



2016

United 4 Children

Training Catalog

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Most U4C training are approved for 2 clock hours, but several are also approved for 1 or 3 clock hours.

Please confirm how many clock hours the training may be upon scheduling.

Titles listed in *italics* fall under more than one Core Competency.

Please contact Anita Stover at stovera@united4children.org if you have any questions regarding professional development needs for you or your staff.

Core Competency I – Child and Youth Growth and Development
Beyond D.A.P.
“But They Just Won’t Listen!” Supporting Children with Attention Deficit Hyperactivity Disorder and Autism Spectrum Disorder
Autism Spectrum Disorder: What It Is
Children With Autism Spectrum Disorder – A Basic Overview
Exploring Einstein: An Adventure in Brain Development
Individualizing Planning for Children and Staff
Learning “MY” Way
Making it Count: Math with Preschool Children
No Drama Discipline
Positive Discipline
Potty Learning or Potty Training
Preventing Abuse and Neglect in Children with Disabilities
Promoting Social Emotional Competencies Infant and Toddlers
“Sad Is Not Bad” Supporting Young Children Experiencing Grief and Loss
Sensory Experiences: Say What!
Supporting Sensory Integration in Early Childhood Classrooms
Supporting the Child with Attention Deficit Hyperactivity Disorder (ADHD)
“That Pushes My Buttons” Addressing Challenging Behavior with Infants and Toddlers
We ALL Want To Play: Creating Adaptive Materials for Children with Special Needs on a Budget
What’s Wrong? Identifying and Supporting Infants and Toddlers with Possible Developmental Delays
What’s Wrong? Identifying & Supporting Pre-school Children with Possible Developmental Delays
Why Bite?

Core Competency II – Learning Environment and Curriculum
ABC’s of Literacy
Advanced Promoting Social Emotional Competency
Beyond A,B,C and 1-2-3, Science and STEM in Early Childhood
Beyond Thumbkin: Using Songs and Fingerplays to Promote Literacy for Toddlers and Twos
Building a Classroom Community
“But It’s Christmas!” Holidays and Developmentally Appropriate Practice
Calming the Chaos: Tips that Will Help You Stay Calm
Children’s Portfolios – The Next Step

Classroom Make Over: Environment for all Children
Classroom Management
Construct WHAT? Exploring Constructivism in the Early Childhood Setting
Creating an Inclusive Classroom Community
Creativity in the Classroom
D.A.P. in the Early Childhood
Developing Language and Reasoning Skills
<i>Exploring Einstein: An Adventure in Brain Development</i>
Getting Messy: Sensory Experiences for Infants and Toddlers
How can Embedded Learning Opportunity (ELO) improve curriculum for individual children?
Implementing Anti-Bias Education
Inclusion 101: Getting Started Including Children with Special Needs
Inclusion 202: Moving Forward Including Children with Special Needs
Inclusion 303: Learning About Different Disabilities
Individual Planning for Children with Challenging Behaviors
Infant and Toddler Social and Emotional Development
Lesson Planning and Webbing for the Beginner
<i>Making it Count: Math with Preschool Children</i>
Making Nature Natural
Music and Movement
Off The Chain
Navigating Naptime
Overview Calming the Chaos
Pyramid Model Overview
Quality Activities in the Pre-K Setting
Science: Full of Surprises
Science + Math = Fun Activities for Children
The Joys of Having DAP for School-Age
The Outdoor Classroom
Thinking Outside of the BLOCKS
We ALL Want To Play: Creating Adaptive Materials for Children with Special Needs on a Budget

Core Competency III – Observation and Assessment
Building Children’s Portfolios
Children’s Portfolios – The Next Step
Documentation is Do-able
Early Childhood Environment Rating Scale (ECERS-R) Overview
Family Child Care Environment Rating Scale (FCCERS-R) Overview
Infant/Toddler Environment Rating Scale (ITERS-R) Overview
Introduction to Building Children’s Portfolios
Observing to Teach
The School-Age Care Environment Rating Scale (SACERS) Overview
Using the Ages and Stages Questionnaire Social Emotional (ASQ-SE) Screening

Core Competency IV – Families and Communities
Basics of Building Relationships from Leadership Perspective
Building Relationships from Leadership Perspective
Building Partnerships with Families
Building Relationships from a Leadership Perspective
<i>Calming the Chaos: Tips that Will Help You Stay Calm</i>
Center-Wide Quality Environments
Discussing Special Educational Needs with Doctors and Specialist
Families: Building Connections
Family Engagement
Increasing Family and Parent Engagement in After School Programs
Overview of the Impact of Poverty
<i>Preventing Abuse and Neglect in Children with Disabilities</i>
The Strengthening Families Approach : Ways to Prevent Child Abuse and Neglect
Understanding the Impact of Poverty
Understanding Social Emotional Development for Leadership Staff
When are WE Going to Grow Up? Navigating Adult Relationships

Core Competency V – Health and Safety
Avoiding Portion Distortion
Centsible Meals Training
Child Portion Sizes
Disaster and Emergency Preparedness in Child Care
Effective Supervision of Children
Happy Mealtimes for Healthy Children
How to deal with Picky Eaters
<i>Individual Planning for Children with Challenging Behaviors</i>
Keeping Kids Safe: Mandated Reporting
<i>Overview of the Impact of Poverty</i>
The Importance of Calcium in Young Girls
Safe Sleep in Child Care
Supervision of Children
<i>Understanding the Impact of Poverty</i>

Core Competency VI – Interactions with Children and Youth
Addressing Challenging Behavior with Infants and Toddlers
Appropriate Teacher-Child Interactions
<i>Autism Spectrum Disorder: What It Is</i>
<i>Beyond DAP</i>

<i>"But They Just Won't Listen!" Supporting Children with Attention Deficit Hyperactivity Disorder and Autism Spectrum Disorder</i>
<i>Calming the Chaos: Tips that Will Help You Stay Calm</i>
Classroom Management
<i>Creating an Inclusive Classroom Community</i>
<i>D. A. P. in Early Childhood</i>
Girl Power
<i>Individual Planning for Children with Challenging Behaviors</i>
<i>Infant and Toddler Social and Emotional Development</i>
Intentional Teaching for Infant and Toddler Teachers
Just Calm Down!
<i>No Drama Discipline</i>
Navigating Naptime
<i>Off The Chain</i>
Oh Boy! What Do I Do with All These Boys?
<i>Overview of the Impact of Poverty</i>
Popularity 101: Queen Bees and Wanna Bees
<i>Positive Discipline</i>
Positive Discipline for Educators
Reframing: A New Way to Look at Social-Emotional Development and Challenging Behavior
<i>Supporting the Child with Attention Deficit Hyperactivity Disorder (ADHD)</i>
<i>The Joys of Having DAP for School-Age</i>
Transition Times
Understanding Temperament
<i>Understanding the Impact of Poverty</i>
Use Your Brain—To Help Them Calm Down
What Does Love Have To Do With It?
When Words Don't Work

<i>Core Competency VII – Program Planning and Development</i>
Accreditation Overview for Child Care Centers
Accreditation Overview for Family Child Care
Accreditation: MO-A Overview
Accreditation: NAEYC Overview
<i>Building Relationships from a Leadership Perspective</i>
<i>Center-Wide Quality Environments</i>
Coaching in the Early Childhood Classroom
<i>Documentation is Do-able</i>
Why Bite?

Core Competency VIII – Professional Development & Leadership
<i>Accreditation Overview for Child Care Centers</i>
<i>Accreditation Overview for Family Child Care</i>
<i>Accreditation: MO-A Overview</i>
<i>Accreditation: NAEYC Overview</i>
<i>Building Relationships from a Leadership Perspective</i>
<i>Center-Wide Quality Environments</i>
<i>Coping with Change</i>
<i>Generation Gaps</i>
<i>Implementing Anti-Bias Education</i>
<i>Life Balance</i>
<i>Organizational Culture in Child Care</i>
<i>Overview of Promoting Social Emotional Competency</i>
<i>Paying it Forward in Child Care</i>
<i>Professionalism in Child Care & School Age Settings</i>
<i>Professionalism: Walking the Walk</i>
<i>Supervising Staff</i>
<i>Taking Care of Yourself – Teachers Managing Stress</i>
<i>Time Management</i>
<i>When are WE Going to Grow Up? Navigating Adult Relationships</i>