



Douglas, Klamath & Lake County - Spring "Virtual Training" Bulletin 2021

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Douglas: 541.492.6608 Klamath & Lake: 541.492.6609

| DATE                              | DESCRIPTION   | CKC  | TRAINER           |
|-----------------------------------|---|--|-------------------|
| Thursdays<br>Beginning<br>April 1 | <a href="#"><u>Implementing the ERS Training Series</u></a><br>This is a six session series. Completing this training series will help ECE understand what the Environmental Rating Scales are and how they are used in Oregon. Session dates: April 1, 15, 29, May 20, June 3 and 17th. Beginning 6:00 pm  | Multiple<br><br>Click registration link for more details | Alisa McDonald    |
| Tuesday<br>April 6<br>6-9pm       | <a href="#"><u>Privilege is Not a Dirty Word: Purposefully examining Privilege</u></a><br>In this workshop participants will examine their personal perspectives of privilege and how these perspectives shape their ECE practices.   | 3 DIV<br>Set 2   | Kelley Lawson     |
| Tuesday<br>April 13<br>6-9pm      | <a href="#"><u>Planning Your Environment to Support Infant/Toddler Learning</u></a><br>Explore ways to set up environments that provide opportunities for infants and toddlers to explore and learn. Examine the role the environment plays in learning and development. Examine resources on quality environments and develop a plan to implement a quality environment within your space and abilities.   | 3 LEC<br>Set 2<br><br>Infant/Toddler                     | Courtney Bowen    |
| Wednesday<br>April 21<br>6-8pm    | <a href="#"><u>Diving deeper into the Vestibular system....how it connects the auditory and visual processing system</u></a><br>This workshop will take the vestibular system and break it down from a neurological perspective and understand how it sets the tone for higher level processing of the auditory and visual system. Activities and environmental supports that we can bring into the learning environment to enhance this outcome. | 2 HGD<br>Set 2   | Minaz Chauthani   |
| Thursday<br>April 29<br>6-9pm     | <a href="#"><u>Exploring Resources for Children and Family Needs</u></a><br>Families often struggle to meet their children's needs and provide necessities for the household. We will explore resources families may be able to access to get support with housing, nutrition, and parenting skills. We will also look at how regions support families with connections to other resources.   | 3 FCS<br>Set 2<br>Pending                                | Dani Stamm-Thomas |



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| <p>Thursday<br/>May 6<br/>6-9pm</p>             | <p><b><u><a href="#">Watching, Listening, Recording: Capturing the Whole Child</a></u></b><br/>Oregon has established Early Childhood Foundations (ECF) for children 0-5. We will examine these foundations and explore and apply techniques and methods of responsible observation and assessment. We will plan to develop communication systems for sharing this information with families and others.</p>   | <p>3 OA<br/>Set 2<br/><br/>Infant/Toddler<br/>Preschool</p> | <p>Megan<br/>Wurst</p>                            |
| <p>Tuesday<br/>May 11<br/>6-9pm</p>             | <p><b><u><a href="#">Getting in The Way: Interrupting Systems of Oppression</a></u></b><br/>In this training we will develop strategies to interrupt systems of oppression.</p>  | <p>3 DIV<br/>Set 2</p>                                      | <p>Kelley<br/>Lawson</p>                          |
| <p>Saturday<br/>May 15<br/>8am-<br/>12:30pm</p> | <p><b><u><a href="#">Spring Fling – Virtual Conference</a></u></b><br/>Sharing Insights from Brene’ Brown’s :<br/><br/><i>Dare to Lead</i></p>   | <p>4 PPLD<br/>Set 2</p>                                     | <p>Heidi<br/>McGowan</p>                          |
| <p>Monday<br/>May 17<br/>6-9pm</p>              | <p><b><u><a href="#">Mindfulness for Early Educators: Build a Daily Mindfulness Practice</a></u></b><br/>This interactive training allows early educators to examine mindfulness-based approaches and specific mindfulness techniques. Participants explore the neurobiology of the developing brain, ways mindfulness can positively influence trauma-based behaviors, and how to apply daily mindfulness practices into individual and group settings. Participants practice and apply inclusive mindfulness techniques used to support kids, families, and professionals.</p> | <p>3 HSN<br/>Set 2</p>                                      | <p>Tiffany Dawn<br/>Grimes</p>                    |
| <p>Saturday<br/>May 22<br/>9-4pm</p>            | <p><b><u><a href="#">Developing Early Childhood Education Settings to Support Students with Autism and Other Developmental Delays</a></u></b><br/>This training will explore strategies to plan developmentally appropriate activities for mixed age groups. We will cover implementing activities that can be scaled and individualizing for each child's needs as well as structuring the environment for everyone's benefit.</p>  | <p>3 SN<br/>3 UGB<br/>Set 2<br/><br/>Preschool</p>          | <p>Alicia Balfrey<br/><br/>Wynter<br/>Franzke</p> |



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| <p>Tuesday<br/>June 1<br/>6-8pm</p>   | <p><b><u><a href="#">Creating a Sensory Enriched Environment to Optimize Learning Outcomes</a></u></b><br/>Learn how to incorporate the five main senses into your environment to create a safe and welcoming learning pod. This workshop will bring to life each of the foundational sensory systems and create natural boundaries and opportunities for children to engage in self-regulation, creativity, as well as, optimizing development.</p> | <p>2 LEC<br/>Set 2<br/>Pending<br/><br/>Infant/Toddler<br/>Preschool</p>                | <p>Minaz<br/>Chauthani</p>    |
| <p>Tuesday<br/>June 8<br/>6-9pm</p>   | <p><b><u><a href="#">Infant and Toddler Non-Verbal Cues: What your Infants and Toddlers are Trying to Communicate</a></u></b><br/>From the moment a baby is born they are in communication with their caregivers. But what are they trying to tell us exactly? This training will examine these nonverbal cues and distinguish what the child is communicating, and develop a system to respond to these cues.</p>                                   | <p>3 HGD<br/>Set 2<br/>Pending<br/><br/>Infant/Toddler</p>                              | <p>Courtney<br/>Bowen</p>     |
| <p>Thursday<br/>June 17<br/>6-9pm</p> | <p><b><u><a href="#">Applying Practices that Foster Peaceful Transitions</a></u></b><br/>Transitions between activities and spaces are often when we experience the most challenging behaviors throughout the day. Join us as we explore the reasons for the undesired behaviors and methods to facilitate smoother transitions that result in less stress for children and adults in the classroom.</p>   | <p>3 UGB<br/>Set 2<br/>Pending<br/><br/>Infant/Toddler<br/>Preschool<br/>School Age</p> | <p>Dani Stamm-<br/>Thomas</p> |
| <p>Tuesday<br/>June 22<br/>6-9pm</p>  | <p><b><u><a href="#">The Impact of Environment on Early Childhood Brain Development</a></u></b><br/>This training will explore the effects of trauma, attachment, maternal and postpartum health as well as other environmental factors on children's brain development. We will examine factors that positively balance those effects and mitigate adverse childhood experiences.</p>   | <p>3 HSN<br/>Set 2<br/><br/>Infant/Toddler<br/>Preschool</p>                            | <p>Jenna<br/>Sanders</p>      |
| <p>Wed<br/>June 30<br/>6-9pm</p>      | <p><b><u><a href="#">Philosophy in Action</a></u></b><br/>Examine the role of a philosophy as the foundation for program practices and decisions. Participants will reflect on their own program philosophy. Do the beliefs and values it embodies guide program decisions? Is it visible within the program? Dialog, reflection and evaluation will enable participants to bring their philosophy to life.</p>                                      | <p>3 OA<br/>Set 2</p>   | <p>Megan<br/>Wurst</p>        |

|                                   | <b>TRAININGS IN SPANISH:</b>   |                             |                             |
|-----------------------------------|--|-----------------------------|-----------------------------|
| Martes<br>20 de Abril<br>6-8:30pm | <p><a href="#"><u>Construyendo un negocio 3.1:</u></a><br/> <a href="#"><u>Planificación de su espacio de cuidado infantil</u></a><br/>           Su planificación del espacio sentará las bases para el aprendizaje de los niños al mismo tiempo que cubrirá las necesidades de su personal, su familia y usted mismo. Explorará la relación entre los entornos de su programa y la filosofía de su programa. Desarrollará algunas pautas para preservar una atmósfera hogareña en su hogar de cuidado infantil familiar mientras protege el espacio privado para su familia.</p>   | 2.5 PM<br>Set 2             | Hermelinda<br>Flores        |
| Sabado<br>15 de Mayo<br>9am-12pm  | <p><a href="#"><u>Entendiendo y apoyando a las diferentes familias</u></a><br/>           Vamos a aumentar nuestra comprensión de lo que se adaptar a nuestra identidad familiar y por qué la identidad familiar es importante. Podremos aprender acerca del cuidado de los niños que responde otras las necesidades culturales. Vamos a Identificar oportunidades y estrategias para respetar, apoyar y capacitar a las familias individuales.</p>  | 1.5 DIV<br>1.5 FCS<br>Set 2 | Alba Sullivan<br>Nancy Leon |
| May 15-<br>June 19                | <p><a href="#"><u>Series de entrenamientos de implementación de la Escalas de Calificación Ambiental</u></a><br/> <b>Resultado de la serie de capacitación:</b> Completar esta serie de capacitación ayudará a los profesionales del aprendizaje temprano a entender qué son las escalas de ERS y cómo se utilizan en Oregon para apoyar la mejora continua de la calidad. Los educadores de aprendizaje temprano serán reconocidos por las prácticas de calidad que proveen y se les alentará a implementar más prácticas de calidad en sus programas que se describen en las ERS. *Toda la capacitación se puede impartir en línea o en persona (cuando sea seguro hacerlo).</p> | multipos                    | Alisa<br>McDonald           |

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|---|---|---|---------------------------|
| <p>Miercoles<br/>26 de Mayo<br/>5:30-9:30pm</p> | <p><b><u><a href="#">Desarrollando Ambientes de Aprendizaje Temprano que Ayuden a Todos los Niños.</a></u></b><br/>El ambiente del aula puede ser de ayuda o una barrera para apoyar el desarrollo y el aprendizaje del niño. Exploraremos los apoyos del ambiente y adaptaciones del salón de clases que pueden facilitar el aprendizaje para todos los niños, especialmente aquellos que experimentan grandes necesidades / trauma. También examinaremos los desafíos de ambientes comunes y sus efectos en el comportamiento de los niños.</p> | <p>1.5 LEC<br/>1.5 SN<br/>Set 2<br/><br/>Infant/Toddler<br/>Preschool</p> | <p>Gisela<br/>Morales</p> |
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