

Murray Ridge Center's Ohio Approved Training

To request training, please contact: Megan Arnold
(440) 315-6784 | marnold@murrayridgecenter.org



Murray Ridge Center
Lorain County Board of Developmental Disabilities
HELPING PEOPLE . . . FOR A LIFETIME



Title/Description	Number of Training Hours	Version Available	Target Audience
<u>Big Feelings, Little Learners: Supporting Inclusive Social-Emotional Growth and Regulation in Early Childhood (OA-L2)</u> (AT# 143892) This session explores the foundations of social-emotional development in early childhood, focusing on how young children experience, express, and begin to regulate emotions. Participants will learn how to create responsive, inclusive environments that support learners of all abilities while gaining practical strategies to foster emotional literacy, co-regulation, and self-regulation in the classroom. Educators will leave with a deeper understanding of how to apply these tools to nurture social-emotional growth across diverse early learning settings.	1.5	Face to Face	• Classroom Staff/Teacher • Family Child Care • Staff working with children with special needs • Early childhood mental health • Home Visitor • Program Administrator
<u>Play, Support, Thrive: Top 5 Practical Strategies for Making Inclusion Work (OA-L1)</u> (AT# 143843) This training is designed to support early childhood educators in creating inclusive, high-quality learning environments for neurodivergent children in the general classroom setting. Participants will gain a clear understanding of the definition and importance of inclusion, along with current information on the prevalence of neurodiversity. The session will provide background on autism spectrum disorder (ASD) and sensory processing differences, highlighting the areas where learners often need additional support. Educators will leave with five practical tips that integrate evidence-based strategies and supports they can use right away to foster success, participation, and belonging for all children.	3	Face to Face	• Classroom Staff / Teacher • Family Child Care • Staff working with children with special needs • Program administrator

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<u>Belonging in the Circle: Creating an Engaging and Inclusive Circle Time (OA-L1)</u> (AT# 143842) In this training, participants will be provided with information and strategies to help them plan for and implement a more effective circle time that includes all learners, including those with developmental delays and disabilities. Participants will be provided with information, tools, and strategies to begin a new circle time routine and/or improve existing circle time routines and activities. These activities will create more opportunities for engagement in the circle. The strategies and tools shared are able to be generalized or adapted to fit other routines and learning experiences in the classroom.	1	Face to Face	• Classroom Staff / Teacher • Family Child Care • Staff working with children with special needs • Program administrator
<u>What We Might Miss: Spotting Subtle Signs of Level 1 ASD in Young Children (OA-L1)</u> (AT# 144063) Participants will learn how to spot early and subtle signs of Level 1 autism spectrum disorder (ASD) in toddlers and young children, highlighting real life examples. This training helps educators recognize behaviors like masking, scripted language, social mimicry, and other signs of atypical development that may be missed or misunderstood. Participants will also gain a clear understanding of the three levels of ASD and how support needs vary across the spectrum, helping them better observe, document, and respond to developmental differences in the classroom.	1	Face to Face	• Classroom Staff/Teacher • Family Child Care • Staff working with children with special needs • Early childhood mental health • Home Visitor • Program Administrator
<u>Early Conversations That Matter: Talking with Families and Taking Action When Developmental Concerns Arise (OA-L1)</u> (AT# 144483) This training will address how to determine when there are concerns for development in young children. Participants will learn what to do next when concerns are identified. Strategies for facilitating conversations with parents about concerns and forming strong family-school partnerships will be reviewed. Participants will learn the when, where, and how to send referrals when concerns arise. Lastly, participants will learn strategies to implement in their classrooms to support development.	2	Face to Face	• Classroom Staff/Teacher • Early Childhood Mental Health • Families/Guardians • Family Child Care • Staff working with children with special needs • Program Administrator • Child Welfare Specialist

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<u>Autism Spectrum Disorder (ASD): What Early Childhood Professionals Need to Know (OA-L2)</u> (AT# 144970) This training supports early childhood professionals in building a strong understanding of child development, neurodiversity, and Autism Spectrum Disorder (ASD). Participants will explore how differences in development, strengths, interests, and behavior influence learning and will gain concrete tools and strategies to intentionally design responsive learning environments and activities that meet the diverse needs of all children.	2	Face to Face	• Classroom Staff/Teacher • Early Childhood Mental Health • Families/Guardians • Family Child Care • Home Visitor • Staff working with children with special needs • Program Administrator • Instructors/TA Specialist • Child Welfare Specialist
<u>Inclusion in Early Childhood: What It Looks Like and How to Do It Well</u> (AT# 145424) This training will guide participants in creating an environment that is supportive and developmentally appropriate for all children. The session contains an overview of neurodivergence and inclusion. It specifically highlights autism spectrum disorders (ASD), giving background information and details to help participants understand children with ASD. Participants will learn to recognize and support developmental differences in the classroom. The bulk of the session reviews best practice strategies, tools, and supports providers can bring to their classroom right away to support all learners, including those with or without developmental delays and disabilities.	2.5	Face to Face	• Classroom Staff/Teacher • Early Childhood Mental Health • Families/Guardians • Family Child Care • Staff working with children with special needs • Program Administrator • Instructors/TA Specialist • Child Welfare Specialist
The catalog will be updated regularly. We welcome requests for additional topics. Share your training needs, and we will work with you to develop a session that aligns with your goals			