particularly vulnerable to abusive head trauma

Emergency Preparedness

We all need to be prepared for emergencies but for child care programs, the need to plan and prepare for a variety of emergency situations is even more important. While extreme weather is the most common cause of emergency situations, something as common as a power outage can cause health and safety concerns. As a child care provider, you need to take steps to reduce the risk of emergencies and plan how you will respond to emergencies when they do occur. In this training session, we will review the types of emergencies and the basic steps to take to be ready for any situation.

Clock Hours: 2

Keyword Search Code: EREMGPR

CDA Competency: I

Objectives:

• Assess the risks and consequences of potential disasters in their area and to plan and prepare strategies to respond to emergencies

Food and Nutrition

The early childhood period is an exciting time developmentally. During the first five years of life, more growth and development occurs more quickly than any other period in the human lifespan. Good nutrition is necessary for normal growth of the body and brain, and to maintain a healthy immune system. As an early childhood provider, you have an important role in making sure children have the foods they need for healthy growth. Your attitudes and approaches to food also influence the way children feel about themselves and the choices they learn to make. Early childhood is the time to help children develop healthy habits that can last a lifetime? You are an essential ingredient in giving children a healthy start.

Clock Hours: 1.5

Keyword Search Code: 09HCFNE

CDA Competency: I

Objectives:

• Provide children with nutritious meals and snacks and support the development of healthy eating habits in children

Healthy Practices and Policies

Concern about illness and disease in child care is an everyday worry for child care providers and parents. When children become ill in child care, they may require more attention from caregivers and pass their illnesses on to other children, to their families, and to caregivers and their families. There are many simple things you can do to make your child care setting a healthier place. In this training, we will review basic hygienic conditions and practices that will reduce the risk for infectious disease in your child care program. We will explore handwashing, diapering, and sanitation procedures, and discuss ways to handle blood and other bodily fluids. These healthy practices can prevent infections from spreading.

Clock Hours: 1.5

Keyword Search Code: 09BCHPE

CDA Competency: I

Objectives:

• Identify and demonstrate proper techniques for preventing communicable diseases including: hand-washing, diapering, cleaning and sanitizing

Illness Prevention and Management

Illness is common in child care settings. When children are cared for in groups, they have many opportunities to come in contact with new germs, and to spread germs to others. Most illnesses are mild and easily treated. Others are dangerous and potentially life threatening. While illness in child care cannot be completely eliminated, it can be reduced and managed. There are many things you can do to make your child care setting a healthier place for children and adults. In this training, we will review the basics of how illness is transmitted; policies and practices to prevent and manage illness; and ways to effectively communicate with families.

Clock Hours: 1.5

Keyword Search Code: 09HCIPME

CDA Competency: I

Objectives:

• Identify and implement proper policies and procedures for preventing and managing infectious disease in early childhood group care settings

Immunization: What Child Care Providers Need to Know

Immunizations are an essential tool for stopping the spread of disease. In child care settings, both adults and children need to have up-to-date immunizations to protect themselves and others. This training session, developed by the Red River Immunization Coalition, walks you through the reasons for immunizations and the recommended schedule of immunizations for children in the early years. Information on tracking and maintaining records on children's immunizations is provided. Many handouts and information to share with parents are also included. Learn all that you can about this vitally important topic.

Clock Hours: 2

Keyword Search Code: ERPRIMM

CDA Competency: I

Objectives:

• Learn why immunizations are an important tool for stopping the spread of disease

• Develop an understanding of the recommended immunization schedule for children

• Learn to track and maintain records on children's immunizations

Let's Move! Child Care Healthy Eating: Research and Policies

Learn how to improve the health and nutrition components of your program by exploring policies that support healthy eating and beverages. You will receive an overview of the rationale for healthy eating in child care and look at policies that can establish healthy eating preferences in young children. This session is part of the Let's Move! Child Care Campaign.

Clock Hours: 1

Keyword Search Code: ERWLMEH

CDA Competency: I

Objectives:

• Understand research and policies that support healthy eating and beverages

• Understand the rational for healthy eating in child care

• Communicate healthy eating and beverage policies to parents

Managing Asthma in Child Care

Asthma can't be cured, but it can be managed when early symptoms are treated! As a child care provider, you play a major role in protecting the health and safety of the children in your care! In this training you will learn to recognize signs and symptoms of asthma, how to treat and manage asthma, and when to seek emergency care.

Objectives:

- Recognize signs and symptoms of asthma, how to treat and manage asthma, and when to seek emergency care

Clock Hours: 1

Keyword Search Code: ERASMAC

CDA Competency: I

Managing Infectious Disease in Child Care: Exclusion Guidelines

Caring for children is full of activities that can lead to the spread of infectious diseases: caring for infants, preparing food, cleaning up after meals, changing diapers or helping with toileting, lack of child vaccination, and the current health status of the children and staff. In this course, participants will learn how to prevent, recognize, and manage infectious diseases in early education and child care settings.

Objectives:

- Identify primary goal of exclusion and learn when to exclude children and staff from care setting.
- Learn how consistent application of exclusion criteria creates clear expectations of families and child care staff, and a healthier environment.

Clock Hours: 1

Keyword Search Code: ERWMID

CDA Competency: I

Mandated Reporting

North Dakota Child Protection law is to protect the health and welfare of children by encouraging the reporting of suspected child abuse and neglect. In order to protect our North Dakota children, the law requires certain people in the community, including child care providers and others involved in direct care to children and their families, to report suspected child maltreatment. The objectives of this presentation are to reinforce the signs to look for, the reasons for reporting suspected child maltreatment, and to identify the why, what, where and when for reporting. This training was developed by Prevent Child Abuse North Dakota and offered in partnership with Child Care Aware® of North Dakota.

Objectives:

- Reinforce the signs to look for and reasons that we as citizens should report child maltreatment
- Identify the why, what, where and when for reporting

Clock Hours: 2

Keyword Search Code: 09HCMRE

CDA Competency: I

Medication Administration in Child Care

Administering medication is a common experience when working in the child care field. To maintain the health and safety of the children it's important to be well informed about storing, dispensing, and disposing of medication. This training will introduce you to the different types of medication and explore policies surrounding medication administration in child care.
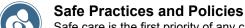
Objectives:

- Learn the proper practices for administering and storing medication in the child care setting
- Be able to identify the different types of medications often encountered in child care
- Understand how to properly dispose of medication

Clock Hours: 2

Keyword Search Code: ERWMACC

CDA Competency: I

Safe Practices and Policies

Safe care is the first priority of any child care program. Whether you work in a family/group home, child care center, or Head Start program, families trust you with an awesome responsibility – the care of their most precious child. It takes both knowledge and constant attention to keep children safe and provide the kind of care they and their families deserve. In this training, we'll explore general safety for all children as well as specific considerations to meet the developmental needs of infants and toddlers.

Clock Hours: 1.5

Keyword Search Code: 09BCSPE

CDA Competency: I

Objectives:
- Identify and carry out the safety procedures that meet the changing developmental needs of children, including injury prevention and responding to emergencies

Sudden Infant Death Syndrome

The purpose of this training is to help you protect the children in your care by creating a safer sleep environment to prevent SIDS - sudden infant death syndrome. SIDS is the leading cause of death among infants who are 1 month to 1 year old, and claims the lives of about 2,500 infants each year in the United States. While the causes of SIDS are still not completely clear, you can take specific steps to reduce the risk of SIDS for children in your care and help parents learn important facts about prevention as well. All content and information contained in this presentation has been made available by the Healthy Child Care America Back to Sleep campaign, sponsored by the US Department of Health and Human Services Child Care Bureau and Maternal and Child Health Bureau. It is designed to build on the successes of the Healthy Child Care America and Back to Sleep campaigns.

Clock Hours: 1

Keyword Search Code: 09HCSIDSE

CDA Competency: I

Objectives:
- Identify and demonstrate proper techniques for preventing Sudden Infant Death Syndrome in child care settings

North Dakota Core Competency Area VII:
Program Planning & Evaluation

Establish, implement, evaluate and enhance the operation
of an early care and education program.

Basic Communication Skills

As someone who works with young children, good communication skills are essential - with the children, families, and everyone you interact with. No matter what your role in the field you'll find communication impacts you in many ways. This course covers the basics of communicating and interacting with different people.

Objectives:

- Understand the basic process for effective communication
- Learn what kind of communicator you are now
- Develop ways to improve your communication skills
- Understand your attitudes about communication

Clock Hours: 2

Keyword Search Code: ERBACOSK

CDA Competency: V

Being a Good Team Player

As a professional in the field of early care and education, you have a right to feel satisfaction and pride as a result of your efforts. Because you are in the people business, this means your success depends largely on being able to communicate and interact with many different people, including teamwork. This program is designed to help you better understand some basic principles that support effective teamwork, and how to use them more appropriately in the diverse situations you encounter in your work.

Objectives:

- Understand the basic elements of a team
- Build trust within teams
- Discover your basic style of teamwork
- Learn team-building tips to improve the work environment and productivity for everyone

Clock Hours: 2

Keyword Search Code: ERBGTPL

CDA Competency: V

Early Childhood Environment Rating Scale - R

Licensing rules set minimum standards for caring for children but in order to run a quality program that meets the health and safety needs of children and promotes school readiness you have to go above and beyond the minimum. This training provides you with information about the Early Childhood Environment Rating Scale (ECERS-R) which is a research-based tool that recommends best practice with a focus on the preschool child care center environment. This tool can guide the layout of your environment, help prioritize the purchase of materials and equipment, and help you understand what needs to happen in the preschool child care center setting.

Objectives:

- Understand how to use the ECERS-R as a self-assessment tool for your own program
- Identify items and subscales of the tool
- Identify common barriers and struggles of the tool
- Explain the impact of program factors on quality child care

Clock Hours: 2

Keyword Search Code: ERWECERS

CDA Competency: V

Environment Rating Scales

You may be hearing buzz about program improvement, Quality Rating Systems or just be looking for ways to add to some of the great qualities of your program. If so, we'd like to introduce you to a tool used throughout the country to guide program improvement efforts, the Environment Rating Scale also know as the ERS. During this session you will learn about the structure of the scale and be introduced to the many uses of the tool. The session will also walk you through what to expect during a formal observation to make you more at ease with the process.

Clock Hours: 1

Keyword Search Code: ERWERS

CDA Competency: V

Objectives:
- Learn about Environment Rating Scales and how they can be used for program improvement
- Learn about the information captured by the subscales of the tools
- Learn what to expect when having a formal observation completed in your classroom/program

Family Child Care Environment Rating Scale - R

Licensing rules set minimum standards for caring for children but in order to run a quality program that meets the health and safety needs of children and promotes school readiness you have to go above and beyond the minimum. This training provides you with information about the Family Child Care Environment Rating Scale (FCCERS-R) which is a research-based tool that recommends best practice with a focus on the family child care environment. This tool can guide the layout of your environment, help prioritize the purchase of materials and equipment, and help you understand what needs to happen in the family child care setting.

Clock Hours: 2

Keyword Search Code: ERWFCCERS

CDA Competency: V

Objectives:
- Understand how to use the FCCERS-R as a self-assessment tool for you own program
- Identify items and subscales of the tool
- Explain the impact of program factors on quality child care

Family/Group: Contracts and Policies

You are your own boss. One of the many benefits of being a family child care provider is that you can operate your own business and be your own boss. This course will introduce you to strategies to help establish business relationship with parents, key elements of a child care contract, the basics of writing business policies, and enforcing agreements with parents.

Clock Hours: 1.5

Keyword Search Code: ERBCPB3

CDA Competency: Area V

Objectives:
- Establish a business relationship with parents
- Identify the key elements of a contract
- Identify the key elements of policies
- Enforce agreements with parents

Family/Group: Legal and Insurance Issues

When you take children into your home for money you take on many new risks. You can't eliminate all of the risks associated with your business but you can reduce and manage them so you can run your business without losing any sleep. This course covers how to manage risks, purchase insurance, handle legal issues, and set up a business structure for your family child care business.

Clock Hours: 1.5

Keyword Search Code: ERBLIB3

CDA Competency: V

Objectives:
- Manage the risks of running their business by dealing with safety issues, custody disputes and the Americans with Disabilities Act
- Reduce risks through the purchase of adequate insurance
- Make a decision under what business structure to operate

Family/Group: Marketing Your Business

The goal of marketing your child care business is to reach parents and compel them to purchase your services. Providers who have good business skills and the ability to communicate with parents will be more likely to succeed. This course will discuss the importance of marketing, promoting your business on the basis of quality, and strategies for setting fee rates.

Clock Hours: 1.5

Keyword Search Code: ERBMB3

CDA Competency: V

Objectives:

- Define what marketing is
- Identify and communicate the benefits of your program to parents
- Develop a marketing strategy for your program
- Set rates

Family/Group: Money Management and Retirement Planning

Want to be financially sound when you reach retirement age? Learn the basics of short and long-term financial planning for those working in the business of Family Child Care. This course will help you identify methods for reducing expenses, save for retirement, and choose an IRA plan that meets your needs.

Clock Hours: 1.5

Keyword Search Code: ERBMMB3

CDA Competency: V

Objectives:

- Identify methods to reduce expenses
- Set short and long term financial goals
- Calculate how much they should save for retirement
- Choose an IRA plan that meets their needs

Family/Group: Taxes and Recordkeeping

Do you love record keeping? Probably not. Record keeping is not a favorite activity for many people. This course will help you see the benefits of good record keeping practices by teaching you how to increase your savings by lowering taxes. You will learn how to properly report business income, identify common deductions, and identify which business records are important to keep.

Clock Hours: 1.5

Keyword Search Code: ERBRKB3

CDA Competency: V

Objectives:

- Identify what business records to keep
- Properly report their business income
- Identify common business deductions they can claim to help reduce their taxes

Introduction to Using the Classroom Assessment Scoring System™ (CLASS™)

The CLASS™ is a tool that was developed to measure interactions between adults and children, and, children and children within classrooms. The tool is used to highlight program strengths and areas that could be targeted for professional development and improvement. it is also used by some states as part of Quality Rating and Improvement Systems (QRIS). This training will provide you with an overview of the CLASS™ Pre-K observation tool to help you gain an understanding of the areas and dimensions captured by the Pre-K version of the tool. You'll also learn about the observation process and discover what you and the children can expect from a formal observation.

Clock Hours: 2

Keyword Search Code: ERINTCLS

CDA Competency: V

Objectives:

- Gain an understanding of the areas and dimensions captured by the Pre-K version of the CLASS™ observation tool
- Learn why the CLASS™ is included in professional development and quality improvement efforts
- Gain an understanding of the observation process

Understanding Communication Style Differences

As someone who works with young children, good communication skills are essential. No matter what your role in the field, you'll find communication impacts you in many ways as you develop relationships with others. In the midst of all of these relationships you will constantly be dealing with a wide range of style differences - some subtle and some significant, between you and the people you communicate with. Some are not hard to deal with but some cause genuine confusion or misunderstanding. This training is designed to help you understand style differences and offer you techniques for addressing how to work with different styles.

Clock Hours: 2

Keyword Search Code: ERUCOMM

CDA Competency: V

Objectives:

• Recognize "communication style differences"
• Identify our primary style of communication
• Respond to communication style differences

Understanding Rules for Center Child Care

As a center child care provider or staff member it is important to know and understand the Code that applies to your license type. Minimal standards for licensed child care programs come from two sources. North Dakota Century Code Chapter 50-11.1 Early Childhood services and North Dakota Department of Human Services Administrative Code Chapter 75-03-10 Center Child Care Early Childhood Services. This course is intended to highlight some of the provisions in each code type. It is your responsibility to read and understand all the information in each of these codes.

Clock Hours: 2

Keyword Search Code: ERCNTRRUL**S**

CDA Competency: VI

Objectives:

• Become familiar with the North Dakota rules and regulations governing licensed center child care programs

Understanding Rules for Family Child Care

As a family child care provider or staff member it is important to know and understand the Code that applies to your license type. Minimal standards for licensed child care programs come from two sources. North Dakota Century Code Chapter 50-11.1 Early Childhood Services and North Dakota Department of Human Services Administrative Code Chapter 75-03-08 Family Child Care Early Childhood Services. This course is intended to highlight some of the provisions in each code type. It is your responsibility to read and understand all of the information in each of these codes.

Clock Hours: 2

Keyword Search Code: ERFCCRULS

CDA Competency: VI

Objectives:

• Become familiar with the North Dakota rules and regulations governing licensed family child care programs

Understanding Rules for Group Child Care

As a group child care provider or staff member it is important to know and understand the Code that applies to your license type. Minimal standards for licensed child care programs come from two sources. North Dakota Century Code Chapter 50-11.1 Early Childhood Services and North Dakota Department of Human Services Administrative Code Chapter 75-03-09 Group Child Care Early Childhood Services. This course is intended to highlight some of the provisions in each code type. It is your responsibility to read and understand all of the information in each of these codes.

Clock Hours: 2

Keyword Search Code: ERGRPRULS

CDA Competency: VI

Objectives:

• Become familiar with the North Dakota rules and regulations governing licensed group child care programs

North Dakota Core Competency Area VIII:
Professional Development and Leadership

Serve children and families in a professional manner and participate in the community as a representative of early childhood education & care.

Child Care and Disability Rights Law

According to the U.S. Department of Education, approximately 8 percent of children in the United States have a disability. The term "disability" may be used to describe developmental delays, medical, physical, or emotional issues, and conditions such as autism or attention deficit disorder. In the United States, there are federal laws that protect the rights of people with disabilities from discrimination. You may have heard the terms "ADA" and "IDEA" and wondered what these terms mean and how the laws apply to you. Some typical questions include:

Clock Hours: 2

Keyword Search Code: ERADA

CDA Competency: V

• What are ADA and IDEA?
• Who is protected by these laws?
• What do these laws require of child care programs?

In this session, we'll explore the Americans with Disabilities Act (ADA) and the Individuals with Disabilities Education Act (IDEA) to discover what these laws include and why they matter to you and your child care program.

Objectives:

• Understand the requirements of the Americans with Disabilities law and the Individuals with Disabilities Act, and the implications for child care programs

Developmentally Appropriate Practices

One key aspect of quality child care is developmentally appropriate practices. It's a term we often hear about, yet many people in the field do not really know what the term means or what developmentally appropriate practices look like in a child care setting. In this session, we explore the basic ideas behind developmentally appropriate practices. If you're new to the field, this training will introduce you to core ideas that define the field you're entering. If you've been in the field for a few years, this training will give you a clearer picture of why we do certain things with children, and why certain things work better than others.

Clock Hours: 2

Keyword Search Code: ERDAP

CDA Competency: V

Objectives:

• Describe the elements of Developmentally Appropriate Practice
• Understand the connection between knowledge of child development and the application of Developmentally Appropriate Practices
• Evaluate program practices using the guidelines of developmentally appropriate practices

Growing Futures: Planning Your Career

There is an old saying "If you don't know where you're going, how will you know when you arrive?" Planning your career in early care and education requires a plan, a roadmap to help you get where you want to go. In this session, we'll discuss the reasons for professional development planning and use a planning tool to assess your personal situation and develop an individualized plan for your ongoing professional growth. At the end of this training, you'll have a plan and be ready to move into your future.

Clock Hours: 2

Keyword Search Code: ERGFPLCR

CDA Competency: VI

Objectives:

• Articulate the reasons for Professional Development and career preparation
• Understand the components of the Growing Futures Professional Development system
• Use the Growing Futures components to plan personal and professional growth
• Access the Growing Futures Registry and other professional development services

Growing Futures Professional Development

Too many people enter the field of early childhood without the preparation they need to do their jobs well. In early childhood, the ability to do the job well is critically important because we're in the business of growing futures. In fact, everything we do influences children's futures. Our actions and decisions can promote a child's healthy development or cause harm that can last a lifetime. This is a huge responsibility and one that cannot be taken lightly. Recent federal and state actions acknowledge the fact that such important and essential work requires caregivers/teachers to have specialized preparation in early childhood programming and child development. At the same time, individuals who enter the field should be able to grow their own futures by earning a livable wage, building job skills, and advancing their career. In this session, we'll discuss Growing Futures, North Dakota's early childhood professional development system - an approach to better prepare individuals for a career in early childhood.

Clock Hours: 1

Keyword Search Code: ERGROFUT

CDA Competency: VI

Objectives:
- Articulate the reasons for Professional Development and career preparation
- Understand the components of the Growing Futures Professional Development system
- Use the Growing Futures components to plan personal and professional growth
- Access the Growing Futures Registry and other professional development services

Inclusion When Children Have Special Needs

Roughly 54 million Americans have a disability, that's one of every five people. Disability is part of being human. By welcoming and including diverse children in your child care program, you will be more prepared to serve all children. In this course you will learn the benefits of inclusion, identify components of inclusive programs, consider a variety of inclusion strategies, and learn about people-first language.

Clock Hours: 1

Keyword Search Code: ERWINCSN

CDA Competency: VI

Objectives:
- Identify the purpose and benefits of inclusive child care
- Identify respectful ways to talk about children with special needs
- Identify strategies and resources that support inclusive childcare

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Western North Dakota

Bismarck 701-223-1510 / 888-223-1510
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Introduction to CDA

As an early childhood caregiver or teacher, you've probably heard of the CDA Credential. Perhaps your licensor or employer has mentioned it, or perhaps it is a requirement for a career position you would like to have. You may have wondered what the CDA is all about, what is involved in obtaining the CDA, and what you need to do to complete the CDA process.

Clock Hours: 1

Keyword Search Code: 09GTCDAE

CDA Competency: VI

In this session, you'll learn about the national CDA Credential and process involved to complete the CDA requirements. You'll also discover how Child Care Aware® of North Dakota can help you complete the CDA requirements to increase your professionalism and expand your career options.

Objectives:

• Participants will be able to understand the national CDA Direct Assessment process and be aware of training options to complete the CDA requirements

North Dakota Core Competencies

People enter the early childhood field in many different ways and work in many different roles yet they have one thing in common: they all need knowledge and skills to help them be competent and successful in their work today and to have options for their future. In this training you'll learn about the North Dakota Core Competencies which serve as a "road map" to gaining knowledge and skill in the Early Childhood field. The Core Competencies define the things practitioners need to know and be able to do to promote young children's healthy

Clock Hours: 2

Keyword Search Code: ERNDCRCOMP

CDA Competency: VI

development. This common set of expectations can be used by everyone – from practitioners to policy makers – when making decisions about practices carried out in early child care settings. As a direct care provider, the Core Competencies will guide your professional development planning throughout your career.

Objectives:

• Understand the importance of Core Competencies
• Understand the organization of the North Dakota Core Competency document
• Incorporate core competencies into professional development planning

North Dakota Early Learning Guidelines

We know that young children are growing, learning, and developing every minute of every day. This development and learning occurs no matter where the children are – at home, in a child care setting, in Head Start or at Grandma's house. For children, every environment is a learning environment. And, the factors that help children learn and grow in the healthiest ways are the same in every environment. No matter where children are, they need the same conditions to develop strong bodies, active brains, and happy relationships. In this training,

Clock Hours: 2

Keyword Search Code: ERGELB3

CDA Competency: VI

we'll discuss Early Learning Guidelines (ELG). ELG are the roadmap for planning, carrying out, and evaluating settings where children receive care. After all, if we know where we're going in terms of children's development and learning, we can plan how to get there and we can determine how effective we've been in reaching our destination.

Objectives:

• Understand the importance of Early Learning Guidelines
• Understand the organization of the Early Learning Guidelines being used in North Dakota
• Incorporate ELG when planning an appropriate learning environment for children 0-5 years old

Easy Reach Course Plan

Use your training time wisely. Determine your training needs and focus on courses that lead you to your goals. Decide on courses you'd like to complete and lay out a timeline to keep you on track.

Competency Area	Training Session	Target Start Date	Target End Date	Date Credit Awarded
Ex: Area VIII – Professionalism and Leadership	Ex: Code of Ethical Conduct	Ex: March 1, 2011	Ex: March 30, 2011	Ex: 3-17-11

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Course Index
Cross referenced by CDA Core Competency Goals

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