Child Development and Education
Workforce and Professional Development Division

CEU, PLC & TA TRAINING INFORMATION PACKET

Southeast Education Professionals
Region 5 EPS
Child Development and Education, Inc. LEAD AGENCY
Partnership

FALL 2018/ SPRING 2019

SOUTHEAST EDUCATION PROFESSIONAL PARTNERSHIP

Educator & Provider Support (EPS) of Southeast MA
Region 5
Partially funded by Department of Early Education and Care

eec

BRAIN BUILDING IN PROGRESS

About EPS

The EPS grant was established in 2010 to build an interconnected network of service partners throughout the state to streamline services and increase access to professional development for the early education and out-of-school time field.

EEC envisions a system of regional partners, coordinated by a lead agent, offering professional development at the state, regional and local levels, and creating pathways for educators to increase their competencies and improve quality for children across Massachusetts. The EPS grant focuses on three core areas to deliver these services and meet the needs of the field.

- Educator and Provider (program) Planning: To help educators and providers (programs) create and implement individualized pathways and plans that include an assessment of knowledge, skills, and abilities (competency) and are reflective of the educator's experience, expertise, and individual career and academic goals.
- Coaching and Mentoring: To provide the necessary support services including individual career and academic advising to help educators and providers (programs) make informed and appropriate educational choices that advance professional growth.
- Competency Development: To support the attainment of knowledge, skills, and abilities through qualified professional development that addresses theory to practice, utilizes reflection, and is individualized to meet educator and provider (program) needs.

What is SEEPP EPS Region 5?

SEEPP EPS Region 5 is a collaboration of early education and care, out-of-school-time, public schools, higher education and community partners in Southeastern Massachusetts, responsible for ensuring the deliverables for the EPS grant are met. Child Development and Education Inc. is the lead agency for the grant and responsible for administering all grant activities.

Where is Region 5?
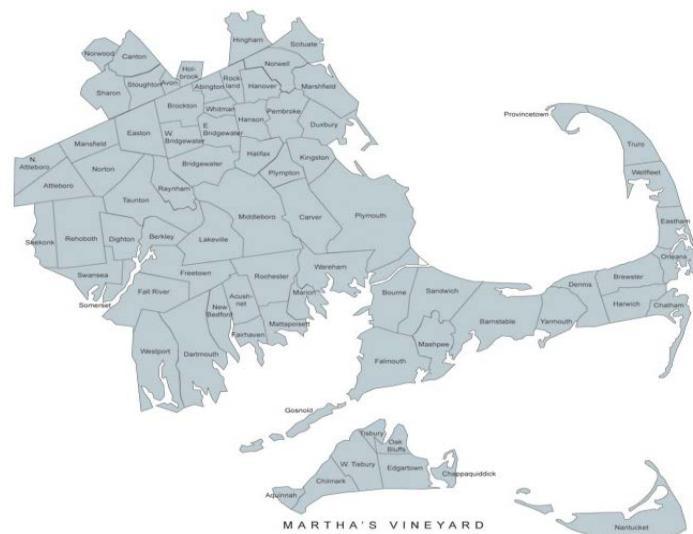
What are CEUs?

The continuing education unit (CEU) addresses the needs in the field of early education as a standard unit of measurement, quantifying continuing education and training activities, and accommodating the diversity of providers, activities, and purposes in adult education.

One CEU represents 10 hours of education provided either in a training series, a mini-course, an integrated experience at a conference, or a distance-learning course.

When a course or conference is approved for CEUs, it means the course:

- Has been reviewed and approved by a panel of early childhood professionals.
- Actively involves you, the adult learner, in the learning process.
- Is developmentally appropriate for the age group of children the course content addresses, and reflects current best practice.
- Consists of a minimum of five contact hours of training (.5 CEU).

Through the registration process, priority will be given to programs serving more than 50% subsidized children, followed by those serving less than 50%, and finally those not serving subsidized children.

Eligibility Requirements

• Must be employed in a Massachusetts EEC licensed or authorized group, family or out of school time program.

• Must be ACTIVE (not PENDING or EXPIRED) in EEC's Professional Qualifications Registry (PQR). For more information about the PQR visit: https://www.eec.state.ma.us/PQRegistry/

How to Register

Step 1: Visit our website at www.cdedu.us/SEEPP

Step 2: Click on the 'View Calendar" button and search by month for CEU trainings.

Step 3: Once you find the training you are interested in, simply click on the listed opportunity and you will be directed to the training flyer which contains dates, times and training description.

Step 4: Click on the registration button, fill in your required information and pay the small registration fee. We look forward to seeing you at a course of your choice as you continue to grow in your professional development!

Refund Policy

Refunds will only be made in the event that the course is cancelled.

Privacy Statement

All personal information collected is used for data reports to the Massachusetts Department of Early Education and Care and for internal outreach for professional development news and updates. All information requested is required and will be tracked to inform systematic decisions as they pertain to the Educator and Provider Support Grant. Data and information collected will not be sold or shared with third parties outside of SEEPP and EEC.

CEU Courses at a Glance

Start Date	End Date	Course Title	Town
09/15/18	09/15/18	Strategies for Effective Observation	Hingham
09/15/18	09/15/18	The Art of Childhood: Supporting Development with an Arts-Rich Curriculum	Canton
09/24/18	10/08/18	Curriculum Design in After School and Out of School Programming	Online
09/29/18	09/29/18	Reaching the Seemingly Unreachable	Hanover
10/13/18	10/13/18	Water Play with Young Children	Plymouth
10/15/18	10/29/18	The Interpersonal Environment – Supporting Social Competence in Out of School Time Programs	Online
10/20/18	10/20/18	Fabulous Learning Centers	Fall River
11/03/18	11/03/18	Children Experiencing Toxic Stress and Trauma	Fall River
11/05/18	12/01/18	Positive Interaction with Young Children	Online
11/08/18	11/15/18	Planning and Implementing Activities in a Mixed Age Program	Webinar
11/10/18	11/10/18	Building Structures with Young Children	Plymouth
11/17/18	11/17/18	Creating Interactive Math Experience in Out of School Time Programs	Pembroke
12/08/18	12/08/18	Understanding Children with Special Diets, Allergies and Specialized Feeding Issues	New Bedford
01/07/19	01/21/19	The Interpersonal Environment – Supporting Social Competence in Out of School Time Programs	Online
01/08/19	01/15/19	Proactive Approaches to Managing Challenging Behavior	Attleboro
02/02/19	02/02/19	The Art of Childhood: Supporting Development with an Arts-Rich Curriculum – *Portuguese*	Hyannis
02/04/19	02/11/19	Supporting Dual Language Learners	Webinar
02/18/19	03/04/19	Bullying in Out of School Time	Online
03/04/19	03/18/19	Creating Healthy and Active Learning Environments	Online
03/04/19	04/01/19	Early Literacy	Online
03/19/19	03/26/19	Understanding Children with Special Diets, Allergies and Specialized Feeding Issues	Webinar
04/06/19	04/06/19	Record Keeping for Family Child Care	Canton
04/08/19	04/22/19	Bullying in Out of School Time	Online
05/04/19	05/04/19	Using Positive Guidance in Early Education Settings	Hyannis
05/04/19	05/04/19	Strategies for Effective Observation	TBD
05/13/19	05/20/19	Children Experiencing Toxic Stress and Trauma	Attleboro
05/18/19	05/18/19	Hands on STEM: Connecting Curriculum Frameworks to Interactive Lessons for Out of School Time	TBD
05/18/19	05/18/19	Children Under Stress – *Portuguese*	Hyannis

2018-2019 CEU Trainings

(All CEU's are face to face trainings unless otherwise noted)

September 2018

Strategies for Effective Observation

Date: 09/15/18

Time: 9:30 AM – 3:30 PM

Location: Hingham

One of the most important jobs we have as early childhood educators is observing children and using the information we gain from our observations to inform our curriculum planning and interactions. Explore why, what, who, where and how to observe and record children's behavior and learning. We will engage in activities to practice observing and recording, and discover how to use the data to plan learning experiences for individual children and groups.

The Art of Childhood: Supporting Development with an Arts-Rich Curriculum with accompanying PLC

Date: 09/15/18

Time: 9:00 AM – 3:00 PM

Location: Canton

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 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.

PLCs: During these Professional Learning Community (PLC) sessions, educators will participate in reflective dialogue around what was discussed during the CEU training. They will elaborate on successes, challenges, and strategies that result in better programs for children in early childhood settings. This is an opportunity to learn from, with, and on behalf of each other as early childhood and out of school time professionals. *Separate registration is required.*

PLC Dates: 10/03/18, 11/07/18, 12/05/18, 01/02/19, 02/06/19

Curriculum Design in After School and Out of School Programming (Online)

Date: 09/24/18 – 10/08/18

Time: Self-paced

This training will focus on how to create developmentally appropriate curriculum for after school and out of school time programs (ASOST). Participants will learn what makes up ASOST curriculum while developing fun, engaging, hands-on informal lessons for ASOST settings. The training will use planning materials to promote curriculum design through observation and interest-based planning techniques. The curriculum framework developed by participants will offer lessons and activities that support and enhance the MA State Curriculum Standards.

Reaching the Seemingly Unreachable

Date: 09/29/18

Time: 9:00 AM – 3:00 PM

Location: Hanover

Many resources are available for working with and supporting the children who thrive within the traditional system and follow the expected developmental milestones. But what about those children who are not? This session examines a comprehensive survey of common diagnoses and provides comprehensive approaches that offer hope to those who appear to be unreachable. The information is delivered in plain language so you can lead the your most frustrated and misunderstood children toward significance and success.

October 2018

Water Play with Young Children

Date: 10/13/18

Time: 9:00 AM – 3:00 PM

Location: Plymouth

This course addresses the developmental benefits of water play for young children covering the various domains of development and learning. Participants will explore materials and accessories, which may be used to engage children in meaningful water play. Educators will explore their role in engaging children in focused water play in the classroom. Participants will be introduced to and gain an understanding of the inquiry approach in water play. This course will link concepts and activities related to water play to the Ma STE Standards.

The Interpersonal Environment – Supporting Social Competence in Out of School Time Programs (Online)

Date: 10/15/18 – 10/29/18

Time: Self-paced

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 behavior. In this session, we will discuss guiding and supervision of social competency within a framework of the Seven Social Skill Clusters. These clusters include community building, control, confidence, curiosity, coping, communication and conflict resolution. Participants will reflect upon their current social environment, problem behavior, their role as an adult and the value of play.

After completing this course, participants will be able to: Evaluate the program's social environment, reflect upon the seven social skills clusters children need to be socially competent and select goals designed to improve the program's social environment.

Fabulous Learning Centers with accompanying PLC

Date: 10/20/18

Time: 9:00 AM – 3:00 PM

Location: Fall River

The great early childhood theorists Piaget, Erikson and Vygotsky have all emphasized the importance of play in the development of young children. Young children learn best in an active, hands-on environment that provides them with developmentally appropriate materials and activities. Setting up learning centers within the preschool classroom give children the

experiences and play opportunities that can support their language development, problem-solving skills, social and emotional skills and gives each child the opportunity to work at their own level and be successful. Children learn best when they are interacting with items that interest them. According to the author of *Preschool Appropriate Practices* by Janice Beaty, the child must be able to trust their environment by experiencing the following: Awareness of the choices available; An interest in the materials (change items, often); Freedom to explore; Time to get deeply involved.

PLCs: During these Professional Learning Community (PLC) sessions, educators will participate in reflective dialogue around what was discussed during the CEU training. They will elaborate on successes, challenges, and strategies that result in better programs for children in early childhood settings. This is an opportunity to learn from, with, and on behalf of each other as early childhood and out of school time professionals. ***Separate registration is required***.

PLC Dates: 11/06/18, 12/04/18, 01/08/18, 02/05/18, 03/05/18

November 2018

Children Experiencing Toxic Stress and Trauma

Date: 11/03/18

Time: 9:00 AM – 3:00 PM

Location: Fall River

It is estimated that each year in the United States, there are approximately 5 million children that experience some form of traumatic event. 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. Participants will: Define toxic stress and trauma, analyze the impacts of trauma on young children, families and staff, and identify ways to incorporate trauma-informed care into their early childhood classrooms and programs. Participants will create 2-3 strategies of trauma-informed practice that they will incorporate into their classrooms/programs.

Positive Interaction with Young Children (Online)

Date: 11/05/18 – 12/01/18

Time: Self-paced

Research indicates that the way adults interact with young children plays a very important role in children's learning and development. These studies demonstrate that in classrooms where educators are responsive, guiding, and nurturing, children take more initiative and are more likely to be actively involved and persistent in their work. This training will discuss how to have powerful positive interactions with young children, plan daily interactions, interact as partners with children and influence building strong relationships with young children.

Planning and Implementing Activities in a Mixed-Age Program (Webinar)

Date: 11/08/18 – 11/15/18

Time: 9:00 AM – 3:00 PM

Children grow and learn naturally in mixed-age groups. Younger children watch and learn from the "experts," including important cognitive and social skills. Older children can explore the same materials more deeply and gain self-confidence by teaching and interacting with younger children. However it can be challenging to balance safety, active learning, and the individual needs of each child. Participants will explore what the research shows about multi-age groups in early childhood, and, through discussion and interactive activities, plan to meet the needs of a multi-age group of children. This course includes topics on "diverse learners."

Building Structures with Young Children

Date: 11/10/18

Time: 9:00 AM – 3:00 PM

Location: Plymouth

This course addresses the developmental benefits of building structures with young children. Participants will explore materials and accessories, which may be used to engage children in discovery and meaningful play with the processes of building structures. This course will link concepts and activities to the Mass STEM for Pre-K & Ma Guidelines for Preschool Experiences.

Creating Interactive Math Experiences in OST Program

Date: 11/17/18

Time: 9:00 AM – 3:00 PM

Location: Pembroke

This course is designed to increase OST providers' ability to assist their program participants in homework completion and in the advancement of their participants' mathematical confidence and ability. By tackling their own math anxieties and learning how to create interactive math experiences, providers will learn how to model positive attitudes around math and how to make connections between Common Core Math Standards, youth interest, and everyday situations.

December 2018

Understanding Children with Special Diets, Allergies and Specialized Feeding Issues

Date: 12/08/18

Time: 9:00 AM – 3:00 PM

Location: New Bedford

Food allergies affect 1 in 13 children in the United States; with young children being affected the most. 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.

January 2019

The Interpersonal Environment – Supporting Social Competence in Out of School Time Programs (Online)

Date: 01/07/19 – 01/21/19

Time: Self-paced

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 behavior. In this session, we will discuss guiding and supervision of social competency within a framework of the Seven Social Skill Clusters. These clusters include community building, control, confidence, curiosity, coping, communication and conflict resolution. Participants will reflect upon their current social environment, problem behavior, their role as an adult and the value of play.

After completing this course, participants will be able to: Evaluate the program's social environment. Reflect upon the seven social skills clusters children need to be socially competent. Select goals designed to improve the program's social environment.

Proactive Approaches to Managing Challenging Behavior

Date: 01/08/19 – 01/15/19 (Snow Date: 01/22/19)

Time: 6:30PM – 9:00PM

Location: Attleboro

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. 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.

As a result of this training, early childhood educators will be able to plan and implement curriculum based on their knowledge and review of child development, particularly social-emotional development. The concept that children have diverse learning needs and styles will be embedded throughout the course. Educators will learn about innovative and proactive ways to approach behavior management in young children, and apply their knowledge to their work.

February 2019

The Art of Childhood: Supporting Development with an Arts-Rich Curriculum (Portuguese)

Date: 02/02/19

Time: 9:00AM – 3:00PM

Location: Hyannis

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 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.

(Portuguese Course Description)

Pablo Picasso sabia o valor das artes na vida de crianças pequenas quando disse que "toda criança é artista. O problema é como permanecer um artista quando crescermos". Educadores e cuidadores de crianças pequenas podem estar de acordo com Picasso - particularmente aqueles que viram a criança, até os cotovelos com a pintura a dedo, concentrados em um projeto, ou um pré-escolar girando em torno da sala de aula com lenços, dançando a música nela. cabeça. Educadores podem saber informalmente que a exploração de arte, música, dança e drama traz alegria às crianças. No entanto, agora há evidências que sugerem que as artes podem trazer muito mais para as crianças. Um estudo recente descobriu que crianças de baixa renda que participaram de um programa Head Start que incluiu experiências diárias com música, dança e artes visuais demonstraram mais ganhos cognitivos em geral do que crianças que não frequentaram um programa rico em artes. Igualmente importante, as crianças também apresentaram maiores ganhos no desenvolvimento socioemocional. Neste treinamento, os participantes revisarão pesquisas e informações do campo da primeira infância que descrevem a importância da educação artística para o desenvolvimento saudável da criança. Eles refletirão sobre sua prática atual e abordagem à educação artística, e se engajarão na criação e no planejamento de uma atividade artística que apoiará o desenvolvimento em todos os domínios e integrará sua nova compreensão do design do currículo artístico.

Supporting Dual Language Learners (Webinar)

Date: 02/04/19 – 02/11/19

Time: 6:30PM – 8:30PM

Early childhood educators can support children for whom English is a second language (or who are monolingual in a language other than English), in English language development by providing a language rich environment. Children who do not speak, or have limited English, must adjust to a new social and linguistic situation when they start attending a program where English is the main spoken language. During this training, participants will broaden their understanding of English language acquisition and learn strategies to adapt and provide a responsive learning environment for dual language learners and their families. Participants will discuss Dual Language Learners and their families; review language development of single language and dual language learners; discuss the prevalence of DLLs and identification as a child who has special needs; and list strategies that support DLLs in your classroom.

Bullying in Out of School Time Programs (Online)

Date: 02/18/19 – 03/04/19

Time: Self-paced

One of our basic needs is feeling safe from personal danger and threats. 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 of five (20.8%) school age children report being bullied. 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.

After completing this course, participants will be able to: Describe bullying and those involved in bullying; create and reinforce rules and policies regarding bullying; Recognize signs a child may be bullying others or is being bullied; Provide activities to teach children about bullying; Respond to incidents of bullying.

March 2019

Creating Healthy and Active Learning Environments (Online)

Date: 03/04/19 – 03/18/19

Time: Self-paced

This training will provide participants with an overview of the health and physical education standards, Federal government health and movement guidelines, and how to incorporate them in classroom learning experiences. Participants will learn how they are the first line of defense against childhood obesity and adopt new methods to create a foundation for daily movement routines that can be sustained through life. Participants will discover how important it is to create movement breaks to help create better learning outcomes.

Early Literacy (Online)

Date: 03/04/19 – 04/01/19

Time: Self-paced

This course examines the early literacy learning domains, reading, and writing, listening and speaking. These are the skills young children need in order to learn to communicate, read, and write. We will describe each of these domains along with identifying every day early literacy classroom experiences you can apply to your program.

Working with Children with Specialized Feeding Issues (Webinar)

Date: 03/19/19 – 03/26/19

Time: 6:30PM – 8:30PM

Food allergies affect 1 in 13 children in the United States; with young children being affected the most. 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.

April 2019

Record Keeping for Family Child Care

Date: 04/06/19

Time: 9:00AM – 3:00PM

Location: Canton

Owning and operating a family child care program requires organizing careful and complete records including licensing requirements, files for each child and employee, and documentation of income and expenses for tax purposes.   Learn how to set up and maintain a record keeping system that will help you become a successful family child care professional.

Bullying in Out of School Time Programs (Online)

Date: 04/08/19 – 04/22/19

Time: Self-paced

One of our basic needs is feeling safe from personal danger and threats. 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 of five (20.8%) school age children report being bullied.

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.

After completing this course, participants will be able to: Describe bullying and those involved in bullying; create and reinforce rules and policies regarding bullying; Recognize signs a child may be bullying others or is being bullied; Provide activities to teach children about bullying; Respond to incidents of bullying.

May 2019

Using Positive Guidance in Early Education Settings

Date: 05/04/19

Time: 9:00AM – 3:00PM

Location: Hyannis

This course will discuss the benefits of using Positive Guidance to build nurturing relationships with young children and support positive classroom management. This course will discuss how a child's temperament and he educator's style might affect the young child's experiences in an Early Education Setting, and how to develop positive nurturing relationships with young children. The Pyramid Model will be reviewed. The use of Scripted Stories as a positive classroom management tool will be discussed and participants will be given an opportunity to practice writing a scripted story.

Children Experiencing Toxic Stress and Trauma

Date: 05/13/19 – 05/20/19

Time: 6:30PM – 9:00PM

Location: Attleboro

It is estimated that each year in the United States, there are approximately 5 million children that experience some form of traumatic event 1. Traumatic experiences and toxic stress can have a lifelong impact and there can be physical, psychological and emotional effects on infants and young children. Many of these effects can manifest as challenging behaviors in young

children. We, as early education providers, can provide children with compassion, support and safety by incorporating trauma-informed care and practices into our programs and help children to develop resiliency as they continue to grow and develop into adults. Participants will: Define toxic stress and trauma. Analyze the impacts of trauma on young children, families and staff. Identify ways to incorporate trauma-informed care into their early childhood classrooms and programs. Create 2-3 strategies of trauma-informed practice that they will incorporate into their classrooms/programs.

Strategies for Effective Observation

Date: 05/04/19

Time: 9:00AM – 3:00PM

Location: TBD

One of the most important jobs we have as early childhood educators is observing children and using the information we gain from our observations to inform our curriculum planning and interactions. Explore why, what, who, where and how to observe and record children's behavior and learning. We will engage in activities to practice observing and recording, and discover how to use the data to plan learning experiences for individual children and groups.

Hands on STEM: Connecting Curriculum Framework to Interactive Lessons

Date: 05/18/19

Time: 9:00 AM – 3:00 PM

Location: TBD

This training will focus on linking the 2016 Massachusetts Science and Technology/Engineering Standards to OST programming. Providers will gain a greater understanding of the Frameworks by participating in fun, engaging, hands-on STEM lessons that can be implemented at their sites. The training will also provide curriculum-planning tools to promote the learning and teaching of elementary science, engineering and technology.

Children Under Stress (Portuguese)

Date: 05/18/19

Time: 9:00AM – 3:00PM

Location: Hyannis

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 as it can be

motivating and increase productivity.   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. During this training, participants will learn more about children under stress and strategies to help young children cope with chronic stress.

(Children Under Stress Portuguese Course Description) Título da oferta educacional: crianças sob estresse Pesquisadores da Universidade de Michigan identificaram que o estresse nas crianças figura nas cinco principais preocupações de saúde infantil (C.S. Mott Children's Hospital, 2010). Alguns estresses são normais e, de fato, saudáveis, pois nos dá oportunidades de crescimento, como o medo do escuro e a busca de estratégias para gerir esse medo. O estresse na moderação suporta o processo de aprendizagem, pois pode ser motivador e aumentar a produtividade. No entanto, quando o estresse provoca desequilíbrio na vida de uma criança, ele pode ter consequências negativas ao longo da vida. As crianças reagem de muitas maneiras diferentes ao estresse. Neste curso, identificaremos algumas das causas do estresse extremo em crianças, como sofrimento, doença, pobreza, abuso, violência de testemunho e outros traumas. Durante este treinamento, os participantes aprenderão mais sobre crianças sob estresse e estratégias para ajudar as crianças pequenas a lidar com o estresse crônico.

Participants will be able to: Distinguish the difference between healthy and harmful stress in children; Examine the typical signs and symptoms of stress in young children; Discuss coping strategies for helping children manage the negative outcomes from unhealthy stress; Identify resources to support educators who work with children under stress.

What are PLCs?

Professional Learning Communities, or PLCs, are settings where educators can experience rich conversations and learn new insights into educating young children and learning. PLCs are facilitated or guided by a specified individual as a supporter in partnership with educators, rather than an instructor or expert with all the answers. PLCs will provide an opportunity for educators to engage in in-depth reflection of theory and practice in a supportive context with others who share similar interests and can offer varying perspectives.

Educators are invited to participate in the many Early and Care and Out of School Time Professional Learning Communities (PLCS) SEEPP has to offer. During these sessions, educators will engage in reflective dialogue around a specific topic and discuss successes, challenges, and strategies that result in better programs for children in early childhood settings. This is an opportunity to learn from, with, and on behalf of each other as early childhood and out of school time professionals.

Note: PLC participants will be documented through certificate of training hours at completion of series. Partial participants are not eligible for certificate.

Eligibility Requirements

• Must be employed in a Massachusetts EEC licensed or authorized group, family or out of school time program.

• Must be ACTIVE (not PENDING or EXPIRED) in EEC's Professional Qualifications Registry (PQR). For more information about the PQR visit: https://www.eec.state.ma.us/PQRegistry/

How to Register

Step 1: Visit our website at www.cdedu.us/SEEPP

Step 2: Click on the 'View Calendar" button and search by month for PLC trainings.

Step 3: Once you find the training you are interested in, simply click on the listed opportunity and you will be directed to the training flyer which contains dates, times and training description.

Step 4: Click on the registration button, fill in your required information and pay the small registration fee. We look forward to seeing you at a course of your choice as you continue to grow in your professional development!

Refund Policy

Refunds will only be made in the event that the course is cancelled.

Privacy Statement

All personal information collected is used for data reports to the Massachusetts Department of Early Education and Care and for internal outreach for professional development news and updates. All information requested is required and will be tracked to inform systematic decisions as they pertain to the Educator and Provider Support Grant. Data and information collected will not be sold or shared with third parties outside of SEEPP and EEC.

PLC Sessions at a Glance

First Session	Last Session	Course Title	Town
09/05/18	06/05/18	Global Schools: Collecting Classrooms and Students around the World	Wareham
10/01/18	10/01/18	Connecting Preschool Science and Storybooks	Children's Museum of Easton
10/03/18	02/06/19	The Art of Childhood: Supporting Development with an Arts Rich Curriculum	Fall River
10/15/18	02/11/18	Managing Challenging Behaviors in Early Childhood Programs	Taunton
10/16/18	02/12/19	Supporting Infant and Toddler Caregivers	Attleboro
10/16/18	02/12/19	Pyramid Model	Plymouth
10/18/18	02/07/19	Young Children with Special Needs	New Bedford
11/05/18	11/05/18	Exploring STEM with Toddlers	Children's Museum of Easton
11/06/18	03/05/19	Fabulous Learning Centers	Fall River
12/06/18	04/10/19	STEM Activities	Plymouth
03/04/19	03/04/19	Bringing STEM into the Toddler Classroom	Children's Museum of Easton
03/25/19	06/03/19	Supporting Infant and Toddler Caregivers	Plymouth
04/08/19	04/08/19	Creating Fun and Engaging STEM Learning with Preschool Children	Children's Museum of Easton

2018-2019 PLC Trainings

(All PLC's are face to face trainings unless otherwise noted)

September 2018

Global Schools: Collecting Classrooms and Students around the World

Session Dates: September 5, 2018 through June 5, 2018

Time: 3:30PM-5:30PM

Location: Wareham   Cost: $25.00

PLC Description: In an effort to reduce all disparities, including: health, racial and ethnic, income-based, and education-based, the Global Education PLC will meet monthly to discuss how to engage students in thinking about global issues around health, education and environment. Wareham Public Schools presently has nine partner schools across the world. Together, PLC members will research curriculum and benchmark assessments that allow students to work with international partners to discuss ways that youth can get involved with solving world issues. Some of the projects reached by the group in the past are: universal access to clean water, mosquito-borne illnesses, lack of technology in rural schools, the concept of privilege, and global warming has begun the process of developing a sister school there. The PLC members would like to make the new sister school in Sydney one of the focuses for next year as well. Another focus for 2018/19 will be to concentrate on the issue of access in Global Education. Another major focus of this PLC will be to continue the annual International Night, an event that draws 200-300 people and is a celebration of cultures. There will be food, music, and dance performances that celebrate the many cultures in the community. It will be held May, 2019.

Members of this 2017/18 PLC were all offered to apply for an all-expenses paid teaching/sight-seeing experience in China this July. Two members applied and will be attending. It is our hope that we will again be able to offer this opportunity to PLC members this year as well, as a result of the work we have been doing the past two years.

PLC Objectives: A major objective of the Global Education PLC is to promote cultural competence in students, educators, and community. Some of the research that the PLC will be considering is the body of work from Harvard School of Education professor, Paola Uccelli. She is developing a tool that measures the impact of global education programming on youth development, particularly in the areas of openness, empathy, adaptability, and flexibility.

October 2018

Connecting Preschool Science and Storybooks

Session Dates: 10/01/18

Time: 6:30PM-8:30PM

Location: Children's Museum in Easton   Cost: $10.00

PLC Description: In collaboration with SEEPP, The Children's Museum in Easton will provide educators with opportunities to explore and discover simple and fun ways to incorporate science, technology, engineering, math and literate into the daily curricul7ums of toddler and preschool classes through excited and engaging activities!

PLC Objectives: Educators and administrators will take away new and engaging hands-on activities in incorporate into the classrooms as well as a better understanding as to the importance of STEM in their daily classroom curriculums.

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

Session Dates: 10/03/18, 11/07/18, 12/05/18, 01/02/19, 02/06/19

Time: 6:30PM-8:30PM

Location: Fall River   Cost: $25.00

Explore this topic further in this 2-hour Professional Learning Community (PLC). Review the importance and benefits of increasing the opportunity for children to explore art. Interact with peers, share ideas, and consider new ways to integrate the Arts into your curriculum. Resources and ideas will be shared.

Managing Challenging Behaviors in Early Childhood Programs

Session Dates: 10/15/18, 11/19/18, 12/10/18, 01/14/19, 02/11/19

Time: 6:30PM-8:30PM

Location: New Bedford   Cost: $25.00

PLC Description: Managing children with challenging behavior are often a challenge to early childhood educators. Through this series, participants will explore challenging behavior, possible causes and strategies to prevent and respond to challenging behavior.

PLC Objectives: Participants will:

- Examine the causes and triggers of challenging behavior.

- Analyze children's behavior to determine needs for adaptation or changes in the environment, routine, or interactions.
- Identify strategies to respond to children with specific needs that affect behavior, such as sensory needs, auditory processing difficulties, autism spectrum, or hyper-activity.
- Explore strategies for teaching children social and emotional skills.
- Identify resources to support the management of challenging behavior.

Supporting Infant and Toddler Caregivers

Session Dates: 10/16/18, 11/20/18, 12/11/18, 1/15/19, 2/12/19

Time: 6:30PM-8:30PM

Location: Attleboro   Cost: $25.00

Session 1 - Bonding and Attachment in Infant Toddler Settings: Reciprocal and responsive relationships with significant adults in a child's life are critical for healthy social and emotional development. During this PLC educators will identify strategies to create and develop these relationships with infants and toddlers in their care. Elements of the PLC will include psychosocial stages of development, components of quality interactions, and review of the importance of bonding and healthy attachment.

Objectives:

- Identify quality interactions that promote successful bonding and attachment.
- Analyze the impact of attachment on child development.
- Review information about ways to form a positive attachment.

Session 2 - Developmentally Appropriate Planning/ Activities for Infants and Toddlers: The early years of life form the foundation for lifelong learning. It is important that educators understand how children learn in order to support their self- concept and learning. This PLC guides educators in the design and use of developmentally appropriate curriculum and activities for children under two. Topic discussions will include infant and toddler development, understanding individual approaches to learning and how it impacts curriculum planning, and activities that support development.

Objectives:

• Recognize and describe infant and toddler development
• Identify Developmentally Appropriate Practices and how it relates to planning activities for infants and toddlers
• Plan and implement open ended sensory experiences based on knowledge of infant and toddler development.

Session 3 - Responsive Environments for Infants and Toddlers: This interactive PLC will offer guidance and strategies that provide nurturing and supportive interactions within a responsive infant and toddler environment. Educators will reflect upon who they are as infant and toddler educators and be inspired to establish responsive and respectful, relationships with the children and families in their programs. The importance of developing emotional and social attachments and relationships with infants and toddlers will be examined.

Objectives:

- Identify and document strengths and challenges in working with infants and toddlers;
- Describe the impact of relationships, responsive and respectful interactions, on brain development;
- Identify an environment that supports responsive caregiving through curriculum, messages in the environment, and routines.

Session 4 - 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 PLC 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.

Objectives:

• Discuss the social/emotional development of toddlers.
• Identify "normal yet difficult" behaviors exhibited by toddlers.
• Strategize behavior management techniques that promote positive self-esteem.
• Define self-esteem and explore why developing a positive self-esteem is important.

Session 5 -Temperament and Caregiving: Temperament is important because it helps caregivers better understand children's individual differences. Caregivers can enhance the "goodness" of fit by adapting his/her approach to support positive social-emotional development in young children. Educators will explore how to implement strategies based on their understanding of temperament.

Objectives:

- Identify the important developmental concept of temperament and how it impacts social/emotional development.
- Discuss strategies that caregivers can use to enhance the "goodness of fit'
- Explore the nine temperament traits and how they impact a child's approaches to learning.

Pyramid Model

Session Dates: 10/16/18 – 02/12/19

Time: 6:30PM-8:30PM

Location: Hyannis   Cost: $25.00

PLC Description: The Pyramid Model (formerly known as the CESFEL Pyramid) is a research based model to guide children's behavior through relationship building, environmental supports, and behavior strategies. Participants In this PLC will explore the benefits of implementing the Pyramid Model in their programs to support children and their families as well as their classrooms.

PLC Objectives: Participants will:

- Discuss how important relationships are to a program.
- Share what their programs do to try to prevent adverse behaviors in their programs.

- Discuss environmental factors in assisting with behavior.
- Discuss the importance of social emotional education.
- Describe strategies to help children deal with their behaviors in an appropriate way.

Young Children with Special Needs

Session Dates: 10/18/18, 11/15/18, 12/13/18, 01/17/19, 02/7/19

Time: 6:30PM-8:30PM

Location: New Bedford   Cost: $25.00

Session 1: Supporting Inclusion Care and Education in the Early Childhood Years: During this first session, participants will take a look at and discuss who the children with special needs are and how to provide an effective and responsive inclusive early learning environment for all children

- Understanding Children with Special Needs
- Taking a Look at an Inclusive Approach to Early Childhood Education
- Understanding the Early Intervention Program

Session 2 -More Alike than Different**:** During this second session, participants will discuss a variety of special needs and look at responsive teaching strategies designed to provide the child with special needs with a developmentally appropriate learning experience.

- Developmental and Learning Disabilities
- Cognitive Learning
- The Physically Handicapped Child
- Sensory Impairments (Vision and Hearing)

Session 3 - Understanding the Autism Spectrum and Sensory Processing Issues**:** During session #3, participants will talk about the Autism Spectrum Disorder and general sensory processing issues of children. Teaching strategies and learning environments will be included.

- Discussion – Autism Spectrum Disorder
- Sensory Processing

Session 4 - Social Development and Supporting Young Children's Peer Competencies: During session # 4, participants will discuss the science of play, social development and the importance of facilitating peer relationships for all children.

- Social Development/ Peer Relations
- The Science of Play
- How does these work together?

Session 5 -Planning for Inclusion: Working with Families: Session # 5 is where participants will take a look at disabilities and special needs from the parents and extended family member's perspective. Discussion will include community resources and effective referrals.

- Understanding the Families Perspective

- Providing Concrete Support in Times of Need
- Community Resources and Referrals

November 2018

Exploring STEM with Toddlers

Session Dates: 11/05/18

Time: 6:30PM-8:30PM

Location: Children's Museum in Easton   Cost: $10.00

PLC Description: In collaboration with SEEPP, The Children's Museum in Easton will provide educators with opportunities to explore and discover simple and fun ways to incorporate science, technology, engineering, math and literate into the daily curriculums of toddler and preschool classes through excited and engaging activities!

PLC Objectives: Educators and administrators will take away new and engaging hands-on activities in incorporate into the classrooms as well as a better understanding as to the importance of STEM in their daily classroom curriculums.

Fabulous Learning Centers

Session Dates: 11/06/18, 12/04/18, 01/08/19, 02/05/19, 03/05/19

Time: 6:30PM-8:30PM

Location: Fall River   Cost: $25.00

During this 2 – hour Professional Learning Community (PLC), educators will dive deeper into designing fabulous learning centers in their program. Participants will share ideas, suggestions, and insight into this important topic. Come have fun, share with your peers, and learn more about setting up interesting learning centers that are fun and educational for children in your program!

December 2018

STEM Activities

Session Dates: 12/6, 1/10, 2/13, 3/13, 4/10

Time: 6:30PM-8:30PM

Location: Plymouth   Cost: $25.00

PLC Description: Water play and building things are everyday activities in the early childhood setting. This PLC will explore how we implement and foster the skills that children are attaining while just playing with water or using blocks and other building materials. Participants will share their experiences

with water play and building including outside play, social emotional aspects, and how it ties into the rest of their curriculum.

PLC Objectives: Participants will:

- Share their experiences with children in the areas of water play and building structures.
- Discuss how this happens outside.
- Describe what social emotional opportunities happen during this play.
- Discuss how early literacy plays a part.
- Describe how water play and building translate to other parts of the curriculum.

March 2019

Bringing STEM into the Toddler Classroom

Session Dates: 03/04/19

Time: 6:30PM-8:30PM

Location: Children's Museum in Easton   Cost: $10.00

PLC Description: In collaboration with SEEPP, The Children's Museum in Easton will provide educators with opportunities to explore and discover simple and fun ways to incorporate science, technology, engineering, math and literate into the daily curricul7ums of toddler and preschool classes through excited and engaging activities!

PLC Objectives: Educators and administrators will take away new and engaging hands-on activities in incorporate into the classrooms as well as a better understanding as to the importance of STEM in their daily classroom curriculums.

Supporting Infant and Toddler Caregivers

Session Dates: 03/25/19, 04/08/19, 04/29/19, 05/20/19, 06/03/19

Time: 6:30PM-8:30PM

Location: Plymouth   Cost: $25.00

Session 1: Supporting Inclusion Care and Education in the Early Childhood Years: During this first session, participants will take a look at and discuss who the children with special needs are and how to provide an effective and responsive inclusive early learning environment for all children

- Understanding Children with Special Needs
- Taking a Look at an Inclusive Approach to Early Childhood Education
- Understanding the Early Intervention Program

Session 2 -More Alike than Different**:** During this second session, participants will discuss a variety of special needs and look at responsive teaching strategies designed to provide the child with special needs with a developmentally appropriate learning experience.

- Developmental and Learning Disabilities
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- Social Development/ Peer Relations
- The Science of Play
- How does these work together?

Session 5 -Planning for Inclusion: Working with Families: Session # 5 is where participants will take a look at disabilities and special needs from the parents and extended family member's perspective. Discussion will include community resources and effective referrals.

- Understanding the Families Perspective
- Providing Concrete Support in Times of Need
- Community Resources and Referrals

April 2019

Creating Fun and Engaging STEM Learning with Preschool Children

Session Dates: 04/08/19

Time: 6:30PM-8:30PM

Location: Children's Museum in Easton   Cost: $10.00

PLC Description: In collaboration with SEEPP, The Children's Museum in Easton will provide educators with opportunities to explore and discover simple and fun ways to incorporate science, technology, engineering, math and literate into the daily curricul7ums of toddler and preschool classes through excited and engaging activities!
PLC Objectives: Educators and administrators will take away new and engaging hands-on activities in incorporate into the classrooms as well as a better understanding as to the importance of STEM in their daily classroom curriculums.

What are TA?

Technical Assistance is a provision of targeted and customized supports by professionals with subject matter and adult learning knowledge and skills to develop or strengthen processes, knowledge application or implementation of services by recipients. (NAEYC and NACCRRA, "Training and Technical Assistance Glossary," March 2011).

Eligibility Requirements

• Must be employed in a Massachusetts EEC licensed or authorized group, family or out of school time program.

 • Must be ACTIVE (not PENDING or EXPIRED) in EEC's Professional Qualifications Registry (PQR). For more information about the PQR visit: https://www.eec.state.ma.us/PQRegistry/

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2018-2019 TA Trainings

(All TA sessions are face to face trainings unless otherwise noted)

August 2018

QRIS for Family Child Care Level 1 to 2

Session Dates: 08/14/18, 09/11/18, 10/02/18, 11/06/18, 12/04/18

Time: 6:30PM-8:30PM

Location: Avon   Cost: Free

TA Description: This PLC is designed to discuss moving from Level 1 to Level 2 of QRIS.

TA Objectives: Participants will: Understand the additional requirements needed for Level 2and discuss the individual standards and required professional development.

- Discuss the program assessment tools including FCCERS, BAS, and Strengthening Families.
- Discuss what documents are needed and how to put them together for submission.
- Discuss writing an action plan, an IPDP and the CQIP.
- Reflect on the process and the submission process

September 2018

QRIS for Family Child Care Level 1 to 2

Session Dates: 09/20/18, 11/29/18, 01/24/19, 3/21/19, 5/23/19

Time: 6:30PM-8:30PM

Location: Hyannis   Cost: Free

TA Description: This PLC is designed to discuss moving from Level 1 to Level 2 of QRIS.

TA Objectives: Participants will: Understand the additional requirements needed for Level 2and discuss the individual standards and required professional development.

- Discuss the program assessment tools including FCCERS, BAS, and Strengthening Families.
- Discuss what documents are needed and how to put them together for submission.
- Discuss writing an action plan, an IPDP and the CQIP.
- Reflect on the process and the submission process

QRIS for Family Child Care Level 1 to 2

Session Dates: 09/11/18, 09/25/18, 10/09/18, 10/23/18, 11/06/18

Time: 6:30PM-8:30PM

Location: New Bedford   Cost: Free

TA Description: This PLC is designed to discuss moving from Level 1 to Level 2 of QRIS.

TA Objectives: Participants will: Understand the additional requirements needed for Level 2and discuss the individual standards and required professional development.

- Discuss the program assessment tools including FCCERS, BAS, and Strengthening Families.
- Discuss what documents are needed and how to put them together for submission.
- Discuss writing an action plan, an IPDP and the CQIP.
- Reflect on the process and the submission process

October 2018

Director's Network

Session Dates: 10/16/18, 11/13/18, 12/11/18, 01/22/19, 02/12/19

Time: 6:30PM-8:30PM

Location: Avon   Cost: Free

The Directors' Network will be using the book, Giving It Some Thought: Cases for Early Childhood Practice by Muriel K. Rand to give us a foundation for our discussions. Topics will include 1) challenges with parents, 2) challenges of the classroom community, 3) challenges of children with special needs, 4) challenges of stress in the lives of children and 5) challenges in anti-bias practice. Included in each session will be time to share ideas and how these and other challenges impact your program and more importantly, the children. The book will be provided at no cost.