

# The Institute for Education and Professional Development, Inc.

## Course Catalog ~ 2023/2024



298 N. Main Street  
PO Box 366  
N. Uxbridge, MA 01538

Phone- 508-657-1079  
[www.iepd.org](http://www.iepd.org)



## **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;
  - ❖ 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)

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

- IEPD courses go through a rigorous IACET review process. IEPD's CEUs are accepted across the country for CEU credit.
- 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.
- Participants must attend, participate, and complete the majority of the learning activities to receive their CEU certificate. Participants must be present for 95% of the course and receive 75% or better in completing the learning objectives. The following activities cannot be included in the CEU calculation: Unplanned, unsponsored, and unsupervised activities such as breaks, non-working meal breaks, and anything promotional in nature.

## Consultation Services

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

- 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 Infant/Toddler and 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 can 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. You may take online courses as an individual or as a group. Individual's will enroll on their own. Programs may contact [b.doubrava@iepd.org](mailto:b.doubrava@iepd.org) to schedule a training for your group. 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](http://www.eec.state.ma.us/docs1/prof_devel/core_comp_packet.pdf)

## 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](http://www.iepd.org). The website will provide information on upcoming training events, links to our newsletters and more information about IEPD.





## Contents

<b>UNDERSTANDING THE GROWTH AND DEVELOPMENT OF CHILDREN AND YOUTH.....</b>	<b>1</b>
CHILDREN EXPERIENCING TOXIC STRESS AND TRAUMA.....	1
IT'S A WONDERFUL DIVERSE WORLD: SUPPORTING DLL CHILDREN AND THEIR FAMILIES .....	1
TRAUMA-INFORMED PRACTICE FOR OUT OF SCHOOL TIME EDUCATORS .....	2
<b>GUIDING AND INTERACTING WITH CHILDREN AND YOUTH .....</b>	<b>2</b>
BULLYING PREVENTION IN OUT OF SCHOOL TIME PROGRAMS .....	2
CHILDREN ON THE AUTISM SPECTRUM .....	3
EDUCATING THE HEART: SUPPORTING SOCIAL COMPETENCE OF CHILDREN IN OUT OF SCHOOL TIME PROGRAMS .....	3
FINDING BALANCE .....	3
FOUNDATIONS FOR PROMOTING POSITIVE BEHAVIOR .....	4
RESPONSIVE ENVIRONMENTS FOR INFANTS AND TODDLERS.....	4
SUPPORTING CHILDREN ON THE AUTISM SPECTRUM IN OUT OF SCHOOL TIME PROGRAMS .....	4
UNDERSTANDING SENSORY PROCESSING IN EARLY CHILDHOOD DEVELOPMENT .....	5
<b>PARTNERING WITH FAMILIES AND COMMUNITIES.....</b>	<b>5</b>
CREATING PRODUCTIVE RELATIONSHIPS WITH FAMILIES AND COMMUNITIES .....	5
DIVERSITY AND CULTURAL COMPETENCE.....	5
STRENGTHENING FAMILIES AND THE PROTECTIVE FACTORS.....	6
UNDERSTANDING CHILDREN WITH SPECIAL NEEDS AND THEIR FAMILIES .....	6
<b>HEALTH, SAFETY AND NUTRITION.....</b>	<b>7</b>
CHILDREN UNDER STRESS .....	7
WORKING WITH CHILDREN WITH SPECIAL DIETS, ALLERGIES AND SPECIALIZED FEEDING ISSUES .....	7
<b>LEARNING ENVIRONMENTS AND CURRICULUM.....</b>	<b>8</b>
CREATING INSPIRING ENVIRONMENTS FOR YOUNG CHILDREN .....	8
CURRICULUM FOR INFANTS? YES! .....	8
DESIGNING A CHILD-CENTERED CURRICULUM .....	8
DESIGNING, TINKERING AND DISCOVERING: STEM EDUCATION FOR CHILDREN BIRTH TO AGE 5.....	9
ENGINEERING FOR PRESCHOOLERS .....	9
FINDING OUR ROOTS: BUILDING MATH AND LANGUAGE AND LITERACY CURRICULUM FOR YOUNG CHILDREN .....	10
FIVE LITTLE KIDS WENT OUT TO PLAY: BUILDING OUTDOOR MATH CURRICULUM FOR YOUNG CHILDREN (0-5) .....	10
FUN WITH MATH: INFANCY THROUGH AGE 5 .....	11
FUN WITH MATH FOR PRESCHOOLERS.....	11



<b>JUMPING FOR JOY: PHYSICAL DEVELOPMENT IN NATURE-BASED EARLY EDUCATION ENVIRONMENTS .....</b>	<b>11</b>
11	
<b>LET’S GET MESSY – SENSORY EXPERIENCES IN EARLY CHILDHOOD .....</b>	<b>12</b>
<b>MAKING CONTACT, REVEALING STRENGTH: SUPPORTING SOCIAL-EMOTIONAL DEVELOPMENT THROUGH</b>	
<b>NATURE-BASED EARLY EDUCATION CURRICULUM.....</b>	<b>12</b>
<b>OPENING DOORS: SUPPORTING CHILDREN’S BEHAVIOR IN EARLY LEARNING ENVIRONMENTS .....</b>	<b>13</b>
<b>PLANNING DEVELOPMENTALLY APPROPRIATE CURRICULUM INFANTS THROUGH AGE 2.....</b>	<b>13</b>
<b>PLANNING PLAY OPPORTUNITIES TO PROMOTE DEVELOPMENT IN PRESCHOOL .....</b>	<b>13</b>
<b>PRACTICAL WAYS TO PROMOTE LEARNING THROUGH ACTIVE PLAY.....</b>	<b>14</b>
<b>PROACTIVE APPROACHES TO MANAGING CHALLENGING BEHAVIOR.....</b>	<b>14</b>
<b>AVAILABLE IN ENGLISH, SPANISH AND PORTUGUESE .....</b>	<b>14</b>
<b>SPARKING DISCOVERY: USING LEARNING CENTERS TO INSPIRE AND ENGAGE.....</b>	<b>15</b>
<b>TALES OF OUTDOOR LEARNING: BUILDING NATURE-BASED LANGUAGE AND LITERACY CURRICULUM FOR</b>	
<b>YOUNG CHILDREN .....</b>	<b>15</b>
<b>THE ART OF CHILDHOOD: SUPPORTING DEVELOPMENT WITH AN ARTS-RICH CURRICULUM .....</b>	<b>16</b>
<b>THE OUTDOOR CLASSROOM .....</b>	<b>16</b>
<b>USING A CHILD-CENTERED CURRICULUM APPROACH IN OUT-OF-SCHOOL TIME PROGRAMS .....</b>	<b>17</b>
<b>USING THE MASSACHUSETTS EARLY LEARNING GUIDELINES FOR INFANTS AND TODDLERS .....</b>	<b>17</b>
<b>USING THE MASSACHUSETTS GUIDELINES FOR PRESCHOOL AND KINDERGARTEN LEARNING EXPERIENCES</b>	
<b>(GPKLE) .....</b>	<b>17</b>
<b>WINDOWS AND MIRRORS: USING CHILDREN’S LITERATURE TO SUPPORT YOUR ANTI-BIAS CURRICULUM....</b>	<b>18</b>
<b>OBSERVATION, ASSESSMENT, AND DOCUMENTATION .....</b>	<b>18</b>
<b>JUST THE FACTS PLEASE! OBSERVATION, DOCUMENTATION AND PLANNING THE EARLY CHILDHOOD</b>	
<b>CLASSROOM.....</b>	<b>18</b>
<b>USING OBSERVATION TO INFORM BEST PRACTICES.....</b>	<b>18</b>
<b>PROGRAM PLANNING AND DEVELOPMENT.....</b>	<b>19</b>
<b>EFFECTIVE AND REFLECTIVE LEADERSHIP AND SUPERVISION .....</b>	<b>19</b>
<b>PROFESSIONALISM AND LEADERSHIP .....</b>	<b>19</b>
<b>BASIC COMPUTER SKILLS FOR EARLY EDUCATION AND CARE PROFESSIONALS.....</b>	<b>19</b>
<b>CHILD DEVELOPMENT ASSOCIATE PROGRAM (CDA) .....</b>	<b>19</b>
<b>DESIGNING PROFESSIONAL DEVELOPMENT OPPORTUNITIES FOR YOUR STAFF OR EDUCATORS IN YOUR</b>	
<b>PROGRAM/SYSTEM .....</b>	<b>20</b>
<b>LEADING WITH VISION .....</b>	<b>20</b>
<b>1 TEAM 1 MISSION: WORKING TOGETHER TO STRENGTHEN YOUR PROGRAM.....</b>	<b>20</b>
<b>WORKSHOPS .....</b>	<b>21</b>
<b>BELONGING, BEING &amp; BECOMING: INTENTIONAL TEACHING IN EC SETTINGS .....</b>	<b>21</b>
<b>BUILDING TEACHING RELATIONSHIPS .....</b>	<b>21</b>
<b>CAN THE TEACHERS COME OUT TO PLAY? SUPPORTING CHILDREN’S LEARNING THROUGH OUR PLAY .....</b>	<b>22</b>
<b>COURAGE, HOPE AND RESILIENCE .....</b>	<b>22</b>



CREATING COMMUNITY- DEVELOPING YOUR TEAM .....	22
CREATING INSPIRING ENVIRONMENTS FOR YOUNG CHILDREN .....	23
CULTURALLY RESPONSIVE COACHING .....	23
DESIGNING, TINKERING AND DISCOVERING: STEM EDUCATION FOR INFANTS AND TODDLERS .....	23
DEVELOPMENTALLY APPROPRIATE ACTIVITIES FOR CHILDREN UNDER 2 .....	23
FROM ROCKING TO READING: LITERACY IN INFANT AND TODDLER SETTINGS.....	24
FROM THE INSIDE OUT: THE POWER OF REFLECTION AND SELF-AWARENESS FROM THE DIRECTOR'S TOOLBOX.....	24
HOPE AND DIRECTION: HELPING CHILDREN UNDERSTAND DIVERSITY .....	24
HOW? WHAT? WHY? SUPPORTING LANGUAGE AND LITERACY IN PRESCHOOL .....	24
MINDFULNESS MATTERS! SELF-CARE STRATEGIES IN STRESSFUL TIMES.....	25
PARENT OR NEW EDUCATORS WORKSHOP SERIES:.....	25
PLANNING FOR PROFESSIONAL DEVELOPMENT .....	25
SCREEN TIME FOR YOUNG CHILDREN .....	26
TEACHER LEADERS: FINDING THE STRENGTH IN YOU .....	26
TERRIFIC TODDLERS: BUILDING SELF ESTEEM WHILE GUIDING CHALLENGING BEHAVIORS .....	26
THE ARNETT CAREGIVER INTERACTION SCALE & RESPONSIVE INTERACTIONS WITH INFANTS & TODDLERS	27
THE ART OF CHILDHOOD: SUPPORTING DEVELOPMENT WITH AN ARTS-RICH CURRICULUM .....	27
THE TEACHING PYRAMID OBSERVATION TOOL, OR "TPOT™" OVERVIEW .....	28
TOOLS FOR TEACHING SOCIAL EMOTIONAL COMPETENCE .....	28
USING A CHILD-CENTERED CURRICULUM APPROACH IN OUT OF SCHOOL TIME PROGRAMS.....	28
WORKING WITH FAMILIES OF CHILDREN WITH SPECIAL NEEDS.....	29
YOU ARE A BRAIN ARCHITECT .....	29
<b>IEPD CONTACT INFORMATION .....</b>	<b>30</b>



## Understanding the Growth and Development of Children and Youth

### 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 <sup>1</sup>. 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.

100% of this training addresses the issues of “diverse learners”

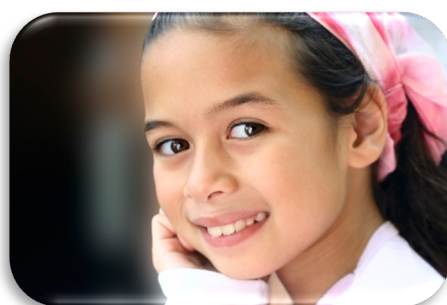
Format	Hours/ CEU	Target Audience
Classroom, Webinar OR Online	5 hours 0.5 CEU	Mixed audience

### It's a Wonderful Diverse World: Supporting DLL Children and Their Families

Inherent in supporting dual language learners is the awareness of how preconceived ideas and beliefs influence educational practices. Educators must be willing to reflect on their unconscious biases and prejudices and be willing to learn about the cultures and home languages of the children in their programs (NAEYC, 2021). Respecting and supporting a child's home language is imperative to healthy development across domains (WIDA 2021). Many children enter programs in which they need to adjust to a new social and linguistic situation where English is the primary spoken language. In this training, participants will learn about the importance of supporting a child's home language and culture as well as strategies to support all children in language development. 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.

100% of this training addresses the issues of “diverse learners”

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





## Trauma-Informed Practice for Out of School Time Educators

Children who suffer from child traumatic stress are those who have been exposed to one or more traumas over the course of their lives and develop reactions that persist and affect their daily lives after the events have ended. Traumatic experiences can set in motion a cascade of changes in children's lives that can be challenging and difficult and can leave a legacy of reminders that may persist for years.<sup>1</sup> In this training, OST educators will reflect on current research about the impacts of trauma and use the information learned to help create an environment and program that supports children's resilience.

100% of this training addresses the issues of "diverse learners"

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

## Guiding and Interacting with Children and Youth

### Bullying Prevention in Out of School Time Programs

One of our basic needs is feeling safe from personal danger and threats<sup>2</sup>. 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 in five (20.8%) school age children report being bullied<sup>3</sup>. 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.

100% of this training addresses the issues of "diverse learners"

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

<sup>1</sup> National Child Traumatic Stress Network, "About Child Trauma". <https://www.nctsn.org/what-is-child-trauma/about-child-trauma>

<sup>2</sup> Maslow, A.H. (1943). "A theory of human motivation". *Psychological Review*. **50** (4): 370–96. doi:10.1037/h0054346.

<sup>3</sup> National Center on Educational Statistics. (2016). *Indicators of school crime and safety: 2016*. U.S. Department of Education.



## 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.

100% of this training addresses the issues of “diverse learners”.

Format	Hours/ CEU	Target Audience
Classroom, Webinar OR Online	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<sup>4</sup>. 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.<sup>5</sup>

100% of this training addresses the issues of “diverse learners”

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

## Finding Balance

Adults and children may experience stress and even, symptoms of anxiety during their life. 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<sup>6</sup>. Helping children cope with stress and managing your own anxiety in a healthy way are important! In this 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.

100% of this training addresses the issues of “diverse learners”

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.

<sup>4</sup> Afterschool Alliance. (2014, Feb.). *Taking a dive deeper into afterschool: Positive outcomes and promising practices*. Washington, DC: Author.

<sup>5</sup> CASEL. (2017). *Social and emotional learning*. Retrieved from <https://casel.org/core-competencies/>

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



## Foundations for Promoting Positive Behavior

### Available in Spanish (classroom & webinar)

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.

100% of this training addresses the issues of “diverse learners”

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

## Responsive Environments for Infants and Toddlers

### Available in Spanish (Classroom or webinar)

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.

20% of this training addresses the issues of “diverse learners”

Format	Hours/ CEU	Target Audience
Classroom, Webinar OR Online	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.<sup>7</sup> 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<sup>8</sup>, 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.

100% of this training addresses the issues of “diverse learners.”

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

<sup>7</sup> The Autism Society. (2016). What is autism? Retrieved from <http://www.autism-society.org/what-is/>

<sup>8</sup> 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.

100% of this training addresses the issues of “diverse learners”

Format	Hours/ CEU	Target Audience
Classroom, Webinar OR Online	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.

75% of this training addresses the issues of “diverse learners”

Format	Hours/ CEU	Target Audience
Classroom, Webinar 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.

100% of this training addresses the issues of “diverse learners”

Format	Hours/ CEU	Target Audience
Classroom, Webinar OR Online	5 hours 0.5 CEU	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.

100% of this training addresses the issues of “diverse learners”

Format	Hours/ CEU	Target Audience
Classroom, Webinar OR Online	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.

100% of this training addresses the issues of "diverse learners."

Format	Hours/ CEU	Target Audience
Classroom (Available in English, Spanish or Portuguese), Webinar (Available in English & Spanish), OR Online (Available in English)	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<sup>9</sup>. 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.

100% of this training addresses the issues of "diverse learners."

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

<sup>9</sup> 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>





## Learning Environments and Curriculum

### 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!

50% of this training addresses the issues of “diverse learners.”

Format	Hours/ CEU	Target Audience
Classroom, Webinar OR Online	5 hours 0.5 CEU	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.

25% of this training addresses the issues of “diverse learners.”

Format	Hours/ CEU	Target Audience
Classroom, Webinar OR Online	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.

100% of this training addresses the issues of “diverse learners.”

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

“Science makes people reach selflessly for truth and objectivity; it teaches people to accept reality, with wonder and admiration, not to mention the deep awe and joy that the natural order of things brings to the true scientist.” ~ Lise Meitner, Physicist

The acronym STEM (Science, Technology, Engineering and Math) has become a commonly used word in education. Parents and educators are enthusiastic about the prospect of teaching children to think like scientists, engineers, and mathematicians. Children use STEM skills from birth as they make sense of and react to the world around them. Teachers of young children can help children develop critical thinking, problem-solving, and reasoning skills through hands-on STEM activities. These skills will help children in their daily lives now and as they grow and develop.

In this training, educators of children age birth to five years old will explore the need for robust STEM early education founded on the EEC STEM Guidelines. Ideas for supporting development of STEM skills will be explored through use of various STEM resources. Finally, participants will share ideas and plan for STEM activities across the curriculum.

25% of this training addresses the issues of “diverse learners”

Format	Hours/ CEU	Target Audience
Classroom, Webinar OR Online	5 hours 0.5 CEU 2.5-hour Workshop	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.”<sup>10</sup> 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.

100% of this training addresses the issues of “diverse learners”

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



<sup>10</sup> NAEYC, “Science, Technology, Engineering and Math Resources for Early Childhood”, <http://www.naeyc.org/STEM>



## Finding our Roots: Building Math and Language and Literacy Curriculum for Young Children

Educators know that young children, learn best when they are engaged, having fun, and free from stress and anxiety.<sup>11</sup> 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. While an outdoor classroom is an ideal place for big body movement play and life science explorations, it can also be utilized as an inspiring and engaging place to explore math, language, and literacy concepts. This training will support educators in reviewing what the benefits of outdoor learning, targeting skills in these curriculum areas for young children, and building curriculum to support young learners in an outdoor classroom environment.

100% of this training addresses the issues of “diverse learners.”

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

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

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.<sup>12</sup> 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.

100% of this training addresses the issues of “diverse learners.”

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

---

<sup>11</sup> S. Brown, et al. “Supporting Anxious Children in the Preschool Classroom”, *Young Children*, Vol. 75, No. 3, (2020)

<sup>12</sup> 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.

20% of this training addresses the issues of "diverse learners"

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.<sup>8</sup> 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.

20% of this training addresses the issues of "diverse learners"

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

## Jumping for Joy: Physical Development in Nature-Based Early Education Environments

### Available in Spanish

It should come as no surprise that healthy physical development for children and outdoor play go hand in hand. Anyone who spends time with young children can see the benefits of playing outdoors immediately: children move their bodies with fewer restrictions, investigate the many wonders of the natural world, use big muscles to play, and raise their voices to shout with joy. However, even seasoned educators may be surprised to learn just how crucial outdoor play is, and the many surprising ways that time spent in nature can benefit physical development in children. Building curriculum outdoors is not without challenges, as teachers must navigate potential obstacles presented by weather, safety, and curriculum demands.

In this workshop, educators will dive deep into the benefits of nature play for children, explore the relationship between outdoor curriculum and physical skill development, and experiment with building curriculum to meet the needs of the children they serve. Opportunities will be given for collaboration and discussion with other educators across the field of ECE, along with the sharing of new resources for rich curriculum development.

100% of this training addresses the issues of "diverse learners."

Format	Hours/ CEU	Target Audience
Webinar or Online (English)	2.5 hours 0.25 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<sup>13</sup>. 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<sup>14</sup>. 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?

In this training, we will review the importance of sensory play, construct various sensory activities to support children’s development and participants will design a packet for families to encourage sensory play at home.

100% of this training addresses the issues of “diverse learners.”

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

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

### Available in Spanish

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.

100% of this training addresses the issues of “diverse learners.”

Format	Hours/ CEU	Target Audience
Webinar OR Online (Spanish & English)	2.5 hours .25 CEU	Mixed audience

<sup>13</sup> 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/>

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



## Opening Doors: Supporting Children's Behavior in Early Learning Environments

Any early educator can share stories of the multitude of challenges throughout a young child's day in an early education and care environment. Many factors can contribute to challenging behavior and interactions with other children and staff, including children's developmental levels, environmental factors, family dynamics, and unique child needs. And yet, "children need to feel that they belong in the classroom—and it is incumbent upon their teachers to make them feel welcome and safe. As early childhood educators, we are perfectly situated to give children the caring support they need to see themselves as worthwhile and capable of loving, being loved, and being successful in school and in life."<sup>15</sup> (Edge, 2019)

This five-hour training will address a broad scope of how educators can support children who find particular challenges in an early learning environment. In this widely encompassing training, educators will affirm a commitment to building supportive and nurturing learning environments and identify concrete strategies to apply to their work with children, families, and colleagues.

100% of this training addresses the issues of “diverse learners.”

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

## Planning Developmentally Appropriate Curriculum Infants through Age 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.

50% of this training addresses the issues of “diverse learners”

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

## 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.

20% of this training addresses the issues of “diverse learners”

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

---

<sup>15</sup> "What's Love Got to Do with It? Relationships and Reflection in Early Childhood Programs", Edge, E.E. (2019). *Young Children*, NAEYC.



## Practical Ways to Promote Learning through Active Play

### Available in Spanish

It is recommended 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.*

20% of this training addresses the issues of “diverse learners”

Format	Hours/ CEU	Target Audience
Classroom OR Webinar	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.<sup>16</sup> 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.

100% of this training addresses the issues of “diverse learners”

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

<sup>16</sup> Gilliam, W.S. (2017), “Prekindergarteners Left Behind: Expulsion Rates in State Prekindergarten Systems”





## Sparkling Discovery: Using Learning Centers to Inspire and Engage

Early childhood theorists Piaget, Erikson and Vygotsky emphasized the importance of play in supporting children's development. Research tells us that young children learn best in an active, hands-on and "minds on" environment that provides them with developmentally appropriate materials, activities, and quality interaction with others<sup>17</sup>. Interesting and engaging learning centers within early childhood classrooms provide children with creative play opportunities. These learning centers can serve to support children's language development, problem-solving skills, social and emotional skills. Set up appropriately, learning centers provide each child with the opportunity to work at his/her developmental level and to be successful.

In this 5-hour training, participants will explore the value 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.

75% of this training addresses the issues of "diverse learners."

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

## Tales of Outdoor Learning: Building Nature-based Language and Literacy Curriculum for Young Children **Available in Spanish**

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.<sup>18</sup> 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.

100% of this training addresses the issues of "diverse learners."

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

<sup>17</sup> NAEYC. (2016). *A high-quality program for your preschooler*. Retrieved from <https://www.naeyc.org/our-work/families/high-quality-program-for-preschooler>.

<sup>18</sup> S. Brown, et al. "Supporting Anxious Children in the Preschool Classroom", *Young Children*, Vol. 75, No. 3, (2020)



## 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<sup>[1]</sup> 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.

25% of this training addresses the issues of “diverse learners”

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



## 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.

100% of this training addresses the issues of “diverse learners.”

Format	Hours/ CEU	Target Audience
Classroom, Webinar OR Online	5 hours 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.<sup>19</sup> 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.

25% of this training addresses the issues of "diverse learners"

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

## 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.**

10% of this training addresses the issues of "diverse learners"

Format	Hours/ CEU	Target Audience
Classroom (Available in English, Spanish and Portuguese)	5 hours/0.5 CEU Classroom	Mixed audience

## Using the Massachusetts Guidelines for Preschool and Kindergarten Learning Experiences (GPKLE)

The Massachusetts Guidelines for Preschool Learning Experiences (GPKLE) 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 2019 revised Massachusetts Curriculum Frameworks for Pre-K through Grade 12. 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.**

30% of this training addresses the issues of "diverse learners"

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

<sup>19</sup> Child Care Aware. (2015). Curriculum. Retrieved from, <http://childcareaware.org/child-care-providers/program-planning/curriculum>.



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

**Available in Portuguese**

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.

100% of this training addresses the issues of "diverse learners"

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**

### **Just the Facts Please! Observation, Documentation and Planning the Early Childhood Classroom**

Planning learning experiences that are grounded in children's authentic interests and developmental needs is essential for the success of all early childhood classrooms. In this 5-hour training, participants will engage in interactive discussions and hands-on activities that help them to understand the need for consistent and authentic observation of the children in their classrooms. Throughout this course participants will follow planning cycle starting with the most important step of making objective observations. From here, participants will learn to document their observations, and will use their observations to plan engaging learning experiences for the children in their classroom

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

### **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.

25% of this training addresses the issues of "diverse learners"

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.

50% of this training addresses the issues of "diverse learners"

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

## 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.

100% of this training addresses the issues of "diverse learners"

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. *A large space would be needed to present this training, such as a gymnasium, cafeteria or an outdoor field (weather permitting).*

25% of this training addresses the issues of "diverse learners"

Format	Hours/ CEU	Target Audience
--------	------------	-----------------



Classroom Only

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 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.

**Please Note: Beginning December 1, 2022, all 2, 2.5 or 3-hour workshops will be offered virtually via zoom.** IEPD webinars are created to be interactive and informative. If you would like to offer two workshops at your program in one day (for example AM & PM), IEPD will be able to provide those workshops in person or via webinar.

### **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.

	Hours/ CEU	Target Audience
Webinar	2 Hours	Mixed audience

### **Building Teaching Relationships**

This workshop is for adults who work with children in various ways such as: new teachers or assistants, 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.

	Hours/ CEU	Target Audience
--	------------	-----------------



Webinar	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.

	Hours/ CEU	Target Audience
Webinar OR Online	2.5 hours	Mixed audience

### **Courage, Hope and Resilience**

Resilience has been defined as the capacity to recover quickly from difficulties; or a person's ability to bounce back after a significant setback<sup>i ii</sup>. It has also been termed as the psychological quality that allows *some* people who have been knocked down adversities in life to "spring back" and come back at least as strong as before<sup>iii</sup>.

Being resilient is helpful for one's own well-being and that of others. Yet, in challenging times, resilience is tested. These sessions are designed to support educators in their work, to help them become more resilient and to share these strategies with children and families. We will start with and continue to promote self-care and focusing on what you can control to help you through almost any storm. Join us as we build our own resilience to enable us to care for ourselves and support the children & families we work with.

60% of this training addresses the issues of "diverse learners"

	Hours/ CEU	Target Audience
Webinar	2 or 3 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.

	Hours/ CEU	Target Audience
Webinar	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!

	Hours/ CEU	Target Audience
Webinar	2 hours	Mixed audience

## Culturally Responsive Coaching

High quality early childhood education helps children form a firm foundation for learning, resulting in positive outcomes.<sup>20</sup> 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.<sup>21</sup> 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.

	Hours/ CEU	Target Audience
Webinar	2 hours	Mixed audience

## Designing, Tinkering and Discovering: STEM Education for Infants and Toddlers

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 haven’t 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 workshop, educators of infants and toddlers 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.

	Hours/ CEU	Target Audience
Webinar	2.5 hour workshop	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

<sup>20</sup> Figuerido, J. (2012). *Culturally responsive professional development for Latinas in family child care*. ProQuest.

<sup>21</sup> First Five: Alameda County. (2011). *Effective Coaching in early care and education: Training Manual*. Author.



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.

	Hours/ CEU	Target Audience
Webinar	2-hour workshop	Mixed audience

### **From Rocking to Reading: Literacy in Infant and Toddler Settings**

It is never too early to start reading with children<sup>22</sup>. 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.

	Hours/ CEU	Target Audience
Webinar OR Online	2 hours	Mixed audience

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

During this free, 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.

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

### **Hope and Direction: Helping Children Understand Diversity**

#### **Available in Spanish**

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.

	Hours/ CEU	Target Audience
Webinar OR Online	2 hours OR 2.5 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

<sup>22</sup> National Education Association. (2013). *Tips for reading to infants and toddlers*. Retrieved from, <http://www.nea.org/grants/13330.htm>





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.

	Hours/ CEU	Target Audience
Webinar	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.

	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)

Hours	Target Audience
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.



Hours/ CEU	Target Audience
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<sup>23</sup>. Also, their “best practices” are reflected in the Environmental Rating Scale (FCCRs)<sup>24</sup>. 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.

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

### 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.

Hours/ CEU	Target Audience
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.

Hours/ CEU	Target Audience
------------	-----------------

---

<sup>23</sup> American Academy of Pediatrics. (2009). *Caring for your baby and young child: Birth to age five*. New York City: NY: Bantam Books

<sup>24</sup> Harms, T., Cryer, D., & Clifford, R.M. (2007). *Family child care environment rating scale*. New York, NY: Teachers College Press.



Webinar OR Online	2 hours	Toddler early education and care professionals including center-based and family childcare educators
-------------------	---------	--

### **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.

	Hours/ CEU	Target Audience
	2.5-3 hours	Mixed audience

### **The Art of Childhood: Supporting Development with an Arts-Rich Curriculum**

Exploration of art, music, dance, and drama bring us and our children joy. We all know it, but now research confirms and suggests that the arts can bring so much more to children. A recent study<sup>25</sup> showed Head Start children whose daily experience included music, dance, and visual arts demonstrated more cognitive gains overall than children who did not attend an arts-rich program. Equally important, the children also showed greater gains in social/ emotional development as well. Hold on to your paintbrush Picasso; this workshop will review the ECE research emphasizing the importance of arts education for healthy child development. Participants will reflect on their practice and create arts activities that support development across domains, integrating an arts curriculum design.

	Hours/ CEU	Target Audience
Webinar OR Online	2.5 hours	Mixed audience

---

<sup>25</sup> “The art of Head Start: Intensive arts integration associated with advantage in school readiness for economically disadvantaged children”, Brown, E.D., Garnett, M.L., Velazquez-Martin, B.M., Mellor, T.J., 2017, *Early Childhood Research Quarterly*.



## The Teaching Pyramid Observation Tool, or "TPOT™" Overview

The Teaching Pyramid Observation Tool, or "TPOT™", was developed by The Center on the Social and Emotional Foundations for Early Learning (CSEFEL) and The Technical Assistance Center on the Social-Emotional Interventions for Young Children (TACSEI). The TPOT™ is an instrument to measure practitioners' implementation of teaching and behavior support practices associated with the Pyramid Model for Promoting Social and Emotional Competence of Young Children (as cited in the TPOT™ for Preschool Classrooms Manual, 2014).

In this training, participants will be introduced to the TPOT™ Observation Tool for Preschool Classrooms. Participants will reflect on children's social and emotional learning, explore the Pyramid Model by Tiers, participate in reflection activities for each Tier, and set goals based upon these reflections. Following this section, the presenter will explain the observation process, interview with the teaching team and the follow up coaching session.

Hours/ CEU	Target Audience
1.5-2 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.

Hours/ CEU	Target Audience
2.5 hours 2 hours	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.<sup>26</sup> 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 workshop, 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.

---

<sup>26</sup> Child Care Aware. (2015). Curriculum. Retrieved from, <http://childcareaware.org/child-care-providers/program-planning/curriculum>.



	Hours/ CEU	Target Audience
Webinar OR Online	2 hours	Out of School Time Teachers, Directors and Administrators

### **Working with Families of Children with Special Needs**

It is important to establish effective partnerships with 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.

	Hours/ CEU	Target Audience
Webinar OR Online	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.

	Hours/ CEU	Target Audience
	2 hours	Mixed audience



## IEPD Contact Information

Please contact us  
with any questions and/or suggestions.

Phone: 508-657-1079

- |                  |                            |  |
|------------------|----------------------------|--|
| • Jody Figuerido | President                  | <a href="mailto:j.figueroa@iepd.org">j.figueroa@iepd.org</a> |
| • Beth Doubrava  | Director of Operations     | <a href="mailto:b.doubrava@iepd.org">b.doubrava@iepd.org</a> |
| • Katrina Lay    | Early Childhood Specialist | <a href="mailto:k.lay@iepd.org">k.lay@iepd.org</a>           |

---

<sup>i</sup> Oxford Dictionaries. (2021). *Re-sil-i-ence*. Retrieved from <https://search.yahoo.com/search?fr=mcafee&type=E210US714G0&p=Resilience>

<sup>ii</sup> Merriam-Webster. (2021). *Resilience*. Retrieved from <https://www.merriam-webster.com/dictionary/resilience>.

<sup>iii</sup> Psychology Today. (2021). *Resilience*. Retrieved from <https://www.psychologytoday.com/us/basics/resilience>