Professional Development with Continuing Education Units (CEUs)

All CEUs provided by the HSB Project are IACET approved.
All CEU Titles are available through the HSB Education Specialist.

CEU titles marked with an * may be available through your regional HSB Behavior Specialist; check with your CCR&R for details.

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

Unless otherwise noted, all CEUs are accepted by DCDEE as 5 contact hours toward training requirements.

Titles marked with O-S are also available in an online synchronous delivery format.
Titles marked with O-A are also available in an online asynchronous delivery format.

*** Pyramid Model Overview** O-A

The research is pretty clear: social-emotional competencies are a key component to success in life and learning, and are most easily developed during early childhood. The Pyramid Model is a powerful framework early childhood teachers can use to promote social-emotional development and prevent challenging behaviors. During this overview seminar, participants will gain a deeper understanding of the importance of healthy social emotional development in young children, factors that influence behaviors, and causes of challenging behaviors in young children. A variety of tools, props, and activities will help participants understand and begin to implement each component of the Pyramid Model. (.5 CEU)

Pyramid Model Series for Infant and Toddler Classrooms:

*** Relationships are Key with Infants and Toddlers** O-A

Yes, even infants and toddlers can have behaviors that challenge us. Did you know that understanding the Pyramid Model developed by the Center on the Social-Emotional Foundations of Early Learning (CSEFEL) can help? Infant and toddler teachers sometimes feel that ALL they do is wipe noses and change diapers. Every moment in an infant-toddler classroom (including wiping noses, changing diapers, and dealing with challenging behavior) is an opportunity to build the foundation of lifelong social emotional competence and reduce challenging behaviors. Relationships are key from the very beginning; one positive relationship can make a lifelong impact. In this module, participants will explore attitudes about challenging behaviors in the infant and toddler classroom and investigate a range of factors that influence behavior, discuss how relationships build brain capacity, and identify strategies for developing positive relationships with babies and their families. (.5 CEU)

*** Environments that Make a Difference to Infant & Toddlers** O-A

Walk into any classroom, how does it make you feel? Are you comfortable and relaxed? Are you nervous? Are teachers clear about what they are expected to do? The physical environment as well as the social emotional climate in the infant toddler classroom can promote positive behaviors. Environmental change can make a positive difference for teachers, the children, and their families! In module 2 of this series, participants will discuss the social emotional climate of a classroom and infant's and toddler's social emotional milestones, define individualized care and describe the importance of routines and identify key ways that the physical environment can make a difference in supporting positive behavior. (.5 CEU)

*** Me do! Me do! Helping infants and toddlers build social-emotional skills** O-A

Infants and toddlers change quickly, from non-mobile to running all day long, from sleeping most of the day to not wanting to sleep at all. How can you know appropriate behavior expectations and what strategies can be taught to very young children? Join us as we define self-regulation and explore strategies to help young children self-regulate (including ways to calm the brain's limbic system), discuss how books and emotional literacy can be used even with infants, review the development of play and friendship in the infant and toddler stages and examine targeted teaching strategies that can build social emotional competence and decrease challenging behavior in infants and toddlers. **PREREQUISITES:** *Relationships are Key with Infants and Toddlers* **and** *Environments that Make a Difference.* (.5 CEU)

Pyramid Model Series for Preschool Teachers:

*** The Power of Positive Relationships in Preschool Classrooms** O-A

The Pyramid Model developed by the Center on the Social-Emotional Foundations of Early Learning (CSEFEL) provides a framework for preschool teachers to support the social-emotional development of young children. In this module we'll explore attitudes about challenging behaviors and the range of factors that influence a child's behavior, define the relationship between social emotional development and children's behavior, and learn a framework to enhance social emotional competence and reduce challenging behaviors, and focus on positive relationships as the crucial foundation of children's ability to learn. (.5 CEU)

*** Environment as a Second Teacher in Preschool Classrooms** O-A

Is your classroom ready for an extreme makeover?! The environment impacts behavior, and you control the environment – come learn how to make that environment work for you in taming challenging behaviors. Teachers will have the opportunity to assess their own classroom environment and create a guided action plan for design and implementation of a supportive environment in their teaching practice. (.5 CEU)

*** Teaching Strategies for Addressing and Preventing Challenging Behavior in Preschool Classrooms** O-A

Ever wonder what's the most important thing we should be teaching in preschool? While teaching shapes, colors, 1:1 counting skills, and alphabet and numeral recognition/formation is at the top of most teachers' lists, research shows that teaching children social emotional should be the focus of every curriculum plan. Instead of telling children *what not to* do, let's take time to teach children *what to do!* This session will identify tools and techniques teachers can use every day in their classroom to strengthen preschoolers' social emotional competencies resulting in increased kindergarten readiness. **PREREQUISITES:** *The Power of Positive Relationships* **and** *Environment As A Second Teacher*. (.5 CEU)

***Brain Architect**

How can you support a child that exhibits challenging behavior? You strengthen their brain architecture. A weak brain architecture makes it difficult for a child to learn or master skills, problem-solving, self-regulation, empathy, etc…., that will allow them to be successful in our society. Every day you have the opportunity to build and add to a child's brain architecture. In this training participants

will explore practices that will strengthen brain architecture and consider how these practices can prevent or eliminate a child's use of challenging behavior to express themselves. (.5 CEU)

*** Challenging Behavior: Causes, Prevention, and Intervention Strategies**

Understanding the reasons why a child engages in a challenging behavior is crucial to choosing a response which will successfully change that behavior. Once you can identify the meaning of the challenging behavior, you can identify a plan to change it. If you know a recipe is too bland, you can add some spice; if all you know is that it's "not right," there's not much you can do about it. Come learn about functional behavior assessments, the three essential parts of any plan for addressing challenging behavior, and a variety of intervention strategies you can use to respond to challenging behavior. (.5 CEU)

*** FLIP-It! An Intervention Strategy for Addressing Challenging Behavior** O-S

FLIP IT® is a strategy anyone can use to address a challenging behavior. It is a simple, kind, strength-based, commonsense and effective four step process embodied in the FLIP IT mnemonic: F - Feelings, L - Limits, I - Inquiries, and P - Prompts. FLIP IT transforms best practice into a strategy that is easy to remember, applicable in a variety of challenging situations and portable. FLIP IT may not be rocket science, but it *is* brain development, and an effective strategy all teachers should know how to use. Come learn how to FLIP your kids instead of flipping your lid! (.5 CEU)

*** Play: An Intervention for Challenging Behavior**

Challenging behaviors come in many different formats and many different levels of intensity in preschool children. A significant percentage of teachers report more challenging behaviors in their classroom and frustration in their knowledge and ability to work with these children. At the same time, skills once expected in kindergarten are being pushed down into preschool, so demands on teachers and children are higher. Play is disappearing. Forty years of research says play equals learning. In this session, we will PLAY as we discuss the importance of play for all children, how play can serve as an intervention for children with challenging behavior, Dr. Stanley Greenspan's Floortime concept, how play meets developmentally appropriate learning goals, and creative ways teachers can explain the importance of play to parents. (.5 CEU)

*** Stress and the Developing Brain: What Every Preschool Teacher Needs to Know**

We live in a stress-filled world. Stress is something that affects all of us from the youngest to the oldest. While some stress is necessary and positive; too much stress can be toxic. Come learn how the brain develops, our biological need for relationships, and how positive social experiences can buffer the negative effects of stress. Discover the three types of stress responses, the effects of stress on early development and learning, and practical strategies that classroom teachers can use every day to reduce stress responses in the preschool children in your care and in yourself. (.5 CEU)

CEU Modules Being Updated

The following CEU modules are temporarily unavailable while they are being updated with the latest resources. They will be made available again as soon as updates are completed.

All in a Day's Work! Embedding Social and Emotional Learning into Everyday Classroom Routines and Experiences (Module Being Updated)
Early educators often feel pressure to focus on the ABC's and 123's in preschool classrooms. We know that school readiness is a major concern for early educators and families. However, research tells us that children who are supported in their social and emotional development are more likely to be academically successful in school. Social and emotional skills are the foundation for learning and must come before the academics. This training explores how to intentionally plan and teach social and emotional skills throughout the day in a preschool classroom. We will use a social and emotional lens to examine our daily schedule and share strategies for supporting this domain of development naturally in our everyday routines and activities. (.5 CEU)

* **Boys in the Preschool Classroom: Supporting and Engaging Them** (Module Being Updated)
Boys, especially high energy and boys of color, continue to be expelled from pre-kindergarten programs across the U.S. One study suggests that "boys "are treated like defective girls" implying that boys' slower developmental rates, physical response styles and kinetic learning behaviors are seen as deficits and teachers wish them to be firmly and swiftly "corrected". In this high energy session, we will discuss common issues teachers identify concerning boys and suggest ways that teachers can create a learning environment that supports and engages boys (as well as girls). (.5 CEU)

* **When Books POP off the Paper: Building Social Emotional & Early Literacy/Writing Skills** (Module Being Updated)
Books are standard materials in most classrooms, but are we getting the most out of them? How intentional is our choice of books, the way we read books, and the way we expand children's learning through books? In this session we will discuss how building literacy skills (including emotional literacy) is critical for young children, define best practices in early literacy and writing, explore books and "Book Nooks" from the Center on the Social and Emotional Foundations for Early Learning (CSEFEL), and create expansion activities for additional children's books that will not only enhance children's learning in the classroom but will make it fun for you and for them! Discover new books and take home activities that you can immediately begin using! (.5 CEU)

Reaching the Children, Caring for the Educators: How Early Educator Self-Care Impacts the Social-Emotional Development of Young Children (Module Being Updated)
Teaching young children can be mentally, physically and emotionally demanding. This is especially true for those educators that are teaching children that exhibit challenging behavior. If not effectively managed, these demands can result in chronic illness and teacher job stress within educators, impacting their overall well-being. In order for educators to facilitate positive growth within young children, they have to be well themselves. In this training participants will explore the impact teacher

job stress has on teaching practices and the importance of self-care for the educators' well-being. (.5 CEU)

Solutions to the Dilemma: A Policy and Practice Toolkit for Reducing Suspension and Expulsion
(Module Being Updated)
Suspension and expulsion from child care can have long-lasting negative effects on both children and families. It is the intent of the NC DCDEE to severely limit the use of these exclusionary practices in early childhood education programs. This toolkit training, a follow-up to the 1.5 contact hour informational training on the NC Expulsion Policy, will provide facility administrators/owners with templates of effective program policies, procedures, and data collection tools to support the shift from exclusion to retention. (.5 CEU) FOR ADMINISTRATORS & OWNERS ONLY.

DCDEE Contact Hour Training Sessions

All trainings have been aligned with North Carolina Foundations for Early Learning and Development.
All trainings are available in a Face-to-Face delivery format.
Titles marked with O-S are *also available* in an online synchronous delivery format.
Titles marked with O-A are *also available* in an online asynchronous delivery format.

NEW Trauma Responsive Care Training Series O-S

- **An Overview of Trauma and Trauma Responsive Care**
  In this overview session, participants will be introduced to the concept of trauma-responsive care and how it can support children who have experienced trauma or those who are at risk of experiencing trauma. (2 DCDEE contact hours)
- **Supporting Young Children on Their Path to Resilience** This session on trauma-responsive care begins with exploring how trauma may influence young children. Participants will unp0ack why the experience of trauma can have a significant influence on their development. This session will also explore the concepts of risk and protective factors, as well as resilience. They will examine specific within-child and external protective factors and reflect on how to promote and strengthen each protective factor to foster resilience. (2 DCDEE contact hours)
- **Trauma-Responsive Care Strategies and Practices**
  This training begins with exploring a variety of trauma-responsive caregiving strategies – from building secure and responsive relationships and attachment to creating trauma-responsive routines and environments and the importance of play. Participants will explore in depth the importance of responsive and nurturing strategies and practices. They will explore how to create trauma-sensitive environments. And they will examine how play and other trauma-responsive practices and strategies can support young children. (2 DCDEE contact hours)
- **Partnering with Families to Build Their Resilience**
  Participants will explore how caregivers can partner with families to build their resilience. Foundational concepts related to trauma and its influence on families will be explored, as well as how trauma may impact relationships and parenting. (2 DCDEE contact hours)
- **Caring for the Caregiver**
  This training will focus on caregiver wellness and well-being. Caregivers will explore how stress and trauma may impact them and how they can safeguard the most important protective factors – themselves. Participants will explore the strategies for building self-reflection and general workforce wellness. (2 DCDEE contact hours)
- **Leading the Way to Trauma-Responsive Care**
  This training will focus on how to create and lead a trauma-responsive early childhood program. This session is intended for early childhood leaders, who may include program directors, family child care providers and owners, teacher leaders, or other partners in leadership roles. Participants will be provided with a brief overview of trauma and trauma-responsive care and explore effective leadership strategies that will help lead trauma-responsive programs. (2 DCDEE contact hours)

NEW Preschool Pyramid Model Training Series O-S

The Pyramid Model is a framework for creating pro-social classrooms with strategies designed to help develop children's social-emotional competence and address/prevent challenging behaviors in early childhood classrooms. Implementing the Pyramid Model will reduce the incidence of children's challenging behaviors and associated suspensions/expulsions, increase teacher job satisfaction, and decrease teacher turnover. Every preschool teacher and director need this knowledge!

- **Introduction to the Pyramid Model** O-S

  The content in this introductory module will describe strategies in the exploration of the Pyramid Model for Promoting Social and Emotional Competence in Preschool, Infants, and Young Children. (3 DCDEE contact hours)

- **Module 1: Nurturing and Responsive Relationships**

  - **Creating a Classroom Community** O-S

    This training will describe strategies for participants to reflect on their own responsive relationship practices to note strengths and additional practices to consider. Participants will reflect on how a caring classroom community supports social-emotional development along with identifying elements of a caring classroom community. Teaching strategies that support developing and maintaining a caring classroom community will be identified along with exploring resources that will support a classroom community. (1.5 DCDEE contact hours)

  - **Relationships with Children** O-S

    This training will describe strategies for participants to reflect on their own responsive relationship practices. Participants will explore teacher-child relationships along with clarifying conversations to include race and anti-bias. Participants will explore responsive relationship practices as well as identify strategies to promote peer relationships between children. (2 DCDEE contact hours)

  - **Relationships with Families** O-S

    This training will describe strategies for participants to reflect on their own responsive relationship practices noting strengths and additional practices to consider. Participants will reflect on how implementing strategies to support family engagement is important to children's social-emotional development. Strategies for representing all families in the classroom will be identified along with exploring relationship building resources that promote Pyramid Model practices at home. (1.5 DCDEE contact hours)

  - **Relationships with Colleagues** O-S

    This training will describe responsive practices noting strengths and practices for participants to consider. Participants will identify ways to build relationships with colleagues and explore strategies to model the quality of interactions for children to use with each other. Participants will consider the importance of collaborative planning for enhancing team communication along with exploring resources that support building relationships with colleagues. (1.5 DCDEE contact hours)

- **Module 2: High-Quality, Supportive Environments**
  - **Schedules** O-S
    This training will describe strategies for developing and implementing classroom schedules that promote high-quality, supportive environments. Participants will identify the practices they currently use to promote a supportive classroom environment and the components of implementing a daily schedule, as well as explore the importance of schedules, their impact on behaviors, key considerations when using visual schedules, and strategies for individualizing schedules and activities to support engagement. (2 DCDEE credit hours)
  - **Routines** O-S
    This training will describe strategies for building and implementing classroom routines structured to support engagement and learning. Participants will the practices they currently use to promote a supportive classroom environment, strategies for implementing routines through teaching and reinforcement, and strategies to structure routines that engagement and learning, as well as reflect on the daily schedule as a collection of routines that support consistent, predictable, safe environments that increase independence and learning, and explore ways to build effective routines to increase engagement and prevent challenging behaviors. (2 DCDEE credit hours)
  - **Transitions** O-S
    This training will describe strategies for planning effective transitions throughout the day that promote a high-quality, supportive environment. Participants will identify the practices they currently use to promote a supportive classroom environment, and steps for cues and choice-making opportunities for supporting transitions throughout the day. They will explore strategies for planning and structuring transitions as well as for providing individualized support during transitions. Finally, participants will reflect on problem-solving strategies for difficult transitions. (2 DCDEE credit hours)
  - **Engagement** O-S
    This training will describe strategies for promoting engagement through choice, predictability, modifications, and positive descriptive feedback. Participants will identify the practices they currently use to promote a supportive environment, and reflect on the promotion of engagement for each child, including positive descriptive feedback. They will explore strategies for increasing engagement by embedding the power of choice throughout the day, and making intentional modifications to activities, interactions, and materials for promoting child engagement. (2 DCDEE credit hours)
  - **Rules and Expectations** O-S
    This training will describe strategies to develop, teach, and promote classroom expectations and rules. Participants will identify the practices they currently use to promote a supportive classroom environment, explore the relationship between expectations and the prevention of challenging behaviors, and define expectations and rules and the purpose they each serve. They will identify strategies for developing expectations and rules that promote independence and engagement, and explore practices for teaching and acknowledging expectations and rules. (2 DCDEE credit hours)

- **Module 3: Teaching Social-Emotional Skills** *Modules under development*
  - **Culturally Responsive Practices and Including Families** (credit hours TBD)
  - **Stages of Learning New Skills** (credit hours TBD)
  - **Teaching Friendship Skills** (credit hours TBD)
  - **Teaching Emotional Literacy** (credit hours TBD)
  - **Teaching Self-Regulation Skills** (credit hours TBD)
  - **Teaching Problem-Solving Skills** (credit hours TBD)

Stay tuned for a new Pyramid Model Series for Infants and Toddlers similar to the preschool series planned for release in 2026.

NEW CHIME: Cultivating Healthy Intentional Mindful Educators O-S

CHIME is a transformative training series designed to equip educators with the tools to cultivate mindfulness and reflection in their daily work. The CHIME Program provides education and guidance on how to incorporate mindfulness, reflective practices, stress reduction strategies, and emotional regulation skills into your daily routine, teaching, and caregiving. Educators will experience reduced stress and burnout, improved emotional well-being, enhanced focus and attention, stronger relationships with children and colleagues, and increased job satisfaction. Eight-week series includes a 2-hour overview and seven 1.5-hour specific topic sessions. CHIME may be offered as a series, or as individual training sessions which can be taken in any order. (12.5 DCDEE contact hours)

- **Using Mindfulness to be an Effective Early Childhood Educator** O-S
  This introduction to CHIME will provide participants an overview of how we can use mindfulness and reflection in our work as early childhood educators. This is really just a snapshot, and will likely be a training that is very different than what you may have taken in the past. CHIME is really all about you, both personally and professionally. We must first pay attention to and take care of ourselves before we can be a great teacher, parent, partner or friend. The remaining sessions dive deeper into the practices discussed in this introduction. (2 DCDEE contact hours)
- **Mindfulness in Breathing and Mindful Movement** O-S
  Having a regular practice of mindful breathing makes it easier to do during difficult situations. Deep breathing can bring a person out of a reactive or stressful state. By paying attention to our breath and practicing mindful breathing we can enhance our ability to pause and regulate our bodies. We can use our breath to regulate our physiological response which can then help us regulate our thoughts and behaviors. We can also move our bodies in a mindful way to help focus our attention and regulate our bodies. (1.5 DCDEE contact hours)
- **Mindfulness in Listening** O-S
  When we practice listening mindfully we enhance our abilities to take the perspective of another, empathize and recognize our own thoughts, emotions, and values. By practicing mindful listening we can better connect with and hear others. We take the time to listen to understand. Practicing mindful listening and enhancing our social and self-awareness

strengthens our ability to establish and maintain healthy relationships. (1.5 DCDEE contact hours)

- **Mindfulness and Emotions** O-S
  When we practice mindfulness – being present in the moment, without judgement, and with an intentions of curiosity and kindness – we can more successfully regulate our emotions, thoughts, and behaviors. Practicing mindfulness also supports our ability to more accurately assess our emotions and become more aware and present with both difficult and positive feelings. Cultivating mindfulness when we experience our own emotions can enhance our social-emotional learning competencies, self-management, and self-awareness, which in turn enhances our ability to show empathy for ourselves and for children and their families. (1.5 DCDEE contact hours)
- **Mindfulness in Speech** O-S
  The purpose of this session is to get participants thinking about how to use mindfulness in every day interactions with mindful speech. When we speak mindfully we are pausing to ask ourselves if what I'm going to say is true and helpful. Is it necessary to say now and is it kind? Engaging in mindful speech enhances our ability to take the perspective of others, to empathize, negotiation conflict constructively and communicate more clearly. (1.5 DCDEE contact hours)
- **Mindfulness and Gratitude** O-S
  This session focuses on how practicing mindfulness creates connection in relationships, particularly focusing on being thankful and having gratitude. When we develop a practice of gratitude we become better at recognizing and appreciating the benefits we receive. This can ignite our desire to reciprocate. When we offer appreciation, this can boost our relationships, our self-worth, and support and inspire others because they feel socially valued. When we practice gratitude we are more appreciative and supportive. (1.5 DCDEE contact hours)
- **Mindfulness and Compassion** O-S
  During this session participants will reflect on how they can continue practicing mindfulness, and how it can bring about compassion for ourselves, our relationships, and our work. Practicing compassion can help in self-management by regulating thoughts, emotions and behaviors. When we notice the suffering of self or of another person and are motivated to take action without becoming consumed or overwhelmed with the suffering, this can enhance altruism where we practice behaving and acting in kind and selfless ways. (1.5 DCDEE contact hours)
- **Setting Intentions** O-S
  During this sessions participants will spend the time reflecting on how they can continue practicing mindfulness. Setting intentions relates to all aspects of social emotional learning competencies, depending upon why we are setting an intention. Mindfully setting intentions may particularly enhance self-management and responsible decision-making as we take the time to make choices to guide our actions and behaviors. (1.5 DCDEE contact hours)

Behavioral Intervention Strategies: You want me to try what? O-S

Teachers who care for children with behavioral difficulties, often find themselves reacting in ways that reinforce the behavior and make it worse. Behavioral intervention strategies are planned responses to behaviors that help teachers prepare for situations in which past responses have not been successful. This session focuses on helping participants develop new responses to challenging behaviors using six key intervention strategies. (2 DCDEE contact hours)

The Brain Architecture Game

Have you ever built a brain? Have you ever given thought to what makes a brain strong, and what weakens it? In this highly interactive session, we'll investigate the kinds of experiences that build and weaken the brains of infants, toddlers and young children. Come build a brain with us, and see how what life throws at a family can do to the brain of a growing child. (2 DCDEE contact hours)
For groups of at least 10 participants

Causes of Misbehavior: Why do they act that way? O-S

Why do some children come to depend on challenging behaviors while others discover better, more effective ways to get what they want? Generally, children use negative behavior when they lack the skills that would help them meet their needs. Teachers who take time to assess the reason for misbehavior are better able to teach children new social-emotional skills. This session focuses on the common reasons that children misbehave, a crucial first step in determining how to prevent/reduce challenging behaviors. (2 DCDEE contact hours)

Change Is Hard! But It Doesn't Have to Hurt

Experts estimate that 20-30% of a young child's day involves transitioning from one activity to another. That's a lot of moving and a lot of wasted time! Unless teachers plan transitions as carefully and intentionally as they plan the rest of their day, that time can be stressful and frustrating for teachers and children alike. Participants will identify the transitions in their daily schedule, determine ways to eliminate some transitions, and learn strategies to support smooth transitions. (2 DCDEE contact hours)

Deep Breathing: A Connection to Calm O-S

This training is geared towards informing, assessing, and providing strategies to support the skill of deep breathing and making the connection to help children learn how to calm. Participants will assess their own responses and reactions in relation to deep breathing by creating an environment that naturally promotes this crucial skill to early social-emotional development. They will learn about the importance of and evidence-based research on why breathing with children matters. This training will provide you with the understanding of your relationship with yourself, your children, and your teaching team/s. (2 DCDEE contact hours)

Developmentally Appropriate Behavior: But, I'm supposed to act like this! O-S

Children use many different kinds of behavior as they grow and test their skills. Some of these behaviors, although appropriate for their developmental age, are still very challenging for teachers.

This session focuses on understanding when children can be expected to acquire certain social-emotional skills and guides participants toward understanding, respecting and responding to developmentally appropriate behaviors. (2 DCDEE contact hours)

Let's D-I-S-H! Directors Implementing Social-Emotional Health O-S

Join us for an information-packed session that explores the CSEFEL Pyramid model, stresses the importance of social-emotional well-being and reviews resources for directors to share with teachers and parents about understanding and supporting social-emotional development. This is the key to unlocking your center's plan for positive classroom behaviors, school readiness, content parents and happy teachers. FOR ADMINISTRATORS & OWNERS ONLY. (2 DCDEE contact hours)

FLIP-It! An Intervention Strategy for Addressing Challenging Behavior O-S

FLIP IT® is a strategy anyone can use to address a challenging behavior. It is a simple, kind, strength-based, commonsense and effective four step process embodied in the FLIP IT mnemonic: F - Feelings, L - Limits, I - Inquiries, and P - Prompts. FLIP IT transforms best practice into a strategy that is easy to remember, applicable in a variety of challenging situations and portable. FLIP IT may not be rocket science, but it *is* brain development, and an effective strategy all teachers should know how to use. Come learn how to FLIP your kids instead of flipping your lid! (3 DCDEE contact hours)
Also available as a CEU.

Grief and Loss in Young Children: Helping Young Children Cope O-S

Death and loss is a part of life that affects young children. The emotional pain of a child who has lost a loved one makes it tempting to avoid the subject or to try to distract the child. When a loss is not addressed appropriately by adults it may leave the child feeling confused or promote a feeling of distrust. While we would all like to shield children from grief, the reality is that they will all experience it at one time or another. This session will define most common times of grief and loss for young children, identify stages of grief, discover ways young children react behaviorally to grief and loss, and determine ways to support children through this process. (2 DCDEE contact hours)

How Are You? How Am I? O-S

Most preschool teachers are diligent about introducing their students to a large variety of literature and pre-literacy activities. But emotional literacy – the ability to identify, understand and respond to emotions in yourself and others in a healthy manner – is even more basic to school readiness. We'll examine the many benefits to children who gain a strong foundation in emotional literacy, explore simple ways in which you can foster emotional literacy in your classroom, and share some excellent resources for tools and activities teachers can incorporate into their daily classroom curriculum to make intentional teaching of emotions fun and easy. (2 DCDEE contact hours)

How to Effectively Write Social Stories: Want my behavior to change? Write me a story! O-S

Struggling with a specific challenging behavior in your classroom? Social stories have long been used to support individuals in developing appropriate social/emotional skills. Social stories are brief

descriptive stories that provide information regarding a social situation. This training focuses on the creation and use of social stories in the early childhood classroom as a tool to support a child who is struggling with a challenging behavior. (2 DCDEE contact hours)

The Impact of Traumatic Stress on Young Children O-S

Trauma is a word that we hear often these days. This training will offer providers a better understanding of the ways trauma can impact children and bring a greater understanding of some of the behaviors we see in young children. The five kinds of trauma that children can experience will be introduced, and insights on how to recognize these behaviors in the classroom will be provided. The session will also present Adverse Childhood Experiences (ACEs) and suggest ways these experiences can affect children. (2 DCDEE Contact Hours)

Partnering with Families to Address Challenging Behaviors: We are all in this together! O-S

When a child uses challenging behaviors at school, parents and teachers need to work together to address the issue. However, when discussing behavior problems parents often feel blamed by the teachers and teachers often feel unsupported by the parents. This session focuses on developing strategies and skills to make these conversations more productive for everyone…especially the child! Participants will learn how to set the stage for and successfully conduct these difficult conversations with parents. (2 DCDEE contact hours)

Please, Teach Me What to Do

Learning new skills is hard, and when you're a preschooler every skill is new. Learning to manage your own behavior can be the hardest skill of all. Teaching self-management can be an intensive process, but it's a skill that is crucial to kindergarten readiness. When children can navigate the classroom with minimal adult assistance, they learn to take ownership of their own actions and choices, they treat others better, and are better able to calm themselves and to problem solve. Come learn the five steps to teaching self-management skills so you and your children can reap the benefits. (2 DCDEE contact hours)

Preventing Challenging Behaviors: An ounce of prevention is worth a pound of cure! O-S

The environment a teacher creates, paired with her knowledge of the children in her care, can prevent many challenging behaviors in young children. Teachers who create positive social environments find that children more easily develop the social-emotional skills they need to succeed. This session focuses on modifications teachers can make in six key areas of the environment that will prevent and reduce conflict that leads to challenging behaviors. (2 DCDEE contact hours)

Preventing Power Struggles with Preschoolers O-S

We all want to be in control of our own lives. But young children usually have very few opportunities to make choices about what they do and when they do it. They're told when to get up, what to wear, what to eat and when to eat it, where to go and what to do when they get there. Introducing choice into a young child's life can be a powerful tool to promote improved behavior in your classroom. Come learn the five steps to using the choice making strategy and discover how easily you can embed

choice-making opportunities into your classroom and short-circuit power struggles with your preschoolers. (2 DCDEE contact hours)

Solutions to the Dilemma: Reducing Suspension & Expulsion in ECE Programs O-A (DCDEE Moodle)

Suspension and expulsion from child care can have long-lasting negative effects on both children and families. It is the intent of the NC DCDEE to severely limit the use of these exclusionary practices in early childhood education programs. This informational meeting will acquaint facility administrators/owners with NC's new Suspension/Expulsion Policy, explore the importance of promoting healthy social-emotional development in preventing the challenging behaviors which often lead to suspension/expulsion. Also included are effective program policies and procedures which support the shift from exclusion to retention. (1.5 DCDEE contact hours)

Staying on Track O-S

Why are daily classroom routines and schedule so important in the daily lives of teachers and young children? How does following a consistent daily schedule with embedded routines support the social and emotional development of the children in your class? What can we do to help children 'stay on track' as they move through a typical preschool day? Through this training, you will receive answers to these questions and develop a deeper understanding of the role of schedules and routines in supporting healthy social-emotional development for all children. (2 DCDEE contact hours)

Strategies for Challenging Behaviors O-S

This workshop will focus on difficult behaviors in the classroom. Participants will have a chance to discuss the frustrating behaviors they face in their classroom, and explore techniques and resources for supporting social emotional development and addressing challenging behavior. (2 DCDEE contact hours)

Toxic Stress and Its Impact on Children O-S

Stress is a fact of life, no matter your age. Some stress is good for us – it keeps us attentive, sharp, productive, and learning. But Toxic Stress affects brain development and learning in young children, and can have long-lasting effects. This session will help participants define stress responses and understand the difference between "tolerable" and "toxic" stress. We'll look at the long term effects of Toxic Stress and investigate practices for mitigating those effects and promoting resilience in young children. (2 DCDEE contact hours)

Use Your Words O-S

"Sticks and Stones may break my bones, but words will never hurt me" a phrase that has been used for many years spreading a false sentiment. Research has shown that the words we use in the classroom as early childhood professionals have lasting effects on a child's cognitive and social-emotional development. We often find ourselves reminding students to "use their words" or "we only use kind words", but are we being mindful of the words we are using? This training focuses on informing, reflecting on, and providing strategies that support teachers in using intentional language and tones that support the healthy development of the students in their care. (2 DCDEE contact hours)

What Does a Pyramid Have to Do with Challenging Behavior? An Overview of the Pyramid Model O-S

Are you hearing about a "pyramid model" and not really sure what that means? Do you wonder how a pyramid relates to challenging behaviors? Are you considering attending a CEU-level learning event about social-emotional development but are afraid to make the time commitment until you know a little more? If you answered "yes" to any of these questions, come to this overview of the *Teaching Pyramid Model.* During this session, participants will gain a deeper understanding of the importance of healthy social emotional development in young children, factors that influence behaviors, and causes of challenging behaviors in young children. A variety of activities will help participants understand each component of the Pyramid Model and how it can be used to promote healthy social behaviors and prevent challenging behaviors in preschool classrooms. (2 DCDEE contact hours)

What's In Your Teaching Toolkit?

Everyone needs practical strategies and materials to help with challenging behavior in young children (especially those that research has shown to be highly effective). This training walks participants through *The Teaching Tools for Young Children with Challenging Behavior* resource (known as TTYC). This tool is packed with strategies based on Positive Behavior Support and the Pyramid Model that are collected in one resource and easily accessible through a free website. Participants will see tools for prevention of challenging behavior as well as tips, forms, guides and practical resources that promote problem solving skills, friendship development and social skill instruction, all of which are critical to the core development of school readiness. (2 DCDEE contact hours)