

Healthy Social Behaviors Training Titles & Descriptions

DCDEE 2-Contact Hour ONLINE Training Sessions

All trainings have been aligned with [North Carolina Foundations for Early Learning and Development](#).

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! 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)

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)

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)

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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)

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)

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)

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)

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)

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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) **FOR ADMINISTRATORS & OWNERS ONLY.**