"Applying New Knowledge: Learning & Transfer"

Child Care Training Consultants, LLC

# ILLINOIS

# General Catalog and Student Handbook

## 2018 – 2019

### EARLY CHILD CARE AND EDUCATION AND PROFESSONAL DEVELOPMENT


Visit our website: www.childcaretrainingclasses.org

Email: childcaretrainingconsultants1@gmail.com

Business # (702)837-2434


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Nevada Business ID# NV20151077500

Message

# *Welcome*

*Welcome to Child Care Training Consultants, LLC – primary source for quality, approved trainings. The Early Childhood Education Workforce Trainer, and Training Registry for professional development are a key component for supporting, strengthening and enhancing the integrity of early childhood programs. Child care providers play an important role in child development, so it is our job to provide quality training courses with competency-based objectives!*

*Our training organization is recognized by the National Workforce Registry Alliance, is accredited by the International Association for Continued Education and Training (IACET), and approved by the Professional Development Registry System for selected states.*

*Our training courses provide learners with training hours and continuing education units (CEU) accepted locally, nationally, and globally!*

*Visit us online at* **www.childcaretrainingclasses.org**

*and tell us how we can help—we're here for your success.*

**Child Care Training Consultants, LLC**

Child Care Training Consultants, LLC is an Educational Training Company that offers web-based professional growth training to professionals and specializes in early childhood development. The company offers registry approved clock hours and is accredited by the International Association for Continuing Education and Training (IACET) and issues the IACET CEU to learners. The company has been in effect since 2011, with Theresa Mapson-Vadala and Terri Brownell team teaching on-site training, in 2013 the company began its web-based training program. The Company President/ CEO is Theresa Vadala, a ECE Master Trainer and Curriculum Developer for all Professionals and Specializes in Early Childhood Development Training for Preschool Teachers.

**About the Trainer**

Theresa Vadala, Ed.D. is a Curriculum and Instructional Designer/Trainer with over 30 years experience in the Early Childhood Education field. During that time she was a Preschool Teacher, Program Facilitator, Mental Health and Disabilities Coordinator, Program Director, College Instructor, and Business Owner. She continues to develop training courses for child care providers locally, nationally, and globally.

## Goals, Vision & Mission

### Goal/s

The goal of Child Care Training Consultants, LLC is to provide current research-based training by incorporating best practices and integraDon of new learning strategies for learners to connect new learning concepts to prior learning. This will be performed by alignment of all course design training content with *Five Essential Training Components.*

### Five Essential Training Components

1) Alignment of instructional objectives to the training goal
2) Alignment of activities to instructional objectives
3) Alignment of assessments to Instructional objectives
4) Alignment of learning outcomes to instructional objectives
5) Alignment of the transfer of learning to instructional objectives

### Vision

**"Applying Knowledge: Learning & Transfer."**

### Mission

"Child Care Training Consultants, LLC mission is to develop professional growth online training that include self-study guides with best practices and integration of new learning strategies and concepts for learners to connect to prior learning. This self- paced online delivery method enables us to reach and accommodate child care providers/educators across the nation with clock/contact hours and Continuing Education Units (CEU) to stay up to date with any changes in their field.

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**CKA 1 Human Growth & Development**

**CKA 2 Health, Safety & Well-Being**

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**CKA 4 Curriculum or Program Design**

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Training Evaluation

## How to Register:

**On-line:**

Register online for classes at www.childcaretrainingclasses.org

Go to the Child Care Training Tab

Click on the state you live in.

Click on the Grey boxes with Core Competencies.

The courses will appear. Select training course.

Add to cart and complete billing information.

Go to the My courses Tab on top.

Go to active courses, click on course title,

Go to Lessons, click on title.

Click on title again. A PDF PPT file will appear.

Read material, complete assignments, take quiz.

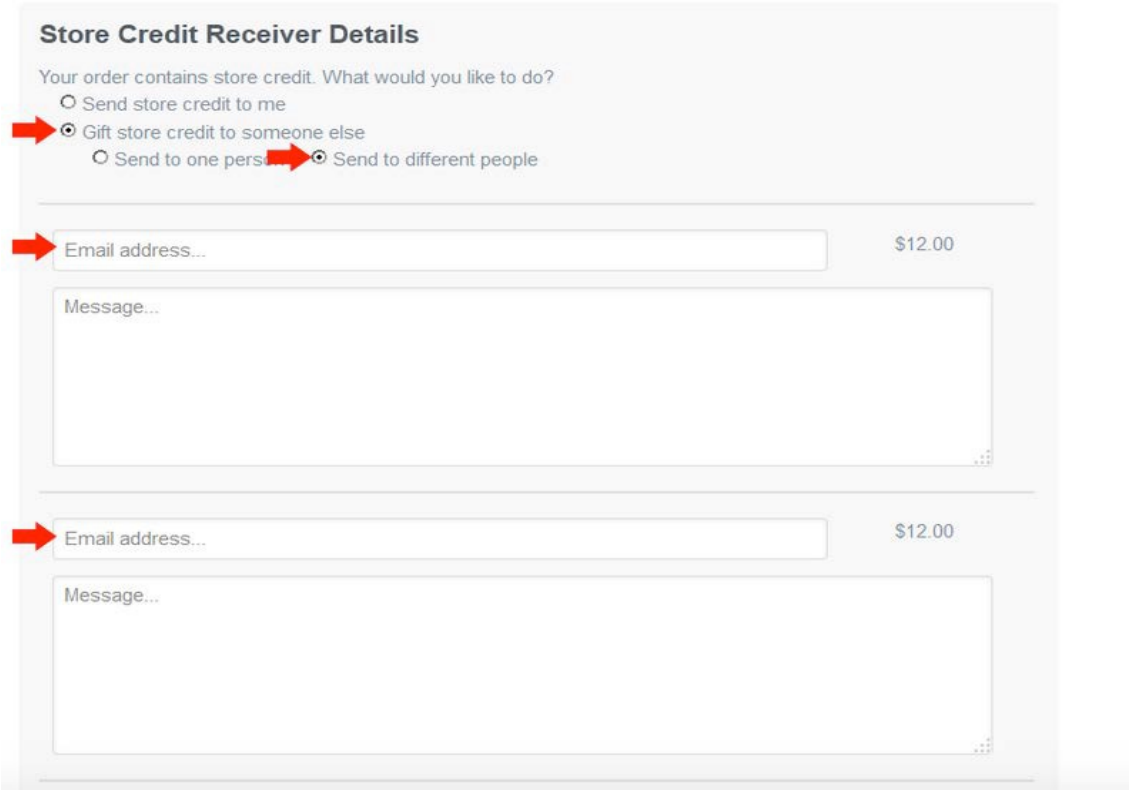
A certificate is generated and goes to your completed courses tab with successful completion of assignments/exercises and quiz.

## Purchasing a Course for Another Person (COUPONS)

**IMPORTANT: PLEASE READ FIRST!** Due to compliance requirements, if you are purchasing the course(s) for others, you will need to purchase Course Coupon Code(s) for them. You will receive your code(s) at checkout. You can then send the code(s) to recipient(s). The recipient(s) must establish their own individual account to proceed with instruction and testing. If you purchase multiple codes, you will receive unique coupon codes for each item purchased. The recipient will be able to enter their unique coupon code at checkout. **EACH CODE CAN ONLY BE REDEEMED ONCE. NO REFUNDS OR EXCHANGES ON COURSE COUPON CODES. COUPONS EXPIRE AFTER 90 DAYS.**

## Instructions for Purchasing for Multiple Students

If you are purchasing courses for **multiple students** please ensure that you choose **"Gift store credit to someone else"** and select the **"Send to different people"** option at the **"Store Credit Receiver Details"** section of the **checkout page**. You must enter the **students valid email address** at this time. If you do not have the email address(s) of the intended recipients, STOP NOW and complete your order when they are available.




Select the Core Competency area you wish to study and click on it. Browse through the selections below and when you find the class you need, Click the "Add To Cart" button and make payment online. You can pay for as many classes as you need, just click on "Continue Shopping". Once you hit the 'View Cart' button, do NOT close your browser, do NOT hit the back bution. WAIT for the checkout page to appear. You will be redirected to the checkout page automatically. If you have previously registered on our site and need to buy additional courses, just purchase what you need and when you arrive at the registration page, just click the "my courses" links.

**Payment Methods**

Training fees are based on clock hours. One clock hour equals 60 minutes of facilitated instructional time. All classes must be paid in advance.

**Training Fees**

$10.00 per person/class
(1 clock hour)

$12.00 per person/class
(2 clock hours)

$15.00 per person/class
(3 clock hours)

We accept Visa, Master Card Debit/Credit Cards

**For purchase orders or checks please call (702)837-2434

**For any questions or tech support**
**Contact Information:**

Child Care Training Consultants, LLC
Theresa Vadala, Ed.D (702)837-2434
Email: childcaretrainingconsultants1@gmail.com
**www.childcaretrainingclasses.org**

## CEU's Calculation

**Purpose of Policy**

1. To articulate a clear, consistent policy for verifying and acknowledging legitimate CEUs.
2. To eliminate the potential to acknowledge non-accredited CEUs on Learning Records.

**Policy**

Child Care Training Consultants, LLC acknowledges that CEUs are delivered by organizations that have current accreditation through the International Association for Continuing Education and Training (IACET)

**Roles and Responsibilities**

Trainers/Training Organizations:

- Responsible for attaining and maintaining current IACET accreditation
- Responsible for including these items on CEU certificates
    - IACET accreditation logo on CEU certificates in compliance with IACET guidelines
    - Participant's Name
    - Title of the training
    - Date the training was completed
    - Total number of CEUs
    - The name of the trainer/organization who delivered the training
    - Requirements may vary state to state

**Individuals/Practitioners:**

Not sure if you need CEUs? The best thing to do is ask your child care licensor, the Department of Education or other appropriate authority organization. In most cases clock hours are acceptable, but you should check into your specific situation for details.

**What is the difference between child care training hours and a CEU?**

Whereas a Continuing Education Unit (CEU) is a measure used in continuing education programs, particularly those required in a licensed profession in order for the professional to maintain the license, child care training hours are simply that; the number of hours that a particular training or workshop was held.

**Examples**

Examples of individuals who need CEUs include architects, engineers, educators, nurses, mental health professionals, and social workers. Generally, a CEU is defined as ten hours of participation in a recognized continuing education program, with qualified instruction and sponsorship.

CEU records are widely used to provide evidence of completion of continuing education requirements mandated by certification bodies, professional societies, or governmental licensing boards. The records also provide employers with information on training pertinent to particular occupations.

**The Continuing Education Unit – How to Calculate CEUs**

One (1) Continuing Education Unit (CEU) equals ten (10) contact hours of learner interaction with the content of the learning activity, which includes classroom, self-paced instruction, pre/post assignments, and/or homework in support of a learning outcome.

A contact hour is one clock hour of interaction between a learner and instructor, or between a learner and materials, which have been prepared to cause learning. Contact implies a connection between a learner and a learning source. For purposes of the CEU, that connection is two-way; that is, the instructor or learning source must monitor the learner's progress and/or provide some form of feedback to the learner. This definition applies for face-to face interaction as well as distance learning programs. The CEU should not be awarded for learning activities in which individuals are engaged in unplanned, unsupervised, or non-sponsored learning.

**Counting Hours toward CEU**

When calculating the number of CEUs for a course, the number of contact minutes must be totaled and divided by 60 to arrive at the number of contact hours. Total contact hours must then be divided by 10 to obtain the number of CEUs. CEUs must be expressed in tenths of a CEU; that is; 17 contact hours equate to 1.7 CEU; a three contact hour program equates to .3 CEU.

**Contact hours of continuing education are calculated as follows:**

**1 contact/clock hour = 60 minutes of instruction = 0.1 CEU**

**10 contact hours = One continuing education unit (CEU) 1.0 CEU**

| | | |
|---|---|---|
| 1 contact/clock hour | = | 60 minutes of instruction = 0.1 CEU |
| 2 contact/clock hours | = | 120 minutes of instruction = 0.2 CEU |
| 3 contact/clock hours | = | 180 minutes of instruction = 0.3 CEU |
| 4 contact/clock hours | = | 240 minutes of instruction = 0.4 CEU |
| 5 contact/clock hours | = | 300 minutes of instruction = 0.5 CEU |
| 6 contact/clock hours | = | 360 minutes of instruction = 0.6 CEU |
| 7 contact/clock hours | = | 420 minutes of instruction = 0.7 CEU |
| 8 contact/clock hours | = | 480 minutes of instruction = 0.8 CEU |
| 9 contact/clock hours | = | 540 minutes of instruction = 0.9 CEU |
| **10 contact/clock hours** | **=** | **600 minutes of instruction = 1.0 CEU** |

## Learning Environment and Support Systems

### Technology Requirements

In order to have the best learning experience, the student's internet access and computer system should meet or exceed the following minimum requirements:

Internet Access – High-speed internet (DSL, 4G or faster) is needed in order to stream any videos a course may have

Computer – Any computer capable of running a modern browser

Mobile Device – Any Android or Apple phone or tablet with a modern browser

Browser – Google Chrome, Safari, Mozilla Firefox, or Microsoft

### Customer Service and Student Support

In order to provide a high-quality learning experience, all students have access to support staff and Trainer to answer any and all questions regarding the course in which they are enrolled. This includes technical and course material questions. Our staff is available for assistance by phone (702) 837-2434 at the following times:

**Monday – Thursday: 9 AM – 5 PM (PST)**

**Friday: 9 AM – 12 PM (PST)**

Students can submit questions via email to childcaretrainingconsultants1@gmail.com 24/7. Emails will be responded to within 24 hours.

Adapted from the work of Baume, D. (2008). FirstWords: Giving Feedback to Students, Oxford Centre for Staff and Learning Development. Oxford: Oxford Brookes University.

## Learner Assessment

### Online Assessment

An online assessment is given after each respective course 20-25 question assessment/quiz at the end of the course. Learner must receive a 70% or higher to receive certificate of completion. Learner has unlimited attempts to complete and pass assessment/quiz.

If the student fails, random questions will generate from a *question bank* that is a mix of new and repeated questions in a random order. If a question is wrong, at the end of the test, the missed questions provide an explanation of the correct answer.

### On-line Assessment

- Reflective Essays
- Questions/Answers Session
- Multiple Choice/True and False Questions/Fill in the Blank Quiz
- Self-Study Guide
- Exercises

### On-Site Assessment

- Questioning/Open-ended
- Skill Practice
- Small/Large Group Discussion
- Observation
- Role-Play
- Hands-on
- Reflection
- Modeling

## Certificate of Completion

### Online Classes

Afer successful completion of the quiz, learners can go to www.childcaretrainingclasses.org and log in to their account. Under the "My Completed Course" tab, certificates are available to view and print after sucessful completion of assignments and quiz.

### On-site Classes

Learners will receive a certificate of completion at the end of the class provided they are in the class for the duration of the training.

**ADDIE Model (Instructional Design)**

The ADDIE model is the process traditionally used by instructional designers and training developers. The five phases—Analysis, Design, Development, Implementation, and Evaluation—represent a dynamic, flexible guideline for building effective training and performance support tools.

**Phase 1: Analysis**

In the analysis phase, instructional problem is clarified, the instructional goals and objectives are established and the learning environment and learner's existing knowledge and skills are identified. Below are some of the questions that are addressed during the analysis phase:

- Who is the audience and their characteristics?
- Identify the new behavioral outcome?
- What types of learning constraints exist?
- What are the delivery options?
- What are the online pedagogical considerations?
- What is the timeline for project completion?

**Phase 2: Design**

The design phase deals with learning objectives, assessment instruments, exercises, content, subject matter analysis, lesson planning and media selection. The design phase should be systematic and specific. Systematic means a logical, orderly method of identifying, developing and evaluating a set of planned strategies targeted for attaining the project's goals. Specific means each element of the instructional design plan needs to be executed with attention to details.

These are steps used for the design phase:

- Documentation of the project's instructional, visual and technical design strategy
- Apply instructional strategies according to the intended behavioral outcomes by domain (cognitive, affective, psychomotor).
- Create storyboards
- The user interface and user experience
- Prototype creation
- Apply visual design (graphic design)

**Phase 3: Development**

The development phase is where the developers create and assemble the content assets that were created in the design phase. Programmers work to develop and/or integrate technologies. Testers perform debugging procedures. The project is reviewed and revised according to any feedback given.

**Phase 4: Implementation**

During the implementation phase, a procedure for training the facilitators and the learners is developed. The facilitators' training should cover the course curriculum, learning outcomes, method of delivery, and testing procedures. Preparation of the learners include training them on new tools (software or hardware), student registration. This is also the phase where the project manager ensures that the books, hands on equipment, tools and software are in place, and that the learning application or Web site is functional.

**Phase 5: Evaluation**

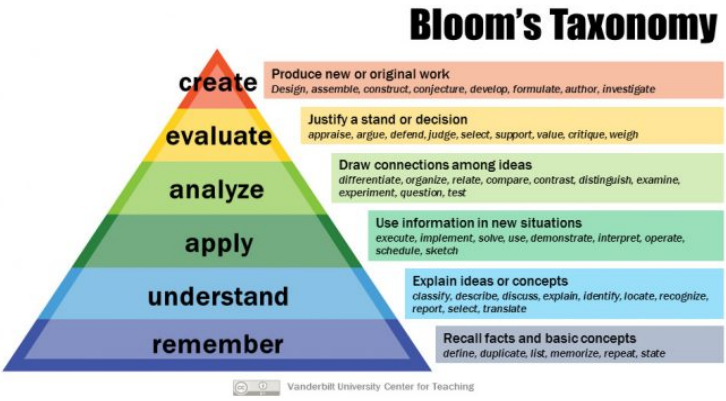
The evaluation phase consists of two parts: formative and summative. Formative evaluation is present in each stage of the ADDIE process. Summative evaluation consists of tests designed for domain specific criterion-related referenced items and providing opportunities for feedback from the users.

Instructional Design. (2013). Retrieved from http://www.instructionaldesign.org/models/addie.html

**Bloom's Taxonomy Framework for Writing Objectives**

The Revised Blooms Taxonomy Framework is used to develop learning objectives in order to promote higher forms of thinking in education, such as analyzing and evaluating concepts, processes, procedures, and principles. The main purpose of the taxonomy is to allow educators to create learning outcomes that target not only the subject to be taught but the depth of the learning that is to occur, as well as to then create assessments that accurately report on the students' progress towards these outcomes.

Bloom's taxonomy is separated into three domains: the cognitive, the affective, and the psychomotor. Within these domains are hierarchies composed of action verbs that correspond to different levels/depths of thinking. For the purpose this course design the cognitive domain is used as it is focused on intellectual skills such as critical thinking, problem solving, and creating a knowledge base. Blooms Taxonomy of action verbs on listed on the following page.




The learners objectives are based on Bloom's Taxonomy cognitive domain. The training activities, assessment, the transfer of learning and learning outcomes are aligned with the objectives.

**Bloom's Taxonomy Revised**

Bloom's Taxonomy was developed in the 1950's and is still used today to categorize ways of learning and thinking. A revised model was developed in the 1990's to better fit educational practices of the 21st century, the nouns have been changed to verbs.

**Taxonomy of Cognitive Objectives**

- 1950s- developed by Benjamin Bloom
- Means of expressing qualitatively different kinds of thinking
- Been adapted for classroom use as a planning tool
- Continues to be one of the most universally applied models
- Provides a way to organize thinking skills into six levels, from the most basic to the more complex levels of thinking
- 1990s- Lorin Anderson (former student of Bloom) revisited the taxonomy

| Bloom's Taxonomy | |
|---|---|
| Original (1956) | Revised (2001) |
| Evaluation | Creating |
| Synthesis | Evaluating |
| Analysis | Analyzing |
| Application | Applying |
| Comprehension | Understanding |
| Knowledge | Remembering |
| **Noun** | **Verb** |

Thinking is an active process and verbs describe actions. Knowledge does not describe a category of thinking and was replaced with **Remembering**. Comprehension and synthesis were retitled to **Understanding** and **Creating**, respectively, to better reflect the nature of thinking for each category.

One can be critical without being creative (i.e., judge an idea and justify choices) but creative production often requires critical thinking (i.e., accepting and rejecting ideas on the path to creating a new idea, product or way of looking at things).

**The Knowledge Dimension**

- Factual
- Conceptual
- Procedural
- Metacognitive

**Bloom's Taxonomy**

**Level 1**: Remembering: Exhibit memory or previously learned material by recalling facts, terms, basic concepts, and answers.

**Level 2:** Demonstrate: Show an understanding of facts and ideas by organizing, comparing, translating, interpreting, giving descriptions, and stating main ideas.

**Level 3:** Applying: Solve problems to new situations by applying acquired knowledge, facts, techniques and rules in a different way.

**Level 4**: Analyzing: Examine and break information into parts by identifying motives and causes. Make inferences and find evidence to support generalizations.

**Level 5:** Evaluating: Present and defend opinions by making judgments about information, validity or ideas, or quality of work based on a set of criteria.

**Level 6:** Creating: Compile information together in a different way by combing elements in a new pattern or proposing alternative solutions.

**What are Objectives?**

In general, objectives are more specific and easier to measure than goals. Objectives are basic tools that underlie all planning and strategic activities. They serve as the basis for creating policy and evaluating performance. Objectives are specific, measurable steps that can be taken to meet the goal.

**Objectives are:**

Specific Clearly defined
Measurable to be measured
Attainable Achievable
Relevant Closely connected or appropriate to matter
Time-frame A period of time

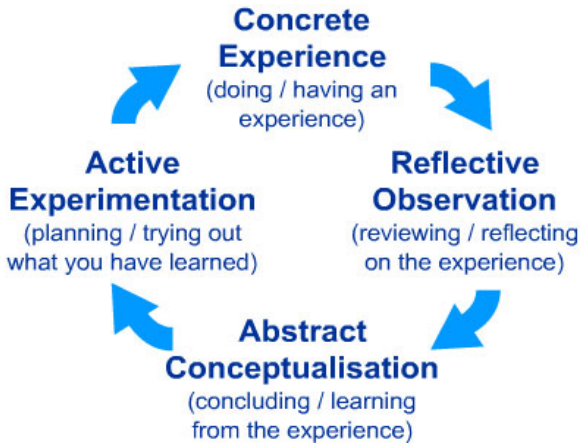
**EXAMPLE:**

The teacher will be able to write a comprehensive action plan, given the Guidebook to read within 45 minutes with 0 errors.

**Kolb: The Experiential Learning Cycle**

David Kolb published his learning styles model in 1984 from which he developed his learning style inventory. Kolb's experiential learning theory works on two levels: a four stage cycle of learning and four separate learning styles. Much of Kolb's theory is concerned with the learner's internal cognitive processes.

Kolb states that learning involves the acquisition of abstract concepts that can be applied flexibly in a range of situations. In Kolb's theory, the impetus for the development of new concepts is provided by new experiences. "Learning is the process whereby knowledge is created through the transformation of experience" (Kolb, 1984, p. 38). Kolb's experiential learning style theory is typically represented by a four stage learning cycle in which the learner *touches all the bases*:




1. **Concrete Experience** − A new experience or situation is encountered, or a reinterpretation of existing experience.
2. **Reflective Observation** − Learner consciously reflects back on that experience.

**3. Abstract Conceptualization** - Reflection gives rise to a new idea, or a modification of an existing abstract concept.

**4. Active Experimentation** - The learner applies experience to the world around them to see the results.

Kolb (1974) views learning as an integrated process with each stage being mutually supportive of and feeding into the next. It is possible to enter the cycle at any stage and follow it through its logical sequence. However, effective learning only occurs when a learner is able to execute all four stages of the model. Therefore, no one stage of the cycle is an effective as a learning procedure on its own.

Kolb, D. A. (1984). *Experiential learning: Experience as the source of learning and development* (Vol. 1). Englewood Cliffs, NJ: Prentice-Hall.

## Learning Outcomes

Learning outcomes are statements that describe significant and essential learning that learners have achieved, and can reliably demonstrate at the end of a course or program. Learning outcomes identify what the learner will know and be able to do by the end of a course or program.

### *Characteristics of Learning Outcome Statements*

Learning outcomes should:

- reflect broad conceptual knowledge and adaptive vocational and generic skills
- reflect essential knowledge, skills or attitudes;
- focus on *results* of the learning experiences;
- reflect the desired end of the learning experience, not the means or the process;
- represent the *minimum* performances that must be achieved to successfully complete a course or program;
- answer the question, "Why should a student take this course anyway?"
- Learning outcomes statements may be considered to be exit behaviors.

### *Learning Outcomes Written at the Course Level*

- state clear expectations - learners know what they have to do to demonstrate that they have achieved the learning outcomes
- represent culminating performances of learning and achievement;
- describe performances that are *significant*, *essential*, and *verifiable,* preferably state only ONE performance per outcome;
- refer to learning that is *transferable;* transfer of learning that enables individuals to transfer new skills and knowledge from a learning environment into their habitual daily behaviors in the workplace.
- have a number of different ways to achieve the outcome.
- reflect the overriding principles of equity and fairness and accommodate the needs of diverse learners.
- represent the minimal acceptable level of performance that a student needs to demonstrate in order to be considered successful.

Adapted from Center of Teaching Support & Innovation. (2017). Retrieved from http://teaching.utoronto.ca/teaching-support/course-design/developing-learning-outcomes/characteristics-of-good-learning-outcomes/

**Adult Learning Principles**

Malcolm Shepherd Knowles was an American educator well known for the use of the term *Andragogy* as synonymous to adult education. According to Malcolm Knowles, andragogy is the art and science of adult learning. Knowles identified 5 assumptions of Adult learners;

- **Self-Concept -** As a person matures his/her self concept moves from one of being a dependent personality toward one of being a self-directed human being.
- **Adult Learner Experience -** As a person matures he/she accumulates a growing reservoir of experience that becomes an increasing resource for learning.
- **Readiness to Learn -** As a person matures his/her readiness to learn becomes oriented increasingly to the developmental tasks of his/her social roles.
- **Orientation to Learning -** As a person matures his/her time perspective changes from one of postponed application of knowledge to immediacy of application. As a result his/her orientation toward learning shifts from one of subject- centeredness to one of problem centeredness.
- **Motivation to Learn -** As a person matures the motivation to learn is internal

**Knowles' 4 Principles of Andragogy**

- Adults need to be involved in the planning and evaluation of their instruction.
- Experience provides the basis for the learning activities.
- Adults are most interested in learning subjects that have immediate relevance and impact to their job or personal life.
- Adult learning is problem-centered rather than content-oriented.

**Knowledge and Competency Framework**

Knowledge and competency frameworks outlines what early childhood professionals need to know and what they need to do when delivering quality care. The National Association for the Education of Young Children's Workforce Designs (2008) recommends educator competencies for all early childhood professionals regardless of role or work setting. The policies regarding standards must include language that ensures alignment integrated with licensing and certification requirements across state agencies.

The training content for professional development align with each state's knowledge and competency area framework. The content presents comprehensive descriptions of the skills, knowledge, and the competencies that childcare professionals need to support learning and professional development. The training content also reflects cultural diversity and inclusion, including children with special needs or developmental delays and addresses the enhancement of family engagement.

Adapted from Knowles, M. S. (1950) Informal Adult Education, New York: Association Press. Guide for educators based on the writer's experience as a programme organizer in the YMCA.

## Evaluate

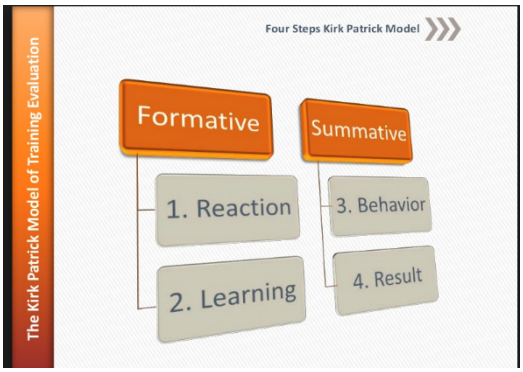
The evaluation phase consists of two parts: formative and summative. Formative evaluation is present in each stage of the ADDIE process. Summative evaluation consists of tests designed for domain specific criterion-related referenced items and providing opportunities for feedback from the users.

## Kirkpatrick's Training Evaluation Model

Kirkpatrick's Training Evaluation Model is used as part of the Evaluation Phase of the ADDIE Model. This evaluation model helps to objectively analyze the effectiveness and impact of the training, so that you can improve it in the future. The four levels are;

1. Reaction: Did the participants react positively to the program?
2. Learning: Did the participants learn the skills taught in the program?
3. Behavior: Did the participants' behavior on the job change as a result of the program?
4. Results: Did the change in behavior affect the organization positively?

The first two levels are formative assessments. The third and fourth levels are summative assessments. For the purpose of this course design, formative evaluations are used. Summative evaluations are long term and typically done in the classroom.



**Privacy Policy**

This policy explains our online information practices in which your information is collected and used. In your continued use of our website www.childcaretrainingclasses.org you are accepting the practices described in this Privacy Policy.

**Privacy**

This policy applies to all information collected or submitted on websites operated by Child Care Training Consultants, LLC. Information submitted to purchase products, register to receive materials or take courses.

**Information Storage**

We collect non-personally identifiable information about you in a number of ways, including tracking your activities through your IP address, computer settings, or most-recently visited URL. We store all information that you enter into our Web site in wordpress.org Learning Management System (LMS). Wordpress LMS contains reports, active courses analysis, grading, certificate templates, training courses, and general information such as; name, home address, email, and phone number. Personal credit card information is collected t through authorize.net associated with Nevada State Bank.

**Information Use**

Personal information of participants provided to Child Care Training Consultants, LLC, services is used solely for the purpose of administering Services as outlined under this Acknowledgment and in connection with reporting to state and federal agencies or workforce registries. Emails from us may be used to send current information regarding new training courses or resources listed. Participants may opt-out from receiving emails from us.

**Data Security**

To prevent unauthorized access, maintain data accuracy, and ensure the correct use of information, we use appropriate industry standard security measures, including physical, electronic, and managerial procedures, to safeguard and secure the information we collect online. While there is no such thing as "perfect security" on the Internet, we will take all reasonable steps to ensure the safety of your personal information.

**Privacy Policy Changes**

This Privacy Policy will change periodically as we continue to grow, so be sure to review it often to ensure that you understand it thoroughly. All changes to the Privacy Policy, including those that affect how personal information is used, will be posted in this policy for your review.

**Information Updates**

You can access all personally identifiable information that we collect online and maintain by sending an email to childcaretrainingconsultants1@gmail.com or calling us during normal business hours at 1.702.837.2434. We use this procedure to safeguard your information. To the extent that the information you provide us is also stored in other databases, we cannot always ensure that such corrections or deletions will reach the other databases. We will use all reasonable efforts to ensure that your information is removed from or corrected in our records. You can correct factual errors in your personally identifiable information by sending us a request that credibly shows error. To protect your privacy and security, we will also take reasonable steps to verify your identity before granting access or making corrections.

**Choice / Opt-Out**

You may opt-out of receiving communications from our partners, and from us, by either sending us an email to childcaretrainingconsultants1@gmail.com or calling us during normal business hours (Monday – Friday 9a.m. -5:00p.m.) at 1.702.837.2434.

**Public Forums**

This site may create chat rooms, forums, message boards, and/or news groups available to its users. Any information that is disclosed in these areas becomes public information. Child Care Training Consultants, LLC. is not responsible for the privacy of such information disclosed in those locations, so please exercise caution when deciding to disclose your personal information or comments in those locations.

## Learner Records

Learner records are stored in the LMS. The learning Management System (LMS) delivers and manages instructional content, student registration, online course administration, and assessment of student work. Certificates of completion are provided to students after successful completion of the assessment. Training and student reports are available for review on the LMS. The Providers' name and address, learner's name and/or unique identification, learning event title, completion date of the learning event, and number of clock hours awarded. CEU's will be includes once approved by IACET Accreditation.

## Learning Management System (LMS)

Our teaching coursework is run through WordPress and the Sensei plugin to create courses, assessment methods, and payment methods. The Sensei is the WordPress Learning Management System.

## Contact Us

If you have questions or concerns about our Privacy Policy, the practices of this site, or your dealings with this site, please call us at (702) 837-2434 or send us an email.

Child Care Training Consultants, LLC.
Website: www.childcaretrainingclasses.org
Email: childcaretrainingconsultants1@gmail.com
Theresa Vadala, Ed. D.

**Release of Information**

Use this form to authorize the release of your contact information.

Name: _____ Registry ID#: _____

Phone Number: _____Email Address: _____

By signing below, I grant Child Care Training Consultants, LLC permission to release my name and contact information to organizations that may need to notify me of upcoming events, and special events, etc.

**Note:** As policy, Child Care Training Consultants, LLC does not release any personal information about members. We implement a variety of security measures to maintain the safety of your personal information when you enter, submit, or access your personal information in the portal.

Signature: _____ Date: ____/____/_____

FAX or email this form to:

Child Care Training Consultants, LLC.

8124 Dancing Bull Ct.

Las Vegas NV 89139

Email: childcaretrainingconsultants1@gmail.com

FAX (702)837-2434

**Disclosure Policy**

This policy is valid from 29 July 2017

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**Public Non-Discrimination Notice**

Child Care Training Consultants, LLC. does not discriminate on the basis of race, color, national origin, sex or disability. For further information, contact:

**Name and Title:** THERESA VADALA, Executive Director/Owner-Child Care Training Consultants, LLC

**Office Address:** 8124 Dancing Bull Ct

**Phone Number:** (702) 837-2434

**Days/Hours Available: Monday – Thursday 9:00 AM-5:00 PM, Friday 9:00 – 12:00 PM**

**Email childcaretrainingconsultants1@gmail.com, 24/7**

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**Sandy Jeanette, Director**
**Office of Diversity**
**Section 504/ADA Compliance Coordinator**
**(702) 455-5760; (702) 455-1416 (TDD)**
**Clark County Government Center**
**500 South Grand Central Parkway**
**Las Vegas, NV 89155-1113**
**Monday through Friday 8:00 am to 5:00 pm**

**NOTE: There is contact information on the website for each state.**

Child Care Training Consultants, LLC. is an equal opportunity educator and employer. Accommodations are available upon request to those with documented disabilities. To request disability accommodations, please contact Theresa Vadala at (702) 837-2434 to discuss their individual needs for accommodations. **Accommodations may include large print, or audio recording on the internet web-sites.**

## Frequently Asked Questions

### How Do I Register For My First Class?

- Log on to www.childcaretrainingclasses.org
- Select the *Courses by State* Tab
- Select State
- Click the gray boxes below to reveal course selection
- Select the class and click the "Add To Cart" button associated to that class. (Select as many classes as needed)
- Click view cart
- Fill out your payment details (Credit,Debit Cards) and upon payment you will be re-directed to the registration page. Do not close out of the payment screen after payment as you need to complete the registration. If something happens, check your email (and your spam folders) for a link to the registration page.
- After you complete your registration you will have immediate access to your training page and you will see your class listed under *Active Courses*

### How Do I Register For Additional Classes?

- Choose the new class you want to take and click the "Add To Cart" button. Make the payment and wait to be redirected to the registration page.
- At the top of the registration page, you will see a link for "Existing Members". Be sure to click that link so that you can associate the new class with your existing email and login codes.
- If you forgot your login password, click the 'lost password' button and enter your email.

### Why do I need to buy a coupon?

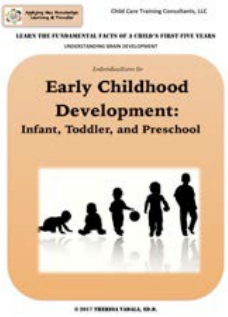
Due to regulations, if you are purchasing a class for another person, you **MUST** buy a coupon: otherwise the certificate will print with the purchaser's name. When you receive a coupon, enter the coupon code to create your own account.

**NOTE:** Complete instructions on how to purchase coupons are listed under the *Help Tab* on the home page of the website.

### How Do I Get A Copy Of My Certificate?

- Once you log in to your class, you will have access to the training material, assignments, and the final quiz.
- You need to score a **70% or higher** to pass the quiz. When you pass, you will have the ability to instantly print your certificate from the web page.
- Certificates are available immediately auer passing the quizzes for each respective course. They can be found under **Completed Courses in the My Courses tab.**

**NOTE:** Complete instructions on how to purchase coupons are listed under the Help Tab on the home page of the website.




**IL CKA1.A Child Development: Infant, Toddler, Preschool**
**CDA Content Area:**
☐Beginning ☑ Intermediate ☐Advanced
**3 Clock Hours/0.3 CEUs**
**Online/Self-paced Training**
**Course Fees $15**
**Target Audience:** Child Care Providers
**Course Materials:** Self-study Guide
**Course Description:** Early childhood development is the foundation for community development and economic development. Learn the foundational aspects of growth and brain development that takes place during the first years of life, Piaget's stages of cognitive development, Erikson's stages of psychosocial development, and social-emotional milestones.

**IL CKA1.B Early Childhood**
**Language Development:**
**Phonological Awareness**
**CDA Content Area:**
☐Beginning ☑ Intermediate ☐Advanced
**3 Clock Hours/0.3 CEUs**
**Online/Self-Paced Training**
**Course Fees $15**
**Target Audience:** Child Care Providers
**Course Materials:** Self-study Guide
**Course Description:** Learn the fundamentals of speech and language milestones and phonological awareness activities to help build students' language development. Increase your knowledge on implementing effective strategies for teaching students who are limited in their language proficiency (L.E.P). You will also maximize your knowledge on storytelling and curriculum planning, reading with a purpose, reading readiness, reading methods and models appropriate for preschool children.

**IL CKA1.C Understanding Every Child's Potential through Multiple Intelligences**
**CDA Content Area:** 3-Social-Emotional
☐Beginning ☑ Intermediate ☐Advanced
**2 Clock Hours/0.2 CEUs**
**Online/Self-paced Training**
**Course Fees $12**
**Target Audience:** Child Care Providers
**Course Materials:** Self-study Guide
**Course Description:** Stimulate every child's potential through exploration of eight types of multiple intelligences. Apply activities in the classroom to accommodate all students learning styles, assess and evaluate students areas of intelligence, seek methods to strengthen each area, and design activities to accommodate all students varied learning styles. Reinforce students learning through an inclusive classroom and provide activities that teach through multiple intelligences.

**IL CKA1.D Sign Language and Child Care**

**CDA Content Area:** 2-Physical/Intellectual
☐Beginning ☑ Intermediate ☐Advanced
**3 Clock Hours/0.3 CEUs**
**Online/Self-paced**
**Training Course Fees $15**
**Target Audience:** Child Care Providers
**Course Materials:** Self-study Guide
**Course Description:** Discover signing to bridge the gap between young children who cannot speak, stimulating psychological and emotional growth and development. Recognize the benefits of sign language and how to teach it to children, implement sign language skills between adult care providers, and organize an early childcare facility environment to maximize the use of sign language.

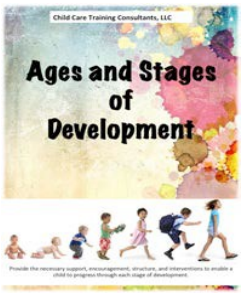
**IL CKA1.E Child Care Centers and the Americans With Disabilities Act**

**CDA Content Area:** 3-Social-Emotional
☐Beginning ☑ Intermediate ☐Advanced
**3 Clock Hours/0.3 CEUs**
**Online/Self-paced**
**Training Course Fees $15**
**Target Audience:** Child Care Providers
**Course Materials:** Self-study Guide
**Course Description:** Know your Rights! The Americans with Disabilities Act (ADA) is a federal civil rights law. Explore the ADA Act that states people with disabilities are entitled to equal rights in employment, state and local public services, and public accommodations such as preschools, child care centers, and family child care homes.

**IL CKA1.F The Importance of Play**

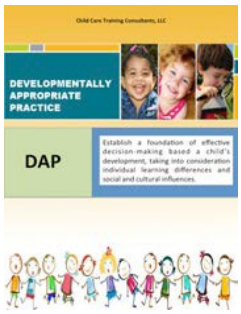
**CDA Content Area:** 3-Social-Emotional
☐Beginning ☑ Intermediate ☐Advanced
**3 Clock Hours/0.3 CEUs**
**Online/Self-paced Training**
**Course Fees $15**
**Target Audience:** Child care providers.
**Course Materials:** Self-study Guide
This training can be taken to meet the Child Development/Guidance & Discipline training requirement. Course Description: Recognize the various types of play, benefits of play among children, and organize an early childcare facility environment to maximize play. PLAY IS IMPORTANT for children's development and for children to bond. It offers opportunities to connect with a child. Play helps a child learn rules and what is expected of him or her. As children grow, play helps them learn how to act in society.

**IL CKA1.G The Ages and Stages of Development**




**CDA Content Area:** 8-Child Development
☐Beginning ☑ Intermediate ☐Advanced
**3 Clock Hours/0.3 CEUs**
**Online/Self-paced Training**
**Course Fees $15**
**Target Audience:** Child Care Providers
**Course Materials:** Self-study Guide
**Course Description:** Understand what is taking place in a child's brain and body during each period of development. Provide the necessary support, encouragement, structure, and interventions to enable a child to progress through each stage of development as easily and successfully as possible based on each child's unique set of traits and interests.

**IL CKA1.H Developmentally Appropriate Practice (DAP)**




**CDA Content Area:** 8- Child Development
☐Beginning ☑ Intermediate ☐Advanced
**3 Clock Hours/0.3 CEUs**
**Online/Self-paced Training**
**Course Fees $15**
**Target Audience:** Child Care Providers
**Course Materials:** Self-study Guide
**Course Description:** Establish a foundation of effective decision-making based a child's development, taking into consideration individual learning differences and social and cultural influences. Explore developmental stages of children birth to 6 years old, implement skills using different learning styles, and organize your center according to the developmental stages of children in your care.

**IL CKA1.I Happiest Baby in the Center**

**CDA Content Area:** 8- Child Development
☐Beginning ☑ Intermediate ☐Advanced
**3 Clock Hours/0.3 CEUs**
**Online/Self-paced Training**
**Course Fees $15**
**Target Audience:** Child Care Providers
**Course Materials:** Self-study Guide
**Course Description:** Learn the fundamental concepts of keeping a baby happy. Use the 5 S'; swaddling, side/stomach, shushing, swinging, and sucking to calm a baby and identify behaviors to keeping a baby happy while in your care.

**IL CKA1.J What you need to know about Autism**

**CDA Content Area:** 8- Child Development

☐Beginning ☑ Intermediate ☐Advanced

**3 Clock Hours/0.3 CEUs**

**Online/Self-paced Training**

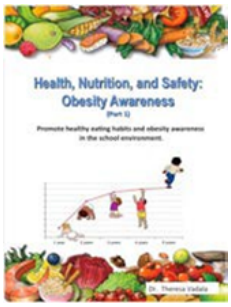
**Course Fees $15**

**Target Audience:** Child care providers.

**Course Materials:** Self-study Guide

Course Description: Learn the fundamental aspects of Autism, identify Signs and Symptoms of Autism and implement policies that include but not limited to Autism. Research has shown that there is no one cause of autism just as there is no one type of autism. Understand the early signs and symptoms of autism and adverse behaviors that vary widely.

**IL CKA2.A Health, Nutrition, & Safety: Obesity Awareness (Part 1)**




**CDA Content Area:** 1-Health & Safety

□Beginning ☑Intermediate □Advanced

**2 Clock Hours/0.2 CEUs**

**Online/Self-paced Training**

**Course Fees $12**

**Target Audience:** Child Care Providers

**Course Materials:** Self-study Guide

**Course Description:** Learn the components of eating healthy, nutritional facts, maintaining a safe environment and childhood obesity. Building an awareness of childhood obesity and planning intentional physical education activities and food menus for children and families based on the "Let's Move" Initiative and ChooseMyPlate are considered. Develop a parent handbook using the provided template and create lesson plan activities to use in daily teaching practices. Learners will also identify learning outcomes, transfer of learning strategies, and assessments used based on learning objectives.

**IL CKA2.B Health, Nutrition, & Safety: Obesity Awareness (Part2)**

**CDA Content Area:** 1-Health & Safety

□Beginning ☑Intermediate □Advanced

**2 Clock Hours/0.2 CEUs**

**Online/Self-paced Training**

**Course Fees $12**

**Target Audience:** Child Care Providers

**Course Materials:** Self-study Guide

**Course Description:** Childhood obesity puts kids at risk for health problems that were once seen only in adults, like type 2 diabetes, high blood pressure, and heart disease. The good news? Childhood obesity can be prevented. Communities, health professionals, and families can work together to create opportunities for kids to eat healthier and move more.

**IL CKA2.C Recognizing and Reporting Child Abuse & Neglect**

**CDA Content Area:** 3-Social-Emotional

□Beginning ☑Intermediate □Advanced

**2 Clock Hours/0.2 CEUs**

**Online/Self-paced Training**

**Course Fees $12**

**Target Audience:** Child Care Providers

**Course Materials: Self-study Guide**

**Course Description:** Recognize the four types of abuse; emotional abuse, sexual abuse, neglect, and physical abuse. Learn how to recognize signs and symptoms of abuse to help caregivers deal with stressful situations. Explore signs of maltreatment, child abuse definitions, and indicators, and responding to, and reporting a disclosure.

**IL CKA2.D Sudden Infant Death Syndrome (SIDS)**
**CDA Content Area:** 1-Health & Safety

□Beginning ☑Intermediate □Advanced
**2 Clock Hours/0.2 CEUs**
**Online/Self-paced Training**
**Course Fees $12**
**Target Audience:** Child Care Providers
**Course Materials:** Self-study Guide
**Course Description:** Protect children while in their care and create a safer environment for infants to help prevent sudden infant death syndrome (SIDS). Learn to reduce the risk of Sudden Infant Death Syndrome (SIDS) in child care by creating safer sleep environments for babies. Caregivers will define SIDS, identify safe sleep practices, state ways to lower SIDS risks in child care settings and Identify SIDS-related resources. Learn about Tummy Time, handling a medical emergency SIDS – related resources, spread the Word – Ways you can share information on SIDS with parents and other caregivers.

**IL CKA2.D1 Sudden Infant Death Syndrome(SIDS)**
**Spanish**
**CDA Content Area:** 1-Health & Safety

□Beginning ☑Intermediate □Advanced
**2 Clock Hours/0.2 CEUs**
**Online/Self-paced Training**
**Course Fees $12**
**Target Audience:** Child Care Providers
**Course Materials:** Self-study Guide
**Course Description:** El objetivo es crear un entorno más seguro para los niños ayudar a el síndrome de muerte súbita del lactante (SMSL). Aprender a reducir el riesgo de muerte súbita del lactante (SMSL) en cuidado de niños mediante la creación de entornos más seguras de dormir para bebés. Cuidadores se define SID, identificar prácticas de sueño seguro, formas de reducir los riesgos del SIDS en entornos de atención de niños y recursos relacionados con el SIDS identificar del estado. Conocer Dempo de barriga, manejo un SIDS emergencia médica – recursos relacionados, corra la voz – de maneras que usted puede compartir información sobre SID con los padres y otros cuidadores.

**IL CKA2.E Emergency Preparedness and Response Planning from Natural and Man-Made Events**

**CDA Content Area:** 1-Health & Safety

□Beginning ☑Intermediate □Advanced

**2 Clock Hours/0.2 CEUs**

**Online/Self-paced Training**

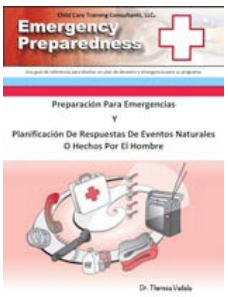
**Course Fees $12**

**Target Audience:** Child Care Providers

**Course Materials:** Self-study Guide

**Course Description:**Learn the recommended childcare guidelines to emergency preparedness and response planning from natural disasters or man-made events. Every school Emergency Operating Procedure (EOP) should include courses of action that will describe how students and staff can most effectively respond to an emergency situations to minimize the loss of life. Define mitigation as it relates to emergency management and teach children how to be resilient during emergency situations. Develop an emergency preparation checklist, prepare an emergency kit, and identify a response and recovery area for all children.

**IL CKA2.E1 Preparación de emergencia y planificación de respuesta de un evento natural o artificial (SPANISH)**




**CDA Content Area:** 1-Health & Safety

□Beginning ☑Intermediate □Advanced

**2 Clock Hours/0.2 CEUs**

**Online/Self-paced Training**

Course Fees $12

**Target Audience:** Child Care Providers

**Course Materials:** Self-study Guide

**Course Description:** Conozca las pautas recomendadas para el cuidado de niños para la preparación de emergencias y la planificación de respuesta ante desastres naturales o eventos creados por el hombre. Todos los procedimientos operativos de emergencia (EOP) de la escuela deben incluir cursos de acción que describan cómo los estudiantes y el personal pueden responder de manera más efectiva a situaciones de emergencia para minimizar la pérdida de vidas. Defina la mitigación en relación con el manejo de emergencias y enséñele a los niños a ser resilientes durante situaciones de emergencia. Desarrolle una lista de verificación de preparación para emergencias, prepare un kit de emergencia e identifique un área de respuesta y recuperación para todos los niños.

**IL CKA2.G Dispensing Medication in Child Care**
**CDA Content Area:** 1-Health & Safety
☐Beginning ☑ Intermediate ☐Advanced
**2 Clock Hours/0.2 CEUs**
**Online/Self-paced**
**Training Course Fees $12**
**Target Audience:** Child Care Providers
**Course Materials:** Self-study Guide
**Course Description:** As providers for children, you play an important role in their development, nurturing, health, and safety of all children. Explore the guidelines on administrating medication in a child care setting.

**IL CKA2.H Fire Safety, Nutrition and Health**
**CDA Content Area:** 1-Health & Safety
☐Beginning ☑ Intermediate ☐Advanced
**2 Clock Hours/0.2 CEUs**
**Online/Self-paced**
**Training Course Fees $12**
**Target Audience:** Child Care Providers
**Course Materials:** Self-study Guide

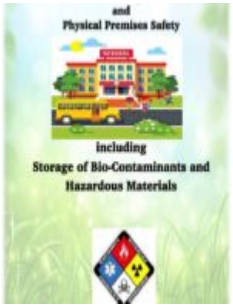
**Course Description:** As providers for children, you play an important role in their development, nurturing, health, and safety of all children. Explore the guidelines on administrating medication in a child care setting.

**IL CKA2.I Healthy Eating in Child Care**
**CDA Content Area:** 1-Health & Well-Being
☐Beginning ☑ Intermediate ☐Advanced
**2 Clock Hours/0.2 CEUs**
**Online/Self-paced**
**Training Course Fees $12**
**Target Audience:** Child Care Providers
**Course Materials:** Self-study Guide

**Course Description:** Explore nutrition principles, health facts, sodium and sugar intake, and the dietary guidelines for Americans, identify guidelines for health standards and nutrition, implement policies that include, but not limited to food hygiene, hand washing, special diets and food allergies.

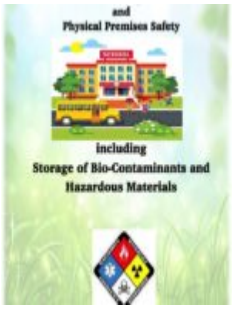
**IL CKA2.J What You Need To Know About Shaken Baby Syndrome**
**CDA Content Area:** 1-Health & Well-Being
☐Beginning ☑ Intermediate ☐Advanced
**2 Clock Hours/0.2 CEUs**
**Online/Self-paced Training**
**Course Fees $12**
**Target Audience:** Child Care Providers
**Course Materials:** Self-study Guide
**Course Description:** Identify signs and symptoms of Shaken Baby Syndrome and implement policies that include, but not limited to Shaken Baby Syndrome and Child Abuse. Shaken baby syndrome (SBS)— also known as abusive head trauma, shaken impact syndrome, inflicted head injury or whiplash shake syndrome — is a serious brain injury resulting from forcefully shaking an infant or toddler. Learn the causes of Shaken baby syndrome and how it destroys a child's brain cells and prevents his or her brain from getting enough oxygen.

**IL CKA2.K Building and Physical Premises Safety including Storage of Bio-Contaminants and Hazardous Materials**
**CDA Content Area:**
□Beginning ☑Intermediate □Advanced
**2 Clock Hours/0.2 CEUs Online/**
**Self-paced Training**
**Course Fees $12**
**Target Audience:** Child Care Providers
**Course Materials:** Self-study Guide




**Course Description:** Be ready to implement safety standards, guidelines, and practices regarding building and physical premises safety in the early childcare environment. The information includes environmental health, potentially hazardous environmental factors, including plants, insects and toxic fumes and safe appropriate procedures for ensuring age appropriate toys for children of various age groups and developmental levels. Storage of bio-contaminants and hazardous materials are also discussed. Note: Always follow the licensing regulations for your state as they may vary from state to state.

**IL CKA2.K1 Construcción y seguridad de las instalaciones fisicas, incluido el almacenamiento de biocontaminantes y materiales peligrosos**




**Developmental Domain:**

□Beginning ☑Intermediate ☑Advanced

**2 Clock Hours/0.2 CEUs**

**Online Self-paced Training**

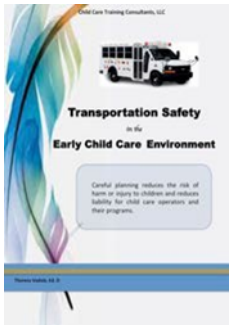
**Course Fees $12**

**Target Audience:** Child Care Providers

**Course Materials:** Self-study Guide

**Course Description:** Esté preparado para implementar estándares de seguridad, pautas y prácticas relacionadas con la construcción y la seguridad de las instalaciones ~sicas en el entorno de cuidado infantil temprano. La información incluye la salud ambiental, factores ambientales potencialmente peligrosos, incluyendo plantas, insectos y humos tóxicos, y procedimientos seguros y apropiados para garantizar juguetes apropiados para la edad de los niños de diferentes grupos de edad y niveles de desarrollo. También se discute el almacenamiento de biocontaminantes y materiales peligrosos. Nota: Siempre siga las regulaciones de licencia para su estado, ya que pueden variar de un estado a otro.

**IL CKA2.L Transportation Safety in the Child Care Environment**




**Developmental Domain:**

☐Beginning ☑ Intermediate ☐Advanced

**1 Clock Hours/0.1 CEU**

**Online/Self-paced**

**Training Course Fees $10**

**Target Audience:** Child Care Providers

**Course Materials:** Self-study Guide

**Course Description:** Transporting children in child care is a high-risk activity. Careful planning, proactive, and protective measures must be taken for Child care operators, staff, and parents when transporting children on field trips. Learn safe practices when transporting children and adhere to all National Transportation Board Guidelines. Careful planning reduces the risk of harm or injury to children and reduces liability for child care operators and their programs.

**IL CKA3.A Observation Plan: What to do with Assessment Results**
**CDA Content Area:** 5-Program Management
☐Beginning ☑ Intermediate ☐Advanced
**3 Clock Hours/0.3 CEUs**
**Online/Self-paced Training**
**Course Fees $15**
**Target Audience:** Child Care Providers
**Course Materials:** Self-study Guide
**Course Description:** Reinforce guiding principles that serve as a framework for assessing and evaluating instructional learning. Assess direct and indirect observations, identify four general categories of data used to provide information for instructional decisions, and report feedback to teachers using assessment results. Establish a successful adaptive inclusive classroom by using a variety of strategies in assessing students' learning.

IL **CKA4.A Supervision of Curriculum and Instruction**

**CDA Content Area:** 5-Program Management

☐Beginning ☑ Intermediate ☐Advanced

**3 Clock Hours/0.3 CEUs**

**Online/Self-paced Training**

**Course Fees $15**

**Target Audience:** Child Care Providers

**Course Materials:** Self-study Guide

**Course Description:** The curriculum is a roadmap for learning with a focus on knowledge and skills. Learn the historical foundations of curriculum and instruction that provide an understanding of what supervisors observe during classroom evaluations. Explore the predominant themes about the supervision and evaluation of instruction, supervision and evaluation issues, and current trends. Examine teacher evaluation methods to enhance the professional effectiveness of teaching staff and assess student progress to ensure teachers are utilizing information from a variety of appropriate sources.

**IL CKA4.B School Readiness: The Transition to Kindergarten**

**CDA Content Area:** 2 Physical/Intellectual

☐Beginning ☑ Intermediate ☐Advanced

**3 Clock Hours/0.3 CEUs**

**Online/Self-paced Training**

**Course Fees $15**

**Target Audience:** Child Care Providers

**Course Materials:** Self-study Guide

**Course Description:** School readiness is a prevalent issue facing the nation today and mandated initiatives have placed rigorous demands on schools and educators. This training provides research-based knowledge and facts on kindergarten "the new first grade" with recommendations on how young children can experience a smoother transition to kindergarten. Learn what every public and private preschool and kindergarten teacher, leader, and parent should know about the rigorous transition to kindergarten, children's school readiness, and best practices based on what schools are doing across the nation.

**IL CKA4.C Vision to Action Plan: Supporting the School Improvement Plan**

**CDA Content Area:** 7-Observing/Recording Behavior

☐Beginning ☑ Intermediate ☐Advanced

**3 Clock Hours/0.3 CEUs**

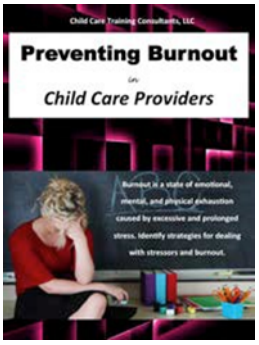
**Online/Self-paced Training**

**Course Fees $15**

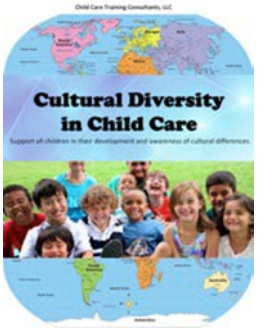
**Target Audience:** Child Care Providers

**Course Materials:** Self-study Guide

**Course Description**: Participants will learn how to write a vision and mission statement, plan opportunities for collaboration, develop goals and objectives, create an evaluation plan, a professional growth plan, and develop an action plan. A guidebook is available to use with this training.




**IL CKA5.A Preventing Burnout in Child Care Providers**
**CDA Content Area:** 3-Social-Emotional
☐Beginning ☑ Intermediate ☐Advanced
**3 Clock Hours/0.3 CEUs**
**Online Self-paced Training**
**Course Fees $15**
**Target Audience:** Child Care Providers
**Course Materials:** Self-study Guide
**Course Description:** This training is designed to provide childcare providers with an understanding of what ″Burnout″ is. Strategies for dealing with stressors and burnout are addressed and how to prevent burnout and possible treatments. Burnout is a state of emotional, mental, and physical exhaustion caused by excessive and prolonged stress. It occurs when you feel overwhelmed and unable to meet constant demands. As the stress continues, adults may begin to lose interest or motivation that first led them to take on a certain role in the first place.




**IL CKA5.B Cultural Diversity in Child Care**
**CDA Content Area:** 3-Social-Emotional
☐Beginning ☑ Intermediate ☐Advanced
**2 Clock Hours/0.2 CEUs**
**Online/Self-paced Training**
**Course Fees $12**
**Target Audience:** Child Care Providers
**Course Materials:** Self-study Guide
**Course Description:** Support all children in their development and awareness of cultural differences. Understand the skills and empathy educators need to help children achieve a positive sense of themselves and of others. Protect and value all children in the classroom, foster empathy, and provide accurate information about differences to enable children to think critically about the challenge bias.

**IL CKA5.C What to do with Challenging Behavior**
**CDA Content Area: 3- Social-Emotional**

☐Beginning ☑ Intermediate ☐Advanced
**3 Clock Hours/0.3 CEUs**
**Online/Self-paced Training**
**Course Fees $15**
**Target Audience:** Child Care Providers
**Course Materials:** Self-study Guide
**Course Description:** Learn the functions of children's behavior, ways to build positive relationships, how to design a supportive environment, and teaching strategies designed to decrease challenging behavior.

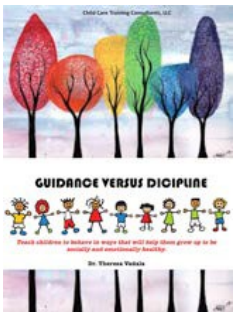
**IL CKA5.D Deployment: Coping Strategies for Children**
**CDA Content Area:** 3- Social-Emotional
☐Beginning ☑ Intermediate ☐Advanced
**2 Clock Hours/0.2 CEUs**
**Online/Self-paced Training**
**Course Fees $12**
**Target Audience:** Child Care Providers
**Course Materials:** Self-study Guide
**Course Description:** Identify pre-deployment, deployment, and post-deployment stages to help rebuild security in children. Identify the common signs of emotional stress in children, teach children skills to foster self-expression, and encourage children to identify their feelings. Learn about the four basic feelings and tips for teaching preschool children how to deal with anger and help children cope with stress.

**IL CKA5.E Anger Management – I Am So MAD!**
**CDA Content Area:** 3- Social-Emotional
☐Beginning ☑ Intermediate ☐Advanced
**3Clock Hours/0.3 CEUs Online/**
**Self-paced Training Course Fees**
**$15**
**Target Audience:** Child Care Providers
**Course Materials:** Self-study Guide
**Course Description:** What is ANGER? How do you deal with your anger? Learn the fundamental techniques to deal with anger in the classroom. Discover that anger is a temporary emotional state and aggression is often a prompt to hurt someone or destroy property. The goal is not to repress or destroy angry feelings in children–or in ourselves– but rather to accept the feelings and to help channel and direct them to constructive ends.

**IL CKA5.F Conflict Resolution**
**CDA Content Area:** 3- Social-Emotional
□Beginning ☑ Intermediate □Advanced
**3 Clock Hours/0.3 CEUs**
**Online/Self-paced Training**
**Course Fees $15**
**Target Audience:** Child Care Providers
**Course Materials:** Self-study Guide
**Course Description:** Implement effective ways to help children resolve conflicts in the classroom through a variety of strategies. Children's conflicts over toys, space, and friendships create many challenges for teachers and parents. Transform the childhood facility environment and establish clear communication between adult care providers and children in your care to minimize conflict.

**IL CKA5.G Children and Domestic Violence**
**CDA Content Area:** 1- Health & Well-Being
☐Beginning ☑ Intermediate ☐Advanced
**2 Clock Hours/0.2 CEUs**
**Online/Self-paced Training**
**Course Fees $12**
**Prerequisite/s:** None
**Target Audience:** Child care providers.
**Course Materials:** Self-study Guide
**Course Description:** Recognize what domestic violence is and how it affects children by implementing clear communication skills between adult care providers and children. Organize an early childcare facility environment to minimize issues with children and domestic violence.

**IL CKA5.H Guidance versus Discipline in Child Care**
**CDA Content Area:** 1- Health & Well-Being
□Beginning ☑Intermediate □Advanced
**3 Clock Hours/0.3 CEUs**
**Online/Self-paced Training**
**Course Fees $15**
**Target Audience:** Child Care Providers
**Course Materials:** Self-study Guide

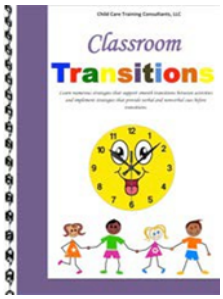



**Course Description:** Children are not born with discipline. Explore children's' developmental stages as they grow, develop, and learn self-control. Distinguish the difference between guidance and discipline from the classroom to home life and generate positive environments. Learn suggested interventions and adaptations to use in inclusive education for all students.

**IL CKA5.I What do you do with a Bully?**
**CDA Content Area:** 1- Health & Well-Being
☐Beginning ☑ Intermediate ☐Advanced
**2 Clock Hours/0.2 CEUs**
**Online/Self-paced Training**
**Course Fees $12**
**Target Audience:** Child Care Providers
**Course Materials:** Self-study Guide

**Course Description:** Bullying is one of the most concerning social interactions facing children and schools today. While the media picks up stories of bullying in high school, researchers have shown that bullying behaviors are learned much earlier in life. Learn to identify the signs of bullying, as well as the short and long-term effects these behaviors can have on bullies and their victims. Explore strategies for guiding young children through socially challenging scenarios to create a "bully-free" classroom.

**IL CKA5.J Classrooms Transitions**




**CDA Content Area:** 3- Social-Emotional

☐Beginning ☑ Intermediate ☐Advanced

**2 Clock Hours/0.2 CEUs**

**Online/Self-paced Training Course**

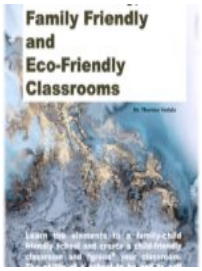
**Fees $12**

**Target Audience:** Child Care Providers

**Course Materials:** Self-study Guide

**Course Description:** Learn the 3 main types of transitions: 1) Transitions between activities within a given setting, 2) Transitions between multiple settings on the same day, and 3) Transitions between programs. Learn numerous strategies that support smooth transitions between activities and implement strategies that provide verbal and nonverbal cues before transitions and minimize the number of transitions.

**IL CKA5.K Child-Friendly, Family Friendly and Eco-Friendly Classrooms**




**CDA Content Area:** 1 Health & Well-Being

☐Beginning ☑ Intermediate ☐Advanced

**3 Clock Hours/0.3 CEUs**

**Online/Self-paced Training**

**Course Fees $15**

**Target Audience:** Child Care Providers

**Course Materials:** Self-study Guide

**Course Description:** Creating a child-friendly classroom and greening your classroom doesn't have to happen all at once, and the tips in this training are just a few of the things teachers can do to make their classrooms more eco-friendly and child-friendly. If you start small, kids can pick up on those little habits and grow into their own uniquely eco-friendly selves!

**IL CKA5.L Enhancing your Learning Community**

**Developmental Domain:**

☐Beginning ☑ Intermediate ☐Advanced

**3 Clock Hours/0.3 CEUs**

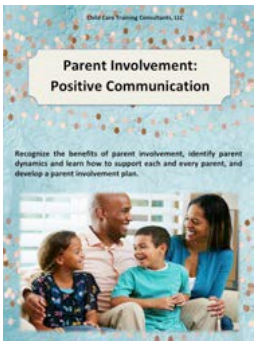
**Online/Self-paced Training**

**Course Fees $15**

**Target Audience:** Child care providers and administrators.

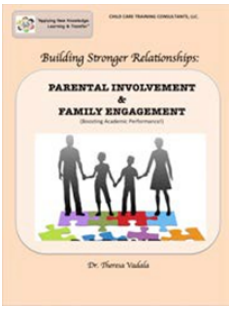
**Course Materials:** Self-study Guide

Course Description: Learn the value of supporting families, creating curriculum, healthy environments, communication, and inclusion. Allowing adequate time and opportunities for the development of respectful and trusting relationships between children, families and childcare providers and the staff is one of the most crucial factors to successfully settling children into childcare.



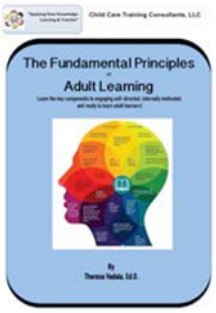

**IL CKA6.A Parent Involvement: Positive Communication**
**CDA Content Area:** 4-Parental Relationships
☐Beginning ☑ Intermediate ☐Advanced
**2 Clock Hours/0.2 CEUs**
**Online/Self-paced Training**
**Course Fees $12**
**Target Audience:** Child Care Providers
**Course Materials:** Self-Study Guide
**Course Description:** Learn about best practices to incorporate positive communication with all parents. Recognize the benefits of parent involvement, identify parent dynamics and learn how to support each and every parent, and develop a parent involvement plan. Establish a parenting plan with evidence of involvement, parent activities, resources, and Timeline

**IL CKA6.B Enhancing Communication Skills with Families**
**CDA Content Area:** 4-Parental Relationships
☐Beginning ☑ Intermediate ☐Advanced
**2 Clock Hours/0.2 CEUs**
**Online/Self-Paced Training**
**Course Fees $12**
**Target Audience:** Child care providers and administrators.
**Course Materials:** Self-study Guide
**Course Description:** Learn the value of supporting families, creating curriculum, healthy environments, communication, and inclusion. Allowing adequate time and opportunities for the development of respectful and trusting relationships between children, families and childcare providers and the staff is one of the most crucial factors to successfully settling children into childcare.




**IL CKA6.C Building Stronger Relationships: Parental Involvement & Family Engagement**
**CDA Content Area:** 4-Parental Relationships
□Beginning ☑Intermediate □Advanced
**3 Clock Hours/0.3 CEUs**
**Online/Self-paced Training**
**Course Fees** $15
**Target Audience:** Child Care Providers
**Course Materials:** Self-study Guide
**Course Description:** Learn the fundamental concepts and techniques on enhancing parental involvement within the school community. Identify methods and techniques to address the dynamics of parents and managing generational differences within the school community. Apply strategies to embrace all students, parents, and families from diverse backgrounds, and recognize features of effective communication to keep all parents engaged.

**IL CKA7.A The Fundamental Principles of Adult Learning**




**CDA Content Area:** 5-Program Management

☐Beginning ☐Intermediate ☑Advanced

**3 Clock Hours/0.3 CEUs**

**Online/Self-paced Training**

**Course Fees $15**

**Target Audience:** Course Designers and Trainers

**Course Materials:** Self-study Guide

**Course Description:** Learn the fundamental principles of Adult Learning based on Knowles andragogy. Learn the key components to understanding adult learning and engaging adults in learning for effective transfer of learning. Implement inclusive learning, accommodate cultural differences, and engage parents through Adult Learning Theory. Recognize and implement learning styles and instructional strategies using multiple intelligences to create an effective learning environment for learners.

**IL CKA7.B Why do I need to get my CDA? Preparing for a Child Development Associate**

**CDA Content Area:** 5-Program Management

☐Beginning ☑ Intermediate ☐Advanced

**3 Clock Hours/0.3 CEUs**

**Online/Self-paced Training**

**Course Fees $15**

**Target Audience:** Child care providers and administrators.

**Course Materials:** Self-study Guide

Course Description: The Child Development Associate (CDA) is the most recognized credential in early childhood education and provides a major step to your future career in early childhood. The assessment is divided into five parts. The written exam, oral interview, verification visit, parent opinion questionnaire and review of your professional resource file.

**EVALUATION FORM**

Name: _____ Date: _____
(Optional)

Feedback is one of the best ways for trainers to determine what is working well in their workshops and to identify areas where additional growth may be needed. Please take a few minutes to share your thoughts about this training.

***Please check "✓" how much you agree with each statement about the training.***

| Statements | *Strongly Disagree* | *Disagree* | *Neither Disagree or Agree* | *Agree* | *Strongly Agree* | *N/A* |
|---|---|---|---|---|---|---|
| 1. The training environment was prepared upon my arrival. | | | | | | |
| 2. The training started and ended on time. | | | | | | |
| 3. The training was well-organized. | | | | | | |
| 4. The trainer was knowledgeable about the topic was able to provide timely feedback to questions. | | | | | | |
| 5. The trainer encouraged participant interaction. | | | | | | |
| 6. The trainer provided opportunities to engage in self-reflection. | | | | | | |
| 7. The training was sensitive to the needs of participants. | | | | | | |
| 8. The training kept me engaged and interested. | | | | | | |
| 9. The activities and content covered will be useful in my daily work. | | | | | | |
| 10. The activities were relevant to the training content. | | | | | | |
| 11. The training contributes to my educational, professional and/or personal development. | | | | | | |
| 12. The quality of the training met my expectations. | | | | | | |

***Please rate your knowledge of the topic before and after the training with: Poor, Fair, Good, and Excellent.***

| Statements | *Poor* | *Fair* | *Good* | *Excellent* |
|---|---|---|---|---|
| 13. BEFORE the training, my knowledge of the topic was: | | | | |
| 14. AFTER the training, my knowledge of the topic was: | | | | |

How can this training be improved? _____

_____

_____

_____

# Professional Development Contacts

## Child Care Training Consultants, LLC.
## Theresa Vadala, Ed. D.

## CONTACT INFORMATION

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