

LearnERS: ECERS Course Catalog (updated 8/29/2023)

ECERS Courses – Intended for preschool and child care classrooms serving children 3 through 5 years

ITERS Courses – Intended for center-based child care programs for infants/toddlers up to 36 months

FCCERS Courses – Intended for family child care for children from birth to elementary school

[Cursos en Español - ECERS/ITERS/FCCERS](#)

ECERS: Space and Furnishings		Code
	<p>1. Indoor Space: Learn what ample, accessible space looks like that meets the health and safety needs of children in a quality learning environment. (2 clock hours)</p>	E01
	<p>2. Furnishings for Care, Play, and Learning: Learn how to recognize the types of age-appropriate furnishings that are important for children of different ages and abilities. (2 clock hours)</p>	E02
	<p>3. Room Arrangement for Play and Learning: Learn strategies for setting up a quality room arrangement for preschoolers and how it impacts the children's behavior and your ability to supervise them. (2 clock hours)</p>	E03
	<p>4. Space for Privacy: Investigate ways to create a safe space for one or two children to relax and feel protected from the stimulation and demands of an active learning environment. (1 clock hour)</p>	E04
	<p>5. Child-Related Display: Identify types of classroom displays needed for a learning-rich environment that honors and reflects each child, their family, their culture, and their interests. (3 clock hours)</p>	E05
	<p>6. & 7. Gross Motor Space and Equipment: Identify the amount of time, space, and equipment needed to support quality gross motor play for preschoolers and learn key factors to help reduce injury. (2 clock hours)</p>	E06
ECERS: Personal Care Routines		Code
	<p>8. Meals and Snacks: Investigate how to create a pleasant social environment during meals and snacks while assuring nutritional needs, sanitary conditions, and a regular yet flexible schedule. (3 clock hours)</p>	E08

	<p>9. Toileting and Diapering: Identify safe and sanitary procedures for toileting and diapering. Understand how these daily routines can foster a sense of independence and other important developmental skills. (2 clock hours)</p>	<p>E09</p>
	<p>10. Health Practices: Learn how to use proper sanitary procedures, encourage children's self-help skills, and promote healthy habits. (3 clock hours)</p>	<p>E10</p>
	<p>11. Safety Practices: Recognize and reflect on how to limit hazards both indoors and outdoors as well as how to provide supervision and interactions which contribute to a safe environment. (2 clock hours)</p>	<p>E11</p>
<p>ECERS: Language & Literacy</p>		<p>Code</p>
	<p>12. Helping Children Expand Vocabulary: Identify ways to provide a learning-rich environment that includes a wide range of descriptive words and experiences in the classroom, creating opportunities for preschool children to expand their vocabulary. (3 clock hours)</p>	<p>E12</p>
	<p>13. Encouraging Children to Use Language: Explore the importance of quality conversations with preschoolers during play and daily routines and learn how to promote communication among children. (3 clock hours)</p>	<p>E13</p>
	<p>14. Staff Use of Books with Children: Learn how to identify types of books and their use to engage children and appropriately support their emerging language development. (3 clock hours)</p>	<p>E14</p>
	<p>15. Encouraging Children's Use of Books: Explore ways to provide a learning-rich environment with a wide selection of books in an organized interest center for children to freely access. (2 clock hours)</p>	<p>E15</p>
	<p>16. Becoming Familiar with Print: Explore how to create a learning environment that increases children's awareness of printed materials, and help them connect to print in creative and fun ways. (2 clock hours)</p>	<p>E16</p>

ECERS: Learning Activities		Code
 <p>Fine Motor</p>	<p>17. Fine Motor: Explore ways to provide a wide selection of appropriate fine motor materials while creating a climate that supports independent use of materials. (3 clock hours)</p>	E17
 <p>Art</p>	<p>18. Art: Explore types of age-appropriate art materials, the importance of individual expression, and the role in guiding conversations about children's art. (3 clock hours)</p>	E18
 <p>Music and Movement</p>	<p>19. Music and Movement: Investigate ways to explore music and provide a learning-rich environment with age-appropriate musical instruments and toys for children. (2 clock hours)</p>	E19
 <p>Blocks</p>	<p>20. Blocks: Explore the types of appropriate blocks and accessories, the necessary space for building, and ways you can support preschoolers' curiosity, reasoning, and problem solving through quality block play. (3 clock hours)</p>	E20
 <p>Dramatic Play</p>	<p>21. Dramatic Play: Explore the requirements for a quality dramatic play area and how to support this learning opportunity for children. (3 clock hours)</p>	E21
 <p>Nature and Science</p>	<p>22. Nature and Science: Discover a variety of hands-on nature and science activities and materials that help children learn about the natural world – both indoors and outdoors. (3 clock hours)</p>	E22
 <p>Math Materials and Activities</p>	<p>23. Math Materials and Activities: Learn how to create a playful, math-rich environment for preschool children and explore a variety of appropriate math materials that help shape and build their mathematical thinking. (3 clock hours)</p>	E23
 <p>Math in Daily Events</p>	<p>24. Math in Daily Events: Explore creative ways to use math words and concepts with children during daily events. (2 clock hours)</p>	E24
 <p>Understanding Written Numbers</p>	<p>25. Understanding Written Numbers: Investigate types of play materials and activities to help preschool children explore printed numbers in appropriate ways. (2 clock hours)</p>	E25
 <p>Promoting Acceptance of Diversity</p>	<p>26. Promoting Acceptance of Diversity: Explore how to create an environment that fosters a sense of belonging and values diversity. (3 clock hours)</p>	E26

	<p>27. Appropriate Use of Technology: Identify how to use electronic media in ways that support children's learning. (2 clock hours)</p>	<p>E27</p>
<p>ECERS: Interaction</p>		<p>Code</p>
	<p>28. Supervision of Gross Motor: Recognize the importance of safety as well as building healthy relationships among children during gross motor play. (2 clock hours)</p>	<p>E28</p>
	<p>29. Individualized Teaching and Learning: Learn how to meet the unique needs of each child and gain an understanding of the teacher's role in supporting open-ended individualized learning. (2 clock hours)</p>	<p>E29</p>
	<p>30. Staff-Child Interaction: Learn how to foster positive attachments, meaningful relationships, and how to be present and observant of children, and how to support them when they are anxious, angry, afraid, or hurt. (2 clock hours)</p>	<p>E30</p>
	<p>31. Peer Interaction: Investigate ways to provide preschoolers with developmentally-appropriate opportunities to participate in positive peer interactions and time to play alone or in small groups without interference. (2 clock hours)</p>	<p>E31</p>
	<p>32. Discipline: Recognize how to establish age-appropriate expectations, classroom rules, and opportunities for preschoolers to problem-solve and resolve conflicts. (2 clock hours)</p>	<p>E32</p>
<p>ECERS: Program Structure</p>		<p>Code</p>
	<p>33. Transitions and Waiting Times: Discover ways to use teacher-child interactions and supervision to establish engaging transitions to reduce behavior problems and help children feel safe and secure. (2 clock hours)</p>	<p>E33</p>
	<p>34. Free Play: Learn how to create a free play environment where children make choices, follow their interests, are socially interactive, and explore ideas that are appropriate for their age. (2 clock hours)</p>	<p>E34</p>
	<p>35. Whole-Group Activities for Play and Learning: Explore ways to plan and implement activities that engage children, and understand the teacher's role in meeting individual needs of children during whole group activities. (2 clock hours)</p>	<p>E35</p>

LearnERS: ITERS Course Catalog (updated 8/29/2023)

[ECERS Courses](#) – Intended for preschool and child care classrooms serving children 3 through 5 years









[ITERS Courses](#) – Intended for center-based child care programs for infants/toddlers up to 36 months

[FCCERS Courses](#) – Intended for family child care for children from birth to elementary school

[Cursos en Español - ECERS/ITERS/FCCERS](#)

ITERS: Space and Furnishings		Code
	1. Indoor Space: Learn what ample, accessible space looks like that meets the health and safety needs of children in a quality learning environment. (2 clock hours)	I01
	2. Furnishings for Care, Play, and Learning: Learn how to recognize the types of age-appropriate furnishings that are important for children of different ages and abilities. (2 clock hours)	I02
	3. Room Arrangement: Learn strategies for setting up a quality room arrangement for infants and toddlers. Understand how the arrangement impacts the children's behavior and your ability to supervise them. (3 clock hours)	I03
	4. Display for Children: Identify types of displays in a learning-rich environment that honor and reflect each child, their family, their culture, and their interests. (2 clock hours)	I04
ITERS: Personal Care Routines		Code
	5. Meals and Snacks: Investigate how to create a pleasant social environment during meals and snacks while assuring nutritional needs, sanitary conditions, and a regular yet flexible schedule. (3 clock hours)	I05
	6. Diapering and Toileting: Identify safe, sanitary procedures for diapering and toileting and how these daily routines can foster opportunities for infants and toddlers to develop a sense of self. (2 clock hours)	I06
	7. Health Practices: Explore how to use proper sanitary procedures, encourage children's self-help skills, and promote healthy habits. (3 clock hours)	I07

	<p>8. Safety Practices: Recognize and reflect on how to limit hazards both indoors and outdoors as well as how to provide supervision and interactions which contribute to a safe environment. (3 clock hours)</p>	<p>I08</p>
<p>ITERS: Language and Books</p>		<p>Code</p>
	<p>9. Talking with Children: Investigate ways to talk about activities and routines to expose children to the rhythm and pattern of spoken language as well as help them learn to connect words to things and people around them. (2 clock hours)</p>	<p>I09</p>
	<p>10. Encouraging Vocabulary Development: Identify ways to provide a learning rich environment that includes use of a wide range of descriptive words and experiences which create opportunities for infants and toddlers to be exposed to new vocabulary. (3 clock hours)</p>	<p>I10</p>
	<p>11. Responding to Children's Communication: Recognize the importance of providing a positive response and interest in infants and toddlers communication as well as ways to add words and ideas to their communication. (2 clock hours)</p>	<p>I11</p>
	<p>12. Encouraging Children to Communicate: Identify ways to provide turn-taking conversations with children during play and routines and learn the types of questions that will encourage children to communicate. (3 clock hours)</p>	<p>I12</p>
	<p>13. Staff Use of Books with Children: Identify ways to use books that will engage and appropriately support infants and toddlers emerging language development. (2 clock hours)</p>	<p>I13</p>
	<p>14. Encouraging Children's Use of Books: Explore ways to provide a learning rich environment with a wide selection of books that infants and toddlers can easily reach and use, no matter their age or developmental stage and that are accessible throughout the day. (2 clock hours)</p>	<p>I14</p>
<p>ITERS: Activities</p>		<p>Code</p>
	<p>15. Fine Motor: Explore ways to provide a learning rich environment with a wide selection of appropriate fine motor materials while creating a climate where independent use of materials is supported based on the age and developmental needs of each child. (3 clock hours)</p>	<p>I15</p>
	<p>16. Art: Explore what it means to introduce age-appropriate art materials and encourage individual expression while providing attentive supervision based on the ages and abilities of the infants and toddlers in your care. (2 clock hours)</p>	<p>I16</p>

 <p>Music and Movement</p>	<p>17. Music and Movement: Investigate a variety of ways to explore music and provide a learning rich environment with age-appropriate musical instruments and toys for children. (3 clock hours)</p>	<p>I17</p>
 <p>Blocks</p>	<p>18. Blocks: Explore the types of blocks and accessories, the space for building, and ways you can support the infants and toddlers' curiosity, reasoning, and problem solving through quality block play experiences. (2 clock hours)</p>	<p>I18</p>
 <p>Dramatic Play</p>	<p>19. Dramatic Play: Explore types of quality pretend play that allow children to make decisions about materials and play scenarios that grow brain pathways toward the development of creativity, self-regulation, and cooperation with others. (3 clock hours)</p>	<p>I19</p>
 <p>Nature and Science</p>	<p>20. Nature and Science: Explore the organization of realistic, age-appropriate nature/science materials and appropriate accessibility for varying ages and abilities. Learn strategies for how to show concern for, and draw infants and toddlers' attention to nature, and talk to them about nature and science. (2 clock hours)</p>	<p>I20</p>
 <p>Math and Number</p>	<p>21. Math and Number: Learn how to create a playful, math-rich environment for infants and toddlers. Explore a variety of appropriate math materials that help shape and build their mathematical thinking. (3 clock hours)</p>	<p>I21</p>
 <p>Appropriate Use of Technology</p>	<p>22 Appropriate Use of Technology: How old must children be before use of technology with active adult supervision is considered appropriate? Learn the answer in this course as well as what technology use looks like in a quality classroom. (2 clock hours)</p>	<p>I22</p>
 <p>Promoting Acceptance of Diversity</p>	<p>23. Promoting Acceptance of Diversity: Explore how to create an environment for infants and toddlers that values diversity and fosters a sense of belonging. (2 clock hours)</p>	<p>I23</p>
 <p>Gross Motor Play & Supervision</p>	<p>24. & 25. Gross Motor Play and Supervision: Identify types of appropriate gross motor space and equipment and learn the importance of your interactions to support instruction and supervision for infants and toddlers. (3 clock hours)</p>	<p>I24</p>

ITERS: Interaction		Code
 <p>Gross Motor Play & Supervision</p>	<p>24. & 25. Gross Motor Play and Supervision: Identify types of appropriate gross motor space and equipment and learn the importance of your interactions to support instruction and supervision for infants and toddlers. (3 clock hours)</p>	I24
 <p>Supervision of Play and Learning</p>	<p>26. Supervision of Play and Learning: Investigate how to foster an environment that provides many opportunities for children to feel physically and emotionally safe enough to explore and learn. (2 clock hours)</p>	I26
 <p>Peer Interaction</p>	<p>27. Peer Interaction: Investigate ways to offer developmentally appropriate opportunities for children to participate in positive peer interactions as well as giving them time to play alone or in small groups without interference. (2 clock hours)</p>	I27
 <p>Staff-Child Interaction</p>	<p>28. Staff-Child Interaction: Learn how to foster positive attachments and meaningful relationships, be present and observant of the children in your care, and be supportive when they are anxious, angry, afraid, or hurt. (2 clock hours)</p>	I28
 <p>Providing Physical Warmth & Touch</p>	<p>29. Providing Physical Warmth and Touch: Investigate appropriate ways to provide holding, patting, and physical warmth based on moods, personality, and preferences of each infant and toddler to help them establish a secure attachment. (2 clock hours)</p>	I29
 <p>Guiding Children's Behavior</p>	<p>30. Guiding Children's Behavior: Explore how to use positive methods to guide infants and toddlers' behavior while learning how to set age-appropriate expectations. (3 clock hours)</p>	I30
ITERS: Program Structure		Code
 <p>Schedule and Transitions</p>	<p>31. Schedule and Transitions: Explore how to create a schedule that is flexible to meet the changing needs and interests of each child. (2 clock hours)</p>	I31
 <p>Free Play</p>	<p>32. Free Play: Learn how to create a free play environment where the children make choices, follow their interests, are socially interactive, and explore ideas that are appropriate for their age. (2 clock hours)</p>	I32
 <p>Group Play Activities</p>	<p>33. Group Play Activities: Learn to plan engaging activities for small groups of infants and toddlers. Allow children's choice whether or not to participate and support their involvement. (2 clock hours)</p>	I33

LearnERS: FCCERS Course Catalog (updated 8/29/2023)


[ECERS Courses](#) – Intended for preschool and child care classrooms serving children 3 through 5 years

[ITERS Courses](#) – Intended for center-based child care programs for infants/toddlers up to 36 months

FCCERS Courses – Intended for family child care for children from birth to elementary school

[Cursos en Español - ECERS/ITERS/FCCERS](#)

FCCERS: Space and Furnishings		Code
 <p>Arrangement of Indoor Space for Child Care</p>	<p>3. Arrangement of Indoor Space for Child Care: Learn strategies for setting up and organizing the spaces in home-based child care to ensure a learning-rich environment for all the children. (3 clock hours)</p>	F03
FCCERS: Personal Care Routines		Code
 <p>Meals and Snacks</p>	<p>5. Meals and Snacks: Investigate ways to create a pleasant social environment during meals and snacks while assuring nutritional needs, sanitary conditions, and a regular yet flexible schedule. (3 clock hours)</p>	F05
 <p>Diapering/Toileting</p>	<p>6. Diapering and Toileting: Identify safe, sanitary procedures for diapering and toileting while understanding how these daily routines can foster opportunities for children to develop a sense of independence along with other important developmental skills. (2 clock hours)</p>	F06
 <p>Health Practices</p>	<p>7. Health Practices: Learn how to use proper sanitary procedures, encourage children's self-help skills, and promote healthy habits. (3 clock hours)</p>	F07
 <p>Safety Practices</p>	<p>8. Safety Practices: Recognize and reflect on how to limit hazards both indoors and outdoors as well as how to provide supervision and interactions which contribute to a safe environment. (3 clock hours)</p>	F08
FCCERS: Language and Books		Code
 <p>Encouraging Vocabulary Development</p>	<p>10. Encouraging Vocabulary Development: Identify ways to provide a learning-rich environment that includes descriptive words and opportunities to use new vocabulary. (3 clock hours)</p>	F10
 <p>Encouraging Children to Communicate</p>	<p>12. Encouraging Children to Communicate: Identify ways to provide turn-taking conversations with children during play and routines as well as learn the types of questions that will encourage children to communicate. (3 clock hours)</p>	F12

FCCERS: Activities		Code
	15. Fine Motor: Explore ways to provide a wide selection of appropriate fine motor materials while creating a climate that supports independent use of materials for children of all ages and developmental stages. (3 clock hours)	F15
	16. Art: Explore types of age-appropriate art materials and encourage individual expression while providing attentive supervision based on the ages and abilities of the children. (2 clock hours)	F16
	17. Music and Movement: Investigate ways to provide a learning-rich environment with age-appropriate musical instruments and toys for children of different ages and developmental stages. (3 clock hours)	F17
	18. Blocks: Explore the types of blocks and accessories, the space for building, and ways to support children's curiosity, reasoning, and problem solving to create quality block play experiences. (2 clock hours)	F18
	19. Dramatic Play: Explore the requirements for a quality dramatic play area that allow children to make decisions about materials and play scenarios that develop creativity, self-regulation, and cooperation with others. (3 clock hours)	F19
	20. Nature and Science: Explore many hands-on activities and materials that allow children of all ages to learn about the natural world both indoors and outdoors. (2 clock hours)	F20
	21. Math and Number: Learn how to create a playful environment for children using appropriate math materials that help shape and build their mathematical thinking. (2 clock hours)	F21
	22. Appropriate Use of Screen Time: Identify how to use electronic media in ways that support children's learning. (2 clock hours)	F22
	23. Promoting Acceptance of Diversity: Explore how to create an environment that fosters a sense of belonging and values diversity. (2 clock hours)	F23
	24. Gross Motor: Identify types of appropriate gross motor space and equipment and learn the importance of your interactions to support instruction and supervision for infants through school-age children. (3 clock hours)	F24

FCCERS: Interaction		Code
 <p>Provider-Child Interaction</p>	<p>27. Provider-Child Interaction: Explore how to provide supportive interactions that meet the needs of all children and fosters positive attachments and meaningful relationships. This includes how to be present and observant of the children in your care and learning ways to be supportive when they are anxious, angry, afraid, or hurt. (2 clock hours)</p>	F27
 <p>Providing Physical Warmth and Touch</p>	<p>28. Providing Physical Warmth and Touch: Investigate appropriate ways to provide holding, patting, and physical warmth based on moods, personality, and preferences of each individual child to help establish a secure attachment. (2 clock hours)</p>	F28
 <p>Guiding Children's Behavior</p>	<p>29. Guiding Children's Behavior: Explore how to use positive methods to guide children's behavior while learning how to set age-appropriate expectations. (3 clock hours)</p>	F29
 <p>Interactions Among Children</p>	<p>30. Interactions Among Children: Explore ways to promote social skills and friendships for children of all ages while understanding the developmental stages of their social and emotional development. (2 clock hours)</p>	F30
FCCERS: Program Structure		Code
 <p>Schedule and Transitions</p>	<p>31. Schedule and Transitions: Explore how to create a schedule that is flexible to meet the changing needs and interests of each child. (2 clock hours)</p>	F31
 <p>Free Play</p>	<p>32. Free Play: Learn how to create a free play environment where children make choices, follow their interests, are socially interactive, and explore ideas that are appropriate for their age. (2 clock hours)</p>	F32

LearnERS: Cursos en Español ECERS/ITERS/FCCERS

[ECERS Courses](#) – Intended for preschool and child care classrooms serving children 3 through 5 years

[ITERS Courses](#) – Intended for center-based child care programs for infants/toddlers up to 36 months



[FCCERS Courses](#) – Intended for family child care for children from birth to elementary school

Cursos en Español - ECERS/ITERS/FCCERS




ECERS – Cursos en Español		Código
 <p>Espacio interior</p>	<p>1. Espacio interior: Conozca cómo es un espacio amplio y accesible que satisface las necesidades de salud y seguridad de los niños en un entorno de aprendizaje de calidad. (2 horas reloj)</p>	E01SP
 <p>Mobiliario para el cuidado, los juegos y el aprendizaje</p>	<p>2. Mobiliario para el cuidado, el juego y el aprendizaje: Aprenda a reconocer los tipos de mobiliario apropiados para la edad de los niños de diferentes edades y capacidades. (2 horas reloj)</p>	E02SP
 <p>Disposición del salón para los juegos y el aprendizaje</p>	<p>3. Disposición del salón para los juegos y el aprendizaje: Aprenda estrategias para configurar con calidad una habitación para niños en edad preescolar y para conocer cómo esa disposición influye en el comportamiento de los niños y en su capacidad para supervisarlos. (2 horas reloj)</p>	E03SP
 <p>Espacio para la privacidad</p>	<p>4. Espacio para la privacidad: Investigue formas de crear un espacio seguro para que uno o dos niños se relajen y se sientan protegidos de la estimulación y las exigencias de un entorno de aprendizaje activo. (1 hora reloj)</p>	E04SP
 <p>Exhibiciones relacionadas con los niños</p>	<p>5. Exhibiciones relacionadas con los niños: Identifique los tipos de exhibiciones en el aula que son necesarios para un entorno rico en aprendizaje que respete y refleje a cada niño, su familia, su cultura y sus intereses. (3 horas reloj)</p>	E05SP
 <p>Espacio y equipos de motricidad gruesa</p>	<p>6. y 7. Espacio y equipos de motricidad gruesa: Identifique la cantidad de tiempo, espacio y equipo necesarios para apoyar el juego motor grueso de calidad para preescolares y aprenda los factores clave para ayudar a reducir las lesiones. (2 horas reloj)</p>	E06SP
 <p>Comidas y meriendas</p>	<p>8. Comidas y meriendas: Investigue cómo crear un entorno social agradable en las comidas y los refrigerios, asegurando al mismo tiempo las necesidades nutricionales, las condiciones sanitarias y un horario regular pero flexible. (3 horas reloj)</p>	E08SP

 <p>Ir al baño y cambiar pañales</p>	<p>9. Ir al baño y cambio de pañales: Identifique los procedimientos seguros e higiénicos para ir al baño y cambiar los pañales. Entienda cómo estas rutinas diarias pueden promover el sentido de la independencia y otras habilidades importantes para el desarrollo. (2 horas reloj)</p>	<p>E09SP</p>
 <p>Prácticas de salud</p>	<p>10. Prácticas de salud: Aprenda a utilizar procedimientos higiénicos adecuados, fomente la capacidad de cuidado personal de los niños y promueva hábitos saludables. (3 horas reloj)</p>	<p>E10SP</p>
 <p>Prácticas de seguridad</p>	<p>11. Prácticas de seguridad: Reconozca y reflexione sobre cómo limitar los peligros tanto en el interior como en el exterior, cómo proporcionar supervisión e interacciones que contribuyan a un entorno seguro. (2 horas reloj)</p>	<p>E11SP</p>
 <p>Cómo ayudar a los niños a expandir su vocabulario</p>	<p>12. Cómo ayudar a los niños a expandir su vocabulario: Identifique formas de proporcionar un entorno rico en aprendizaje que incluya una amplia gama de palabras descriptivas y experiencias en el aula, creando oportunidades para que los niños de preescolar amplíen su vocabulario. (3 horas reloj)</p>	<p>E12SP</p>
 <p>Alentar a los niños a usar el lenguaje</p>	<p>13. Alentar a los niños a usar el lenguaje: Explore la importancia de las conversaciones de calidad con los preescolares durante el juego y las rutinas diarias y aprenda a promover la comunicación entre los niños. (3 horas reloj)</p>	<p>E13SP</p>
 <p>El personal y el uso de libros con los niños</p>	<p>14. El personal y el uso de libros con los niños: Aprenda a identificar los tipos de libros y su uso para atraer a los niños y apoyar adecuadamente su desarrollo lingüístico emergente. (3 horas reloj)</p>	<p>E14SP</p>
 <p>Alentar a los niños a usar libros</p>	<p>15. Alentar a los niños a usar libros: Explore formas de proporcionar un entorno rico en aprendizaje con una amplia selección de libros en un centro de interés organizado para que los niños puedan acceder libremente. (2 horas reloj)</p>	<p>E15SP</p>
 <p>Desarrollar familiaridad con textos escritos</p>	<p>16. Desarrollar familiaridad con textos escritos: Explore cómo crear un entorno de aprendizaje que aumente la conciencia de los niños sobre los materiales impresos, y ayúdelos a conectar con la impresión de forma creativa y divertida. (2 horas reloj)</p>	<p>E16SP</p>
 <p>Motricidad fina</p>	<p>17. Motricidad fina: Explore formas de proporcionar una amplia selección de materiales adecuados para la motricidad fina, creando al mismo tiempo un clima que apoye el uso independiente de los materiales. (3 horas reloj)</p>	<p>E17SP</p>

	21. El juego dramático: Explore los requisitos para un área de juego dramático de calidad y cómo apoyar esta oportunidad de aprendizaje para los niños. (3 horas reloj)	E21SP
	22. Naturaleza y ciencia: Descubra una variedad de actividades y materiales prácticos sobre la naturaleza y la ciencia que ayudan a los niños a aprender sobre el mundo natural, tanto en el interior como en el exterior. (3 horas reloj)	E22SP
	23. Materiales y actividades de matemáticas: Aprenda a crear un entorno lúdico y rico en matemáticas para los niños de preescolar y explore una variedad de materiales apropiados sobre matemáticas que ayuden a formar y construir su pensamiento matemático. (3 horas reloj)	E23SP
	26. Cómo promover la aceptación de la diversidad: Explore cómo crear un entorno que fomente el sentido de pertenencia y valore la diversidad. (3 horas reloj)	E26SP
	29. Enseñanza y aprendizaje personalizados: Aprenda a satisfacer las necesidades únicas de cada niño y a comprender el papel del maestro en el apoyo al aprendizaje individualizado abierto. (2 horas reloj)	E29SP
	32. Disciplina: Reconozca cómo establecer expectativas apropiadas a la edad, reglas de clase y oportunidades para que los preescolares resuelvan problemas y conflictos. (2 horas reloj)	E32SP
	34. El juego libre: Aprenda a crear un entorno de juego libre en el que los niños tomen decisiones, sigan sus intereses, sean socialmente interactivos y exploren ideas adecuadas a su edad. (2 horas reloj)	E34SP

ITERS - Cursos en Español		Código
	3. Disposición del salón: Aprenda estrategias para organizar una habitación de calidad para bebés y niños pequeños. Entienda cómo la disposición de esa habitación afecta al comportamiento de los niños y a su capacidad para supervisarlos. (3 horas reloj) Disponible para comprar - ¡Próximamente!	I03SP
	10. Motivar el desarrollo del vocabulario: Identifique formas de brindar un entorno rico en aprendizaje que incluya el uso de una amplia gama de palabras descriptivas y experiencias que creen oportunidades para que los bebés y los niños pequeños estén expuestos a un vocabulario nuevo. (3 horas reloj)	I10SP

 <p>Motricidad fina</p>	<p>15. Motricidad fina: Explore formas de proporcionar un entorno rico en aprendizaje con una selección amplia de materiales apropiados para la motricidad fina, creando al mismo tiempo un clima en el que se apoye el uso independiente de los materiales según la edad y las necesidades de desarrollo de cada niño. (3 horas reloj)</p>	<p>I15SP</p>
 <p>El juego dramático</p>	<p>19. El juego dramático: Explore tipos de juego de simulación de calidad que permitan a los niños tomar decisiones sobre materiales y escenarios de juego que hagan crecer las vías cerebrales hacia el desarrollo de la creatividad, la autorregulación y la cooperación. (3 horas reloj)</p>	<p>I19SP</p>
 <p>Naturaleza y ciencia</p>	<p>20. Naturaleza y ciencia: Explore la organización de materiales de naturaleza/ciencia realistas y adecuados para la edad, así como la accesibilidad apropiada para las distintas edades y capacidades. Aprenda estrategias para mostrar preocupación y atraer la atención de los bebés y niños pequeños hacia la naturaleza, y hable con ellos sobre la naturaleza y la ciencia. (2 horas reloj)</p> <p>Disponible para comprar - ¡Próximamente!</p>	<p>I20SP</p>
 <p>Matemáticas y números</p>	<p>21. Matemáticas y números: Aprenda a crear un entorno lúdico y rico en matemáticas para bebés y niños pequeños. Explore una variedad de materiales matemáticos apropiados que ayuden a formar y construir el pensamiento matemático de los niños. (3 horas reloj)</p> <p>Disponible para comprar - ¡Próximamente!</p>	<p>I21SP</p>
 <p>Cómo promover la aceptación de la diversidad</p>	<p>23. Cómo promover la aceptación de la diversidad: Explore cómo crear un entorno para bebés y niños pequeños que valore la diversidad y fomente el sentido de pertenencia. (2 horas reloj)</p> <p>Disponible para comprar - ¡Próximamente!</p>	<p>I23SP</p>
 <p>Juegos de motricidad gruesa y supervisión</p>	<p>24. y 25. Juegos de motricidad gruesa y supervisión: Identifique los tipos de espacios y equipos apropiados para la motricidad gruesa y aprenda la importancia de sus interacciones para apoyar la instrucción y la supervisión de bebés y niños pequeños. (3 horas reloj)</p> <p>Disponible para comprar - ¡Próximamente!</p>	<p>I24SP</p>
 <p>Guiar el comportamiento de los niños</p>	<p>30. Guiar el comportamiento de los niños: Explore cómo utilizar métodos positivos para guiar el comportamiento de los bebés y niños pequeños mientras aprende a establecer expectativas adecuadas a su edad. (3 horas reloj)</p>	<p>I30SP</p>
 <p>Horarios y transiciones</p>	<p>31. Horarios y transiciones: Explore cómo crear un horario flexible para satisfacer las necesidades e intereses cambiantes de los niños. (2 horas reloj)</p> <p>Disponible para comprar - ¡Próximamente!</p>	<p>I31SP</p>
 <p>El juego libre</p>	<p>32. El juego libre: Aprenda a crear un entorno de juego libre en el que los niños tomen decisiones, sigan sus intereses, sean socialmente interactivos y exploren ideas adecuadas para su edad. (2 horas reloj)</p> <p>Disponible para comprar - ¡Próximamente!</p>	<p>I32SP</p>

FCCERS – Cursos en Español		Código
 <p>Motricidad fina</p>	<p>15. Motricidad fina: Explore formas de proporcionar una amplia selección de materiales adecuados para la motricidad fina, creando al mismo tiempo un clima que apoye el uso independiente de los materiales de los niños de todas las edades y etapas del desarrollo. (3 horas reloj)</p>	F15SP
 <p>El juego dramático</p>	<p>19. El juego dramático: Explore los requisitos para un área de juego de simulación de calidad que permita a los niños tomar decisiones sobre los materiales y los escenarios de juego que desarrollen la creatividad, la autorregulación y la cooperación. (3 horas reloj)</p>	F19SP
 <p>Guiar el comportamiento de los niños</p>	<p>29. Guiar el comportamiento de los niños: Explore cómo utilizar métodos positivos para guiar el comportamiento de los niños mientras aprende a establecer expectativas adecuadas a su edad. (3 horas reloj)</p>	F29SP