



# TRAINING & WORKFORCE DEVELOPMENT



## COURSE CATALOG

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Greetings!

The Community Training Group is excited to launch our Professional Development opportunity catalog. Our Training Department has expanded steadily over the years, adding workshops, professional learning communities, CEU courses in English, Spanish and Chinese language programming. We have also developed partnerships with providers of higher education throughout the region to provide training and postsecondary education for educators and providers. Our robust professional development library is created by educators for educators.

Community Training Group (CTG) also provides coaching and technical assistant to early childcare educators working in family child care, center based or afterschool programs.

Our certifications for First Aid, CPR and AED equips educators to recognize and care for a variety of first aid, breathing, and cardiac emergencies involving adults, children and infants.

We hope that these training programs will provide ideas, interest, and a lot of help to you. You can browse through our catalog for both online and face-to-face trainings.

*CTG Team*

## Professional Development

Training and Professional Learning Communities (PLC) are provided in alignment with the knowledge needed to achieve licensing compliance and quality standards established by the Massachusetts Department of Early Education and Care. Areas of training include health and safety, inclusion, trauma-informed care, behavioral health, program quality and improvement, leadership, business and management, instructional practices, and other topics based on regional needs and interest. Programs are available for early educators at every level of their career, and all programs are interactive and designed and delivered by people with deep experience in the field.

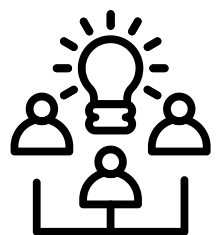
## Training Languages

The Community Training Group proudly offers trainings in English, Spanish, Chinese and Portuguese.

## Competency Development

There are 8 areas of competence that are addressed in the Massachusetts Core Competencies for early education and care and out-of-school time educators. Each competency area is a broad topic area that is essential for caring for and educating young children and youth.

- Area 1: Understanding the Growth and Development of Children and Youth
- Area 2: Guiding and Interacting with Children and Youth
- Area 3: Partnering with Families and Communities
- Area 4: Health, Safety, and Nutrition
- Area 5: Learning Environments and Implementing Curriculum
- Area 6: Observation, Assessment, and Documentation
- Area 7: Program Planning and Development
- Area 8: Professionalism and Leadership

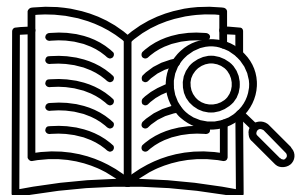


## EEC Categories of Study

The EEC Categories of Study are a key component of the hiring requirements that any candidate must meet prior to an offer of employment.

Each category of study outlines the content that is expected to be taught in a course within that category.

- Category of Study 1: Child Growth and Development, Birth – Eight Years
- Category of Study 2: Planning Programs and Environments for Young Children
- Category of Study 3: Curriculum for Early Childhood Settings
- Category of Study 4: Child and Classroom Management
- Category of Study 5: Advanced or Specialized Early Childhood Education or Development
- Category of Study 6: Children with Special Needs, Birth – Sixteen Years
- Category of Study 7: Infant and Toddler Development, Care, and Program Planning
- Category of Study 8: Health and Safety in Early Childhood
- Category of Study 9: Families and Community
- Category of Study 10: Child Care Policy
- Category of Study 11: Supervision or Staff Development in Early Childhood Education
- Category of Study 12: Child Observation, Documentation, and Assessment
- Category of Study 13: Child Care Administration
- Category of Study 14: Topics Specific to Out of School Time (includes General Elementary Education, Middle School Education, Special Education Studies, and Studies Related to Positive Youth Development)



# COURSE INFORMATION

## Adapting the Learning Environment to Meet the Needs of Children

The Learning Environment can contribute to many issues within the classroom. By adapting the environment, you can help reduce some of the issues. In this workshop, you will learn how to design the physical space, content, and groupings in a well-organized classroom to create an atmosphere of belonging and supportive of all children.

**Target Audience :** ALL

**Core Competency:** Area 5

**EEC Category of Study:** 2

**Language:** English, Spanish, Mandarin, Portuguese

**Number of Sessions:** 2 Sessions

**Credit Issued:** 3 hrs

### Learning Objectives:

#### Participants will:

1. Describe the effects and identify the components of effective environments.
2. Discuss approaches to designing the physical space, content, and groupings in a well-organized classroom.
3. Create a list of resources to ensure that the environment is supportive of all children.

## Behavior Management and Positive Guidance Techniques

Understanding children's behavior involves exploring various factors that influence their actions, reasons behind misbehavior, and motivations for such behavior. Participants will gain insights into these aspects and learn how to apply this knowledge to case studies. The course will cover specific behavior management techniques tailored for toddlers, preschoolers, and school-aged children. Additionally, we will discuss how to write and create effective behavior plans and strategies for conducting productive parent meetings.

**Target Audience :** ALL

**Core Competency:** Area 2

**EEC Category of Study:** 4

**Language:** English, Spanish, Mandarin, Portuguese

**Number of Sessions:** 2 Sessions

**Credit Issued:** 5 hrs

### Learning Objectives:

#### Participants will:

1. Name five positive behavior management techniques.
2. Explain four reasons why children misbehave.
3. Apply the behavior management principles to a case study.
4. Describe components in a Behavior Plan.
5. Tell why knowing a child's diversity, culture and special needs plays a role in behavior management.

## Books, Books, Books!

Books are a fun way to enhance language and literacy experiences. In this PLC, we will begin by going over the different genres of children's books. After discussing the genres, we will discuss fun activities and ways to bring the books to life in your classroom. Possible theme ideas around literary concepts will also be discussed.

**Target Audience :** ALL

**Core Competency:** Area 5

**EEC Category of Study:** 3

**Language:** English, Spanish, Mandarin, Portuguese

**Number of Sessions:** 2 Sessions

**Credit Issued:** 3 hrs

### Learning Objectives:

#### Participants will:

1. Name different types of genres of literature and reflect on how each genre utilizes a different skill set of questions for language and literacy.
2. Design an author's study based theme and include three activities modified using Covid guidelines for the following areas: science, math, art, music, dramatic play.
3. Create "covid proof" manipulative pieces for a children's book that you use during circle times.

## Developing Creativity through Open-Ended Art

This PLC focuses on how to create open ended art activities that help children develop creativity and make art joyful. Participants will learn how to approach art like open ended play and will discover what children learn through process art. Participants will leave this workshop with a toolbox of open-ended art activity ideas that they can use in their own childcare program.

**Audience Type:** ALL

**Core Competency:** Area 5

**EEC Category of Study:** 3

**Language:** English, Spanish, Mandarin, Portuguese

**Number of Sessions:** 2 Sessions

**Credit Issued:** 5 hrs

### Learning Objectives:

#### Participants will:

1. Create an open-ended art activity they can introduce to the children in their care.
2. Discuss what children learn in all areas of development (Social/Emotional, Language & Literacy, Physical and Cognitive Development) through process art.
3. Choose a product art activity and convert it to a process art experience for children.
4. Participants when planning an art activity will ask themselves "What will the children do?" instead of "What will the children make?"

## Developing YOU! Creating a Professional Plan that works for YOU!

This PLC focuses on YOU and how YOU can create a meaningful professional development to accomplish goals set by YOU! Before you can create goals, you must perform a self- assessment to determine where you are and where you want to go. Once you know this, use SMART goals to create a plan that works for you. It is important to understand that no educator can focus on all the core-competencies at once and that professional development is not something you take just to meet a requirement. Professional Development should be meaningful to YOU and improve a skill and/or accomplish a goal.

**Audience Type:** ALL

**Core Competency:** Area 8

**EEC Category of Study:** 11

**Language:** English, Spanish, Mandarin, Portuguese

**Number of Sessions:** 3 Sessions

**Credit Issued:** 4.5 hrs

### Learning Objectives:

#### Participants will:

1. Define an IPDP.
2. Implement the process for creating an IPDP.
3. Update PQR Registry to include changes over the past year.
4. Create an IPDP Professional Binder with important and relevant educator information.
5. Design an Individualized Professional Development Plan.

## Documenting Observations Using Different Screening Tools

Observation is a powerful skill when working with children. Observations can be used to provide evidence of a child's skills, as well as assess the child's strengths and areas of concern. In this workshop, you will learn about the importance of documenting and how to write an objective observation. You will also learn about the different observation screening tools and the advantages and disadvantages of each of the tools.

**Audience Type:** ALL

**Core Competency:** Area 6

**EEC Category of Study:** 12

**Language:** English, Spanish, Mandarin, Portuguese

**Number of Sessions:** 2 Sessions

**Credit Issued:** 5 hrs

### Learning Objectives:

#### Participants will:

1. Describe the difference between subjective and objective statements.
2. Name four different observation tools.
3. Practice writing a Running Record and Checklist Observation.
4. Incorporate the skills of accurately and objectively observe and record children's behavior in center-based and family childcare settings.



## Flipping the Switch to Positivity

Through your positive interactions with the children in your care, you can support the development of self-esteem that will help children succeed throughout their lives. This course is designed to enhance your abilities to flip the switch from “negative” language to “positive” language by building relationships with each child. By providing children with opportunities to feel successful and competent, you will have the opportunity to learn how to build your own self-esteem and understand how your own self-esteem impacts the children in your care.

**Audience Type:** ALL  
**Core Competency:** Area 2  
**EEC Category of Study:** 11  
**Language:** English, Spanish, Mandarin, Portuguese  
**Number of Sessions:** 2 Sessions  
**Credit Issued:** 4 hrs

### Learning Objectives:

#### Participants will:

1. Flip the switch on “negative” talk and turn it into “positive” talk.
2. Analyze a child’s development to communicate effectively in ways to help the child deal with their feelings.
3. Discuss ways to enhance self-esteem by choosing positive communication words.
4. Provide an environment that will let children know that they are respected and understood.

## CDA Support Group

CDA Certification is good for five years and expires, if it is not renewed. The CDA Renewal Process is different from the CDA Initial Application Process.

This workshop is to review the CDA Renewal Process and documentation needed to renew your unexpired CDA.

There is a different process if your CDA is expired so this workshop is not for renewing an expired CDA.

This workshop should be taken at least 6 months prior to renewing your CDA.

**Audience Type:** ALL  
**Core Competency:** Area 8  
**EEC Category of Study:** 11  
**Language:** English, Spanish  
**Number of Sessions:** 14 Weeks  
**Credit Issued:**

### Learning Objectives:

#### Participants will:

1. Download the CDA Renewal Guide.
2. Discuss the difference between the CDA ECE Reviewer and ECE Verifier.
3. Name the three main requirements for CDA Renewal.

## Health and Safety 101

Appropriately supervising and managing a classroom of children and effectively working and communicating with co-workers is an important factor in ensuring the health & safety of all children enrolled in your classroom/program.

During this PLC we will review EEC regulations, talk about policies and procedures and the importance of communicating those policies and procedure. Let's talk about health & safety best practices and what should and shouldn't happen in a classroom/program. As the saying goes, you don't know what you don't know.

**Audience Type:** ALL

**Core Competency:** Area 4

**EEC Category of Study:** 8

**Language:** English, Spanish, Mandarin, Portuguese

**Number of Sessions:** 4 Sessions

**Credit Issued:** 8 hrs

### Learning Objectives:

#### Participants will:

1. Interpret EEC regulations related to health & safety in a licensed EEC program.
2. Recognize the duties an educator must manage and maintain on a daily basis.
3. Discuss tools used to ensure effective communication practices among educators

## Identifying Red Flags in Children Development

Recognizing red flags in the developmental milestones of children and understanding what to do next is important for all childcare educators to know. This course will provide a better understanding of recognizing the difference between a typically developing child and one who may be experiencing delays. Strategies for talking to parents about sensitive issues will be explored.

**Audience Type:** ALL

**Core Competency:** Area 1

**EEC Category of Study:** 1

**Language:** English, Spanish, Mandarin, Portuguese

**Number of Sessions:** 2 Sessions

**Credit Issued:** 5 hrs

### Learning Objectives:

#### Participants will:

1. Flip the switch on “negative” talk and turn it into “positive” talk.
2. Analyze a child’s development to communicate effectively in ways to help the child deal with their feelings.
3. Discuss ways to enhance self-esteem by choosing positive communication words.
4. Provide an environment that will let children know that they are respected and understood.

## Mucking It Up!

Finger painting, muddy puddles, glue, AHHH! The idea of messy play can be a frightening and stressful one for parents as well as educators. But wait.. we want you to know the benefits of this often dreaded play is huge. Studies have shown that children learn best through play. Messy play is extremely important for a child's development. It provides them with an exciting sensory experience that inspires their curiosity, allows them to explore the world around them and enhances their learning, language and creativity. So, how can children be practical if we do not let them touch anything that may be "dirty"? Let's take a look at the research that has been done, explore and get messy!

**Audience Type:** ALL  
**Core Competency:** Area 5  
**EEC Category of Study:** 3  
**Language:** English, Spanish, Mandarin, Portuguese  
**Number of Sessions:** 1 Session  
**Credit Issued:** 5 hrs

### Learning Objectives:

#### Participants will:

1. To define and understand the importance of sensory play.
2. Explore different learning styles.
3. Identify and overcome obstacles for allowing messy play
4. Incorporate messy play into daily learning experiences .
5. Educate parents on why messy play is ok

## Obervation, Assessment, Progress Reports-OH MY!

Want to learn more about the assessment cycle? Join this session as we walk you through all the steps. We will discuss and put into practice what an appropriate observation looks like. How much documentation is needed to assess a child? Tips on how to accurately score an assessment will be discussed and practiced. What does a great progress report look like? By the end of the session, you will leave having completed a progress report that accurately reflects a child's strengths, weaknesses and goals.

**Audience Type:** ALL  
**Core Competency:** Area 6  
**EEC Category of Study:** 12  
**Language:** English, Spanish, Mandarin, Portuguese  
**Number of Sessions:** 2 Sessions  
**Credit Issued:** 5 hrs

### Learning Objectives:

#### Participants will:

1. Participants will be able to recognize the important role that the observation process plays in working with children.
2. Participants will be able to incorporate the skills of accurately and objectively observe and record children's behavior in center-based and family child care settings.
3. Participants will be able to use the observation process in partnership with parents, as one of several strategies to monitor children's progress

## Out of School Time- Let's Break the Ice!

In this workshop, you'll discover ways to keep school age children active and busy throughout the day while incorporating Ice breakers and games that focus on Social Emotional and Physical Development through PLAY.

**Audience Type:** OST, FCC  
**Core Competency:** Area 2  
**EEC Category of Study:** 14  
**Language:** English, Spanish, Mandarin, Portuguese  
**Number of Sessions:** 2 Sessions  
**Credit Issued:** 3 hrs

### Learning Objectives:

#### Participants will:

1. Name the benefits of ice-breakers & playing games with children.
2. Explain how social emotional & physical development is impacted.
3. Practice facilitating an ice breaker activity to a small group.
4. Adapt an activity to make it appropriate for different OST age groups.
5. Lead a social emotional and physical activity with a group of children and analyze what went well/didn't work and changes you make next time.

## Planning for Different Learning Styles

Not every child learns by seeing, hearing or doing. You can enhance your student's learning abilities by presenting ideas in different modalities. This workshop will focus on Gardner's Theory of Multiple Intelligences. We will discuss the different multiple intelligences and strategies for teachers to incorporate the different learning styles in their classroom. You will analyze the children's learning styles, as well as determine your own personal learning style.

**Audience Type:** ALL  
**Core Competency:** Area 5  
**EEC Category of Study:** 1  
**Language:** English, Spanish, Mandarin, Portuguese  
**Number of Sessions:** 2 Sessions  
**Credit Issued:** 5 hrs

### Learning Objectives:

#### Participants will:

1. Name eight of Gardner's Multiple Learning Styles.
2. Discuss characteristics and skills of each of the multiple intelligences.
3. Offer tips on how to make the classroom more accommodating to at least five different learning styles.
4. Analyze their own learning style and apply the different learning styles to a children's tv show.

## Preparing for your EEC Licensing Renewal

Are you preparing for your EEC License Renewal? State licensing visits are a necessary aspect of the childcare sector, as a provider, licensing visits can be nerve-wracking and a stressful time. While it can be a bit overwhelming to prepare for a visit, there are some simple steps that you can take to make the process easier on yourself and your team. Whether you have completed the orientation or looking for first steps to take, this PLC is designed to give you some extra support and help you clarify any outstanding questions you may have on the process.

**Audience Type:** ALL  
**Core Competency:** Area 7  
**EEC Category of Study:** 2  
**Language:** English, Spanish, Mandarin, Portuguese  
**Number of Sessions:** 3 Sessions  
**Credit Issued:** 6 hrs

### Learning Objectives:

#### Participants will:

1. Prepare a checklist for your renewal visit.
2. Create an organizational system for renewal information.
3. Formulate strategies to develop and maintain a successful program operation.
4. Identify area of program improvements.
5. Create an action plan to be in full compliance on all licensing requirements

## Program Operations P1: Program Assessment, SMART Goals and CQIP

This 3 part series focuses on understanding the “What” and strategizing the “How” of operating an EEC licensed program. During all three parts, educators will use SWOT analysis and SMART goals to create a meaningful Continuous Quality Improvement Plan.

Program Operation P1, we will explore effective policies and procedures that enhance the day-to-day operation of licensed program.

**Audience Type:** ALL  
**Core Competency:** Area 7  
**EEC Category of Study:** 2  
**Language:** English, Spanish, Mandarin, Portuguese  
**Number of Sessions:** 3 Sessions  
**Credit Issued:** 6 hrs

### Learning Objectives:

#### Participants will:

1. Begin a program assessment to determine strengths and weaknesses in the following areas:
  - a. Program policies and procedures
  - b. Curriculum and child assessment
  - c. Family needs and engagement
2. Analyze program assessment data and prioritize action steps.
3. Utilize resources to improve knowledge and best practices.
4. Create a "Continuous Quality Improvement Plan" (CQIP)

## Program Operations: P2 Curriculum/Child Assessment, SMART Goals, IPDP & CQIP

This 3 part series focuses on understanding the “What” and strategizing the “How” of operating an EEC licensed program. During all three parts, educators will use SWOT analysis and SMART goals to create a meaningful Continuous Quality Improvement Plan.

Program Operation P2, we will explore curriculum components and best practices for curriculum implementation and why child assessment data is important and how it can be used when developing your curriculum plans.

**Audience Type:** ALL

**Core Competency:** Area 5

**EEC Category of Study:** 2

**Language:** English, Spanish, Mandarin, Portuguese

**Number of Sessions:** 3 Sessions

**Credit Issued:** 6 hrs

### Learning Objectives:

#### Participants will:

1. Begin a program assessment to determine strengths and weaknesses in the following areas:
  - a. Program policies and procedures
  - b. Curriculum and child assessment
  - c. Family needs and engagement
2. Analyze program assessment data and prioritize action steps.
3. Utilize resources to improve knowledge and best practices.
4. Create a "Continuous Quality Improvement Plan" (CQIP)

## Program Operations P3: Family Assessment, SMART Goals and CQIP

This 3 part series focuses on understanding the “What” and strategizing the “How” of operating an EEC licensed program. During all three parts, educators will use SWOT analysis and SMART goals to create a meaningful Continuous Quality Improvement Plan.

Program Operation P3, We will explore family needs and how to strengthen supports to build better school/family relationship for successful partnerships.

**Audience Type:** ALL

**Core Competency:** Area 3

**EEC Category of Study:** 9

**Language:** English, Spanish, Mandarin, Portuguese

**Number of Sessions:** 3 Sessions

**Credit Issued:** 6 hrs

### Learning Objectives:

#### Participants will:

1. Begin a program assessment to determine strengths and weaknesses in the following areas:
  - a. Program policies and procedures
  - b. Curriculum and child assessment
  - c. Family needs and engagement
2. Analyze program assessment data and prioritize action steps.
3. Utilize resources to improve knowledge and best practices.
4. Create a "Continuous Quality Improvement Plan" (CQIP)

## Respect for Diverse Cultures & Communities

Everyone has a culture, and sometimes this culture may be invisible to us. However, as early childhood educators it is important to understand the culture that children bring to the classroom and how our own culture impacts how we interact and teach. In this PLC, we will explore the importance of developing culturally appropriate behaviors that take into account the attitudes and beliefs of the people in our community.

**Audience Type:** ALL  
**Core Competency:** Area 3  
**EEC Category of Study:** 9  
**Language:** English, Spanish, Mandarin, Portuguese  
**Number of Sessions:** 2 Sessions  
**Credit Issued:** 5 hrs

### Learning Objectives:

#### Participants will:

- Demonstrate an understanding of cultural differences in behaviors, attitudes and beliefs
- Understand that assumptions can lead to stereotypes and unfair judgments about individuals and groups.
- Discuss the strength and power of diversity.

## Technology Training for Educators Pt1 -Basic Skills

Are you an educator intimidated by computers? Does the thought of using a computer make you feel anxious? No worries.....join this PLC and learn with other educators that are feeling the same way! Overcome your fear as we provide support on the following: virtual platforms such as zoom, email set up, password management, computer parts, navigating websites and much more. By the end of this session, you will feel electrified and wanting to learn more!

**Audience Type:** ALL  
**Core Competency:** Area 8  
**EEC Category of Study:** 11  
**Language:** English, Spanish, Mandarin, Portuguese  
**Number of Sessions:** 3 Sessions  
**Credit Issued:** 6 hrs

**\*\*Please note: you will need to bring a computer\*\***

### Learning Objectives:

#### Participants will:

1. Explain what operating system you have on your computer or laptop and tell how to use the Home Page to access the Internet.
2. Discuss the difference between an Internet Browser and Search Engine.
3. Download and upload a file to the desktop/web.
4. Sign up for a Gmail Account and send/receive a Gmail email.
5. Set up a Single Sign In Account with EEC and record usernames and passwords for the sites.
6. Explain EEC Essentials Strong Start Program and tell who has to take the training modules.

## Technology Training for Educators P2: Creating Spreadsheets

Now that you have a basic understanding of how to use your computer, let's build on your skills by learning how to create and format a spreadsheet to help keep your day to day responsibilities organized. During this PLC, we will practice creating spreadsheets, adding math formulas, exploring graphs and much more.

**\*\*Please note: you will need to bring a computer\*\***

**Audience Type:** ALL

**Core Competency:** Area 8

**EEC Category of Study:** 11

**Language:** English, Spanish, Mandarin, Portuguese

**Number of Sessions:** 3 Sessions

**Credit Issued:** 6 hrs

### Learning Objectives:

#### Participants will:

1. Explain the benefits of using spreadsheets.
2. Discuss ways spreadsheets may be used.
3. Explain the difference between workbooks and worksheets.
4. Practice creating a spreadsheet and adding formulas.

## Technology Training for Educators Pt 3-Creating Documents (Letters, Flyers & More)

Now that you have a basic understanding of how to use your computer, let's build on your skills by learning how to create documents such as letters and flyers. A good flyer can help with recruitment for enrollment or staffing. Participants will learn the benefits of using electronic forms, how e-forms can be utilized in various ways and how to create them. We will also discuss the use and benefits of social media sites and tools.

**\*\*Please note: you will need to bring a computer\*\***

**Audience Type:** ALL

**Core Competency:** Area 8

**EEC Category of Study:** 11

**Language:** English, Spanish, Mandarin, Portuguese

**Number of Sessions:** 3 Sessions

**Credit Issued:** 6 hrs

### Learning Objectives:

#### Participants will:

1. Explain the benefits of using documents.
2. Discuss the different types of documents and how they can be used..
3. Relate terms to word processing software and tasks associated with creating documents
4. Practice creating letters and flyers.



## Time for New Activities: Part 1

Planning new activities are ways to keep children active and engaged throughout the day, including during outdoor play, indoor play, art times, and snack time. You will also learn how to teach children about health topics and ways to stay healthy should a recurrence of covid dictate changes.

**Audience Type:** ALL

**Core Competency:** Area 5

**EEC Category of Study:** 3

**Language:** English, Spanish, Mandarin, Portuguese

**Number of Sessions:** 2 Sessions

**Credit Issued:** 3 hrs

### Learning Objectives:

#### Participants will:

1. Name three different activities that can be done outdoors and how they can be adapted for different students.
2. Explain health and safety precautions that need be taken when having children participate making snack ideas.
3. Demonstrate and conduct one activity to teach children about staying healthy.

## Time for New Activities: Part 2

Time for New Activities: Part 2 is an extension of Time for New Activities: Part 1. This workshop will discuss ideas, tips and classroom materials in the curriculum areas of Math, Science, Language, Literacy, and Sensory Ideas. You will be taught how the activities align to the Guidelines for Preschool and Kindergarten Learning Experiences.

NOTE: Time for New Activities: Part 1 is required before taking this workshop.

**Audience Type:** ALL

**Core Competency:** Area 5

**EEC Category of Study:** 3

**Language:** English, Spanish, Mandarin, Portuguese

**Number of Sessions:** 2 sessions

**Credit Issued:** 3 hrs

### Learning Objectives:

#### Participants will:

1. List three new curriculum activities in the areas of science, math, language and literacy and sensory.
2. Explain two different ways that sensory activity tables can be changed to make them more exciting by using unusual materials.
3. Demonstrate how to align curriculum ideas (science, math, language and literacy and sensory) to the MA Curriculum Preschool Guidelines.

## Understanding the Autism Spectrum

Autism is a very complex developmental disability that typically appears during the first three years of life and can lead to significant difficulties in verbal and nonverbal communication skills, social interactions, behavior and coping skills. 1 in every 68 children in the US have been diagnosed with Autism Spectrum Disorder (CDC, 2014). Supporting Children with Autism by understanding typical behaviors and how they interact is important knowledge for childcare providers. Supporting families and understanding their challenges and stressors are also important. In this training, you will learn about the Autism Spectrum, how to identify signs of Autism, how to handle difficult behaviors, and how to deal with the different points of view of parents.

**Audience Type:** ALL

**Core Competency:** Area 2

**EEC Category of Study:** 6

**Language:** English, Spanish, Mandarin, Portuguese

**Number of Sessions:** 2 Sessions

**Credit Issued:** 5 hrs

### Learning Objectives:

#### Participants will:

1. Define in their own words the term “autism spectrum”.
2. Name five signs and symptoms of autism spectrum disorder.
3. Explain the social, communication, and behavior red flags of the ASD.
4. Summarize different teaching strategies that assist ASD children in the classroom.

## Understanding Attention Deficit Hyperactivity Disorder (ADHD)

What is attention deficit hyperactivity disorder (ADHD)? Sitting still, listening quietly, having difficulty paying attention, following directions, and concentrating are some of the things that children with attention deficit hyperactivity disorder (ADHD) have difficulty doing, not because they are unwilling, but because their brains won't let them. Educators must have a lot of patience, creativity, and consistency. In this training, participants will explore strategies that will help children with ADHD to focus, concentrate on tasks and learn to develop all their skills.

**Audience Type:** ALL

**Core Competency:** Area 2

**EEC Category of Study:** 6

**Language:** English, Spanish, Mandarin, Portuguese

**Number of Sessions:** 2 Sessions

**Credit Issued:** 5 hrs

### Learning Objectives:

#### Participants will:

1. Define ADHD disorder and discuss exhibiting factors that contribute to an ADHD diagnosis in preschoolers and teenagers.
2. Refer a student presenting signs of ADHD to specialists or agencies specialized in conducting assessments and diagnosis for ADHD.
3. Modify and adapt their curriculum to serve the needs of students with ADHD.
4. Support families of students with ADHD and describe the Vanderbilt Assessment Scale Teacher Questionnaire.

## Using Activities to Promote Children's Social and Emotional Development

The children in your care need daily opportunities to participate in activities that help them learn new skills and practice existing skills in a fun, stimulating and supportive environment. Children develop social emotional skills in the context of their relationships with primary caregivers, including child care educators. Parents and caregivers play the biggest role in social emotional development because they are a child's most consistent relationship.

Children's social-emotional development influences all other areas of development and affects children's ability to have successful school and life outcomes. Attend this PLC and learn how to embed daily activities and experiences into your day that will enhance a child's social emotional learning. Activities, literature, and songs that will promote kindness, compassion, self-acceptance, self-awareness, self-regulation and social skills.

**Audience Type:** ALL

**Core Competency:** Area 1

**EEC Category of Study:** 1

**Language:** English, Spanish, Mandarin, Portuguese

**Number of Sessions:** 2 Sessions

**Credit Issued:** 5 hrs

### Learning Objectives:

#### Participants will:

1. Name the four steps to designing a Curriculum Unit.
2. Explain the benefits of designing a Curriculum for the children.
3. Apply the Preschool Learning Guidelines to a current activity idea.
4. Write an objective and tell what domain is being measured.

## Writing Preschool Curriculum? Where Do I Start?

Do you want to learn how to write a preschool curriculum, but you don't know where to start? This PLC will teach you the steps to writing curriculum starting with a theme web and finishing with a lesson plan. You will also learn to connect the activities to the MA Preschool Learning Experiences, how to write objectives and create a simple lesson plan.

**Audience Type:** ALL

**Core Competency:** Area 5

**EEC Categories of Studies:** 3

**Language:** English, Spanish, Mandarin, Portuguese

**Number of Sessions:** 2 Sessions

**Credit Issued:** 5 hrs

### Learning Objectives:

#### Participants will:

1. Name the four steps to designing a Curriculum Unit.
2. Explain the benefits of designing a Curriculum for the children.
3. Apply the Preschool Learning Guidelines to a current activity idea.
4. Write an objective and tell what domain is being measured.

## Working with Children with Special Diets, Allergies and Specialized Feeding Issues

Educators will be introduced to the health and safety needs of children with food allergies, food sensitivities and other feeding issues. We will discuss ways to support these children/families and how we can collaborate with health care providers. Participants will begin to develop their own individual health care plan for children with special diets, allergies, and specialized feeding issues in their program.

**Audience Type:** ALL

**Core Competency:** Area 4

**EEC Category of Study:** 8

**Language:** English, Spanish, Mandarin, Portuguese

**Number of Sessions:** 3 Sessions

**Credit Issued:** 4.5 hrs

### Learning Objectives:

#### Participants will:

1. Identify common food allergies and describe feeding problems.
2. Plan activities that support children's understanding of healthy nutrition.
3. Make adaptations to environment and routines to support children with special feeding needs.
4. Create an action plan for a child with special dietary needs, food allergies or food intake problems.
5. Summarize the importance of understanding and respecting cultural differences, beliefs and values about eating habits and intake.

## Working with Mixed Age Groups

Children grow and learn naturally in mixed-age groups. Younger children observe and learn from "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 a challenge to balance safety, active learning, and the individual needs of each child. Participants will explore research findings on mixed-age groups in early education and through discussion and interactive activities, learn how to plan activities that can meet the needs of mixed-age groups.

**Audience Type:** ALL

**Core Competency:** Area 5

**EEC Category of Study:** 3

**Language:** English, Spanish, Mandarin, Portuguese

**Number of Sessions:** 2 Sessions

**Credit Issued:** 5 hrs

### Learning Objectives:

#### Participants will:

1. Identify the benefits and challenges of multi-age grouping.
2. List ways to adapt daily practices and routines to meet the needs of children in different age groups: infants, toddlers, and preschoolers.
3. Discuss guidelines for choosing and adapting activities for mixed age groups, including factors such as environment, family, and cultural aspects.
4. Plan activities with the same goal for mixed-age children in the following areas: art, drama, language and literacy, music, fine and gross motor, music and science.



LOOKING  
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# ECE TEACHER ACADEMY PROGRAM

START YOUR NEW CAREER AT A CENTER BASED  
CHILDCARE PROGRAM

## TEACHER TRAINING PROGRAM

- What to Expect in a Classroom
- Developmentally Appropriate Practice
- Prosocial Guidance
- Child Abuse and Neglect
- Overview of Department of EEC
- CPR/First Aid Certification
- Computer Skills Training
- Job Placement Assistance
- On the Job Coaching
- Obtain Massachusetts EEC Teacher Certification

### MORE INFORMATION

 (978) 722-2505

 1 Union St. Suite 300  
Lawrence, MA 0140



## ELIGIBILITY

- 18 years or older
- Pass CORI check
- Ready to work
- High school diploma or equivalent (e.g. HiSet, GED)

## SCHEDULE

Use QR code  
to register now!



Currently Recruiting Participants



# Mentor/ Mentee Program

In order to encourage new individuals to enter the field of early childhood education, The Community Training Group worked with local partners and funders to create a mentor/mentee program for Spanish-speaking educators.



## How it works:

### MENTEES:

- Enroll in a Spanish-language teacher training program, including at least one college course (Child Growth and Development) at Urban College
- Are placed in a full-time role in an early childhood classroom and receive a minimum hourly wage and agency benefits
- Are matched with an experienced mentor and receive on-the-job learning and support
- Engage in other supplemental learning including the EEC Essentials training and First Aid/CPR
- After completion of their mentee experience, are qualified to become an EEC-certified early childhood teacher

### MENTORS RECEIVE:

- A monthly stipend
- Leadership experience within the classroom
- Support and coaching from a program manager



# CDA Credential Support Group

Community Training Group offers support groups for educators interested in obtaining their CDA Credential. The group meets weekly for 14 weeks and is mentored on how to create a portfolio, and how to prepare for their exam and observation visit. Educators receive all necessary CDA books, materials to create their CDA binder, CDA application fee paid for, and support preparing for the exam and the observation visit.



## CDA Professional Development Specialist (PDS) training

This training discusses the requirements to become a CDA PD Specialist. Presently, there is a huge back up of candidates that can't find a PDS to conduct a CDA visit. This training explains the process of how to become a PDS and the expectations of a PDS from the point of view of a PDS and a CDA Candidate. Tips on how to become a successful PDS are included in this training.

### **Learning Objectives:**

Participants will:

1. Apply to CDA to become a Professional Development Specialist.
2. Name the five items a PDSA candidate needs to apply for a CDA.
3. Discuss the concept of PDS Conflict of Interest and how you could be excluded from being a PDS.
4. Explain the importance of a Ready to Schedule Notice and tell the steps in the arranging a CDA visit once a Ready to Schedule Notice is received.

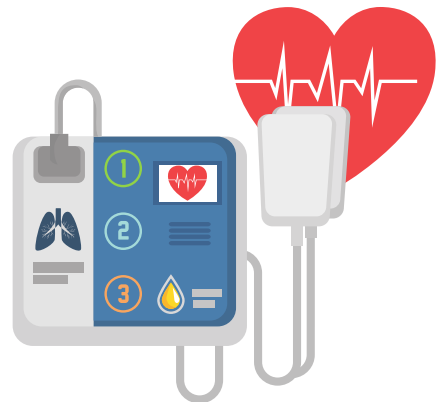
# First Aid & CPR/AED Training



Our onsite First Aid, CPR, & AED programs provide you with a cost-effective certification course for you entire organization. Each course is taught by a certified instructor & will provide you with a 2-year certification (1 year for CPR) upon successful completion.

## CPR & AED

- 2-4 Hours
- Adult CPR
- Child & Infant CPR
- AED Use and Safety Precautions
- Adult Choking Care
- Child & Infant Choking Care
- CPR Barriers
- Legal Issues
- Responding to an Emergency
- & Much More



## First Aid

- 3-4 Hours
- First Aid Assessment
- Splint and Sling
- Medial Emergencies
- Injuries and Traumatic Emergencies
- Environmental Emergencies
- First Aid Kit Contents
- & Much More



# **The Community Group Training & Workforce Development**

## **Contact Information**

Please contact us with any  
questions and/or suggestions.

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