

*Thursday June 27th, 2019
1-5PM Cooper*

Training Title and Description:

Connections Relationship Based Phase Model: Overview and Theory

This training will give an overview of the Relationship Based Phase Model and talk about some basic psychological theory underpinning the model. Discussion of the history of Virginia Frank Child Development Center's Therapeutic Nursery will lead into a description of the "holding environment," and explore the history and development of the model out of the work done in the program. Group experiential activities will be provided to support the development of the cohort and understanding of the importance of thinking about children's social, emotional and relational needs.

The Relationship Based Phase Model describes a process of supporting children's social emotional needs through three phases of relationship development. Group experiential activities will be provided to support the development of the cohort and understanding of what is possible in a group at all three phases of the year. Teachers will also learn about books, songs and curriculum presentation which will support children in mastering the developmental tasks of each of the phases (Attachment and Separation; Autonomy; Development of Initiative and Independence). Hands on activities and exploration of vignettes and scenarios will support learning about children's process of attachment and separation from parents, striving for independence, and of moving through transitions and saying goodbye. A discussion about teaching team support and managing behavioral challenges that may present themselves in this process will also occur.

*Wednesday July 3rd, 2019
1-4PM Cooper*

Training Title and Description:

Addressing the Neurodevelopmental Needs of Children in a Classroom Setting.

This training will present to classroom teachers and family support workers information regarding speech-language pathology, occupational therapy and developmental therapy. Attendees will learn what each of these disciplines address, learn about typical development and red flags to watch for and gain strategies to help students in each of these areas in the classroom.

*Thursday July 11th, 2019
1-4 PM, Cooper*

Training Title and Description:

All Behavior Has Meaning/ Managing Challenging Behavior

Addressing challenging behaviors involves a comprehensive approach that takes into account: building positive relationships with children, families and colleagues; prevention practices in the

classroom, social emotional teaching strategies; and creating individual plans. In this workshop we will address these areas through small and large group discussion, experiential learning activities, becoming familiar with children's books with social-emotional content, and by participants learning how to develop an individual plan for a child with challenging behaviors.

*Thursday July 18th, 2019
1-4 PM, Cooper*

Training Title and Description:

Hope Over Fear – How Adults can Ameliorate the Impact of Trauma on Young Children through Relationship and Develop an Increased Understanding of Impacts of Trauma on Young Children

This training will present to classroom teachers and family support workers a look at violence and trauma in the community and population served at the centers staff work. Participants will gain a deeper understanding of how trauma impacts a young child's development on several domains including cognitive and social/emotional. We will also discuss the impact of trauma on a child's behavior and what need these behaviors may be communicating. Participants will also be given strategies and tools to respond in the context of the classroom environment. There will also be a discussion of stress management and self-care in response to working with a traumatized population.

*Thursday July 25th, 2019
1-4 Cooper*

Training Title and Description:

Creating Positive Working Relationships with Parents

This workshop will focus on teacher and staff relationships with parents. The importance of partnering with parents will be highlighted. We will address how this shifts over the three phases. There will be a discussion of limit setting. The difficulties parents have in setting limits and how teachers are in a unique position to collaborate with parents will also be featured in this workshop. We will provide a space for teachers to discuss their experience with the challenges of limit setting as well as the barriers to promoting a good working relationship with parents. Connections will be made between caring for and engaging with parents and how this impacts care of the child. We will also delve into what a supportive environment for parents looks and feels like, as well as how critically important such a space is for them to be successful as parents. We will also highlight the parallel of this process for teachers. Helping parents and children through stressful or traumatic events will also be explored during this workshop. We will read from a chapter in Selma Fraiberg's **The Magic Years** entitled *Ghosts in the Nursery*.