



Step Up To Quality – Approved Infant/Toddler Related Trainings

(updated June 17, 2009)

Name and Contact Information	Approved Training
Sandra Allison 440-354-2646 FPAllisons@aol.com	The Learning Environment (3 hours) Children Under Stress (3 hours) Facing the Challenge (3 hours)
Janice Andes andesjanice@sbcglobal.net	Steps to Advance Physical and Intellectual Development: What Do We Want Children to Learn? (3 hours) Steps to Advance Physical and Intellectual Development: Advancing Physical Competence (3 hours) Steps to Advance Physical and Intellectual Development: Creativity (3 hours)
Jennifer Lipps Armstrong jennifer.armstrong@cchmc.org	Planning for Infant Development – Child Growth and Development (2 ½ hours) Working with Parents – Family and Community Relations (2 ½ hours) Early Language Development (2 ½ hours)
Donna Baznik dbaznik@thecmss.org	Sign Language in the Classroom (1 hour) Libraries – More Than Books (1 hour) Song and Sign Time (1 hour)
Shelly Bowers Bowe33@chmcc.org	Meeting Standard 2 NAEYC Accreditation Criteria for Curriculum (3 hours) Assessment and Portfolio Development (3 hours) Effective Teaching Practices (4 ½ hours)
Carolyn Brinkman Carolynb1221@yahoo.com	Strengthening Families through Protective Factors (2 ½ hours)
Dr. Jennifer Brown	Understanding Autism (2 ½ hours)
Kathleen Bryan c/o 4C for Children 800-256-1296	It's A Plan: Professional Development Planning for You and Your Staff (2 ½ hours)

<p>Tonya Burns Tonya_burns@acsi.org</p>	<p>Principles and Practices of Christian Early Education (6 hours)</p>
<p>Alcillia Clifford Alcillia.Clifford@sbcglobal.net</p>	<p>Observing and Recording Children's Behavior: Kidwatching Part 1 (3 hours)</p> <p>Observing and Recording Children's Behavior: Part 2 (3 hours)</p>
<p>Sharon Custer custers@cinci.rr.com</p>	<p>Individual Level Touchpoints Training (12 hours)</p>
<p>Kim Dailey 513-706-5852 k.dailey@fuse.net</p>	<p>Toddler Development (2 ½ hours)</p> <p>Helping Children to Become Problem Solvers (2 ½ hours)</p> <p>Physical Development Games for Toddlers (2 ½ hours)</p> <p>Helping Toddlers Become Problem Solvers (2 ½ hours)</p> <p>Toddlers Learn Too (3 hours)</p>
<p>Linda Danford 4C Institute for Early Childhood Excellence 513-221-0033</p>	<p>All About the ITERS-R (3 hours)</p>
<p>Dawn Denno 513-638-4055 Dawn.denno@cchmc.org</p>	<p>Professional Ethics (1 hour)</p> <p>Supporting Children with Challenging Behaviors (6 hours)</p> <p>Engagement for Learning (1 ½ hours)</p> <p>Teacher Effectiveness Training (4 ½ hours)</p>
<p>Joan Dostal joand@cintiOTinstitute.com</p>	<p>Making Sense of Sensory Processing Disorders (2 hours)</p>
<p>Tracie Eakin tjeakin@wsos.org</p>	<p>Learning to Observe, Observing to Learn (2 ½ hours)</p>
<p>Sonia Ewald Sjewald1@verizon.net</p>	<p>Dramatic Play – Planning, Set-Up and Facilitation (2 ½ hours)</p>
<p>Christine Fields 4C Institute for Early Childhood Excellence 513-221-0033</p>	<p>All About the ITERS-R (3 hours)</p>

Kay Fittes c/o 4C 800-256-1296	Teachers Working as a Cohesive Team (2 hours) Understanding Workplace Personalities (2 hours)
Joe French Joeray333@sbcglobal.net	Conflict Resolution (2 hours) Protecting Children by Strengthening Families (3 hours) Laughing Your Stress Away (3 hours) Knowing Yourself to Better Serve Families (3 hours)
Abigail Gregg argregg@wsos.org	Learning to Observe, Observing to Learn (2 ½ hours)
Larry Griffin Contact: Robin Clark rclark@kaplanco.com	The Creative Curriculum Approach Orientation and Overview for Infants, Toddlers, and Twos The Creative Curriculum Approach Implementation for Infants, Toddlers, and Twos Learning Accomplishment Profile – Diagnostic 3 rd Edition (6 hours) Early Learning Accomplishment Profile (E-LAP) (6 hours) Infant Toddler Environment Rating Scale (6 hours)
Karen Goulandris kgoulandris@hotmail.com	Observing and Recording Child Behavior – Infants and Toddlers (3 hours)
Deanna Hall dhall01@csc.edu	Venus Meets Mars (3 hours) I Know What I Believe (3 hours)
Lea Ann Hall	Flexible, Fearful or Feisty? Building on each other's temperament strengths to build an effective teaching team (2 ½ hours)
Jennifer Hansen jhansen@ymcatorledo.org	Working with Children Ages 0-5 Years (4 hours)
Judy Harris Helm	Best Practices in Assessment (5 hours) Using Inquiry Projects in the Early Childhood Classroom An Introduction to the Project Approach (14 hours)
Amy Hollenbeck ahollenbeck@harbor.org	Challenging Behavior (3 hours)
Rozlyn Hurns rhurns@wsem.org	Dealing with the Difficult Parent (3 hours) Get Ready to Grab Their Attention & Never Let Go (4 hours)

	Developing Appropriate Classroom Arrangement (3 hours)
Diana Jacobson djacobson@ymcatoledo.org	Working with Children Ages 0-5 Years (4 hours)
Kerry Kane Miller Kane.miller@fuse.net	Bridges Over Trouble Water (2 hours) Avoiding Power Struggles with Children (2 hours)
Sandra Keiser skeiser@catholiccharitiesswo.org	Increasing Effectiveness with Discipline Strategies That Work (2 hours)
Cheryl Kelly cherylk@salem.lib.oh.us	Every Child Ready to Read @ Your Library (Talkers) (1 hour)
Susan Kleine, PEARsm - Programs, Education, Advocacy, Resources pear-sm.com 513-484-3486	Communication with Parents: Instilling Confidence for Positive Outcomes (2 hours) Stress and Survival Tactics for Teachers and Administrators (2 hours) Learning Through Play for Infancy, Pre-school, and School Age Children (2 hours) Cultural Diversity: Structuring a Multi-Cultural Learning Environment for Young Children (2 hours) Strategies to Enhance Emotional Resiliency in Young Children (2 hours)
Kellie Kochensparger kkochensparger@miniuniversity.net	I Love Children but Hate Gossip! Using NAEYC's Code of Ethical Conduct To Guide Decision Making (2 hours)
Bari Kraus, PEARsm - Programs, Education, Advocacy, Resources pear-sm.com 513-484-3486	Communication with Parents: Instilling Confidence for Positive Outcomes (2 hours) Stress and Survival Tactics for Teachers and Administrators (2 hours) Learning Through Play for Infancy, Pre-school, and School Age Children (2 hours) Cultural Diversity: Structuring a Multi-Cultural Learning Environment for Young Children (2 hours) Strategies to Enhance Emotional Resiliency in Young Children (2 hours)
Clark Kugler ckugler@advchild.com	Design Your Dream Playground (2 or 3 hours)

<p>Kelly Kulon kelly.kulon@bchfs.org</p>	<p>Linking Curriculum, Assessment and the Infant Toddler Guidelines (12 hours) Planning and Assessing with Ohio's Infant and Toddler Guidelines in Mind (3 hours) Assessment: Gathering, organizing and Interpreting (1 ½ hours)</p>
<p>Barb Kurtz Bkurtz9804@aol.com</p>	<p>Collaboration with Families and Other Professionals in ECE (10 hours)</p>
<p>Lourdes Lambert llambert@miniuniversity.net</p>	<p>Early Learning (7 hours) The Leadership Challenge (3 hours) Relationships are Influential (2 hours)</p>
<p>Tina Likovetz 330-264-9029 likovetz1231@yahoo.com</p>	<p>Facing the Challenge (2 or 4 part sessions – total of 6 hours)</p>
<p>Betsy Loeb betsyloeb@actionforchildren.org</p>	<p>Going Green: Nurturing Nature in the Wonder Years (10 hours) Implementing the 40 Developmental Assets: Positive Communication and Nurturing Environment Strategies (1 ½ hours) Implementing the 40 Developmental Assets: Relationships with Families, Children and One Another (1 ½ hours) Integrating the 40 Developmental Assets: Lesson Planning Using the Assets (2 hours) Asset Rich Environment: Reflection, Action Planning, Celebration (1 ½ hours)</p>
<p>Katie Lombardi klombardi@ymcacolumbus.org 614-543-9000</p>	<p>Introduction to Including Young Children with Special Needs in the Classroom – Part 1 (3 hours) Including Young Children with Special Needs in the Classroom – Part II (3 hours) Note: Part I and Part II of the above training can be taken together as an 8 hour training. Denver II (7 hours)</p>
<p>Andrea Longenecker amcnutt@harbor.org</p>	<p>Challenging Behavior (3 hours)</p>
<p>Tracy Luoma tlluoma@shp-dayton.org</p>	<p>The Autism Toolkit for Early Childhood Professionals (2 ½ hours)</p>

<p>Danette Lund Early Childhood Resource Center dlund@ecresourcecenter.org</p>	<p>Conflict Resolution (2 hours)</p>
<p>Linda Martin hooitelovesremy@yahoo.com</p>	<p>Enhancing Sensory Activities for Children (2 hours)</p>
<p>Jackie Messinger Action for Children 614-224-0222</p>	<p>Exploring the 40 Developmental Assets (1 ½ hours) Implementing the 40 Developmental Assets: Positive Communication and Nurturing Environment Strategies (1 ½ hours) Implementing the 40 Developmental Assets: Relationships with Families, Children and One Another (1 ½ hours) Integrating the 40 Developmental Assets: Lesson Planning Using the Assets (2 hours) Asset Rich Environment: Reflection, Action Planning, Celebration (1 ½ hours)</p>
<p>Catherine Moore cathy@pepcleve.org</p>	<p>The Pikler Institute – What Child Care Can Learn from an Orphanage in Hungary (3 hours)</p>
<p>Kathleen Moore kmoore@daytonmetrolibrary.org</p>	<p>Encouraging Literacy in Your Infant-Toddler Program (1 ½ hours or 2 hours)</p>
<p>Joan Morgenstern jmorgenstern@clevejcc.org</p>	<p>The Use of Dramatic Play in the Early Childhood Classroom (10 hours – four 2 ½ hour classes)</p>
<p>Carrie Najjar carrienajjar@yahoo.com 419-938-4614</p>	<p>Facing the Challenge: Helping Teachers Better Work with Children with Challenging Behaviors (3 hours) Facing the Challenge: Helping Teachers Better Work with Children with Challenging Behaviors – Part 2 (4.5 hours)</p>
<p>Deborah Nerderman dnerderman@daytonymca.org</p>	<p>Creative Curriculum for Infants and Toddlers: Overview (3 hours) Defining Curriculum (2 ½ hours) Role of the Caregiver (3 hours) Knowing Infants and Toddlers (4 hours) Planning and Individualizing (2 ½ hours) Working with Families (3 hours) Creating A Welcoming Environment (4 hours)</p>

	<p>Guiding and Responding to Children's Behavior (3 hours)</p> <p>Routines as Learning Opportunities (3 hours)</p> <p>Experiences: Part 1 (2 ½ hours)</p> <p>Experiences: Part 2 (3 hours)</p> <p>Experiences: Part 3 (3 hours)</p> <p>Developmental Continuum (6 hours)</p>
DeLisa Nelson	<p>Special Quest "An Inclusion Story" (2 hours)</p> <p>Special Quest "Creating Bright Futures (1 ½ hours)</p> <p>Special Quest "Getting Started (2 ½ hours)</p> <p>Special Quest "Just Do It" (3 hours)</p> <p>Special Question "Transition to Age Three/Five" (3 hours)</p>
Gail Nelson 216-575-0061 nelsong@starting-point.org	Creating Quality Classrooms (3 hours)
Donna Nycum drn@nls.net	Successful Inclusion of Children with Special Needs: Strategies that Will Work in Your Classroom (3 hours)
Angela Parker aparker@ecresourcecenter.org	Cultural Diversity Training (2 ½ hours)
Michelle Paulus mpaulus@cssmv-sidney.org	<p>Play (2 hours)</p> <p>Play and Praise (1 hour)</p> <p>Praise (2 hours)</p> <p>Effective Limit Setting (2 hours)</p> <p>Handling Problem Behaviors (2 hours)</p> <p>Teaching Our Children Problem Solving (2 hours)</p>
Anthony Pizzuti t_pizzuti@hotmail.com	<p>Stress Management for the Child Care Professional (10 hours)</p> <p>Working with the Highly Disruptive Child (10 hours)</p>
Steffani Rigsbee srigsbee@daytonymca.org	DAP for Infants and Toddlers (2 ½ hours)
Amy Ritter Amy_ritter@hotmail.com	But I Don't Have Special Education Training (3 hours)
Heidi Rober Inclusion@ywcatoledo.org	Americans with Disabilities Act (2 hours)

Eileen Rood erood@harbor.org	Challenging Behavior (3 hours)
Sherry Roush sroush@utnet.utoledo.edu	Ethical Decision Making (3 hours) Emotional Development (3 hours) Parent Teacher Partnerships (3 hours) Developing and Maintaining Parent and Teacher Partnerships (3 hours)
Donna Ruhland DRuhland@occr.org	Professional Development Info Session (2 hours)
Barbara Ruland bruland@troychristianschools.org	Dramatic Play – Planning, Set-Up and Facilitation (2 ½ hours)
Angie Serrao foundationsofknowledge@verizon.net 330-853-0997	Gateways to Early Literacy (4 hours) Positive Ways to Support Children's Social and Emotional Development (1 ½ hours) Introduction to Curriculum for Infants and Toddlers (6 hours) Introduction to Developmentally Appropriate Practices in Child Care (3 hours)
Kimberly Shibley 419-372-0841 kimsh@centurytel.net	Temperament of Infants and Toddlers (3 hours)
DeVona Smith Inclusion1@ywcatoledo.org	Americans with Disabilities Act (2 hours) The Effects of Children that Witness Domestic Violence (2 hours)
Beth Staas 937-849-1733 bstaas@sbcglobal.net	Twelve Infant/Toddler Curriculum Sessions: Session 1: Why Quality Matters (2 hours) Session 2: Defining Curriculum (2.5 hours) Session 3: Role of the Care Giver (2.5 hours) Session 4: Knowing Infants and Toddlers (4 hours) Session 5: Observing Infant and Toddlers (2.5 hours) Session 6: Planning and Individualizing (2.5 hours)

	<p>Session 7: Working with Families (3 hours)</p> <p>Session 8: Creating a Welcoming Environment (4 hours)</p> <p>Session 9: Promoting Safety and Health (2.5 hours)</p> <p>Session 10: Guiding Children's Behavior (2.5 hours)</p> <p>Session 11: Routines Day by Day (3 hours)</p> <p>Session 12 Part B: Activities Day by Day (4 hours)</p>
<p>Camille Stanford cstanford@my-cap.org</p>	<p>Introduction to the Assessment of Young Children (2 hours)</p>
<p>Denise Steward dsteward@visionscs.org</p>	<p>What's the 411? Connecting with Inexperienced Parents (2 ½ hours)</p>
<p>Elizabeth Studebaker estudebaker@aol.com</p>	<p>Dramatic Play – Planning, Set-Up and Facilitation (2 ½ hours)</p>
<p>Charlotte Thomas cthomas@enrichmentforchildren.com</p>	<p>Move and Groove for Infants and Toddlers (3 hours)</p>
<p>Stephanie Thomas sthas@bchfs.org</p>	<p>Linking Curriculum, Assessment and the Infant Toddler Guidelines (12 hours)</p> <p>Collecting and Analyzing Observation Data (2 hours)</p>
<p>Sandra Toth smt821@gmail.com</p>	<p>Observation Skills (2 hours)</p>
<p>Megan Villarreal mvillarreal@bchfs.org</p>	<p>Linking Curriculum, Assessment and the Infant Toddler Guidelines (12 hours)</p>
<p>Beth Wainscott Bwainscott61@hotmail.com</p>	<p>Quality Care for Infants and Toddlers (2 ½ hours)</p> <p>Meeting of the Minds: Communicating with Parents of Infants and Toddlers (2 ½ hours)</p> <p>Tears, Tantrums and Hugs (2 ½ hours)</p> <p>Seize the Moment (2 ½ hours)</p>
<p>Megan Williams meganshulerwilliams@hotmail.com</p>	<p>It's A Plan (2 ½ hours)</p>
<p>Tweety Yates</p>	<p>Strategies to Promote the Social Emotional Competence of Young Children (6 ½ hours)</p>