Videoconference Training
for Child Care Providers

2016

This training is sponsored by the New York State Office of Children and Family Services, funded by the federal Child Care and Development Fund and administered by the Professional Development Program, Rockefeller College, University at Albany.
Videoconference trainings consist of:

- a live broadcast;
- discussions with panelists, including national and state experts as well as child care providers;
- opportunities for interaction at each training site;
- activities to apply what you have learned;
- extensive handout and resource materials; and
- 2.5 hours of training and .25 CEUs.

Co-trainers at each site will guide discussions and help you apply your knowledge and skills.

To provide an adult learning environment, all Videoconference participants MUST:

- Arrive at the training site no later than 6:45 P.M. — the training session will begin promptly. Seating is limited and seats WILL NOT be reserved for participants arriving later than 6:45 P.M.
- Be actively involved in each training session.
- Successfully pass the 10-question post-test.

Videoconference training is an adult learning experience; because of the sensitive nature of some of the topics, children are not permitted.

Visit www.ecetp.pdp.albany.edu to register online, or complete the registration form and return it to us. **By Mail:** Early Childhood Education and Training Program, 4 Tower Place, 4th Floor, Albany, NY 12203. **By Fax:** (518) 442-6644. **Questions?** Please call ECETP at (518) 442-6575 or toll-free at (800) 295-9616.

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**Overview**

In addition to Videoconferences, the Early Childhood Education and Training Program provides a variety of e-Learning courses that count toward training credit hours. Sponsored by OCFS, these online trainings offer unique and innovative delivery methods to meet the needs of child care providers throughout New York State.

There are several online trainings available 24 hours a day, 7 days a week. Topics include:

- Early Intervention
- Emergency Preparedness
- Family Engagement
- Infant Brain Development
- Keeping Children Safe: Prevention of Lead Poisoning and Other Dangers to Children
- Mandated Reporter
- Managing Challenging Behavior: Birth to 18 Months
- Managing Challenging Behavior: 18 to 36 Months
- Obesity Prevention
- Preventing Shaken Baby Syndrome
- Preventing Sudden Infant Death Syndrome and Promoting Safe Sleeping
- Quality Programming in School-Age Programs
- School-Age Child Care
- Supervision of Children
- Transportation

To find out more, visit our website: [www.ecetp.pdp.albany.edu](http://www.ecetp.pdp.albany.edu)
Many young children are put into challenging situations each day. Children often face the realities of homelessness, loss of a loved one, natural disasters and exposure to violence. These adverse childhood experiences, or ACEs, can affect children’s health and well-being in many ways, as well as their future development. Traumatic events may hinder brain development, affect children’s behaviors and may lead to high-risk behaviors in the future. As a child care provider you have the opportunity to help children who have experienced trauma to feel safe and loved. You can help them develop resiliency to cope with these high-stress situations. In fact, your program may provide more stability for the child than his/her home life.

During this Videoconference experts will discuss how to assist children and families who may be experiencing various adverse experiences that could cause trauma, such as catastrophic weather events, domestic violence, the deployment or incarceration of a family member, separation or divorce, and homelessness. They will offer techniques and strategies you can use to help children continue to develop and grow, despite adverse childhood experiences. They will also provide information that will help you refer families in need to various resources that can help ease any stress or trauma they have faced.

OCFS Training Topic Area(s):
- Principles of childhood development, focusing on the developmental stages of the age groups for which the program provides care
- Child day care program development
- Statutes and regulations pertaining to child day care

CDA Content Area(s):
- Positive ways to support children’s social and emotional development
- Strategies to manage an effective program operation
- Strategies to establish productive relationships with families

CBK Core Competency Area(s):
- Child Growth and Development
- Observation and Assessment
- Environment and Curriculum
- Family and Community Relationships
Children often exhibit challenging behavior when they don’t have more appropriate behaviors or skills to accomplish their goals or to get their needs met. Therefore, it’s important to spend time each day teaching specific social emotional skills that will set children up for success. The Pyramid Model, a public health framework for implementation of practices needed to promote young children’s social and emotional competence, can help you do this.

Join us for this Videoconference where panelists will explain the importance of teaching children specific social emotional skills and how doing so can help set children up for a successful school experience. Guests will introduce you to the Pyramid Model and demonstrate how it can be used to help address challenging behaviors of children—including the importance of nurturing and responsive relationships, high quality environments, and targeted social emotional strategies to prevent problems.

OCFS Training Topic Area(s):
- Principles of childhood development, focusing on the developmental stages of the age groups for which the program provides care
- Child day care program development
- Safety and security procedures
- Statutes and regulations pertaining to child day care

CDA Content Area(s):
- Planning a safe, healthy learning environment
- Positive ways to support children’s social and emotional development

CBK Core Competency Area(s):
- Child Growth and Development
- Family and Community Relationships
- Environment and Curriculum
The Pyramid Model is a framework for implementation of practices needed to promote young children’s social and emotional competence that can help curb challenging behaviors and set children up for future success in school.

Join us for this Videoconference that will provide a brief overview of the Pyramid Model. Then panelists will demonstrate specific Pyramid Model techniques and strategies you can use in your program right away to build children’s social emotional skills and reduce challenging behaviors. Guests will also spend time focusing on the importance of family engagement home-program connections and provide you with specific strategies you can use to strengthen the home-program connections in your programs.

OCFS Training Topic Area(s):
- Principles of childhood development, focusing on the developmental stages of the age groups for which the program provides care
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- Statutes and regulations pertaining to child day care

CDA Content Area(s):
- Planning a safe, healthy learning environment
- Positive ways to support children’s social and emotional development

CBK Core Competency Area(s):
- Child Growth and Development
- Family and Community Relationships
- Environment and Curriculum
### Albany/Adirondacks

<table>
<thead>
<tr>
<th>Site #</th>
<th>Town / City Location</th>
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<tbody>
<tr>
<td>#703</td>
<td>Albany Boys and Girls Club of Albany</td>
</tr>
<tr>
<td>#638</td>
<td>Cobleskill Schoharie County Community Action Program</td>
</tr>
<tr>
<td>#622</td>
<td>Hamden Delaware Opportunities</td>
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<tr>
<td>#704</td>
<td>Elizabethtown Adirondack Community Action Program</td>
</tr>
<tr>
<td>#642</td>
<td>Fort Edward Southern Adirondack Child Care Network</td>
</tr>
<tr>
<td>#735</td>
<td>Hudson Family of Woodstock Child Care Council</td>
</tr>
<tr>
<td>#744</td>
<td>Malone Child Care Coordinating Council of the North Country/Families R Us</td>
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<tr>
<td>#605</td>
<td>Menands Capital District Child Care Coordinating Council</td>
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<tr>
<td>#606</td>
<td>Oneonta Catholic Charities of Delaware and Otsego Counties</td>
</tr>
<tr>
<td>#614</td>
<td>Plattsburgh Child Care Coordinating Council of the North Country</td>
</tr>
<tr>
<td>#646</td>
<td>Saratoga Spgs. WSWHE BOCES Gick Room Conference Center</td>
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<tr>
<td>#711</td>
<td>Schenectady Rotterdam Senior Citizen Center</td>
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### Buffalo/Western New York

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<thead>
<tr>
<th>Site #</th>
<th>Town / City Location</th>
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<tbody>
<tr>
<td>#632</td>
<td>Albion Orleans Community Action Committee</td>
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<tr>
<td>#633</td>
<td>Batavia Orleans Community Action Committee</td>
</tr>
<tr>
<td>#602</td>
<td>Belmont ACCORD Corporation</td>
</tr>
<tr>
<td>#613</td>
<td>Buffalo Child Care Coalition of the Niagara Frontier</td>
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<tr>
<td>#733</td>
<td>Depew Lord of Life Adult and Child Services, Inc.</td>
</tr>
<tr>
<td>#713</td>
<td>Fredonia Campus &amp; Community Children’s Center @ SUNY Fredonia</td>
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<tr>
<td>#608</td>
<td>Jamestown Chautauqua Opportunities</td>
</tr>
<tr>
<td>#630</td>
<td>Niagara Falls Community Child Care Clearinghouse of Niagara</td>
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<tr>
<td>#607</td>
<td>Olean Cattaraugus County DSS</td>
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<tr>
<td>#731</td>
<td>Perry Wyoming County Community Action, Inc.</td>
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### Long Island

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<thead>
<tr>
<th>Site #</th>
<th>Town / City Location</th>
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<tbody>
<tr>
<td>#616</td>
<td>Commack Child Care Council of Suffolk</td>
</tr>
<tr>
<td>#612</td>
<td>Garden City Child Care Council of Nassau</td>
</tr>
<tr>
<td>#658</td>
<td>Long Beach City of Long Beach Senior/Community Center</td>
</tr>
<tr>
<td>#693</td>
<td>Nassau Family Day Care Association of Nassau County, Inc. @ Nassau County Community College</td>
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<tr>
<td>#722</td>
<td>Stony Brook Stony Brook Child Care Services</td>
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### New York City

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<th>Site #</th>
<th>Town / City Location</th>
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<tbody>
<tr>
<td>#748</td>
<td>Bronx Caring Hands @ Divine Treasures</td>
</tr>
<tr>
<td>#695</td>
<td>Bronx Women’s Housing and Economic Dev. Corp. @ Urban Horizons</td>
</tr>
<tr>
<td>#672</td>
<td>Brooklyn Child Development Support Corporation</td>
</tr>
<tr>
<td>#738</td>
<td>Brooklyn Child in Mind, Inc.</td>
</tr>
<tr>
<td>#651</td>
<td>Brooklyn SUNY Downstate Health Sciences Center</td>
</tr>
<tr>
<td>#716</td>
<td>Brooklyn Hebrew Educational Society</td>
</tr>
<tr>
<td>#724</td>
<td>Manhattan United Network Organization</td>
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</tbody>
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Rochester/Finger Lakes

Site #: Town / City Location

#634: Bath Pro-Action Steuben Child Care Project
#618: Elmira Chemung County Child Care Connection
#610: Geneva Geneva Family Resource Center
#653: Lakeville Child Care Council, Inc./Livingston County
#639: Montour Falls Schuyler County Child Care Coordinating Council
#648: Newark Child Care Council, Inc./Wayne County
#645: Rochester Child Care Council, Inc./Monroe County
#719: Rochester Rochester Childfirst Network
#611: Seneca Falls Child and Family Resources

Syracuse/Central New York

Site #: Town / City Location

#660: Auburn Child Care Solutions
#603: Johnson City Family Enrichment Network, Inc.
#621: Cortland Cortland Area Child Care Council
#702: Herkimer Herkimer BOCES
#619: Ithaca Day Care & Child Development Council of Tompkins County
#609: Norwich Family Enrichment Network
#641: Ogdensburg St. Lawrence Child Care Council at BOCES Northwest Tech
#655: Oswego Integrated Community Planning of Oswego County
#664: Owego Family Enrichment Network
#631: Syracuse Child Care Solutions
#715: Utica The Neighborhood Center of Utica
#604: Watertown CAP Jefferson County

Spring Valley and Hudson Valley

Site #: Town / City Location

#726: Carmel Donald B. Smith Government Campus
#747: Goshen Child Care Council of Orange County, Inc.
#745: Liberty Sullivan County Child Care Council, Inc.
#625: Port Ewen Family of Woodstock Child Care Council
#623: Poughkeepsie Child Care Council of Dutchess
#696: Spring Valley Child Care Resources of Rockland County
#743: Scarsdale Child Care Council of Westchester
#742: West Haverstraw Helen Hayes Hospital, Noyes Conference Room
#732: Yonkers Reach for the Stars Network Fund, Inc.
#659: Yorktown Hts. Putnam/Northern Westchester BOCES

Site Numbers & Locations by Region

Sites and dates are subject to change. Please check your confirmation letter carefully. Visit www.ecetp.pdp.albany.edu for site list updates.
### 2016 ECETP Demographic Information Survey

**Directions:** Please check off ONE answer for each question unless directed otherwise. When asked to provide numbers, please write individual numbers in the boxes provided.

1) **Work Zip Code**

2) **County of Employment**

3) **For how many years have you been a child care provider?** *(Round to the nearest year, e.g., 2.5 years would be 3 years.)*

4) **What is your highest level of completed education?**
   - [ ] Grades 1-11 *(Go to #5.)*
   - [ ] High School Diploma/High School Equivalency *(Go to #5.)*
   - [ ] Some college *(Go to #4a.)*
   - [ ] Associate’s Degree *(Go to #4b.)*
   - [ ] Bachelor’s Degree *(Go to #4b.)*
   - [ ] Masters Degree or Higher *(Go to #4b.)*

4a) **How many credits have you completed?** *(Go to #5.)*

4b) **Did you receive your degree in the past 12 months?**
   - [ ] Yes
   - [ ] No

5) **In what type of child care setting do you work?**
   - [ ] Family Day Care
   - [ ] Group Family Day Care
   - [ ] School Age Child Care
   - [ ] Day Care Center
   - [ ] Head Start Program
   - [ ] Legally Exempt
   - [ ] Other *(Please fill in below.)*

6) **What is your current job title?**
   - [ ] Director
   - [ ] Assistant Director
   - [ ] Day Care Provider
   - [ ] Day Care Assistant
   - [ ] Day Care Substitute
   - [ ] Head or Lead Teacher
   - [ ] Assistant Teacher
   - [ ] Aide
   - [ ] UPK (Universal Pre-K) Teacher
   - [ ] Other *(Please fill in below.)*

7) **What is your PRIMARY language (the one you speak most of the time)?**
   - [ ] English
   - [ ] Haitian Creole
   - [ ] Spanish
   - [ ] Korean
   - [ ] Chinese
   - [ ] Italian
   - [ ] Russian
   - [ ] Other *(Please fill in below.)*

8) **What is your age?**
   - [ ] Less than 18 years
   - [ ] 18-24 years
   - [ ] 25-34 years
   - [ ] 35-44 years
   - [ ] 45-54 years
   - [ ] 55-64 years
   - [ ] 65 years or more
   - [ ] Prefer not to answer

9) **Do you have a CDA (Child Development Associate) credential or other early childhood certificate or credential?**
   - [ ] Yes
   - [ ] No *(Go to Question #10.)*

9a) **If Yes, which early childhood credential(s) do you have?** *(Check all that apply.)*
   - [ ] Child Development Associate (CDA)
   - [ ] Family Child Care Accreditation (FCCA)
   - [ ] New York State School Age Child Care Credential (SACC)
   - [ ] New York State Infant/Toddler Credential (NYS ITC)
   - [ ] Children’s Program Administrator Credential (CPAC)
   - [ ] Other

**STOP HERE - END OF SURVEY - THANK YOU!**

10) **Are you familiar with the CDA credential?**
   - [ ] Yes *(Go to #10a.)*
   - [ ] No *(Go to #10c.)*

10a) **Are you currently working on obtaining a CDA?**
   - [ ] Yes *(Go to #10c.)*
   - [ ] No *(Go to #10b.)*

10b) **Are you interested in pursuing a CDA?**
   - [ ] Yes *(Go to #10c.)*
   - [ ] No **STOP HERE - END OF SURVEY - THANK YOU!**

10c) **If you would like more information about the CDA, please provide your email address below.**

THANK YOU FOR COMPLETING THIS SURVEY!
2016 Videoconference Training Registration Form

First Name: [Space for Name]  Please print all information clearly. One person per form; photocopy this form if needed.

Last Name: [Space for Name]  

Address: [Space for Address]  Apt. #: [Space for Apartment Number]  

City: [Space for City]  State: [Space for State]  Zip: [Space for Zip Code]  

Home Phone: [Space for Home Phone Number]  Work Phone: [Space for Work Phone Number]  

E-mail: [Space for E-mail Address]  

I am a:  
☐ family child care provider  ☐ child day care center staff  ☐ Head Start staff  
☐ group family child care provider/assistant  ☐ school-age child care staff  
☐ other: ____________________________________________  

I want to attend videoconference trainings at site:  Write in site code from list  

#☐☐☐ 1st Choice  #☐☐☐ 2nd Choice  #☐☐☐ 3rd Choice  

Please indicate three separate site locations. You will be registered based on seating availability and order of preference.  

I want to attend the following videoconference trainings:  
(Please check each videoconference training you want to attend.)  

☐ 5/19/16  Identifying and Helping Children Who have Experienced Trauma  

☐ 6/23/16  Addressing Challenging Behavior: An Overview of the Pyramid Model  

☐ 11/03/16  Addressing Challenging Behavior: The Pyramid Model in Action  

Remove this form and return to: Early Childhood Education and Training Program  
4 Tower Place, 4th Floor  
Albany, NY 12203  
or fax to (518) 442-6644.
Three easy ways to register:

- Online: Complete the registration form online at www.ecetp.pdp.albany.edu

- By mail: Complete the registration form and mail to:

  Early Childhood Education and Training Program
  4 Tower Place, 4th Floor
  Albany, NY 12203

- By fax: Complete the registration form and fax to: (518) 442-6644

Please make sure you have completed the following steps before submitting your registration form:

1. Fill in all personal information located at the top of the form.

2. Specify your modality by checking the appropriate box.

3. Review the site list located in the registration booklet or on our website. Locate your region and choose the site most convenient for you to attend. This will be your 1st choice. Also complete your 2nd and 3rd choices, which will be used if the 1st choice is unavailable.

4. Review the topics being offered and choose the trainings you wish to attend.

Please note:

These trainings are funded by the New York State Office of Children and Family Services. They are offered at no cost to participants.

Submitting a registration form does not guarantee confirmation.

Registration cannot be accepted by phone.

Registration forms must be received at least 2 weeks prior to the training event date to allow time for processing.

Once your registration form is processed, you will receive a letter. Please read it carefully, as it will confirm or deny your registration request based on space availability.

Please call the Early Childhood Education and Training Program at (518) 442-6575 or toll-free at (800) 295-9616 with any questions regarding the registration process.