

Professional Learning Catalog

For nearly 40 years, Start Early has provided statewide professional learning in Illinois to support the professional growth that is essential for high-quality programs to achieve effective child and parent outcomes.

[VIRTUAL SESSIONS](#)

[SELF-PACED ONLINE COURSES](#)

Virtual Sessions

Virtual Sessions are facilitated by home-visiting and center-based experts in the Professional Learning Network and Home Visiting & Doula Network in Start Early.

▶ **Adolescent Development and Parenting: Community of Practice for Professionals that Support Adolescent Parents:**

Providing support to adolescent parents presents unique challenges and requires very different considerations for the early childhood professional. The early childhood professional must consider many different factors such as adolescent development, culture, and family dynamics in addition to what they bring to the relationship with the adolescent. The community of practice will provide a space to explore successes, strategies, and resources that continue to keep early childhood professionals supported and energized in the field. This is a community of practice group that will meet quarterly.

▶ **Adolescent Development and Parenting: Partnering for Future Success:**

The dynamics of providing support to an adolescent parent presents unique challenges and opportunities for the early childhood professional. The adolescent's developmental stage, personal experiences, culture, community, family, and friends all influence the adolescent's identity, particularly as the role of parent is added to their identity. The early childhood professional must consider these factors in addition to the professional's own history, biases, demographics, etc., that they bring to the relationship with the adolescent and their family.

▶ **Adolescent Development and Parenting: Understanding the Influences of Social, Family, and Community Dynamics:**

The dynamics of providing support to an adolescent parent presents unique challenges and opportunities for the early childhood professional. The adolescent's developmental stage, personal experiences, culture, community, family, and friends all influence the adolescent's identity, particularly as the role of parent is added to their identity. The early childhood professional must consider these factors in addition to the professional's own history, biases, demographics, etc., that they bring to the relationship with the adolescent and their family.

▶ **Ages and Stages: Social-Emotional 2 (ASQ:SE 2):**

Created as a supplement to the ASQ, the ASQ:SE 2 focuses specifically on the social and emotional development of infants and young children. Designed for use with children up to age 5, the ASQ:SE 2 helps family support professionals and parents identify age-appropriate social and emotional behavior, address areas of concern and the need for further assessment and explain to parents the variables that can affect their child's social and emotional development. This training provides participants with the information and skills they need to administer and score the ASQ:SE 2, discuss the results with families, make referrals as needed and use the information gathered during the screening process to plan goals with parents.

▶ **Bilingual Family Support:**

This virtual training focuses on issues that may arise when serving members of the Hispanic culture, including levels of acculturation, fears about legal status, differing concepts of child-rearing practices and multigenerational households.

▶ **Community-Based Family Administered Neonatal Activities (CB-FANA):**

The Community-Based Family Administered Neonatal Activities (CB-FANA) is an innovative approach to home visiting services for adolescent parents. It provides a structure and activities to help young expectant and new parents bond with their fetus and newborn, beginning in the third trimester of pregnancy and continuing through the first month after birth.

▶ **Consultants Reflective Practice Groups:**

Recognizing the need for consultants to have supportive and reflective relationships and acknowledging that is not always available. Start Early has developed reflective learning groups for consultants in different communities throughout the state. This will allow consultants to explore their own reflective work with their programs and can recognize and deal with the places where they are stuck; their blind spots; their own vulnerabilities; and their breakthroughs and successes.

▶ **Doula Basic (Prenatal, Childbirth, Postnatal):**

Doula Basic Training focuses on building the knowledge and skills necessary to support parents in the perinatal period. The three classroom events provide knowledge and skills in doula prenatal work, labor and birth, and doula postpartum work. They are integrated with doula in-service events, new doula webinars, the birth doula training approved by Doulas of North America, and clinical observations.

▶ **Doula Combined In-Service Training:**

Doulas greatly benefit from opportunities to meet regularly with other doulas for education, training, and support from their peers. These in-services feature consultants who provide training on core content for doulas, including the physical, emotional, and social changes young mothers experience during pregnancy, in childbirth and following the birth of the baby; and the doula's role in supporting young families throughout this process. Doula Combined Trainings build on Doula Basic Training, reviewing some of the same content but enabling participants to reflect on and process that content in the context of their real doula-work experiences.

▶ **Doula Primary In-Service (Epidurals, Inductions, Cesareans):**

Doulas greatly benefit from opportunities to meet regularly with other doulas for education, training, and support from their peers. These in-services feature consultants who provide training on core content for doulas, including the physical, emotional, and social changes young mothers experience during pregnancy, in childbirth and following the birth of the baby and the doula's role in supporting young families throughout this process. Doula Primary In-Service builds on Doula Basic Training. Primary In-Services focus on specific doula competencies in three main areas: Epidural, Inductions, and Cesarean. Primary In-Services are for Doulas in their first 12-15 months of services.

▶ **Doula Supervisors Learning Community:**

In this learning community, the directors, and supervisors of programs with a doula service component gather to share information and experiences with their peers. Leaders at these agencies meet with researchers and staff from the Illinois Birth to Three Institute. This learning community addresses routine doula service-related tasks, explores lessons learned and successes and offers support for each person's role through promotion of the reflective process.

▶ **Doula Supervisors Series:**

The Program Development and Building Staff Relationships Course is one of three full-day sessions that examine the many roles and routines of Doula Supervisors as required for successful implementation of a community-based doula program. The three full-day sessions comprise a series which is developed on an established list of competencies and designed for Doula Supervisors both new in their role and experienced. This series is intended for Doula Supervisors interested in growing in their effectiveness and confidence.

SERIES INCLUDES

- Program Development and Building Staff Relationships
- Leadership and Personnel Management
- Building Community Relationships and Organizational Development

▶ **Early Childhood Development: Infancy Development:**

What has been your experience working with an infant? How can an increased awareness of theories and concepts of early childhood development impact your work and your perceptions of infants? How do we support families in fostering a strong foundation for development?

This training focuses on the impact biology, experience, and environment has on infant development. Early childhood professionals will consider the impact of relationships, brain development, and cultural components have on infant development. Utilizing the lens of the parent, child, and early child professional through different stages of infant development, participants will contemplate approaches to supporting infants' optimal growth and development.

▶ **Early Childhood Development: Infancy Milestones:**

What comes to mind when you imagine an infant? How can an increased awareness of the sequence of developmental domains impact your work and your perceptions of infancy? How can you best support parents of infants?

This training series aims to reflect on your experiences with infants to cultivate a foundational awareness of the interconnections of the social-emotional, cognitive, physical, and language development of infants. With this awareness, this training will also focus on strategies to engage

families with infants using a strengths-based, non-judgmental, and age-appropriate approach to foster security, trust, exploration, identity, and separation.

▶ **Early Childhood Development: Toddlerhood Development:**

How do toddlers develop? How do families experience their toddlers' development? How can an increased awareness of early childhood development support you in promoting a strong foundation for toddler development?

With the goal of fostering toddler security, trust, and exploration, this training is intended to build upon the participants' prior knowledge and experiences working with toddlers and their families by making connections to significant developmental theories and concepts. Participants will examine significant contributing factors in toddler development (the sequence of biological development, the significance of relationships and attachment in early childhood development, development through the lens of the child, parent, and home visitor/educator, and cultural influences) to support their work and to promote parent behaviors that nurture security, trust, and exploration.

▶ **Early Childhood Development: Toddlerhood Milestones:**

When does a baby become a toddler? How does a child experience development from 12 to 36 months of age? How can an enhanced awareness of the sequence of developmental domains impact your work and your perceptions of toddlerhood? How can you best support parents of toddlers?

This training series aims to reflect on your experiences with toddlers to cultivate a foundational awareness of the interconnections of the social-emotional, cognitive, physical, and language development of toddlers. With this awareness, this training will also focus on strategies to engage families with toddlers using a strengths-based, nonjudgmental, and age-appropriate approach. Through nurturance of positive connections among families, and/or caregivers throughout toddlerhood, early childhood professionals will support families in fostering security, trust, exploration, identity, and separation.

▶ **Futures without Violence: Healthy Moms, Happy Babies Curriculum on Domestic Violence:**

Domestic, dating, and sexual violence are costly and pervasive problems in the U.S., causing victims, as well as witnesses and bystanders, in every community to suffer incalculable pain and loss. This curriculum is geared towards preparing early childhood professionals to use their role with individuals and families to acknowledge and support them in developing strategies to stay safe.

▶ **Group Facilitation and Dynamics and Follow-Up Communities of Practice CoP:**

This is a collaborative learning experience that provides group facilitators the opportunity to engage with their colleagues, increase their understanding of group facilitation and dynamics, as well as observe and demonstrate group facilitation skills based on specific strategies and styles discussed in this training. This training will address such topics as: group theory and the various stages of a group, finding a professional comfort-level facilitating groups, building group cohesion, improving group retention, and challenges of group facilitation. The more advanced facilitator will have the opportunity to fine-tune their facilitation skills while the beginner will have the opportunity to practice group facilitation with their peers. This learning experience explores scenarios and practical application of strategies to help foster group facilitation skills. Participants will explore concepts and develop skills that can be applied to their work as group facilitators.

FOLLOW UP CoP

- Share experiences applying strategies from the in-person training
- Reflect on the successes and obstacles from the strategies used
- Discuss methods to continue to enhance group facilitation skills

▶ **HFA Core: Supervisors Day:**

This course is for new supervisors and program managers of HFA programs. Foundations for Family Support Supervisor Training is a basic orientation to the specific role of the supervision of the family support role with home visiting staff. This training focuses on approaches to supporting home visiting staff in engaging families, observing, and documenting parent-child interactions, family goal development and service planning. Special focus is on the components of reflective supervision, staff development and the parallel process.

▶ **HFA Foundations for Family Support Core Training:**

This in-depth formalized training is required for all Healthy Families home visitors, supervisors and program managers. The training outlines the specific duties of the home visitor in their role within HFA. Topics include, but are not limited to trauma informed practice, communication skills, assessing, addressing, and promoting positive parent-child relationships, creating a trusting alliance with families, goal setting, and strategies to enhance family functioning, addressing difficult situations, and ensure healthy childhood development.

▶ **HFA Foundations for Family Support Core Training: Supervisors Day:**

This training is designed to introduce supervisors to the Integrated Strategies supervisory process and structure for intensive relationship-based home visiting and group services, with a focus on supporting the early parent-child bond.

▶ **HFA Family Resource and Opportunities for Growth (F.R.O.G.):**

The FROG (Family Resource and Opportunities for Growth) Scale is a structured tool for learning another person's story, understanding the strengths and challenges that affect that person, and setting the stage for a family's entry into what will be a supportive, meaningful relationship as a part of Healthy Families. The training will take place over five days, with three live sessions, some paired partner work, and about 9 hours of self-paced work; please note that some of the self-paced work will be completed before the first live session. Staff should clear their schedule as much as possible during the training week to allow for the completion of the course.

▶ **HFI Community of Practice:**

The purpose of the HFI Community of Practice: The CoP is intended to provide an opportunity for home visitors to engage with each other, develop skills, and build confidence around best practices in HFA home visiting.

▶ **Home Visiting Strategies to Promote Maternal Health:**

Doulas and home visitors play a role in minimizing preventable pregnancy-related deaths. In this course, learners are introduced to the factors that impact maternal health and morbidity and how this influences their role as a doula or home visitor. This includes recognizing the risk factors and building a strong relationship with the family so they can be guided to seek medical attention as needed.

▶ **I Can Parent, Too!:**

This training has been created for home visitors in Illinois and will give participants an overview of disabilities and trauma informed practices while discussing attitudinal barriers that may occur when working with parents who learn differently or have an intellectual or learning disability. Participants will be able to modify the strategies they typically use with parents with an awareness of the parent's capacity to engage in healthy and productive interactions with their child.

▶ **Infant Mental Health Learning Group:**

The Infant Mental Health Reflective Learning Group (IMHLG) is a group for experienced providers of home visiting and their supervisors that meets quarterly and focuses on the child's experience in the context of the parent-child relationship and the use of self in the practices we do with others. The IMHLG operates on the principle that much learning can be generated through regular, collaborative, and reflective relationships, first with each other and then with the families and children with whom we work. Through discussion, case presentation, and "homework" between sessions, including reading and reflecting on advanced research, group members examine the research and trends in infant mental health and their application in the context of family support programs. Cohort members analyze recent and current interactions with home visiting personnel with respect to the principles of infant mental health and reflective practices. Cohort members also develop and improve proficiency and confidence in the application of IMH principles and practices in supervision and consultation.

▶ **Infant Mental Health Learning Group (Spanish):**

The Infant Mental Health Learning Group IMHLG infuses Infant Mental Health Practices into Family-Centered and Parent-Child Focused Programs. The IMHLG is a group of veteran home visitors, center-base staff, their supervisors, and IMH consultants who come together to discuss and reflect on their work with families. A reflective process is used to explore and discover the complexities and beauty of the parent-child relationship, as well as our influence on those relationships.

El Grupo de aprendizaje sobre salud mental infantil infunde prácticas de salud mental infantil en programas centrados en la familia y en los programas centrados en padres e hijos. Este grupo de visitadores domiciliarios veteranos, personal del centro, sus supervisores y consultores de salud mental infantil se reúnen para discutir y reflexionar sobre su trabajo con las familias. Se utiliza un proceso de reflexión para explorar y descubrir las complejidades y la belleza de la relación entre padres e hijos, así como nuestra influencia en esas relaciones.

▶ **Introduction to Adolescent Development and Its Impact on Parenting:**

The dynamics of providing support to an adolescent parent present unique challenges and opportunities for the early childhood professional. The early childhood professional must consider these and the way they engage with the adolescent parent. Participants will discuss how to support the adolescent parent in their transition of focus from themselves to their baby while helping maintain a goal-oriented outlook for their future. This is a two-hour virtual training.

▶ **ISBE Center-Based Education Supervisors CoP:**

This professional learning community provides a space for Education supervisors to think more deeply about the Education Specialists they supervise and how the value systems of the program they lead as well as the specific staff member influence how they view and work with the family.

This process that includes a balance of information and reflection allows the Education supervisors to support the program and individual staff, so they are better able to support the parent-child relationship by encouraging positive and productive parent-child interactions.

▶ **ISBE Center-Based Family Support CoP:**

This professional learning community provides a space for Education and Family Support supervisors to think more deeply about the Family Support Specialists they supervise and how the value systems of the program they lead as well as the specific staff member influence how they view and work with the family. This process that includes a balance of information and reflection allows the Education and Family Support supervisors to support the program and individual staff, so they are better able to support the parent-child relationship by encouraging positive and productive parent-child interactions.

▶ **ISBE Combined Education and Family Support Supervisor's:**

This Community of Practice is a response to the PI center-based program supervisor's expressed need to learn from and with each other given the challenges of supervising, managing and implementing PI in their programs (securing and retaining qualified teaching staff, implementing classroom curriculum, promoting the parent/child teaching staff, implementing classroom curriculum, promoting the parent/child relationship using the Parent Engagement curricula, learning to utilize the Illinois Early Learning Guidelines, working towards ExceleRate levels, Reflective Practice, working collaboratively with all center-based staff, and more). This meeting will take place virtually due to pandemic.

▶ **Life Skills Progression Assessment Tool:**

Programs serving families of young children are looking for a tool to tangibly identify strengths and needs. This training equips staff with a quality family assessment tool to be able to measure and track these elements. The Life Skills Progression assessment is a research-proven tool for measuring a family's life skills. This broad-based instrument tracks family strengths and needs for parents and their children up to 3 years old, and measures program outcomes for families as required by many funding sources.

▶ **PAT Foundational Training:**

PAT Foundational Training is a three-day introduction to the PAT prenatal-to-three family support model. It explains the groundwork for understanding the PAT philosophy and theoretical framework and provides the training for staff to be able to implement PAT personal visits. Programs seeking to be affiliates of PAT are required to complete a program plan and have staff complete the two-day Model Implementation Training as well. Foundational Training is encouraged but not required for new supervisors.

▶ **PAT Foundational 2 Training:**

This interactive, face-to-face training gives participants a better understanding of what it means to partner, facilitate, and reflect with parents whose children are growing in independence and abilities as they approach school entry. It includes topics such as approaches to learning, neuroscience, child development, developmental concerns, transitions to early care and education and family engagement.

▶ **PAT Model Implementation Training:**

PAT Model Implementation Training is a two-day enhancement to the three-day Foundational Training. It lays the framework for understanding and implementing a program with model fidelity. This training discusses the PAT Quality Assurance Guidelines, essential program requirements and program-quality elements such as reflective supervision and core competencies. Programs seeking to be affiliates of PAT are required to complete a program plan and have staff complete the two-day Model Implementation Training as well. Foundational Training is encouraged but not required for new supervisors.

▶ **PAT Supervisors Learning Community:**

Supervisors of PAT programs have much in common with, and much to learn from, one another in terms of daily lessons learned. Members of this learning community meet regularly to share successful strategies for all aspects of their work, explore common barriers and challenges, develop strategies to strengthen model fidelity and quality, and to support the growth of their staff. This learning community utilizes discussion, sharing of information and experiences, peer support and joint problem solving.

▶ **Reflective Supervision Series:**

Reflective supervision is a requirement for most early childhood program supervisors and there is a lot of information regarding its association with high quality services; however, many supervisors feel that they lack the training and guidance around how to implement reflective supervision with their staff. These trainings will identify the key principles of reflective supervision, how it fits within the field of infant and early childhood mental health, differentiating reflective from administrative roles, and a framework for typical supervision sessions. Key infant mental health principles, such as parallel process and professional use of self will also be discussed. As a part of raising their own self-awareness, supervisors will be asked to consider their own history, biases, demographics, and learning styles that they bring to the relationship with their supervisee. This learning experience intends to create a cohort of supervisors that can come together to learn, explore, and apply reflective supervision skills together. Please plan to attend all 3 sessions.

▶ **Safe Sleep, Grief, and Self-Care:**

Recent studies show that sleep related infant deaths and SUID (Sudden Unexpected Infant Death) and infant deaths due to accidental suffocation and strangulation (ASSB), entrapment, overlay, and undetermined are rising. This session will look at products marketed to parents/grandparents for infants and discuss safety issues. This session will also focus on working with families that have experienced the death of their infants. We will discuss effective methods for helping grieving families and how to cope with our own feelings of loss and bereavement.

▶ **Strategies for Father Involvement in Home Visiting & Follow-Up (Webinar):**

Father involvement in home visiting programs is essential for optimal child growth and development. But in the home visiting field, which is dominated by women, there are challenges in finding a comfort level when engaging fathers of infants. Direct-service workers and supervisors alike are considering new and inventive ways to engage males in program services. Working on parenting with couples is very different than working with “just mom.”

▶ **Supporting the Parent-Child Relationship through Video Review:**

This course will introduce supervisors and their staff to the tenets of Supporting the Parent Child Relationship Through Video Review. The course includes 6 training sessions (each session is 2.5 hours each) where trainees are introduced to the theoretical basis of Supporting the Parent Child

Relationship Through Video Review. Trainees will be informed how to apply the Mutual Competencies Framework and be given guided practice by means of videotaped parent-child interactions. Each trainee will agree upon course enrollment, to make, show, and discuss at least one parent-child interaction video in the course of the 6-month training. Comprehensive feedback will follow each video presentation, led by experienced instructors.

▶ **Supporting the Parent-Child Relationship through Video Review Orientation:**

This orientation session will provide an overview of the course which includes a focus on deepening participants' skills of nonjudgmental observation and use of video review, reflection, and inquiry with parents designed to promote how parents and children experience each other in their relationship in support of their growing attachment. The orientation session will also highlight how this course will provide staff with an opportunity to practice video review using open-ended questions to build awareness and their efficacy in the work with parents. Participation is limited to invitations only.

▶ **The Book Club (Webinars):**

The Book Club Webinar Series is designed to add to the foundational learning and skill building specific to community-based practice for doulas within the first 6-8 months of service. These interactive webinars are facilitated specifically to encourage doulas to share resources and connect as a group with shared goals. Each webinar involves a "Book Club Discussion" utilizing literature and resources which are required for DONA certification. Ultimately, webinar participants share how their new learning experiences can be applied to their specific role when working within the complexities of families, pregnant and parenting moms, and their newborns.

TOPICS OF EACH SESSION INCLUDE

- The Doula Book
- The Birth Partner
- Natural Hospital Birth
- Pregnancy, Childbirth, and the Newborn
- The Nursing Mothers Companion
- This Isn't What I Expected

▶ **The Growing Brain (Webinar):**

Decades of research indicate that the early years of life are a period of exponential brain development, characterized by great opportunity and vulnerability, dependent on the relationships and environment in which the child is growing. This innovative training focuses on giving trainers evidence-informed strategies with which to prepare early childhood providers for their vital role in building healthy brains. The curriculum fills a unique niche by providing a comprehensive understanding of how the brain develops, along with ways the provider can encourage healthy brain development in children from birth to 5 years old.

TOPICS OF EACH SESSION INCLUDE

- Communication and Language Development
- Understanding the Role of Relationships and Attachment in Social-Emotional Development
- Everyday Play: Supporting Families in Promoting Play for Children of Varying Developmental Abilities
- Ways to Support Cognitive Development in Young Children
- Understanding Behavior & Supporting Self-Regulation in Young Children

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- The Factors Affecting Brain Growth and Development
 - The Impact of Stress on Social Emotional Development

To register for virtual sessions go to <http://www.startearly.org/PLN>

Self-Paced Online Courses

Online courses are self-paced and typically completed in 1-3 hours, with unlimited starting and stopping permitted. Learners have continuous access to their courses, so they can refer to the content later.

▶ **Ages and Stages Questionnaire (ASQ-3):**

The Ages and Stages Questionnaire is a developmental screening tool oriented toward learning about development through parent-child interaction. This family-friendly tool is designed to involve parents in the screening process and to seek their expertise and observations about their child's development. Along with providing accurate information about developmental expectations, the ASQ also provides activities and ideas to promote development in all children, and to monitor the development of young children who may be at risk for problems resulting from medical, biological, or environmental factors.

This training provides participants with the information and skills they need to administer and score the ASQ, discuss the results with families, and use that information to make appropriate referrals.

▶ **Illinois Early Learning Guidelines:**

The Illinois Early Learning Guidelines is our state's primary resource on Birth to Three developmental standards and should be integrated into every program. This web-based training experience will give home visitors/parent educators a thorough orientation to the Guidelines, as well as practical advice on how to best use them to enhance their practice with parents. The training will help providers to be better prepared for intentional, developmentally oriented interactions with parents to increase their understanding of child development.

▶ **Lead Exposure: Awareness and Prevention:**

This session provides home visitors with an overview of the effects of lead, why lead exposure is harmful to pregnant women and young children, how to prevent and respond to lead exposure, information on the rights of families, and general resources available.

Home Visitors will learn about lead exposure by covering:

- Lead Facts
- Why Lead Exposure is Bad
- Identifying and Preventing Lead Exposure
- Rights of Families
- Questions to Ask
- Resources for Home Visiting
- Families Key Takeaways.

▶ **Mandated Reporting for Illinois Home Visitors:**

All staff in family support and parent education programs are mandated reporters of suspected child abuse and neglect. Acting on behalf of families and their children in reporting suspected abuse or neglect takes knowledge, skills, and practice. This training provides staff with the information and competencies needed in this vital area.

TOPICS INCLUDE

- An overview of the Illinois Department of Children and Family Services (DCFS) Child Abuse Hotline.
- Identifying indicators of abuse and neglect.
- Making necessary child abuse reports within the context of the helping relationship.
- Recognition of related risk factors and protective factors within the family; and
- The importance of self-care and stress management when working in stressful situations.
- Because direct-service staff often need support in processing their feelings related to making a hotline report and how that disrupts their relationship with a family, the training also discusses ways to repair the relationship and re-engage the family after a hotline call is made.

► **Policies and Procedures Manual (Effective Design and Implementation):**

The Policies and Procedures Manual: Effective Design and Implementation training examines the components and uses of a policies and procedures manual in high-quality early childhood programs. This training focuses on the purpose of policies and procedures within a program and the strategies to ensure the manual is a valuable resource in the real-world context of your program's work. By examining the role of a policies and procedures manual through this perspective, leaders in early childhood services can use this resource to support the improvement of family outcomes and professional service staff.

TOPICS INCLUDE

- The features and aspects that define a highly effective policies and procedures manual.
- Methods and strategies for supporting the implementation and utilization of policies and procedures.
- The critical importance of incorporating collaborative decision-making in the design, implementation, and revision of policies and procedures; and
- The value of ensuring that direct service staff and families have input into the policies and procedures that drive a program.

► **I Can Parent Too, (Even During a Pandemic)!:**

This is a recorded webinar session for I Can Parent Too, (Even During a Pandemic)! that took place on May 28, 2020.

The webinar included a brief overview of the original I Can Parent, Too! training. It included reflecting on attitudes in working with parents that may have cognitive delays or other disabilities. The webinar reflected on barriers including training, resources, and ongoing support. This webinar emphasized home visitor self-care and how to support a family during the Shelter at Home guidelines including challenges faced, what we learned, and how to engage, support, provide resources, and screen a family using the virtual means available. Webinar participants also received several resources and opportunities for ongoing support from the trainers, supervisors, and consultants (when applicable).

► **Safe Sleep, Grief, and Self-Care Webinar Recording:**

This is a recording session of the Safe Sleep, Grief, and Self-Care Webinar that occurred on June 18, 2020.

This webinar focused on the importance of teaching parents and caregivers to comply with the AAP safe sleep recommendations. Studies have shown that sleep-related infant deaths and SUID

(Sudden Unexpected Infant Death) and infant deaths due to accidental suffocation and strangulation (ASSB), entrapment, overlay, and undetermined continue to rise. This session looked at products marketed to parents/grandparents for infants and discussed safety issues. This session also focused on working with families that have experienced the death of their infants and effective methods for helping grieving families cope with feelings of loss and bereavement.

▶ **Serving Families with Child Welfare Involvement:**

This training video will increase knowledge, provide guidance, and build competency for early childhood professionals to collaborate with the child welfare system on behalf of children and families in Illinois.

To register for self-paced online courses, go to <http://www.startearly.org/PLN>