

CAN-HOPE Extended Training TOPICS

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PREPARE • ENGAGE • KNOW • REFLECT

CLASS: Understanding & Strengthening Teacher–Child Interactions

What is it?

CLASS is an observational assessment tool that focuses on the quality of interactions between educators and children across the domains of Emotional Support, Classroom Organization, and Instructional Support.

Why does it matter?

Everyday interactions influence children's relationships, engagement, language, thinking, and learning. Understanding these interactions helps educators become more intentional about how they support children's development throughout the day.

How will this training help?

Participants will examine CLASS domains and dimensions, explore observable teacher-child interactions, analyze classroom examples, reflect on current practice, and develop practical strategies for strengthening interactions. Extended formats provide opportunities for application, reflection, and planning for implementation.

Physical Development: Moving Beyond Gross & Fine Motor

What is it?

Physical development includes the growing abilities children use to move, coordinate their bodies, manipulate materials, participate in routines, and engage with their environments.

Why does it matter?

Physical development is connected to children's independence, exploration, participation, and

overall development. Supporting it requires more than simply providing occasional gross- and fine-motor activities.

How will this training help?

Participants will examine physical development across early childhood and explore how environments, materials, movement experiences, routines, observation, and intentional planning can provide meaningful opportunities for children to develop and practice emerging skills.

Head Start Program Performance Standards: From Requirements to Practice

What is it?

The Head Start Program Performance Standards establish requirements that guide the delivery of comprehensive, high-quality services to children and families participating in Head Start programs.

Why does it matter?

Understanding a standard is only the beginning. Educators and program teams must also understand how requirements connect to their roles, everyday practices, documentation, services, and experiences with children and families.

How will this training help?

Participants will examine selected Head Start Program Performance Standards, discuss what the requirements mean for practice, and work through examples that connect standards to everyday program implementation. Training can be customized to address standards most relevant to a program's professional-learning needs.

Understanding the Early Intervention Process

What is it?

Early intervention is a coordinated process for identifying and supporting infants and toddlers who have developmental delays or disabilities and their families.

Why does it matter?

Early childhood professionals are often among the first people outside the family to notice developmental concerns. Understanding their role—and the boundaries of that role—can help them communicate observations appropriately and support families as they navigate the process.

How will this training help?

Participants will examine the early intervention process from recognizing and documenting developmental concerns through family communication, referral, evaluation, eligibility,

services, and collaboration. Participants will also explore the educator's role in supporting children and families before, during, and after referral.

Play-Based Learning: From Research to Intentional Practice

What is it?

Play-based learning is an approach that recognizes play as an important context through which young children explore, make meaning, solve problems, develop relationships, and build knowledge and skills.

Why does it matter?

Simply providing time for play does not automatically make practice intentional. Educators need to understand what children are learning through play and how their own roles, interactions, environments, observations, and planning can support that learning.

How will this training help?

Participants will move from understanding the foundations of play-based learning to recognizing learning during play, examining the educator's role, observing and documenting children's learning, intentionally planning experiences, and identifying strategies for addressing common barriers to implementation.

Don't see the topic your program needs?

CAN-HOPE training experiences can be customized from one to five days based on program goals, professional learning needs, and the depth of content requested.

Contact Information

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