The Institute for Education and Professional Development, Inc. Course Catalog

2021/2022

ACCREDITED
IACET
PROVIDER

Certified
WOMEN™
OWNED
Business

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Our Vision:

Children will thrive in early education programs and become healthy, caring, and competent adults.

IEPD's Mission:

To provide learning opportunities and support for educators and programs that promotes high quality early childhood education for all children.

IEPD's Core Values

- ➢ Excellence
- ➢ Transformation
- ➢ Diversity and Inclusion
- ➢ People Focus
- ➢ Collaboration
- ➢ Advocacy

Our values represent our aspirations for our work. We believe that when we embrace these values, we will fulfill our vision of supporting early childhood educators and program so children with grow and learn.

- We are committed to providing the highest quality professional development based upon current research, best practices, including tools educators can use in their work the next day.
- We believe in lifelong learning and support this through a responsive and innovative approach to training and program support, resulting in lasting systematic change in the field of early education and care.
- We value all dimensions of diversity and seek to help children honor and respect diversity in our society as we embed this value in each of our services.
- Our services are designed to support the educator, child, family and, ultimately, society.
- We seek to collaborate with other agencies to support quality programming in early education and care resulting in better outcomes for children.
- Through our work, including participation in advisory boards, we advocate for increasing the quality of early childhood education for all children with availability for all families.

Overview of Our Services:

- High quality, interactive training, as listed in this catalog:
    - ❖ Courses are designed based upon current research and best practices for the field of early education and care and out of school time programs;
    - ❖ The design and delivery of each course is responsive to the needs of adult learners;
    - ❖ Course content is based upon current research;
    - ❖ Each course is aligned with Core Competencies and QRIS requirements;
    - ❖ Each course is facilitated by a Master's level trainer with experience and

education in the field of early childhood education;

❖ Continuing Education Units (CEUS): All courses over 5 hours in length are approved for Continuing Education Units; and

❖ Professional Development Points (PDPs): Available for courses 10 hours or more in length.

- Coaching and mentoring services based upon needs, including CDA, and accreditation.
- Development of custom training for programs.
- Course development.

Continuing Education Units (CEUs and PDPs)

IEPD offers CEUs for courses conducted within Massachusetts and nationally. This is indicated by courses in this catalog.

For Massachusetts specific courses:

- IEPD courses go through a rigorous IACET review process. IEPD's CEUs are accepted across the country for CEU credit.
- Courses at least 10 hours in length may qualify for Professional Development Points (PDPs) as approved by the Massachusetts Department of Elementary and Secondary Education.

For offerings within the United States:

- As an IACET Accredited Provider, The Institute for Education and Professional Development, Inc. offers CEUs for its programs that qualify under the ANSI/IACET standard.

Consultation Services

We offer consultation services for educators and programs in order to:

➢ Meet QRIS requirements
➢ Identify and implement quality improvements
➢ Assess the environment, support educators, identify family engagement strategies, as well as other services which support staff development and program quality.
➢ Assistance with projects and/or grants.

Coaching Services

IEPD offers coaching services based upon your needs. We can provide focus on the CDA review or assistance with the process.   IEPD, Inc. has certified CLASS Observers who can offer CLASS observations and coaching for Pre-K. Jody Figuerido, IEPD President is certified in TPITOS™, the observation tool for infant and toddler classrooms and the TPot Observation Tool for Preschool classrooms.

Please let us know your needs and we will design our coaching services to meet them.

Online Training

IEPD is now offering independent, online training events via the LearnWorlds LMS system. We have a variety of topics that are CEU'd or training hours awarded. Please access our online system using this URL: https://the-institute-for-education-and-profess.learnworlds.com/pages/home

If you see a course you are interested in that is listed as a face-to-face event, please do not hesitate to ask us about converting it to an online course or webinar presentation!

Training Languages

IEPD offers trainings in English, Spanish, Portuguese and Chinese. Please look at each training to see if it is offered in a language other than English. Please contact us with a request for translation of a training if you do not see it in a language you would like to offer.

Competency Development

Core competencies address what educators need to know and do to promote quality early childhood, afterschool, and youth programming. These competencies serve as a foundation for decisions and policies, serve to inform professional development activities, and define standards for early childhood, afterschool, and youth professional development specialists. Learning about and using the Competencies for professional development planning can help educators learn and grow in an intentional, purposeful way.

In order to assist educators in determining which professional development opportunities address these competencies, each training in this catalog lists broad Core Competencies that will be covered throughout the course.

Massachusetts has outlined 8 areas of competency for early education and out-of-school time educators. Other states list similar competencies.

- Understanding the Growth and Development of Children and Youth
- Guiding and Interacting with Children and Youth
- Partnering with Families and Communities
- Health, Safety, and Nutrition
- Learning Environments and Implementing Curriculum
- Observation, Assessment, and Documentation
- Program Planning and Development
- Professionalism and Leadership

For additional information on the MA Core Competencies, please refer to:
http://www.eec.state.ma.us/docs1/prof_devel/core_comp_packet.pdf

Quality Rating and Improvement System (QRIS)

A Quality Rating and Improvement System is an organized way to assess, improve and communicate the quality of early education and care programs. It provides a framework for program improvement, provides policymakers with information founded on effective, research-based assessment measures; promotes accountability to enable donors, legislators, and taxpayers

to feel confident investing in the field, and promotes the health and development of children in early education and care settings[1]. As of 2014, nearly half of the country, including the District of Columbia, have a QRIS and almost all the remaining states are in the pilot or planning stages of implementing a QRIS system.

Interim Changes to the Quality Rating and Improvement System (QRIS)

Revisions to the QRIS, called *QRIS 2.0,* is currently under development. The revised version of the QRIS is in response to recommendations from the QRIS validation study and feedback from the field. These changes include a simplification of the application process, removal of barriers to participation, and to continue to help improve program quality.

For additional information regarding the Interim Changes to the MA QRIS: https://www.mass.gov/info-details/interim-changes-to-the-quality-rating-and-improvement-system-qris#what-are-the-interim-changes-to-the-ma-qris?- Please scroll down on this web page to see "Additional Resources," which should be quite helpful for all settings.

Non-Discrimination Statement

The Institute for Education and Professional Development, Inc. (IEPD) complies with applicable federal civil rights laws and does not discriminate on the basis of race, color, national origin, age, disability, religion, creed, political affiliation, sexual orientation or sex (including gender identity and gender stereotyping).

Website

Please access the IEPD website at www.iepd.org. The website will provide information on upcoming training events, links to our newsletters and more information about IEPD.

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[1] Alliance for Early Childhood Finance. (2014). Quality rating & improvement systems. Retrieved from, http://www.earlychildhoodfinance.org/qris.

Table of Contents

Children Experiencing Toxic Stress and Trauma

It is estimated that each year in the United States, there are approximately 5 million children that experience some form of traumatic event [1]. Traumatic experiences and toxic stress can have a lifelong impact and there can be physical, psychological and emotional effects on infants and young children. Many of these effects can manifest as challenging behaviors in young children. We, as early education providers, can provide children with compassion, support and safety by incorporating trauma-informed care and practices into our programs and help children to develop resiliency as they continue to grow and develop into adults.

Format	Hours/ CEU	Target Audience
Classroom OR Webinar	5 hours 0.5 CEU	Mixed audience

Supporting Dual Language Learners and Incorporating the WIDA Standards
Available in Spanish

A child's approaches to learning begin to develop at birth. These approaches influence learning in all areas including language. Language is directly related to an individual's identity and self-esteem (WIDA, 2014). Respecting and supporting a child's home language is imperative to healthy development across domains. Yet, many children enter programs in which they need to adjust to a new social and linguistic situation in which English is the main spoken language. In this training, participants will learn about the importance of supporting a child's home language and culture as well as stages of learning a second language. By exploring and using various strategies, including use of the WIDA Early Language Development Standards, participants will be able to provide a developmentally sound framework to support Dual Language Learners and their families in their program.

Format	Hours/ CEU	Target Audience
Classroom (Available in English or Spanish) OR Webinar (Available in English only)	5 hours 0.5 CEU	Mixed audience

Trauma-Informed Practice for Out of School Time Educators

It is estimated that each year in the United States, there are approximately 5 million children that experience some form of traumatic event [1]. Traumatic experiences and toxic stress can have a lifelong impact and there can be physical, psychological and emotional effects on children. Many of these effects can manifest as challenging behaviors in children. We, as educators, can provide children with compassion, support and safety by incorporating trauma-informed care and practices into our programs and help children to develop resiliency as they continue to grow and develop into adults.

Format	Hours/ CEU	Target Audience
Classroom	5 hours 0.5 CEU	OST Educators and supervisors

Bullying Prevention in Out of School Time Programs

One of our basic needs is feeling safe from personal danger and threats[2]. Without this basic feeling of safety, a sense of fear pervades action and thinking, resulting in little time for other tasks besides keeping oneself safe. One if five (20.8%) school age children report being bullied[3]. Fortunately, we have seen a decline in school-based bullying since 2005. But, our work is not done. Some children continue to use their power to control or harm others. The child that is bullied feels fear, anxiety, embarrassment, loneliness – often resulting in a lack of interest in activities.

Out of school time educators can assist bullying prevention by creating safe environments with positive social norms. The best prevention is stopping bullying before it starts. In this session, we will discuss bullying, steps to take in setting up a responsive, safe environment including establishing and enforcing policies and rules, and activities to teach children about bullying. Resources will be provided on cyberbullying, engaging parents in prevention, and collaborating with the local community.

Format	Hours/ CEU	Target Audience
Online and Classroom	5 hours 0.5 CEU 2.5 hour workshop	Mixed audience

Children on the Autism Spectrum

With 1 in 68 children in the US being diagnosed with Autism Spectrum Disorders (Centers for Disease Control, 2014) it is increasingly important for childcare providers to learn more about supporting children with autism. This session will provide participants with detailed information including typical behaviors and interaction styles of a child with ASD and the challenges and stressors to the family with a child with ASD. Participants will examine examples of adaptations to communication, environment, and interactions to support the inclusion of a child with ASD. Participants will receive a collection of resources for use in your early childhood program.

Format	Hours/ CEU	Target Audience
Classroom OR Webinar	5 hours 0.5 CEU	Mixed audience

Educating the Heart: Supporting Social Competence of Children in Out of School Time Programs

By supporting the social and emotional development of school-age children, we are helping improve self-perception and social behavior. An out of school time program that has a balance of activities and focuses on individual needs, reduces the incidence of at-risk behaviors[4]. In this online course, participants will learn strategies for supporting school age children in their development of social and emotional skills. These skills include self-awareness, self-management, social awareness, relationship skills, and responsible decision-making.[5]

Format	Hours/ CEU	Target Audience
Online OR Webinar	5 hours 0.5 CEU	Out of School Time Teachers, directors and administrators

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[2] Maslow, A.H. (1943). "A theory of human motivation". *Psychological Review*. **50** (4): 370–96. doi:10.1037/h0054346.
[3] National Center on Educational Statistics. (2016). *Indicators of school crime and safety: 2016*. U.S. Department of Education.
[4] Afterschool Alliance. (2014, Feb.). *Taking a dive deeper into afterschool: Positive outcomes and promising practices*. Washington, DC: Author.
[5] CASEL. (2017). *Social and emotional learning*. Retrieved from https://casel.org/core-competencies/

Finding Balance

With the current pandemic, adults and children may experience stress and even, symptoms of anxiety. Families and teachers may observe changes in children's (or their own) mood or behavior, in sleep and eating patterns, expression of physical discomfort or signs of illness, and/or isolation or withdrawal and other signs of stress or anxiety[6]. Helping children cope with stress and managing your own anxiety in a healthy way are important! In this distance learning workshop, we will consider concrete approaches to managing stress. This workshop includes 4 hours of self-paced learning over a 16-day period, followed by a 1-hour "theory to practice" session showcasing your learning.

Format	Hours/ CEU	Target Audience
Hybrid (Webinar and online)	4 hours online & 1 hour live webinar 0.5 CEU	Early education and care and out of school time teachers and administrators.

Foundations for Promoting Positive Behavior
Available in Spanish

Challenging behavior can be a result of a need for social and emotional skill development. Using the Pyramid Model, participants will explore the importance of establishing and maintaining positive relationships and designing an environment and activities that promote social and emotional skill development. During this training, participants will learn and practice techniques that promote positive behavior and prevent challenging behavior. Resources adapted from The Center on the Social and Emotional Foundations for Early Learning (CSEFEL) will be shared with participants for use supporting children's social and emotional development.

Format	Hours/ CEU	Target Audience
Classroom OR Webinar	5 hours 0.5 CEU	Mixed audience

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[6] Hagin, S. (2020, August).Coronavirus, kids and signs of stress. Lifespan. Retrieved from https://www.lifespan.org/lifespan-living/coronavirus-kids-and-signs-stress.

Responsive Interactions with Children Birth to 5 and the Arnett Caregiver Interaction Scale

Brain development research indicates that the degree of responsive caregiving that children receive as infants and toddlers positively affects the architecture of the brain itself, thereby promoting healthy development[7]. All children need to be cared for by individuals that genuinely care for them and are responsive to their needs. Responsive interactions are provided by parents and caregivers who are nurturing within the context of protective and stable relationships. In this training, participants will review the developmental needs of children birth to age 5 and the elements of supportive interactions. Within the context of the Arnett Caregiver Interaction Scale, participants will consider individual needs and how to encourage, nurture, and guide each child.   The components of the Arnett Caregiver Interaction Scale and elements of the Classroom Assessment Scoring System (CLASS®) will be used to frame the session. Participants will discuss use of the Arnett as a self-assessment tool to identify strengths and areas for growth

Format	Hours/ CEU	Target Audience
Classroom	5 Hours 0.5 CEUs	Mixed audience

Responsive Environments for Infants and Toddlers
Available in Spanish

In order to establish a strong foundation for success in life, infants and toddlers need supportive and nurturing interactions with the adults who care for them. In this session, participants will learn strategies to provide a responsive environment in all settings that offer infant and toddler care. This will include reflection on the participant's role as an educator and strategies designed to foster responsive relationships with the children and families in the program.

Format	Hours/ CEU	Target Audience
Classroom	5 hours 0.5 CEU	Mixed audience

Supporting Children on the Autism Spectrum in Out of School Time Programs

   Autism Spectrum Disorder (ASD) is a complex developmental disability that typically appears during early childhood and affects a person's ability to communicate and interact with others.[8] ASD is a spectrum disorder that affects individuals differently and to varying degrees. With a 15 percent increase in the prevalence of autism in young children, or 1 in 59 of children in the United States[9], it is important for educators to learn about ASD and strategies to support a child with ASD in his/her program.

   During this session, educators will learn about supporting children with ASD in out of school time settings. Participants will learn about ASD, explore ways to collaborate with parents/families and schools, and consider strategies to meet the unique needs of a child with ASD in the OST setting.

Format	Hours/ CEU	Target Audience
Classroom OR Webinar OR Online	5 hours 0.5 CEU	OST Educators and supervisors

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[7] Infant/Toddler Specialist Networks: An Emerging Strategy to Support Caregivers in Providing High Quality Infant/Toddler Care Pre-Institute at the 10th Annual Birth to Three Institute / May 16, 2006 / Baltimore, Maryland

[8] The Autism Society. (2016). What is autism? Retrieved from http://www.autism-society.org/what-is/

[9] Autism Speaks. (2018, April 26). *CDC increases estimate of autism's prevalence by 15 percent, to 1 in 59 children*. Retrieved from https://bit.ly/2C03c91.

Understanding Sensory Processing in Early Childhood Development

Sensory Processing (also referred to as sensory integration or SI) is a term that is used to describe the way the nervous system gets messages from the senses and converts them into appropriate motor and behavioral responses. Sensory Processing Disorder (SPD) refers to a condition that exists when signals do not get organized into appropriate responses. It has been referred to as a neurological "traffic jam". One research study states that 1 in every 6 children experience sensory symptoms that affect aspects of everyday life functions (Ben-Sasson, Caerter, Briggs-Gowen, 2009). In this course participants will explore methods that early childhood educators can incorporate into their programs that support and build resiliency in children with SPD.

Format	Hours/ CEU	Target Audience
Classroom OR Webinar	5 hours 0.5 CEU	Mixed audience

Partnering with Families and Communities

Creating Productive Relationships with Families and Communities
Available in Spanish

Relationships form the framework of quality early education and care programming in a setting where children feel safe and secure. Use of respectful collaboration results in continuity of care for the child. Throughout this training, participants will explore strategies to form productive relationships with families, which benefit the child, family, and educator. Participants will discuss the benefits of partnerships for all involved including the positive effect on children's development.

Format	Hours/ CEU	Target Audience
Classroom OR Online	5 hours .5 CEUs	Mixed audience

Diversity and Cultural Competence

Culturally competent educators have knowledge about ethnic and cultural diversity that enables them to provide culturally responsive programming for the children and families they serve. According to developmentally appropriate practice (NAEYC, 2009), educators should be culturally and socially responsive as well as respectful of the social and cultural context of the children in the program. The goal of this session is for participants to gain a broader perspective of cultural diversity; consider how it impacts experiences, beliefs, values, and practices; and implement culturally responsive approaches to support all children and families. This will be facilitated through reflection, sharing, and consideration of innovative strategies designed to support and is responsive to families and children of all cultures and ethnic backgrounds.

Format	Hours/ CEU	Target Audience
Classroom OR Webinar	5 hours 0.5 CEU	Mixed audience

Establish Positive and Productive Relationships with Families and Communities
Available in Spanish
Relationships form the framework of quality early education and care programming in a setting where children feel safe and secure. Respectful collaboration between educators and family members results in continuity of care for the child. Throughout this training, participants will explore strategies to form productive relationships with families, which benefit the child, family, and educator. Participants will discuss the benefits of partnerships for all involved including the positive effect on children's development.

Format	Hours/ CEU	Target Audience
Classroom	15 hours 1.5 CEUs	Mixed audience

Strengthening Families and the Protective Factors
Available in Spanish and Chinese
The Strengthening Families approach was developed by The Center for the Study of Social Policy (CSSP) after conducting research on early care and education programs across the country. Starting in 2001, the CSSP began documenting the role early education and care programs can have in the reduction of child abuse and neglect. As a result of this study, a new framework and approach to the prevention of abuse and neglect emerged. The researchers found a positive link between good early childhood education and care programs and the reduction of abuse and neglect. This training will include a history of the Strengthening Families Approach, risk and protective factors, strategies to support families, and the early childhood educator self-assessment.

Format	Hours/ CEU	Target Audience
Classroom (Available in English, Spanish, & Chinese) OR Online (Available in English) 🆕	5 hours 0.5 CEU	Mixed audience

Understanding Children with Special Needs and Their Families
Available in Spanish
As more early education and care programs include children with special needs, it is important for educators and staff to understand who these children are, the needs of the child and family, and the educational and therapeutic services they typically receive. This course offers an overview of children with special needs and is especially suited for early education and care providers who have not yet included children with special needs in their programs. Information will be offered on Early Intervention and the IFSP, Special Education and the IEP, and the impact on families of having a child with special needs.

Format	Hours/ CEU	Target Audience
Classroom	5 hours 0.5 CEU	Mixed audience

Children under Stress
Available in Spanish & Portuguese

Researchers from the University of Michigan identified that stress in children ranks in the top five child health concerns (C.S. Mott Children's Hospital 2010). Some stress is both normal and in fact healthy, as it gives us opportunities for growth, such as fear of the dark and finding strategies to manage that fear. Stress in moderation supports the learning process, however, when stress causes imbalance in a child's life, it can have life-long negative consequences. Children react in many ways to stress. In this course, we will identify some of the causes of extreme stress in children, such as grief, illness, poverty, abuse, witnessing violence, and other traumas. Participants will review different strategies to help young children cope with chronic stress.

Format	Hours/ CEU	Target Audience
Classroom (Available in English, Spanish or Portuguese) OR Webinar (Available in English & Spanish)	5 hours 0.5 CEUs	Mixed audience

Improving the Quality of Health Practices in Early Childhood Settings; Preventing the Spread of Infections

In order to maintain healthy and safe learning environments for young children, staff in all early education and care settings need to adhere to recommended practices for infection control, including managing infectious diseases, caring for mildly ill children, personal hygiene, and diapering and toileting (APA, 2012). Topics include an overview of how infection is spread, measures to take to reduce the spread of infection, and how to plan to adapt program practices and policies to meet the recommendations for preventing the spread of infection. New information on sanitizing and disinfecting solutions and resources for planning for infection control will be shared.

Format	Hours/ CEU	Target Audience
Classroom	5 hours 0.5 CEUs	Mixed audience

Working with Children with Special Diets, Allergies and Specialized Feeding Issues
Available in Spanish

Food allergies affect 1 in 13 children in the United States; with young children being affected the most[10]. Food allergies, food sensitivities and other feeding issues are an increasing concern for early education and care programs. Participants will be introduced to the health and safety needs of children with special dietary needs and ways to support these children and collaborate with families and health professionals. Participants will begin to develop their own individual health care plan for children with special diets, allergies, and specialized feeding issues in their program.

Format	Hours/ CEU	Target Audience
Classroom (Available in English or Spanish) OR Webinar (Available in English)	5 hours 0.5 CEU	Mixed audience Supervisors/ directors

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[10] Gupta, R.S., Springston, B.A., Warrier, M.R. et. al. (2011). The prevalence, severity, and distribution of food allergies in the United States. Pediatrics. Retrieved from, http://tinyurl.com/pqyqtqn

Creating Inspiring Environments for Young Children
Available in Spanish

Aesthetically pleasing early childhood environments benefit children, educators, and families. Creating this special environment requires more than adding "things" to the space, it involves considering your space, the function of the space, and the needs and interests of those that are in that space. In this training, participants will consider what they already have in their classroom or program and how to enrich this space using the Seven Principles of Design as a guide. We will explore inspiring spaces, the Seven Principles of Design, and cultivating inspiring children's spaces, and discuss how to make sure these spaces meet licensing regulations and keep children safe. Bring your creativity, an open mind, and ideas to share!

Format	Hours/ CEU	Target Audience
Classroom	5 hours 0.5 CEU Or 2 hour Workshop	Mixed audience

Curriculum for Infants? Yes!

During the first years of life, infants are growing exponentially in all areas of development. During this time, a baby's brain will grow and develop more than any time in his/her life. Experiences and interactions influence the quality of this growth and development. During this training, participants will explore multiple ways to support an infant's development through the provision of relevant and engaging learning experiences, materials, and responsive interactions.

Format	Hours/ CEU	Target Audience
Classroom OR Webinar	5 hours 0.5 CEU	Mixed audience

Designing a Child-Centered Curriculum
Available in Spanish

Quality early education and care programs offer learning experiences that reflect children's ages, developmental level, and interests. Participants will be guided through the design and use of developmentally appropriate curriculum. Topics include planning open-ended activities, following children's interests, using knowledge about the children to plan curriculum, and working with multi-aged groups.

Format	Hours/ CEU	Target Audience
Classroom	5 hours 0.5 CEU	Mixed audience

Designing, Tinkering and Discovering: STEM Education for Children Birth to Age 5

The acronym STEM (Science, Technology, Engineering and Math) has become a buzz word in education. Parents and educators are enthusiastic about the prospect of teaching children to think like scientists, engineers, and mathematicians, and early childhood education is no exception. Children use STEM skills from birth as they make sense of and react to the world around them, and teachers of young children can help children develop critical thinking, problem solving, and reasoning skills that they will need from a young age. It is becoming increasingly clear that the world will present problems to children that have not been invented yet, and that today's children will be tomorrow's adults who need these critical skills to move through the world successfully.

In this training, educators of children aged birth to five years old will explore the need for robust STEM early education, understand what cognitive skills children are developing in STEM curricula, and work to apply their new understandings to their work in their classrooms in engaging and developmentally appropriate ways.

Format	Hours/ CEU	Target Audience
Classroom OR Webinar	5 hours 0.5 CEU	Mixed audience

Developmentally Appropriate Planning/Activities for Children Under 2
Available in Spanish
Every infant and toddler need positive early learning experiences to foster their intellectual as well as social and emotional development (Zero to Three, 2014). During this time, experiences and interactions lay the foundation for later school success. In order to offer a high-quality program, infants and toddlers need individualized, responsive and stimulating developmentally appropriate experiences that occur throughout the day. In this session, participants will revisit infant/toddler development and explore providing sensory learning experiences based upon each child's needs.

Format	Hours/ CEU	Target Audience
Classroom- Available in English Webinar- Available in English and Spanish	5 hours - 0.5 CEU 2-hour workshop	Mixed audience

Developmentally Appropriate Planning/Activities for Children Birth to 5
During the early years of a child's life, experiences and interactions form either a strong or weak foundation for a child's development and future success in school and in life. Early childhood programs can help children form a strong foundation by providing individualized, responsive and stimulating developmentally appropriate experiences that occur throughout the day. In this session, participants will revisit development of children birth through age 5 and explore providing sensory and child-directed learning experiences based upon each child's interests and needs.

Format	Hours/ CEU	Target Audience
Classroom	5 hours 0.5 CEU	Mixed audience

Engineering for Preschoolers

The field of education, in general, and early education in particular, is placing greater and greater emphasis on the importance of STEM education. This includes Science, Technology, Engineering, and Mathematics. According to NAEYC, "research shows that the earlier we guide and support children's wonder about the world--and thereby identify opportunities for children to acquire foundational STEM skills--the more successful they are in all areas of learning later on."[11] This training focuses on the E in STEM, the areas of curriculum that focus on engineering concepts: design, tools and machines, problem solving, and critical thinking. During this training, educators will build a foundational understanding of engineering concepts and importance in child development, and then apply their understanding to designing their own developmentally appropriate engineering activities.

Format	Hours/ CEU	Target Audience
Classroom OR Webinar	5 hours 0.5 CEU	Mixed audience

Fabulous Learning Centers!

The great early childhood theorists Piaget, Erikson and Vygotsky have all emphasized the importance of play in the development of young children. Young children learn best in an active, hands-on environment that provides them with developmentally appropriate materials and activities. Setting up learning centers within the preschool classroom give children the experiences and play opportunities that can support their language development, problem-solving skills, social and emotional skills and gives each child the opportunity to work at their own level and be successful. [1]

In this training, we will review the importance of learning centers in the preschool classroom, discuss ways in which learning centers should be created, maintained and adjusted according to the interests of the children, identify developmentally appropriate materials that should be included in centers and the role of the educator in observing, documenting and creating learning centers.

Format	Hours/ CEU	Target Audience
Classroom	5 hours 0.5 CEU	Mixed audience

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[11] NAEYC, "Science, Technology, Engineering and Math Resources for Early Childhood", http://www.naeyc.org/STEM

Finding our Roots: Building Math, Language and Literacy, Social Emotional and Physical Development Curriculum for Young Children

This is a 4-part, Nature-based curriculum series. Each topic is a 2.5-hour training. You may offer them individually or combine them any way you wish. *Please read the individual course descriptions listed in our catalog.*

- ➢ Five Little Kids Went Out to Play: Building Outdoor Math Curriculum for Young Children (0-5)

- ➢ Jumping for Joy: Physical Development in Nature-Based Early Education Environments (0-5)

- ➢ Making Contact, Revealing Strength: Supporting Social-Emotional Development Through Nature-based Early Education Curriculum

- ➢ Tales of Outdoor Learning: Building Nature-Based Language and Literacy Curriculum for Young Children Webinar

Format	Hours/ CEU	Target Audience
Webinar	2.5 hours each .25 CEU each	Mixed audience

Five Little Kids Went Out to Play: Building Outdoor Math Curriculum for Young Children (0-5)

A simple walk in the woods, a spin around the neighborhood, or simply time spent playing in a backyard space can expose children to limitless opportunities for math play. Count steps, trees, or bugs. Compare lengths of sticks or build patterns with acorns and rocks. Identify shapes found in nature or make some of your own using natural materials. The possibilities are endless.

Educators know that young children, learn best when they are engaged, having fun, and free from stress and anxiety.[12] With this in mind, early childhood educators can choose to create curriculum for children that aims to encourage these feelings for children, while also giving them the freedom to move their bodies, breathe fresh air, and engage deeply with the natural world around them. In this workshop, educators of young children, infants through older preschoolers, will discuss the benefits of outdoor play and learning, explore math concepts and how we can build math skills outdoors, and apply new understanding to outdoor math curriculum development.

Format	Hours/ CEU	Target Audience
Webinar	2.5 hours 0.25 CEU	Mixed audience

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[12] S. Brown, et al. "Supporting Anxious Children in the Preschool Classroom", *Young Children,* Vol. 75, No. 3, (2020)

Fun with Math: Infancy through Age 5

This course provides information and resources for participants to help young children (0-5) develop an understanding of math concept areas of early mathematics as stipulated in the MA Early Learning Guidelines for Infants and Toddlers, the MA Guidelines for Preschool Learning Experiences, and the Massachusetts Curriculum Frameworks for Mathematics. Participants will examine the guiding principles and experience the standards for mathematical practice. In addition, participants will gain a clear vision of a math rich learning environment that includes children's literature and materials consistent with developmentally appropriate curriculum. Participants will develop high quality, engaging teaching support strategies that promote explorations and understanding of mathematics.

Format	Hours/ CEU	Target Audience
Classroom OR Webinar	5 hours 0.5 CEU	Mixed audience

Fun with Math for Preschoolers

Young learners' future understanding of math requires an early foundation.[8] Early math learning can be engaging and fun! Participants will experience activities that support all five math content areas and math standards and review the path of children's learning in this area. Activities will also include the development of a math rich learning environment and strategies to support math learning into each area of the program throughout the day. Participants will develop resources they can take back to their programs to use with the children.

Format	Hours/ CEU	Target Audience
Classroom OR Webinar	5 hours 0.5 CEU	Mixed audience

Introduction to the Massachusetts Standards on Preschool and Kindergarten Social and Emotional Learning (SEL) and Approaches to Play and Learning (APL) Standards

Educators, parents and policymakers who recognize that the core SEL competencies are necessary for effective life functioning also know these skills can be taught. Extensive research demonstrates that school based SEL programs and practices can promote and enhance students' academic achievement, positive behavior, and connection to school (CASEL). This 10-hour course, approved for 1 CEU, reviews the new MA Preschool and Kindergarten Social and Emotional Learning, and Approaches to Play and Learning Standards (SEL/APL Standards) and provides strategies for using the Standards intentionally to support all children in early education settings.

Format	Hours/ CEU	Target Audience
Online	10 PDP hours 1 CEU	Mixed audience

Let's Get Messy – Sensory Experiences in Early Childhood

Sensory play is a proven way to build cognitive or thinking skills in young children[13]. Sensory play stimulates learning in all areas of development. You may ask, "What is sensory play?" Sensory play is play that provides an opportunity for children to use all of their senses[14]. Consider what a child does when s/he notices something – they look at it, pick it up, perhaps put it in their mouth, smell it, shake it – does it make a sound?

This year, in response to COVID-19, programs are implementing guidelines that are intended to keep children, families, and educators safe. This is a time for educators to use their creativity to continue to offer sensory play for children. In this training, we will review the importance of sensory play, construct various sensory activities to support children's development while promoting physical distancing, and participants will design a packet for families to encourage sensory play at home.

Format	Hours/ CEU	Target Audience
Webinar	2 hours .2 CEU	Mixed audience

Making Contact, Revealing Strength: Supporting Social-Emotional Development Through Nature-based Early Education Curriculum

Maria Montessori, the groundbreaking child development theorist, said of children and their way of learning, "The things [they] see are not just remembered, they form a part of [their] soul." Montessori, like many other practitioners in the field of early education, saw the value in incorporating nature play into children's lives. She believed that children should have opportunities to "run outside when it is raining,…rest peacefully when a tree invites them to sleep beneath its shade, and shout and laugh when the sun wakes them in the morning." This philosophy reflects the deep understanding of the relationship between nature play and children's social-emotional well-being, which continues to be confirmed by modern psychological research.

Current research on the impact of nature play on children finds that time spent in nature provides many benefits to children, including improving social relations, self-discipline, creativity and problem solving, and buffering the impacts of life stress.[1] In this workshop, educators of young children can explore current research about the benefits of nature play for young children, refresh their understandings about best practices for supporting social-emotional development, and apply their understandings to create rich curriculum to support development in a nature-based or outdoor learning environment.

Format	Hours/ CEU	Target Audience
Webinar	2.5 hours .25 CEU	Mixed audience

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[13] Education.com. (2020, Jan. 23). *Using sensory play to support brain development*. [Blog]. Retrieved from https://blog.education.com/2020/01/23/using-sensory-play-to-support-brain-development/

[14] Only about Children. (2020, July 28). *Exploring the benefits of sensory play for young children*. OAC. Retrieved from https://tinyurl.com/y39sz8b3.

Planning Play Opportunities to Promote Development in Preschool

Play is critical in supporting a child's healthy growth and development. While interacting with children during play, educators can facilitate and reinforce specific skill development. This course will provide guidance on intentional practices for educators to scaffold children's learning through play. Participants will broaden their understanding of the importance of play for young children. After completing this course, educators will be able to apply strategies that scaffold children's development and learning through healthy interactions and play.

Format	Hours/ CEU	Target Audience
Classroom OR Webinar	5 hours 0.5 CEU	Mixed audience

Practical Ways to Promote Learning through Active Play
Available in Spanish

The MA Department of Early Education and Care (EEC) regulations require programs to provide children with at least 60 minutes of physical activity every day. During this training, participants will explore the benefits of physical activity for children and strategies to meet this regulation in fun, and appropriate ways. Participants will participate in and design activities that can be used inside and/or outside, design a safe and appropriate movement-learning environment, and discuss the relationship between movement and learning. *Resources will be emailed to the host site and/or educators before the training date.*

Format	Hours/ CEU	Target Audience
Classroom	5 hours 0.5 CEU	Mixed audience

Proactive Approaches to Managing Challenging Behavior
Available in English, Spanish and Portuguese

Many educators in early childhood programs list concerns about challenging behavior among their greatest struggles in their work. According to recent research in state-subsidized early education programs, 6.67 preschoolers are expelled per 1,000 enrolled. Although this rate is lower than what has been reported in previous years, the prekindergarten expulsion rate is 3.2 times the rate for K-12 students, indicating early educators need resources and support to address the needs of many children.[15] Yet early childhood education programs have a unique opportunity to support children in their social-emotional development, to provide a positive and supportive environment that encourages pro-social behavior, and to give young children the chance to begin their school years with the tools to be successful learners. In this session, participants will reflect on personal experiences with managing challenging behavior, discuss social-emotional development of young children, and learn about and plan innovative ways to support pro-social development in their learning environments.

Format	Hours/ CEU	Target Audience
Classroom OR Webinar available in English, Spanish & Portuguese	5 hours	Mixed audience

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[15] Gilliam, W.S. (2017), "Prekindergarteners Left Behind: Expulsion Rates in State Prekindergarten Systems"

Tales of Outdoor Learning: Building Nature-based Language and Literacy Curriculum for Young Children

   Anyone who has spent time in nature knows the power that outdoor spaces have to inspire, teach, and spark imagination. Throughout history, writers, poets, and thinkers have looked to the natural world as a source of wonder and a place to expand ideas. Young children are no different. Educators know that young children, learn best when they are engaged, having fun, and free from stress and anxiety.[16] With this in mind, early childhood educators can choose to create curriculum for children that aims to encourage these feelings for children, while also giving them the freedom to move their bodies, breathe fresh air, and engage deeply with the natural world around them.

   Teachers of young children, from infants to older preschoolers, can build engaging learning environments outdoors, giving children access to fresh air and space to move while exploring language and literacy concepts needed for pre-reading and writing activities. This workshop will support educators in reviewing what the benefits of outdoor learning, targeting skills in language and literacy learning areas for young children, and building curriculum to support young learners in an outdoor classroom environment.

Format	Hours/ CEU	Target Audience
Webinar	2.5 hour 0.25 CEU	Mixed Audience

The Art of Childhood: Supporting Development with an Arts-Rich Curriculum
Available in English, Spanish and Portuguese

Pablo Picasso knew the value of the arts in young children's lives when he said that "Every child is an artist. The problem is how to remain an artist once we grow up." Educators and caregivers of young children may be in agreement with Picasso – particularly those who have seen the toddler, up to his elbows in finger paint, intent on a project, or a preschooler twirling around the classroom with scarves, dancing to the music in her head. Educators may know informally that exploration of art, music, dance, and drama brings children joy. However, there is now evidence to suggest that the arts can bring much more to children. A recent study[1] found that low-income children who attended a Head Start program that included daily experiences with music, dance, and visual arts demonstrated more cognitive gains overall than children who did not attend an arts rich program. Equally important, the children showed greater gains in social-emotional development as well. In this training, participants will review research and information from the field of early childhood that outlines the importance of arts education for healthy child development. They will reflect on their current practice and approach to arts education, and engage in creating and designing an arts activity that will support development across domains and integrate their new understanding of arts curriculum design.

Format	Hours/ CEU	Target Audience
Classroom OR Webinar	5 hour 0.5 CEU	Mixed Audience

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[16] S. Brown, et al. "Supporting Anxious Children in the Preschool Classroom", *Young Children,* Vol. 75, No. 3, (2020)

The Outdoor Classroom

It is no surprise to educators of young children that time spent outdoors is good for children. Outdoor play offers a wealth of benefits for children – fresh air, room to run and develop gross motor skills, and opportunities to engage with the natural world in wondrous and surprising ways. As educators, we have the opportunity to create learning environments that take children back outdoors, creating spaces where children have the chance to learn in and from the world around them. This training will support educators in understanding the importance of an Outdoor Classroom, reviewing guidelines and best practices for outdoor learning, and designing a curriculum that utilizes the outdoors as a crucial piece of ECE curriculum.

Format	Hours/ CEU	Target Audience
Classroom OR Webinar	5 hour 0.5 CEU	Mixed Audience

Using a Child-Centered Curriculum Approach in Out-of-School Time Programs

Curriculum should offer experiences that help children learn about themselves and the world around them.[17] Planning for curriculum is based upon the educator's observations of and conversations with children regarding their needs, strengths and interests. This is the foundation of curriculum development that serves to engage children in learning. This shifts the role of the educator from the one imparting the knowledge to the one enhancing learning by working with the children and guiding them! We will focus on the importance of helping children build confidence in their abilities and increase engagement in learning using a child-centered approach in afterschool program planning. Join us as we weave together strategies to support learning by exploring children and educator's strengths and talents, interests and needs, and program goals.

Format	Hours/ CEU	Target Audience
Classroom	5 hours .5 CEU	Out of school time educators

Using the Classroom Assessment Scoring System (CLASS®) for Toddlers for Educator Assessment and Development

CLASS® for Toddlers is a valid and reliable observation tool that focuses on effective teacher-child interactions, emotional and behavioral support, and engaged support for learning for children approximately 15-36 months old. Research has demonstrated that the CLASS® dimensions (listed above) are associated with more positive outcomes for children. Research indicates that interactions between young children and their caregivers are the primary mechanism of child development and learning. During this course, participants will examine each CLASS® dimensions in depth and review strategies for use by individual toddler teachers or as a program wide approach. Participants will explore strategies to identify and document strengths and design strategies for improvement.

Format	Hours/ CEU	Target Audience
Classroom	5 hours; 4 hours class time, 1 hour of homework. .5 CEU	Toddler Teachers

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[17] Child Care Aware. (2015). Curriculum. Retrieved from, http://childcareaware.org/child-care-providers/program-planning/curriculum.

Using the Massachusetts Early Learning Guidelines for Infants and Toddlers
Available in Spanish and Portuguese

The first three years of life are a time of rapid brain development and learning. Knowledge of how to support learning and put this into practice is critically important for infants and toddlers to reach their optimal potential. Join us as we look at the foundational elements of infant and toddler care by exploring *The Early Learning Guidelines for Infants and Toddlers*. Activities will include an exploration of brain development, relationships, and learning activities designed to support learning for infants and toddlers by using the ELG.

Please Note: Educators must bring their guideline books with them or host will be asked to supply.

Format	Hours/ CEU	Target Audience
Classroom (Available in English, Spanish and Portuguese) or Online (Available in English)	5 hours/0.5 CEU Classroom 15 hours/1.5 CEU distance learning	Mixed audience

Using the Massachusetts Guidelines for Preschool and Kindergarten Learning Experiences

The Massachusetts Guidelines for Preschool Learning Experiences reflect the Department of Early Education and Care's commitment to quality. Research on brain development supports the value of high-quality early childhood education programs for young children. The guidelines are aligned with the 2013 revised Massachusetts Curriculum Frameworks for Pre-K through Grade 12. The Quality Rating and Improvement System (QRIS) promotes the use of the MA Guidelines for Preschool Learning Experiences to inform curriculum. In this 5-hour training, participants will review the principles and structure of the guidelines. Participants will conduct observations and review scenarios to explore the guidelines and plan curriculum that builds on children's interests, skills, and experiences.

Please Note: Educators must bring their guideline books with them or host will be asked to supply.

Format	Hours/ CEU	Target Audience
Classroom	5 hours 0.5 CEU	Infant, toddler, preschool, and school age educators for younger children

Windows and Mirrors: Using Children's Literature to Support your Anti-Bias Curriculum

Early educators have long looked to children's literature as a tool for supporting children in developing their understanding of the world around them. Picture books have the power to expose readers to new ideas and new ways of seeing, and to provide windows into the lives of those who may have a different background than our own.

In this five-hour blended learning workshop, we will explore new ways of building curriculum that answers questions about race and racism and helps children make sense of a world that can often confuse and overwhelm. Through the lens of children's literature, educators will grow in their understanding and professionalism, while also supporting high quality curriculum development. With a mix of live discussion and independent study, early educators can learn how to use the power of children's literature to teach, inspire, and encourage compassion.

Format	Hours/ CEU	Target Audience
Hybrid (Webinar, online & independent work)	5 hours 0.5 CEU	Early childhood educators and caregivers of children aged birth through 5.

Observation, Assessment, and Documentation

Using Observation to Inform Best Practices
Available in Spanish, Portuguese and Chinese
In this 5 hour training, participants will explore the value of using developmental milestones in the observation and assessment process; why observation of children is important, what should be observed and documented, and methods for collecting observations and work samples. Additionally, participants will practice how to interpret the data to inform curriculum, assessment of children's development, and plan for program improvements.

Format	Hours/ CEU	Target Audience
Classroom	5 hours 0.5 CEU	Early Childhood Educators

Program Planning and Development

Effective and Reflective Leadership and Supervision
A supervisor's role in an organization is central and complex. This role requires certain abilities and qualities including the capacity to reflect and connect including reflection on current strengths and areas for growth. In this session, participants will consider the current climate of their program, reflect upon their qualities and approaches to leadership, discuss their role in improving the organizational climate, and steps to move toward a more cohesive and healthier program.

Format	Hours/ CEU	Target Audience
Classroom & Online	5 hours .5 CEU	Mixed audience

Planning Programs for Young Children Using the Environment Rating Scale (ECERS/ ITERS) and the Arnett Caregiver Interaction Scale, Level 1
In this training, participants will learn about the content and use of the ECERS/ITERS, practice scoring, review results, and describe strategies for program improvement. The ECERS/ITERS is a valid and reliable tool for program evaluation. Programs can use this scale for self-assessment and to determine areas for improvement. The Arnett Caregiver Interaction Scale is designed to measure the emotional tone, disciplinary style, and the responsiveness of the educator. During this training, participants will review the organization and content of the Interaction Scale, practice using the tool as a self-assessment measure, and utilize the results to identify areas for improvement. Use of these tools in this manner serves to help educators plan programs that improve the environment and increase positive interactions with children. *ECERS/ITERS books would be purchased and provided by host.

Format	Hours/ CEU	Target Audience
Classroom	5 hours 0.5 CEU	Center-based settings

Planning Programs for Young Children Using the Family Child Care Environment Rating Scale (FCCERS) and the Arnett Caregiver Interaction Scale, Level 1
Available in Spanish
The Family Child Care Environmental Rating Scale (FCCERS) is a valid and reliable tool for measuring the quality of a family childcare program. Resulting data can be used to make decisions and plans for program improvement as well as advancement on the Quality Rating Improvement System (QRIS). Participants will become familiar with the FCCERS tool, the specific items it measures, and how to implement it in a family childcare setting. Examples of recommended practices and useful strategies for planning program improvements will be shared. The Arnett caregiver Interaction Scale is designed to measure the emotional tone, disciplinary style, and the responsiveness of the educator. During this training, participants will review the organization and content of the Interaction Scale, practice using the tool as a self-assessment measure, and utilize the results to identify areas for improvement. Use of these tools in this manner serves to help educators plan programs that improve the environment and increase positive interactions with children. *FCCERS books would be purchased and provided by host.

Format	Hours/ CEU	Target Audience
Classroom	5 hours 0.5 CEU	Mixed audience

Using the Business Administration Scale (BAS) and Developing a Business Plan
    The quality of family childcare is determined by more than the family childcare (FCC) educator's interactions with children and the quality of the learning environment. Research indicates FCC educators who follow effective professional and business practices are more likely to provide a high quality learning environment and interact more sensitively with children. [18] In this course, FCC educators will learn about the Business Administration Scale, including using it as a self-assessment and program improvement tool.
    Part 1 of the training will focus on using the Business Administration Scale as a tool for family child care educators to assess the professional and business practices of his/her program. Participants will review the elements of the Business Administration Scale, practice completing the assessment including scoring, and explore strategies for program improvements. During Part 2 of this training, participants will review developing a business plan, draft a marketing plan, and learn how to design a record keeping plan, business policies, and an operating budget. *BAS books would be purchased and provided by host.

Format	Hours/ CEU	Target Audience
Classroom	5 hours 0.5 CEU	Mixed audience

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[18] As cited in Talen, T.N., & Bloom, P. J. (2009). *Business administration scale for family child care.* New York, NY: Teachers College Press.

Using the Pre-K Classroom Observation Tool (CLASS®) for Educator Assessment and Development

Children and educators interact throughout the day in the early childhood setting. These interactions can be a powerful way to support each child's development and learning by increasing engagement and learning. In this training, participants will be introduced to the CLASS® observation tool. The CLASS® is a valid and reliable observation tool that focuses on the domains of emotional support, classroom organization, and instructional support. During this course, participants will explore each domain in depth, considering **how** to increase engagement (and learning) and **what** is needed for this to happen. This course is designed to train supervisors to use the CLASS® tool to support the development of Pre-K educators in their programs. It can also be used as a self-assessment tool to learn about educator behaviors that support children's learning. *CLASS® books would be purchased and provided by host.

Format	Hours/ CEU	Target Audience
Classroom	5 hours 0.5 CEU	Educators, Administrators, Supervisors, Mentors in Early Education and Care

Professionalism and Leadership

Basic Computer Skills for Early Education and Care Professionals
Available in Spanish and Chinese

In order to access resources, communicate effectively and participate in EEC grant initiatives, educators must have basic computer skills. This course will offer the skills needed to use email, search the Internet, utilize websites in our field, and access key EEC Internet interfaces. Helpful word processing tools will be shared as well as creative ways to use your computer to enhance your program quality.

Host should have a computer lab reserved for this training.

Format	Hours/ CEU	Target Audience
Classroom/Computer Lab	5 hours 0.5 CEU	Mixed audience

Child Development Associate Program (CDA)
Available in Spanish

IEPD, Inc. has designed a 120-hour Child Development Associate (CDA) Credential course for center based and family childcare educators who are interested in attaining the national CDA credential. Course content meets the CDA Professional Education Requirements in each of the eight CDA Subject Areas. Assignments to meet CDA application requirements are integrated throughout the course and include completion of the Candidate's Professional Portfolio, Summary of CDA Education, Family Questionnaire Summary, Reflective Statements of Competence, and the Professional Philosophy Statement. At the conclusion of the course, the instructor will review application requirements including submitting the CDA application, requesting a Professional Development Specialist, and preparing for the CDA Exam.

Format	Hours/ CEU	Target Audience
Classroom OR Webinar available in English and Spanish	120 hours 12.0 CEU	Mixed audience

Designing Professional Development Opportunities for Your Staff or Educators in your Program/System

Administrators are often charged with providing training for their staff. In this series, administrators will learn how to develop training that meets the needs of staff. Participants will identify desired learning outcomes using Bloom's verbs and align content and activities to achieve those outcomes. During this course, participants will design a training description, training outline, and evaluation. They will leave with recommendations for completing the outline including accessing content and activity ideas

Format	Hours/ CEU	Target Audience
Classroom	5 hours .5 CEU	Mixed audience

Leading with Vision

Articulating a vision for one's work is the first step in the process of focused leadership. This process includes engaging in ongoing critical self-reflection, assessing one's vision in relation to practice, including staff and families, and designing a process to achieve the vision. To work towards a vision, leaders must consider the dimensions involved which include recognizing differences and supporting diversity in communication, interaction styles, and expectations. The path to attaining a vision for one's work is an ongoing process involving internal and external steps. This training will assist leaders in defining, critiquing, and moving toward their vision for their work with children and families.

Format	Hours/ CEU	Target Audience
Distance Learning & Online	5 hours 0.5 CEU	Directors, supervisors, coordinators of an early education and care program

1 Team 1 Mission: Working Together to Strengthen Your Program

Working together as a team with one common mission, the children in your program thriving offers many unique challenges. Often when starting with a new teaching team or coming back together after a challenging school year it can be difficult to jump back into the team mentality. In order to work as a team affectively each educator must be able to identify that they offer unique skills as does their team members. Being open to learning about oneself and others can be beneficial. In this training the teaching team will engage in in-person activities which highlight the different areas that are essential to working together as a team. The activities will be active events working with each other followed by reflection and discussion.

Format	Hours/ CEU	Target Audience
Classroom	5 hours 0.5 CEU	Mixed Audience

Workshops

IEPD is pleased to offer the following 2, 2.5, 3- and 4-hour workshops for you. The same quality and workmanship are put into these programs as into our 5-hour CEU trainings. You will receive a Department of Early Education and Care (EEC) training certificate upon successful completion. As with all of our trainings, the sessions are provided by a Master Trainer that includes an interactive presentation, handouts, and Certificates of Attendance.

Belonging, Being & Becoming: Intentional Teaching in EC Settings

When adults make decisions based on what known about child development in general, along with the needs of the children in their care, they can plan with intention. They learn about children through observation and authentic assessment, then use that data in order to select effective teaching behaviors that are well-matched to the children in their care. (The Center for Early Childhood Education, n.d.). In this workshop, we will consider children's interests, strengths, and areas of growth when planning curriculum. Educators will discuss how to encourage children to explore through open-ended materials and activities. We will explore how to extend children's efforts by asking questions and joining in play.

Format	Hours/ CEU	Target Audience
Classroom	2 Hours	Mixed audience

Building Teaching Relationships

This workshop is for adults who work with children in various ways such as: a coach, troop leader, religious educator, teach of music, sports, or other positions as a volunteer or in a paid position. In this session, participants will deepen their understanding of child development; explore ways to support children who are frustrated, discouraged or upset; discuss behavior management strategies and methods of providing constructive criticism that encourages skill development and self-esteem; and apply these strategies to build positive teaching relationships with children.

Format	Hours/ CEU	Target Audience
Classroom	2.5 Hours	Mixed audience

Can the Teachers Come Out to Play? Supporting Children's Learning through Our Play

Ralph Waldo Emerson said, "It is a happy talent to know how to play." In this very hands-on workshop, adapted from the NAEYC publication From Play to Practice, by Marcia L. Nell and Walter F. Drew, teachers will have the opportunity to engage in play experiences with open-ended materials. Participants will use reflective practices surrounding their play, embarking on a journey to rethink their approach to supporting children's learning. We will discuss the role of play in children's development, examine the relationship between preschool learning standards and play, and explore how celebrating the play experience can enhance curriculum and enrich the classroom experience. This workshop is intended to inspire, rejuvenate, and strengthen the vision of early childhood teachers and administrators, while reinforcing the importance of play in early childhood development and learning.

Format	Hours/ CEU	Target Audience
Classroom	2.5 hours	Mixed audience

Creating Community- Developing your TEAM

Creating a sense of community is a critical aspect of generating a positive attitude in the workplace. When there is a strong sense of community, people are more supportive of each other and the goals of the program. By establishing, maintaining and valuing relationships between and with staff, leaders can help create a workplace environment that people enjoy being a part of and that helps programs thrive. In this training, participants will reflect on preferences for communication and collaboration, the preferences and personalities of staff, and methods for building community using this foundational knowledge.

Format	Hours/ CEU	Target Audience
Classroom	2.5 hours	• Mixed Audience

Creating Inspiring Environments for Young Children

Aesthetically pleasing early childhood environments benefit children, educators, and families. Creating this special environment requires more than adding "things" to the space, it involves considering your space, the function of the space, and the needs and interests of those that are in that space. In this training, participants will consider what they already have in their classroom or program and how to enrich this space using the Seven Principles of Design as a guide. We will explore inspiring spaces, the Seven Principles of Design, and cultivating inspiring children's spaces. Bring your creativity, an open mind, and ideas to share!

Format	Hours/ CEU	Target Audience
Classroom	2 hours	Mixed audience

Culturally Responsive Coaching

High quality early childhood education helps children form a firm foundation for learning, resulting in positive outcomes.[19] Professional development and coaching helps educators to achieve this level of quality. The additional support of a skilled, caring and knowledgeable professional or "coach," results in educators who are more likely to change and improve their practice.[20] In this session, we will review the diverse needs of educators and culturally responsive coaching that can be integrated into current practice for a more respectful and effective approach to coaching.

Format	Hours/ CEU	Target Audience
Classroom	2 hours	Mixed audience

Developmentally Appropriate Activities for Children Under 2

Every infant and toddler need positive early learning experiences to foster their intellectual as well as social and emotional development (Zero to Three, 2014). During this time, experiences and interactions lay the foundation for later school success. In order to offer a high-quality program, infants and toddlers need individualized, responsive and stimulating developmentally appropriate experiences that occur throughout the day. In this session, participants will revisit infant/toddler development and explore providing sensory learning experiences based upon each child's needs.

Format	Hours/ CEU	Target Audience
Classroom	2-hour workshop	Mixed audience

Family Engagement in Social and Emotional Learning

This 4-hour course is designed to enable participants to offer a family/parent workshop on supporting children's social and emotional (SEL) learning at home. The course is founded on the MA Social & Emotional and Approaches to Play and Learning Standards. Participants will complete online exercises, readings, vignettes and review of concrete examples of how parents and caregivers can support children with their social and emotional development. A training/manual/facilitator's guide will be included as a resource, so participants will have the tools needed to offer a family/parent workshop.

Format	Hours/ CEU	Target Audience
Online	4 hours	Mixed audience

From Rocking to Reading: Literacy in Infant and Toddler Settings

It is never too early to start reading with children[21]. There are numerous benefits to reading to infants and toddlers. These include bonding, social/emotional development, and language development. In this training, participants will explore the stages of literacy development and discuss the importance of reading to infant and toddlers. They will learn reading strategies as well as how to identify appropriate books for this age group.

Format	Hours/ CEU	Target Audience
Classroom OR Webinar	2 hours	Mixed audience

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[19] Figuerido, J. (2012). *Culturally responsive professional development for Latinas in family child care.* ProQuest.

[20] First Five: Almeda County. (2011). Effective Coaching in early care and education: Training Manual. Author.

[21] National Education Association. (2013). Tips *for reading to infants and toddlers.* Retrieved from, http://www.nea.org/grants/13330.htm

From the Inside Out: The Power of Reflection and Self-Awareness from The Director's Toolbox

During this self-guided workshop, participants are going to consider their view and current status as a leader in the field of education. Educators often hesitate to identify themselves as leaders, despite their role in managing a classroom, program, or organization. In this session, participants will begin with developing a self-awareness of who we are as leaders as "the most effective leaders must be self-aware" according to Paula Jorde Bloom. "From the Inside Out" is a book written by Paul Jorde Bloom, and is part of the Director's Toolbox – a management series for early childhood administrators.

Format	Hours/ CEU	Target Audience
Online	1 hour	Director's and Administrators

Hope and Direction: Helping Children Understand Diversity

Children notice differences in others starting at birth. This includes awareness of variances in physical appearance and abilities, gender, culture, and families (Derman-Sparks, L., 2009 & York, S., 2016). Teachers may notice that children use stereotypes and social labels when interacting with others (or avoiding them). As cognitive abilities advance, children question differences regarding race and culture. During this time, a child's experiences and perceptions influence the development of acceptance or prejudice.

Format	Hours/ CEU	Target Audience
Classroom OR Webinar	2 hours	Mixed audience

How? What? Why? Supporting Language and Literacy in Preschool

Our interactions with children and the learning experiences we provide serve to promote each child's language and literacy development. Interactions include asking questions, extending language and having conversations with children. Learning experiences should be intentionally planned in response to learning goals and children's identified strengths, needs, and interests. In this session, we will explore setting up engaging learning opportunities including; centers, books, games, and manipulatives that support language and literacy development.

Format	Hours/ CEU	Target Audience
Classroom	2.5 hours	Mixed audience

Mindfulness Matters! Self-care strategies in stressful times

In times of stress, self-care through the lens of mindfulness, can help us stay grounded and calm and improve our interactions with others. Explore how mindfulness increases awareness, connection, insight, and purpose. Enrich your daily work and personal life by learning some new strategies and exercises to expand kindness, reflective practices, and mindfulness. The training includes a 75-minute session to learn about and explore mindfulness practices, followed by a 45 minute practice at home with a related journal assignment completed for 2 hours of training credit.

Format	Hours/ CEU	Target Audience
Webinar	2 hours	Mixed audience

Parent or New Educators Workshop Series:
Each Workshop session will be focused on a developmental domain with a focus on developmentally appropriate expectations and practices. Woven throughout each session will be strategies on interactions and child guidance that promote each child's self-esteem.
Each session will include:
- What to expect of your child at each age with a focus on appropriate expectations
- Discussion of challenges one may face as a parent or guardian of the child at that specific age.
- A hands-on activity that parents/guardians can do with their child/children
- Resource list: Parents will receive a short list of children's books that are related to the developmental domain broken down for each age group.

Workshop Series – can be presented as a series or individually: Birth to Age 4
1. Letting your child express him/herself while building self-esteem (Social and Emotional Development)
2. Your child is communicating (Language and Literacy)
3. My child is growing and learning (Cognitive Development)
4. Healthy Kids (Physical Development and Well-being)

Format	Hours	Target Audience
Classroom	2-hour workshops	Parents or Guardians New Educators

Planning for Professional Development
Available in Spanish
The educator is the primary factor in quality of programming for young children. By reflecting on individual strengths and challenges, educators can design a professional development plan that meets his/her individual needs. This, in turn, impacts the educator's work with young children and families through ongoing development of knowledge and skills. In this training, participants will reflect upon current abilities, goals and needs, discuss the mission of his/her program, review EEC templates for planning, and align this information to develop an Individual Professional Development Plan.

Format	Hours/ CEU	Target Audience
Classroom	2 hours	Mixed audience

Screen Time for Young Children
With an increase in electronics, children (and adults) have increased their "screen time" significantly. As a result, the American Academy of Pediatrics recommends limiting the duration, content, and use of screen time in our homes and programs[22]. Also, their "best practices" are reflected in the Environmental Rating Scale (FCCRs)[23]. During this session, participants will learn about the research on this topic, methods to limit screen time, and implementation of these recommended practices in programs.

Format	Hours/ CEU	Target Audience
Classroom	2 hours	Center based, preschool, infant/toddler and family childcare

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[22] American Academy of Pediatrics. (2009). *Caring for your baby and young child: Birth to age five.* New York City: NY: Bantam Books
[23] Harms, T., Cryer, D., & Clifford, R.M. (2007). *Family child care environment rating scale.* New York, NY: Teachers College Press.

STEM Education in Early Childhood Settings (Part 1 & 2)

Children use math and science skills from birth to interpret and react to their world. Research indicates that baby's brains work like a statistical program sifting through all the sounds they hear and determining how these go together in their native language[24]. In this learning event, participants will discover the STEM capabilities of young children and explore strategies designed to weave STEM content into program learning experiences.

Format	Hours/ CEU	Target Audience
Classroom	2 hours for each section	Mixed audience

Teacher Leaders: Finding the Strength in You

Ask a group of early educators how many of them consider themselves leaders in their work, and one may get a variety of answers. Administrators and classroom lead teachers may clearly seem themselves in leadership positions, while teachers who are newer to the profession may not yet identify as leaders. However, the concept of teacher-leadership is not necessarily tied to a job title or a role in an educational setting. The National Education Association (NEA) (2011) describes teacher leaders as, "experienced professionals who have earned the respect of their students and colleagues and have gained a set of skills that enable them to work effectively and collaboratively with colleagues... [They] want to remain closely connected to the classroom and students, but are willing to assume new responsibilities that afford them leadership opportunities in or outside the classroom while still teaching full or part-time."

In this workshop, educators will explore concepts of leadership and advocacy, while making connections with other educators and reflecting on how they can grow as leaders in their field.

Format	Hours/ CEU	Target Audience
Webinar	2 hours + .5 hour assignment	Mixed audience

Terrific Toddlers: Building Self Esteem While Guiding Challenging Behaviors

As toddlers assert their independence and gain mastery over themselves and their environment, they often exhibit behaviors that pose challenges for early childhood educators. During this 2 hour training strategies for guiding these behaviors will be identified. Topics will include toddler social/emotional development, typical toddler behaviors, educator strategies that guide behaviors while building self-esteem, and talking with parents.

Format	Hours/ CEU	Target Audience
Classroom OR Online	2 hours	Mixed audience

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[24] Ginsburg, H.P., Sun Lee, J., & Boyd, J. (2008). Mathematics education for young children: What it is and how to promote it. Society for Research in Child Development. *Social Policy Report, 22* (1), p. 1-23. Retrieved from, http://www.researchconnections.org/childcare/resources/13812

The Arnett Caregiver Interaction Scale & Responsive Interactions with Infants & Toddlers

Brain development research indicates that the degree of responsive caregiving that children receive as infants and toddlers positively affects the architecture of the brain itself, thereby promoting healthy development. All children need to be cared for by individuals who genuinely care for them and are responsive to their needs. Responsive interactions are provided by parents and caregivers who are nurturing within the context of protective and stable relationships. In this training, participants will review the developmental needs of infants and toddlers and the elements of supportive interactions. Within the context of the Arnett Caregiver Interaction Scale, participants will consider individual needs and how to encourage, nurture, and guide each child. The components of the Arnett Caregiver Interaction Scale will be used to frame the session and participants will learn how to use the Arnett as an assessment tool and identify strengths and areas for growth.

Format	Hours/ CEU	Target Audience
Classroom	2.5-3 hours	Mixed audience

Tools for Teaching Social Emotional Competence
Available in Spanish

Children need a strong foundation of social and emotional competency to be successful in school. During this session, participants will explore research and materials from The Center for Social and Emotional Foundations for Early Learning (CSEFEL). They will also learn practical, hands-on techniques and activities to help children develop social and emotional competence.

Format	Hours/ CEU	Target Audience
Classroom	2.5 hours	Mixed audience
Webinar	2 hours	

Using a Child-Centered Curriculum Approach in Out of School Time Programs

Curriculum should offer experiences that help children learn about themselves and the world around them.[25] Planning for the curriculum is based upon the educator's observations of and conversations with children regarding their needs, strengths and interests. This is the foundation of curriculum development that serves to engage children in learning. This shifts the role of the educator from the one imparting the knowledge to the one enhancing learning by working with the children and guiding them!

In this training, we focus on the importance of helping children build confidence in their abilities and increase engagement in learning using a child-centered approach in afterschool program planning. A child-centered approach focuses on planning based upon children's interests and unique needs as well as integrating the educator's talents and interests in planning. Join us as we weave together strategies to support learning by exploring children and educator's strengths and talents, interests and needs, and program goals. We will also explore how to engage families and access community resources as a comprehensive approach to curriculum planning.

Format	Hours/ CEU	Target Audience
Classroom	2 hours	Out of School Time Teachers, Directors and Administrators

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[25] Child Care Aware. (2015). Curriculum. Retrieved from, http://childcareaware.org/child-care-providers/program-planning/curriculum.

Working with Families of Children with Special Needs

It is important to establish effective partnerships will all families. Yet, effective engagement with a family who has a child with special needs can be challenging. This can be due to multiple factors. In this session, participants will gain insight into the family's perspective including strategies for supporting concerns from the educator/program and/or the family, methods for effective communication, steps to support families as they seek and receive services, and use of a strength based approach and sharing the child's strengths with his/her family.

Format	Hours/ CEU	Target Audience
Classroom & Webinar	2 hours	Mixed audience

You are a Brain Architect

Quality early childhood care and education has a positive impact on children. The child's brain grows more during the first 5 years of life than any other time. High quality care has a positive impact on children's development.   During this training, we will discuss ways educators can positively influence a child's brain development using structural and process supports. The framework for the session includes the Infant/Toddler and Early Childhood Environment Rating Scales.

Format	Hours/ CEU	Target Audience
Classroom & Webinar	2 hours	Mixed audience

IEPD Contact Information

Please contact us
with any questions and/or suggestions.

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