Massachusetts Infant and Early Childhood Mental Health Professional Development Resource Guide 2019

This Guide is the result of the collaborative work of the Early Childhood Professional Development Workgroup of the Young Children’s Council, which is led by the Massachusetts Department of Public Health’s project LAUNCH funded by the Substance Abuse and Mental Health Services Administration (SAMHSA) in partnership with the MassAIMH Competency Guidelines® Task Force.
# Table of Contents

Introduction to the Resource Guide ................................................................................. 4

1. **Classifying Trainings by Categories of Infant/Early Childhood Mental Health Professional Competency Guidelines®** .................................................................................. 5
   A. Category I: Infant Family Associate
   B. Category II: Infant Family Specialist
   C. Category III: Infant Mental Health Specialist
   D. Category IV: Infant Mental Health Mentor

2. **Intensity of Mental Health Support** ......................................................................... 7
   A. Universal/Promotion
   B. Preventive Strategies
   C. Intervention
   D. Treatment

3. **Understanding the Book and Excel Spreadsheet Format** ........................................ 10
   A. The Electronic Book
   B. The Excel Spreadsheet

4. **Index of Training Entities** ....................................................................................... 12

   Massachusetts-Based Entities
   A. **Boston Medical Center** ...................................................................................... 13
   B. **Boston University School of Social Work** ....................................................... 13
   C. **Brazelton Institute** .......................................................................................... 13
   D. **Brazelton Touchpoints Center** .......................................................................... 14
   E. **Children’s Trust** .............................................................................................. 14
   F. **Child Trauma Institute** .................................................................................... 15
   G. **Collaborative Educational Services** ................................................................. 15
   H. **Department of Early Education and Care** ....................................................... 16
      - Link to the Department of Early Education and Care Professional Qualifications Course Catalog: The Department of Early Education and Care (EEC) Professional Qualifications Certification Course Catalog is intended to provide a snapshot of Early Childhood and Education course offerings at selected Massachusetts Colleges and Universities.
   I. **Early Intervention Training Center** (Department of Public Health) .......... 17
   J. **Family Nurturing Center** .................................................................................. 18
   K. **Home for Little Wanderers** ............................................................................. 18
   L. **Housman Institute** .......................................................................................... 19
   M. **Institute for Education and Professional Development, Inc.** ....................... 19
   N. **Institute for Health and Recovery** .................................................................... 20
   O. **Jewish Family and Children’s Services** ............................................................ 21
   P. **Parent Professional Advocacy League** ............................................................. 21
Q. University of Massachusetts Boston
R. University of Massachusetts Medical School [Executive Office of Health and Human Services]
S. William James College

Online Resources

Free Online Resources
Introduction to the Early Childhood Mental Health (IECMH) Professional Development Resource Guide

Whether you are an educator in an early care and education program or public school, pediatrician, home visitor, social worker, family partner or other professional who works with young children and families, this Guide is intended to connect you with training opportunities that are relevant to the work you do every day to support the health and well-being of children and families in Massachusetts.

The Guide includes more than 100 Infant and Early Childhood Mental Health (IECMH) professional development activities statewide from over 20 agencies. Opportunities for both para-professionals and professionals with a variety of educational backgrounds are included, from trainings for individuals with associate degrees to offerings geared towards advanced-practice clinicians with master's and/or doctoral degrees. The trainings are designed to build a more skillful, confident workforce with experiences, materials, and learning tools that support early relationship development. Each training is classified according to the categories of professional practice of the MassAIMH Infant/Early Childhood Mental Health Professional Competency Guidelines® as well as intensity of mental health support each provides.

To fully access this guide, we recommend reading through the introduction as a navigational tool to better access the training list according to your individual’s or agency’s needs.

Please note that IECMH research and practice continue to evolve. Consequently, training opportunities included within the Guide are subject to change based upon the annual calendars, resources, and discretion of individual training entities. For the most updated training offerings, contact the entity directly using the information provided in the Guide.

To update or include your agency’s IECMH training information within the Guide, contact Aditi Subramaniam at asubramaniam@mspcc.org
Classifying IECMH Trainings by Infant/Early Childhood Mental Health Professional Competency Guidelines:

The Commonwealth of Massachusetts has joined the Alliance for the Advancement of Infant Mental Health: a consortium of 27 United States and some countries internationally which have all adopted a common set of Infant and Early Childhood professional Competency Guidelines® to promote and support the optimal development of infants, very young children, and families by enhancing workforce development. Made possible by a collaboration across the Department of Public Health and the Department of Early Education and Care, the Massachusetts Association for Infant Mental Health: Birth to Six, Inc. (MassAIMH) has brought these Competency Guidelines® to our state with the goal of integrating the competencies into trainings designed to build a more skillful and confident workforce in support of early social, emotional, and behavioral development. MassAIMH Competency Guidelines® inform professional development practices across systems and disciplines.

The MassAIMH Competency Guidelines® are also applied to this Professional Development Resource Guide. This will assist you in locating trainings that can help you fulfill the competencies defined by the four-category Competency Guidelines® system.

The four categories of competency within this system are:

I. **Infant Family Associate**: may be working toward or already demonstrate the following education and/or work experience: Official transcript from Child Development Associate (CDA) OR official transcript from Associates degree (AD) in related area OR 2 years of infant and early childhood related paid work experiences. Examples of Category I providers include early childhood educators and family childcare providers, community health workers, and peer mentors.

II. **Infant Family Specialist** may be working toward or already demonstrate the following education and/or work experience: Bachelor of Arts (BA), Bachelor of Science (BS), Bachelor of Social Work (BSW), Bachelor of Nursing (BSN); and including Master of Arts (MA), Master of Science (MS), Master of Social Work (MSW), Master of Education (Med), Master of Nursing (MSN), or other degree specific to one’s professional focus in infant mental health. Examples of Category II providers include early educators and ECE administrators, mental health consultants, early interventionists, social workers, nurses, and family support specialists.

III. **Infant Mental Health Specialist** may be working toward or already demonstrate the following education and/or work experience: Master of Arts (MA), Master of Science (MS), Master of Education (Med), Doctorate in Education (EdD), Master of Social Work (MSW), Master of Nursing (MSN), Doctor of Psychology (PsyD), Doctor of Philosophy (PhD), Medical Doctor (MD), Doctor or Osteopathy (DO), or other degree specific to one’s professional focus in infant mental health.
Examples of Category III providers include clinical practitioners of therapy or consultation such as psychologists, psychiatrists and social workers; and health care providers such as pediatricians and nurse practitioners.

IV. **Infant Mental Health Mentor** (Clinical, Policy, Research/Faculty) may be working toward or already demonstrate the following education and/or work experience: Master of Arts (MA), Master of Science (MS), Master of Education (Med), Doctorate in Education (EdD), Master of Social Work (MSW), Master of Nursing (MSN), Doctor of Psychology (PsyD), Doctor of Philosophy (PhD), Medical Doctor (MD), Doctor or Osteopathy (DO), or other degree specific to one's professional focus in infant mental health. Examples of Category IV providers typically have similar disciplines of practice as category III providers with additional experience as Reflective Supervisors, mentors, and coaches; as well as proven experience with program management, systems change, and policy advocacy skills.

Each category recognizes the educational experiences, specialized in-service training experiences, and work experiences appropriate for best service outcomes for infants, very young children, and families. You can access more information on the competencies expected for each of these categories at [www.ecmhmatters](http://www.ecmhmatters) and at [www.massaimh.org](http://www.massaimh.org).
Understanding IECMH Trainings by Intensity of Support Services

As you know, young children and their families often receive services from multiple systems. Within these systems, professionals with a variety of backgrounds and training support children and families across differing degrees of care and intensity of services. This ranges from general promotional strategies to help all children develop social-emotional skills all the way to providing intensive clinical treatment to children with a diagnosed mental health condition.

While professionals across varying degrees and disciplines have different training needs, each plays an important role in supporting young children's social-emotional health. Therefore, this Guide suggests general guidelines around which degree of intensity of training and skills relevant to IECMH individuals might need to support children’s social-emotional development within their specific professional settings. These various roles that require differing intensity of training therefore reflect varying intensity of services delivered to children and families; referred to here as Intensity of Support services.

Universal/Promotion serves as the foundation of all services across the Commonwealth’s support system, followed by prevention, intervention, and treatment. Please continue reading for more details on each degree of intensity.

**Universal/Promotion**

**Target population:**
- Expectant families and all children birth-8, and their families

**Scope:** All promotion activities including:
- Meeting families’ basic needs
- Care coordination/Resource and referral
- Family support
- High quality early education and care
- Developmental and Social-Emotional Screening
- Early childhood curriculum and assessment
- Promoting healthy social emotional development

**Examples of professionals practicing at this degree of intensity:**
- Early Education and Care providers, Center-based/Family Childcare Providers, EHS/Head Start
- Public Preschool Staff
- Parent Educators
- Midwives, Lactation Consultants, Doulas
- Family Support Networks
- Family Partners
- Community Caregivers (police, librarians, judges)
- State Agency Staff
- Pediatricians and other Health Care Providers
Preventive Strategies

Target Population:
- Children birth to 6 and their families with low to moderate risk
- Children birth to 6 with a behavioral concern or social emotional delay that would require a beginning level intervention (moderate level of risk balanced by protective factors)

Scope: All targeted prevention activities including:
- Targeted screening and assessment
- Family/Caregiver support
- Care coordination
- Home visitation programs
- Early Intervention
- Programmatic Mental Health Consultation
- Social emotional curricula and behaviorally-based programs in a variety of settings

Examples of professionals practicing at this degree of intensity:
- Professionals listed above who work on universal early childhood mental health promotion as appropriate and relevant to scope of practice
- Home Visitors
- Family Partners
- Bachelors level Social Workers (Child protective service workers)
- Special Educators and Allied Health Professionals (OT, Speech, PT, etc.)
- Nurses (NICU, Public, Health, Case Managers, etc.)
- State Agency Staff
- Pediatricians and other Health Care Providers

Intervention (Imminent Risk)

Target Population:
- Children birth to 6 with a moderate behavioral concern or social emotional delay, mental health disturbance or disorder referred for higher intensity services
- Includes presence of multiple risk factors within child/family or environment

Scope:
- Early evaluation and periodic assessments
- Treatment (including in-home)
- Mental Health Consultation (frequent on-site visits)
- Crisis teams
- Wraparound services
- Intensive care coordination
- Relationship-based therapy
- Behaviorally-based programs in a variety of settings

Examples of professionals practicing at this degree of intensity:
- Master’s-level professionals or above with expertise in infant/toddler development, parent-child interactions, developmental psychopathology
  - Professionals who practice Promotion and Prevention strategies, appropriate and relevant to scope of practice
Treatment

Target population:
Children birth to 6 with Serious Emotional Disturbance (SED), a major mental health diagnosis, or a crisis-level behavioral concern

Scope:
- Intensive treatment (including in-home treatment); individual, group, and family therapy
- Mental Health Consultation (frequent on-site visits)
- Crisis teams
- Wraparound Services
- Intensive Care Coordination
- Behaviorally-based programs in a variety of settings

Examples of professionals practicing at this degree of intensity:
- Psychiatrists, with early childhood experience
- Specialist Physicians with early childhood experience
- Licensed Social Workers with early childhood experience
- Licensed Mental Health Clinicians with early childhood experience
- Licensed Clinical Psychologists with early childhood experience
  - Professionals included in Promotion, Prevention, and Intervention support intensity, as appropriate and relevant to scope of practice
Understanding the Book and Excel Spreadsheet Formats

Version 1: Electronic Book
Within the booklet, each training opportunity is described in a one-page brief. The trainings within the booklet are organized alphabetically by training entity. An Index of Trainings is located on page 11 of the booklet. Each training includes a competency visual that can assist the user identify trainings of interest. In the example below, the color categories indicate the “Hope and Directions: Helping Children Understand Diversity” training is most suitable for all competency categories.

The Institute for Education and Professional Development, Inc.

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

Furthermore, each training title underlined in blue is linked directly to the training page within the resource guide.

Each entry looks much like the one below, including a purple title box, an overview and description of the target audience, and an informational box. The box includes whether or not the training offers participants credit, if there is a fee to attend the training, the length and duration of the training, where the training is located, and what format the training is in (classroom, webinar, online, etc.) The box also contains links to training websites as well as a visual triangle describing the competency categories it serves and through which degree of intensity.

Sample Training Page:

**Institute for Education and Professional Development, Inc.**

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

**Brief Overview**

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

**Target Audience:** Mixed Audience

**Information Box**

- This training is suitable for all competency categories and provides training at the universal/promotion and prevention intensities of support.
- Are there credits available? Yes
- Is there a fee? Yes
- This is a 2-hour classroom training available statewide.
- Links to training/entity websites.

**Contact Information:**

http://iepd.org/


Institute of Education and Professional Development, Inc.: Index
Version 1: Table of IECMH Training Opportunities (Microsoft Excel)

Training opportunities within the table (Excel) version of the Guide are organized by training entity. Because a large number of entities are included in the table, they are categorized by type of organization to facilitate training searches. These categories include: 1) State agency; 2) Non-Profit Health Care Institution and Affiliates; 3) Higher Education and; 4) Non-profit organization.

The left-hand column of the table identifies the training entity. Each row in the table represents an IECMH training opportunity and contains the training information listed on the page 1 of this document (i.e. training content overview; target audience, etc.).

Resources are available on www.ecmhmatters.org to assist the user in navigating the Excel table and identifying relevant training opportunities.

Sample Excel Entry:

<table>
<thead>
<tr>
<th>Training Entity</th>
<th>Training Name</th>
<th>Target Audience</th>
<th>Format</th>
<th>Location</th>
<th>Credit Offered</th>
<th>Fee</th>
<th>Contact Info</th>
<th>Intensity of Support</th>
<th>Competency Category</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Institute for Education and Professional Development, Inc.</td>
<td>Hope and Direction: Helping Children Understand Diversity</td>
<td>Mixed Audience</td>
<td>Classroom, 2 hours</td>
<td>Statewide</td>
<td>No</td>
<td>Yes</td>
<td><a href="http://iepd.org/">http://iepd.org/</a></td>
<td>Promotion/Prevention</td>
<td>Category I-IV</td>
</tr>
</tbody>
</table>

Within the excel spreadsheet, there is one sheet like the example above for each training entity. Look to the bottom of the page and select the tab for the desired sheet. If it is not in view, use the arrows to scroll across the tabs at the bottom of the spreadsheet.

Arrows to scroll

Tabs for Training Entity Sheets

To read the full entry for each box, click on the “wrap text” button in excel.
Index of Training Entities

Massachusetts-Based

A. Boston Medical Center
B. Boston University
C. Brazelton Institute
D. Brazelton Touchpoints Center
E. Children’s Trust
F. Child Trauma Institute
G. Collaborative Educational Services
H. Department of Early Education and Care
   Link to the Department of Early Education and Care Professional Qualifications Course Catalog: The Department of Early Education and Care (EEC) Professional Qualifications Certification Course Catalog is intended to provide a snapshot of Early Childhood and Education course offerings at selected Massachusetts Colleges and Universities.
I. Early Intervention Training Center (Department of Public Health)
J. Family Nurturing Center
K. Home for Little Wanderers
L. Housman Institute
M. Institute for Education and Professional Development, Inc.
N. Institute for Health and Recovery
O. Jewish Family and Children’s Services
P. Parent Professional Advocacy League
Q. University of Massachusetts Boston
R. University of Massachusetts Medical School (Executive Office of Health and Human Services)
S. William James College

Online Resources

Free Online Resources
Boston Medical Center

Boston Medical Center - Child Witness to Violence Program
  - Clinical Intervention with Caregivers Affected by Intergenerational Trauma
  - Clinical Intervention with Young Children Affected by Domestic Violence or Other Sources of Trauma
  - Introduction to Child Parent Psychotherapy: Clinical Intervention with Young Children Affected by Trauma and Domestic Violence
  - The Intersection of Trauma, Culture and Immigration
  - Child-Parent Psychotherapy: Full-Implementation Training

Boston Medical Center – Developmental and Behavioral Pediatrics
  - Fellowship and Residency in Developmental and Behavioral Pediatrics

Boston Medical Center - Good Grief Program
  - Practical Strategies during Difficult Times: Language and Tools to Support Grieving Children
  - Supporting Grieving Children and Families
  - Teachable Moments: Incorporating Grief and Loss into Classroom Culture

Boston Medical Center: Vital Village Network
  - Infusing Trauma-Informed Practices into Early Childhood Education Programs

Boston University School of Social Work
  - Stress and Trauma in the Early Years: Interventions with Young Children and Families

Brazelton Institute at Boston Children’s Hospital
  - Neonatal Behavioral Assessment Scale (NBAS)
  - Newborn Behavioral Observations (NBO)

Brazelton Touchpoints Center
  - Community Level Training
Individual Level Training ........................................................................................................35

Professional Development Workshops .................................................................................36

Brazelton Touchpoints: Family Connections Institute

Family Connections Institute ..................................................................................................37

Family Connections Professional Development Workshops ..................................................38

Children’s Trust of Massachusetts

Children’s Trust: All Babies Cry (ABC)

All Babies Cry: Community Module .....................................................................................39

All Babies Cry: Informative Webinar .....................................................................................40

All Babies Cry: Train the Trainer .........................................................................................41

Children’s Trust: Child Sexual Abuse Prevention Training

Child Sexual Abuse Prevention Training: Parent Training ....................................................42

Child Sexual Abuse Prevention Training: Staff Training .....................................................43

Child Sexual Abuse Prevention Training: Train the Trainer ................................................44

Children’s Trust: Family Support Topics

Becoming a Dynamic Group Facilitator: Best Practices for Family Support Professionals .............................................................................................................................45

First Connections: The Importance of Attachment and Nurturing .......................................46

Getting Grounded in Supervisory Practice ..........................................................................47

How to Incorporate Spirituality into Family Support Practice ............................................48

Infant and Toddler Development: What the Research is Telling Us ....................................49

Preventing Child Abuse and Neglect: Understanding and Responding ..............................50

Self-Care: Coping with Stress and Transitions ....................................................................51

Standards of Quality for Family Strengthening and Support Certification Training ...........52

Trauma-Informed Family Support Practice .........................................................................53

Children’s Trust: Fatherhood
Children’s Trust: Strengthening Families

- Bringing the Protective Factors Framework to Life in Your Work: A Resource for Action
- Parent Cafés: Engaging Parents in Conversations that Matter
- Strengthening Families: An Effective Approach in Supporting Families (SF101)
- Strengthening Families: Train the Trainer Module
- Strengthening Families through Protective Factors & Parent Cafés (Combined, Community Module)

Child Trauma Institute

- Attachment and Dissociation Assessment and Treatment: An Introduction to Foundational Skills
- Certificate Program: Trauma-Informed Treatment for Adults, Children and Teens
- EMDR (Eye Movement Desensitization and Reprocessing) Basic Training
- Progressive Counting (PC): Child Focus
- Slaying the Dragon: PC & The Fairy Tale Model of Trauma Treatment
- Trauma Trainers Retreat

Child Trauma Institute: Home Study Program

- Child Trauma Handbook
- EMDR In Child and Adolescent Psychotherapy
- EMDR Within a Phase Model of Trauma-Informed Treatment
- Progressive Counting (PC) within a Phase Model of Trauma-Informed Treatment
- Treating Problem Behaviors

Collaborative Educational Services

Collaborative Educational Services: Early Educator Training

- Brain Development and Why it Matters
- Early Childhood: An Important Time to Introduce Social Justice and Diversity to Young Children ................................................. 73
- Identifying and Supporting Children with Special Needs ................................................................. 74
- Infants and Toddlers: Areas of Development and Beyond .......................................................... 75
- Introduction to the Pyramid Model for Promoting Social Emotional Competence in Young Children ................................................................................................................ 76
- Introductory Course on the MA Standards for Pre-K and K Social and Emotional Learning (SEL) and Approaches to Play and Learning (APL) ................................................................. 77
- Online Course: Introductory Course on the MA Standards for Pre-K and K Social and Emotional Learning (SEL) and Approaches to Play and Learning (APL) ........................................... 78
- Supporting Young Children Who have Experienced Trauma .................................................................. 79
- Trauma, Children, Educators, and School Environments ....................................................................... 80
- Understanding and Addressing Young Children's Behaviors ................................................................. 81

Department of Early Education and Care

Link to the Department of Early Education and Care Professional Qualifications Course Catalog
The Department of Early Education and Care (EEC) Professional Qualifications Certification Course Catalog is intended to provide a snapshot of Early Childhood and Education course offerings at selected Massachusetts Colleges and Universities.

- The Art of Childhood (Português) ............................................................................................................. 82
- Child Care Abuse Awareness for Centers ............................................................................................ 83
- Child Care Abuse Awareness for Family Child Care ............................................................................. 84
- Child Care Essentials for Centers: 40 hours (English, Español) .......................................................... 85
- Child Care Essentials for Family Child Care Providers: 40 hours ...................................................... 86
- Creating Healthy and Active Environments ......................................................................................... 87
- Cultural Aspects of Families and Children: SOC 202 (Español) ............................................................. 88
Early Intervention Training Center

- Early Intervention Home Visiting
- Infant Brain Development
- Integrating Early Childhood Social and Emotional Development into Part C Systems
- Overview of the Pyramid Model Framework
- Prematurity: An Overview

- ECE 107: Understanding and Guiding Children's Behavior
- Engaging Families, Schools, and Community Partners
- Engaging with Diverse Families
- Fantasy Play
- Focus on Young Children with Special Needs in Child Care Settings Series
- Fortaleciendo a los Aprendices de Dos Idiomas en Su Programa (Español)
- The Impact of Early Childhood Trauma on Young Children and Caregivers
- Incorporating the MA Early Learning Guidelines for Infants and Toddlers into Your Program
- Individualizing Curriculum
- Infant/Toddler Temperament: Guidance and Discipline (English, Español)
- Mucking it Up (English, Español)
- Observing, Recording, and Assessing: ECE 105 (English, Español)
- Planning and Implementing Activities in a Mixed-Age Program
- Safe Sleep (SIDS) Training (English, Mandarin 普通话)
- Special Education for Children: ECE 110
- Strategies for Effective Observation
- Toxic Stress and Trauma
- Understanding Triggers and Crisis De-Escalation
Family Nurturing Center

- Customized Training Programs
- Developing Nurturing Families & Communities Basic Skills
- Nurturing Fathers’ Program Training
- Training of Trainers

The Home for Little Wanderers: Early Childhood Training Institute

- Family Engagement
- Partnering with Families Impacted by Substance Abuse and Addiction
- Supporting Self-Care Practices in Early Education Settings
- Trauma Informed Pyramid Model
  - Module 1: What does the Pyramid Model have to do with How Children are Behaving in my Classroom? Developing an Understanding
  - Module 2: Building and Supporting Nurturing Responsive Relationships with Children
  - Module 3: What does Environment have to do with Behavior? Understanding the Significance of a High-Quality Supportive Environment
  - Module 4: When More is Needed: Targeted Social Emotional Supports and Intensive Interventions
- Understanding Early Childhood Trauma: A Relational Approach to Fostering Resiliency
Housman Institute

- Promoting Emotional Competence through the begin to...ECSEL Approach ........127
- Promoting Empathy and Prosocial Skills through the begin to...ECSEL Approach ..128
- Promoting Self-Regulation as an Outgrowth of Co-Regulation through the begin to...ECSEL Approach .................................................................129
- Stop Bullying Before It Starts: Arming Young Children with Emotional Intelligence .................................................................130
- Theoretical Underpinnings of Promoting Emotional Competence from Birth to Six Years .................................................................131
- Theoretical Underpinnings of Promoting Empathy and Prosocial Skills from Birth to Six Years .................................................................132
- Theoretical Underpinnings of Promoting Self-Regulation as an Outgrowth of Co-Regulation from Birth to Six Years .................................................................133

The Institute for Education and Professional Development, Inc.

- The Arnett Caregiver Interaction Scale & Responsive Interactions with Infants and Toddlers .................................................................134
- The ASQ-SE: Screening for Social and Emotional Development ..............................135
- Hope and Direction: Helping Children Understand Diversity ..............................................136
- Children Experiencing Toxic Stress and Trauma .................................................................137
- Children on the Autism Spectrum ......................................................................................138
- Children under Stress (English, Español, Português) .................................................................139
- Creating Productive Relationships with Families and Communities (English, Español) ...........................................................................................................140
- Curriculum for Infants? Yes! ........................................................................................................141
- Developmentally Appropriate Planning/Activities for Children Birth to 5 ..............142
- Developmentally Appropriate Planning/Activities for Children Under 2 ................143
- Diversity and Cultural Competence (English, Español) .................................................................144
Establish Positive and Productive Relationships with Families and Communities (English, Español) .................................................................145

Focus on Scoring and Implementation – Strengthening Families Approach and the Protective Factors ..................................................................................................................146

Foundations for Promoting Positive Behavior (English, Español) .................147

Introduction to the Massachusetts Standards on Preschool and Kindergarten Social and Emotional Learning (SEL) and Approaches to Play and Learning (APL) Standards ...............148

Planning Play Opportunities to Promote Development in Preschool ..............149

Practical Ways to Promote Learning through Active Play (English, Español) ......150

Proactive Approaches to Managing Challenging Behavior ................................151

Responsive Environments for Infants and Toddlers (English, Español) ..........152

Responsive Interactions with Children Birth to 5 and the Arnett Caregiver Interaction Scale .................................................................................................153

Strengthening Families and the Protective Factors, Level 1 (English, Español) ....154

Terrific Toddlers: Building Self Esteem While Guiding Challenging Behaviors ......155

Tools for Teaching Social Emotional Competence ........................................156

Understanding Children with Special Needs and Their Families (English, Español) ..................................................................................................................157

Understanding Sensory Processing in Early Childhood Development (English, Español) ..................................................................................................................158

Using the Ages and Stages Questionnaire (ASQ®) in Your Program .................160

Working with Families of Children with Special Needs ....................................161

You are a Brain Architect ......................................................................................162

Institute for Health and Recovery

Attachment: Through the Lifespan ........................................................................163

Building Resilience ..............................................................................................164

Child Sexual Development 101 ............................................................................165

Domestic Violence: Offenders, Survivors, and Child Witnesses .....................166
o Emotional Regulation 101 .............................................................................................................167
o “Ghosts and Angels in the Nursery” ............................................................................................168
o Impact of Substance Use on Young Children and Families ..........................................................169
o Motivational Interviewing 101 ......................................................................................................170
o Reflective Practice.........................................................................................................................171
o Reflective Supervision ..................................................................................................................172
o Secondary Traumatic Stress ........................................................................................................173
o Supporting Caregivers with Substance Exposed Newborns .........................................................174
o Understanding and Supporting Young Children Impacted by Trauma ........................................175
o What about the Kids? Building a Trauma-Informed Organization .............................................176
o Working with Caregivers: Skills for Having Difficult Conversations ..........................................177

Jewish Family and Children Services

Infant-Parent Training Institute

o Families Impacted by Addiction: Theory, Context, and Treatment .............................................178
o Infant Observation Course ..........................................................................................................179
o Master Classes ..............................................................................................................................180
o Maternal Mental Health ..............................................................................................................181

Infant Mental Health Fellowship Certificate Program

o Infant Mental Health Fellowship Certificate Program ..................................................................182
   Year 1: Infant Parent Development Seminar ..............................................................................183
   Year 2: Assessment and Intervention Seminar and; Clinical Training and Supervision .............184

Parent/Professional Advocacy League (PPAL)

o Meeting the Mental Health Needs of Children in School ............................................................185

University of Massachusetts Boston

o Infant-Parent Mental Health Post-Graduate Certificate/Fellowship .............................................186
University of Massachusetts Medical School (Executive Office of Health and Human Services)

- Child & Adolescent Needs and Strengths
- Child & Adolescent Needs and Strengths Birth to Four Webcast (CANS B4)
- CANS Cultural Considerations Domain Testing

William James College

- Certificate in Pediatric and Behavioral Health Integration
- Child Maltreatment
- Nurturing Resilience in Children and Families: A Shift from Deficits to Strengths
- Parenting Coordination

Outside Massachusetts

The Center for Psychoanalytic Training and Research, Columbia University

- Parent-Infant Psychotherapy Program

Online Resources

The Parent Infant Centre, School of Infant Mental Health

- PIP1: Infant Development

Portland State University Graduate School of Education

- Graduate Certificate in Infant/Toddler Mental Health
University of Minnesota Center for Early Education and Development (CEED)

- Online Graduate Certificate in Infant and Early Childhood Mental Health
- Online Graduate Minor in Infant and Early Childhood Mental Health
- Advanced Reflective Supervision/Consultation: Building Skills Using the RIOS™ Framework
- Challenging Behavior in Early Childhood: Bridging Educational and Mental Health Strategies for Child-Specific Interventions
- Executive Function: What is it and Why Does it Matter for Infants and Young Children?
- Infant/Toddler Movement and Brain Development: Understanding the Critical Connection
- Introduction to Infant Mental Health
- Introduction to Reflective Supervision/Consultation
- Helping Parents Nurture Healthy Development in the Earliest Months
- Premature Babies and Their Parents: Information for Early Interventionists
- Preschooler Movement and Brain Development: Promoting the Critical Connection
- Relationship-Based Teaching: Supporting Stressed Young Children
- Understanding Early Social and Emotional Development Using an Infant Mental Health Lens
- Working with Parents: Using Infant Mental Health Principles to Support Special Populations

Zero to Three

- Critical Competencies for Infant-Toddler Educators™
- Zero to Three Competencies for Prenatal to Age 5 (P-5) Professionals
Free Online Resources

The Center for the Developing Child, Harvard University

- 5 Steps for Brain-Building Serve and Return
- Activities Guide: Enhancing and Practicing Executive Function Skills with Children from Infancy to Adolescence
- Brain Story Certification Course
- MOOC: The Best Start in Life: Early Childhood Development for Sustainable Development

Training Modules

- Build My Brain
- Health Care Practitioner Module and Resources
- Talk with Me, Baby

The Center on the Social and Emotional Foundations for Early Childhood

- Parents Interacting with Infants: Parent Training Modules
- Pre-K Parent Training Modules (Disponible en español)
- Promoting Social and Emotional Competence: Infant/Toddler Training Modules (Disponible en español)
- Promoting Social and Emotional Competence: Preschool Training Modules (Disponible en español)

Connecticut Association for Infant Mental Health

- 9 Module Online Training for Home Visitors featuring an Introduction to Infant Mental Health (Disponible en español)
  - Infant Mental Health
  - Supporting Parents with Cognitive Limitations
  - Talking with Families about Safe Sleep
- Family Play and Infant Development
- Family Play and Toddler Development
- Communicating with Families
- Trauma-Informed Care
- Talking with Families about Nutrition
- Moving Early, Staying Healthy (Promoting Physical Activity)

**Head Start Early Childhood Learning and Knowledge Center**

**Head Start Webinars**
- [Building Foundations for Economic Mobility (BFEM)](#)
- [Enrolling and Supporting Families Experiences Homelessness Webinar Series: Conversations with Families about Living Experiences and Housing Goals](#)
- [Implementing a Parenting Curriculum](#)
- [Little Scientists – Exploring SCIENCE! with Preschoolers](#)
- [Little Scientists – Exploring STEAM with Infants and Toddlers](#)
- [PLA Series: Coaching to Support the use of a Planned Language Approach’s Big 5 Skills](#)

**Head Start Professional Development Resources**
- [Children and Families Experiencing Homelessness](#)
- [Child Screening and Assessment](#)
- [Children with Disabilities](#)
- [Culture and Language](#)
- [Infant and Early Childhood Mental Health Consultation and Your Program](#)
- [Mental Health Resources to Support Response and Recovery](#)
- [Pregnancy and Expectant Families](#)
- [Approaches to Learning](#)
- [Social and Emotional Development](#)
Infant and Early Childhood Mental Health Training Institute

To access the 2018-2019 training series, please follow these directions:

2. Enter your information and select the Guest Participation option.
3. For “Host Agency” enter Boston Public Health Commission (maybe the last ‘n’ won’t fit; it’ll still let you register).
4. You will be sent an email with a login and password to use in accessing the training materials. All appropriate links to the pages and the requirements needed to attain the certificate shall be in the confirmation email.
5. If you encounter difficulty, please contact Mustafa for help with the process at Mustafa.khan@sickkids.ca

- Session 1: Introduction to Infant and Early Childhood Mental Health
- Session 2: Attachment as the Foundation for Regulation, Resilience, and Healthy Development
- Session 3: The Impact of Early Adversity – The Ace Studies
- Session 4: Temperament and Language Development: I would talk if you were more interesting
- Session 5: Effects of Early Stress and Adverse Care on Brain and Behavioral Development
- Session 6: Epigenetics: Genes, Environment and Behaviour
- Session 7: Understanding How Parental Mental Illness Can Impact Both Parenting and Child Development
Session 8: Executive Functions in the Early Years
Session 9: Working Across Cultures
Session 10: Understanding Common Disorders in Early Childhood
Session 11: Unresolved Loss and Trauma: Implications for the Individual, the Caregiving Relationship and Attachment
Session 12: Impact of Early Trauma – Domestic Violence
Session 13: Screening, Observation and Developmental Support Planning
Session 14: Beyond the Dyad: Working with Coparents and Siblings
Session 15: Nurturing the Seed: Working with Indigenous Families
Session 16: Indigenous Perspectives on Neurosciences

The National Child Traumatic Stress Network

NCTSN Webinars

The NCTSN has produced dozens of webinar series, comprised of virtual presentations by expert researchers and practitioners, on various topics in the field of child traumatic stress. Most webinars are from 60 to 90 minutes in length and are available for continuing education credit.

- Addressing Transition Issues for Young Foster Children
- Applying Evidence-Based Trauma Treatment for Childhood Traumatic Separation
- Attachment, Development, Trauma, and Socio-Cultural Responsive Interventions for Young Children
- Consultation in Judicial Systems
- Consultation in Pediatric Settings
- Consultation in the Context of Terrorism or Disaster
- Consultation with Child Protective Services
- Consultation with the Military
- Cultural Considerations for Young Children in Foster Care
- Cultura, experiencia migratoria, trauma, y evaluación (Español)
- Culture, the Migration Journey, Trauma, and Assessment
- Developmental and Medical Issues for Young Foster Children
- Diagnostic Statistical Manual-5
- Diagnostic Statistical Manual-5: Developmental Considerations and Clinical Implications for Young Children - Part I
- Diagnostic Statistical Manual-5: Developmental Considerations and Clinical Implications for Young Children - Part II
- Diagnostic Statistical Manual-5: Trauma and Stress Related Disorders in Children and Adolescents
- Emotional Challenges and Self-care for Those Working with Young Traumatized Children
- Growing Up with Traumatic Grief
- How to Create a Trauma-Informed Program to Help Young Children in Juvenile Court
- Impact of Poly victimization on Early Learning
- Impact of Trauma and the Experience of Young Children in the Child Welfare System
- Impact of Trauma on Very Young Children
- Intervenciones con Niños Muy Pequeños, Informadas en Apego, Desarrollo, Trauma y Cultura (Español)
- Introduction to Infant and Young Child Mental Health
- Issues of Attachment for Young Traumatized Children and Their Caregivers
- Models of Trauma-Informed Integrated Care Part II: Identifying and Responding to Early Childhood Trauma in the Pediatric Setting
- Optimizing Visitation for Young Traumatized Children and Their Parents/Caregivers
- Sesame Street Discussion with Lynn Chwatsky, Patty Shinseki, Russell Shilling, Barbara Thompson, Judy Cohen, and Steve Cozza
- Strong Families Strong Forces: A Program to Support Military Families with Young Children (birth-5)
- Therapeutic Interventions for Young Foster Children and Their Caregivers
- Trauma and Race: Considerations for White Clinicians Working with Children and Families of Color
- Trauma and Race: Opportunities and Challenges for Therapists of Color Working with Families of Color
- Traumatic Separation in the Child Welfare and Kincare Systems
- Treating Children After Disasters
- Treatment of Childhood Traumatic Grief with Infants, Toddlers, and Preschoolers
- US Army Culture, CAF-BHP-Child, Adolescent and Family Behavioral Health Proponency
- Utilizing Trauma Screening and Assessment in Court Decisions: Perspectives from the Bench and Mental Health
- Who are the Young Children in Foster Care? What Critical Points Must be Kept in Mind when Addressing Their Needs?
- You are Not Alone: Helping Children with Traumatic Grief
- Young Children and Trauma: Service System Collaborations
- Young Children in Foster Care

**NCTSN E-Learning Courses**

NCTSN e-learning courses typically include multimedia resources, such as self-paced training modules, instructional videos, and supplemental resources. Courses are available for different professional audiences and include both introductory and more advanced learning.
- The 12 Core Concepts: An Online Interactive Course
- Attachment Vitamins: Interactive Course on Early Childhood Attachment, Stress, and Trauma
- Learning Series on Implementation
- Psychological First AID (PFA) Online
- Resource Parent Curriculum (RPC) Training Modules (See Training Curricula)
NCTSN Training Curricula

Training curricula developed by the NCTSN are designed to facilitate the delivery of comprehensive workshops for various audiences on child traumatic stress. NCTSN curricula include step-by-step facilitator guides, slide decks, participant manuals, and other supplemental resources.

- Child Welfare Training Toolkit
- Resource Parent Curriculum (RPC) Online
- The Road to Recovery: Supporting Children with Intellectual and Developmental Disabilities Who Have Experiences Trauma

Open Pediatrics

- ADHD: An Overview and Approach
- Ethics and Professionalism in Neonatology Year 1
- Ethics and Professionalism in Neonatology Year 2

TAP Online Training

- An Overview of Social-Emotional Development: What Can We Expect in the Classroom?
- Introduction to Behavioral Health in Schools: Supports for Students
- Managing Behavioral Health Crises in Schools
- Understanding Trauma and the Impact on Learning Part 1: Definitions and Effects on the Brain

Index of Training Listings
Overview: This seminar will provide participants with expanded clinical knowledge and skills in working with caregivers who are affected by intergenerational trauma.

Participants will:
- Increase their knowledge about intergenerational trauma and its clinical relevance
- Increase their understanding of the potential psychological impact of trauma across generations
- Learn therapeutic interventions in working with families affected by intergenerational trauma

Through a combination of lectures and case discussions, participants will become familiar with the concept of intergenerational trauma and how it affects the treatment of caregivers. Current literature on clinical work with caregivers exposed to trauma across generations will be reviewed.

Target Audience: Social workers, mental health clinicians, psychologists and marriage and family therapists.

Credit Offered: Yes

Fee: Yes

Format:
- 1 day, full-day seminar
- Located at Boston Medical Center

Contact Information:
http://www.childwitnessstoviolence.org
Ashley Schiffmiller
Ashley.schiffmiller@bmc.org
617-414-7425
Overview: Provides participants with expanded clinical knowledge and skills in working with young children who are traumatized. Special attention will be paid to children exposed to domestic violence.

Participants will:
- Increase their knowledge of complex trauma
- Learn to identify symptoms of trauma in young children
- Learn techniques for caregiver and child interviews
- Understand principals of individual clinical assessment and treatment of traumatized children
- Review strategies for self-care

Current literature on clinical work with children exposed to trauma and domestic violence will be reviewed.

Target Audience: Social workers, mental health clinicians, school counselors, school psychologists, and marriage and family therapists.

Credit Offered: Yes

Fee: Yes

Format:
- 2 day, full-day seminar

Contact Information:
http://www.childwitnessstoviolence.org
Ashley Schiffmiller
Ashley.schiffmiller@bmc.org
617-414-7425

Boston Medical Center: Index
Overview: This seminar provides an introduction to Child-Parent Therapy, a dyadic attachment-based intervention for young children exposed to interpersonal violence and other trauma, which has been empirically validated for use with children under age six.

The training will include:
- A review of the theoretical foundation of the model
- An overview of assessment protocols
- A description of the principles of intervention and core clinical skills that are used

Participants will increase their understanding of assessment processes and tools used in treating children exposed to trauma. Case presentations and video based clinical vignettes will be used to illustrate key principles.

Target Audience: Social workers, mental health clinicians, school counselors, school psychologists, and marriage and family therapists.

Credit Offered: Yes

Fee: Yes

Format:
- 2 day, full-day seminar

Contact Information:
http://www.childwitnessstoviolence.org
Ashley Schiffmiller
Ashley.schiffmiller@bmc.org
617-414-7425
Overview: This workshop provides an overview and analysis of the role of culture, language and immigration as risk and protective factors; describes developmentally appropriate, trauma and diversity-informed strategies of intervention with young immigrant children and their caregivers, with an emphasis on working with Latino families; and addresses the challenges of working cross-culturally, working with clients whose first language is not English, and working with an interpreter. Attention will also be paid to the impact of the work on the provider and the role of reflective practice in addressing and preventing vicarious traumatization and secondary traumatic stress.

Target Audience: Community health workers, early childhood educators, and early childhood mental health consultants, early intervention providers, infant and early childhood mental health clinicians, family navigators, and marriage and family therapist, social workers.

Credit Offered: Pending

Fee: Yes

Format:
- 1 day, full-day seminar
- Located at Boston Medical Center

Contact Information:
http://www.childwitnessstoviolence.org
Ashley Schiffmiller
Ashley.schiffmiller@bmc.org
617-414-7425
Overview: Through an 18-month long training, participants will gain core CPP knowledge and competencies to enable them to adopt CPP. Participating agencies will increase their capacity to provide an evidence-based trauma treatment for children in the birth-to-six age range. The training is available to individual agencies, however it is generally provided via Learning Collaboratives (LCs). The Learning Collaborative (LC) model is the dissemination strategy used by the National Child Traumatic Stress Network (NCTSN) to support uptake of evidence-based interventions and best practices. What sets an LC apart from traditional training is the intensive focus on learning-by-doing. An LC includes in-person trainings or “learning sessions,” intensive consultation, and peer-to-peer learning within and across organizations. This training meets criteria for an Implementation-Level CPP Course. Participants who complete training are eligible for the roster of trained CPP clinicians.

Target Audience: Social workers, mental health clinicians, school counselors, school psychologists, and marriage and family therapists.

Credit Offered: Yes

Fee: Yes

Format:
- 18 months
- Located at Boston Medical Center

Contact Information:
http://www.childwitnessstoviolence.org
Carmen Rosa Norona, LCSW, Ms.Ed, CEIS
Carmen.norona@bmc.org
617-414-4765
Overview: This program offers clinical and academic training in the field of Developmental-Behavioral Pediatrics in the context of an urban setting.

The goals of this Maternal and Child Health Bureau-supported and ACGME certified program include the following:

- Clinical training in such areas as developmental assessment of children (at all ages), behavioral management and family assessment
- Academic skills (such as research design, giving talks and writing papers) are taught through seminars (including at the Boston University School of Public Health) and hands-on experience
- Research training including study design and methodology, writing an abstract and paper and submitting a grant

Special emphasis is placed on the developmental and behavioral issues facing families living in the inner city. For interested applicants, the fellowship also offers a special focus on child advocacy, the effects of witnessing violence on children and/or autism and disparities of diagnosis and treatment. Minority candidates are encouraged to apply.

Target Audience: MD, must have passed all three parts of the licensing exam prior to 1/1 of the starting year of fellowship

Credit Offered: Yes

Fee: Yes

Format:
- 3-year residency/fellowship
- Located at Boston Medical Center

Contact Information:
Kristin Cordes, Fellowship Coordinator
617-414-3665
https://www.bmc.org/pediatrics-development-behavioral-pediatrics/fellowship
Overview: Practical Strategies during Difficult Times builds upon the basic understanding that participants achieve through Supporting Grieving Children and Families. This training utilizes case examples to delineate the most important principles in talking and supporting grieving children. Participants are encouraged to bring their own experiences of supporting children after a loss for discussion and consultation.

Participants will:

- Explore and develop insights into what may be helpful/not helpful as children and their caregivers grieve
- Learn specific language that can be used to openly and honestly address the topic of death (including stigmatic death) and loss with children
- Practice how to handle challenging moments where individuals may have differing points of view (i.e., when information about a death is not verified, when individuals may hold differing views of death/afterlife)
- Develop concrete strategies and tools to be used to support children and families
- Engage in role plays and interactive activities to practice skills in leading difficult conversations

Target Audience: Educators/teachers, early childhood providers, social workers, mental health clinicians, psychologists and marriage and family therapists.

Credit Offered: Pending

Fee: Yes

Format:
- 1 half-day seminar
- Located at Boston Medical Center

Contact Information:
Ashley Schiffmiller
Ashley.schiffmiller@bmc.org
617-414-7425
https://www.bmc.org/programs/good-grief-program

Boston Medical Center: Index
Overview: This interactive training explores the difficult topic of death and its impact on children and families. Facilitators use open dialogue, activities, video, and presentation of theory to discuss the meaning of death and loss in engaging, respectful, and approachable ways.

By the end of training, participants will be able to:

• Identify the key components to understanding death
• Discuss and explore how children, across various developmental stages, make meaning of death.
• Review how models for understanding the grieving process changed over time
• Identify the four tasks of grieving
• Contemplate how we, as adults, approach conversations with children about death (i.e., caring for the caretakers)
• Illustrate how adults can promote resiliency in children in the wake of loss

Target Audience: Educators/teachers, early childhood providers, social workers, mental health clinicians, psychologists and marriage and family therapists.

Credit Offered: Pending

Fee: Yes

Format:
• 1 half-day seminar
• Located at Boston Medical Center

Contact Information:
Ashley Schiffmiller
Ashley.schiffmiller@bmc.org
617-414-7425
https://www.bmc.org/programs/good-grief-program

Boston Medical Center: Index
Overview: Teachable Moments is a training specifically geared toward teachers, educators, and school staff. This training helps school communities identify when and where the concepts of death and loss can be naturally integrated into their curriculum. Facilitators will utilize hands-on activities and collaborative teamwork so participants will leave with actionable steps on how to integrate grief and loss themes into their classroom culture.

Participants will:
- Increase their knowledge of the concepts of death, loss, and grief
- Build concrete strategies to successfully incorporate these concepts into their classroom culture
- Identify continued opportunities where the concepts of death and loss naturally emerge in curricula
- Explore the importance of using classroom activities to normalize the experience of loss, build empathy, and promote help-seeking strategies
- Engage in experiential activities that can be adapted for use in the classroom

Target Audience: Educators/teachers, early childhood providers, social workers, mental health clinicians, psychologists and marriage and family therapists.

Credit Offered: Pending

Fee: Yes

Format:
- 1 half-day seminar
- Located at Boston Medical Center

Contact Information:
Ashley Schiffmiller
Ashley.schiffmiller@bmc.org
617-414-7425
https://www.bmc.org/programs/good-grief-program

Boston Medical Center: Index
Overview: This presentation provides resources for teachers that support the needs and help facilitate the healing process of young children who have experienced trauma. The trainings include information about the impact of trauma on the developing brain and its impact on learning. Teachers are given a “tool kit” with materials to use in the classroom to help children learn self-regulation skills.

Target Audience: Teachers, school administration, school nurses, social workers, mental health clinicians, school counselors, school psychologists.

Credit Offered: Pending

Fee: Yes

Format:
- 2-day seminar
- Located at Boston Medical Center

Contact Information:
Ashley Schiffmiller
Ashley.schiffmiller@bmc.org
617-414-7425
Overview: This course focuses on interventions for effective practice with young children and families derived from the fields of infant mental health (IMH), early development and family systems. It is an advanced elective within the clinical practice department, building on skills students have developed regarding practice with children and families in their foundation CP classes such as CP 759, CP 770, CP 771 and CP 772. In this course, students will gain competency in developmentally appropriate assessment and collaborative evidence-informed/evidence-based treatment of vulnerable young children and their families within an attachment, trauma and systems framework. The role of toxic stress in a child’s development and family life will be explored; prevention and intervention approaches will address how best to ameliorate its harmful impact. Various approaches will be presented and examined in relationship to theories of change, differential assessment, culturally responsive practice, and privilege. Because the practitioner plays an important role in the change process, students are expected to use the self to engage with course material and deepen their reflective capacities with regard to the clinician-client relationship. Class time will include discussion of course readings, viewing videos, conducting case-based assessments, skills development, role-plays and other interactive activities.

Target Audience: Social Workers and other clinical level professionals and graduate students

Credit Offered: Yes

Fee: Yes

Format:
- Semester-long
- Classroom
- Boston University

Contact Information: www.bu.edu/academics/ssw/courses/ssw-cp-782/
Overview: The NBAS is a comprehensive examination of neonatal behavior appropriate to use for infants from birth to two months of age. The NBAS has been used as a reliable research tool around the world to identify individual differences in new-born behavior (Brazelton, 1973, 1985; Brazelton and Nugent, 1995; Brazelton and Nugent, 2011).

Target Audience: The NBAS training program is especially designed for researchers, but also appropriate for clinicians and pediatric professionals in training who would like a thorough foundation in infant development and behavior.

Credit Offered: Yes

Fee: Yes

Format:
• Boston Children’s Hospital
• Training arranged on an individual basis, see website for scheduling

Contact Information: http://www.childrenshospital.org/Research/Centers-Departmental-Programs/brazelton-institute

Brazelton Institute: Index
Overview: The NBO training program provides participants with the theoretical foundations and clinical principles necessary to enable them to use the Newborn Behavioral Observations (NBO) system in their clinical practice. During the two-day training program, participants will first be exposed to current research on neurobehavioral development and the early parent-child relationship. Then, using film and/or live demonstrations, the workshop will introduce participants to the kinds of observational strategies necessary to identify newborn behavioral patterns and how to use the NBO as a way of sensitizing parents to the competencies and individuality of their newborn. Clinical guidelines on relationship-building will be discussed and demonstrated, while the work-shop will also examine the use of the NBO in anticipatory guidance and demonstrate how this guidance can be provided in a way that is developmentally appropriate and culturally sensitive. After the workshop, online mentoring will be offered to all participants to enable them to complete the training.

Target Audience: All professionals who have the opportunity to work with infants and their families in both low-risk and high-risk setting including: physicians, nurses, psychologists, infancy specialists, lactation consultants, home visitors, occupational therapists, physical therapists, social workers, and other allied professionals.

Credit Offered: Yes

Fee: Yes

Format:
- 2 Full-Day Seminars, online mentoring, 5 NBO sessions
- Boston Children’s Hospital
- See website for scheduling

Contact Information:
http://www.childrenshospital.org/Research/Centers-Departmental-Programs/brazelton-institute

Brazelton Institute: Index
Overview: We offer the Touchpoints Community Level Training program for teams in communities that have made the commitment to become a Touchpoints site. Learn more about how to become a Touchpoints Site.

The Touchpoints Community Level Program is a five-day intensive Touchpoints training offered to communities that want to bring Touchpoints to their family care system. A team of three or more providers from each community complete Touchpoints training in Boston and one year of ongoing mentorship that includes monthly contact, a site visit and a follow up meeting. This team delivers training to other professionals in their community in the Touchpoints approach, with the support of Brazelton Touchpoints Center faculty.

For existing Touchpoints sites, we offer additional training to add or replace existing Touchpoints team members.

Target Audience: Individual, multi-disciplinary health care, early education, child-care, mental health, and social service providers who work with young children and their families.

Credit Offered: Yes

Fee: Yes

Format:
- Available in a variety of formats
- See website for locations and scheduling

Contact Information:
https://www.Brazelontouchpoints.org

Brazelton Touchpoints Center: Index
Overview: The Brazelton Touchpoints Individual Level Training Program is professional development intensive designed for individual providers from all fields (health care, early care and education, early intervention, home visiting, social service) who want to incorporate elements of the Brazelton Touchpoints approach into their practice setting.

The Brazelton Touchpoints approach helps professionals engage around key points in the development of young children. By helping parents identify and expect bursts and regressions in child behavior (the Touchpoints) professionals can reduce parental frustration and self-doubt while fostering parenting skills and the parents’ enjoyment of their child. In the process, the bond between the provider and the family is strengthened.

Participants gain a solid understanding of all Touchpoints elements with the support of Brazelton Touchpoints Center faculty, regional site faculty, and practitioners who have been trained in the model. The Brazelton Touchpoints Individual Level Training Program is a prerequisite for the Brazelton Touchpoints Community Level Training program for teams in communities that have made the commitment to become a Touchpoints Site.

Participants will be able to:
- Understand the theories and concepts of the Brazelton Touchpoints approach, with emphasis on the developmental and relational elements of parent-child-provider relationships, and their practical applications;
- Enhance their delivery of care to families by using relationship-building strategies and communication tools based on the Brazelton Touchpoints approach;
- Observe and participate in encounters that demonstrate the Brazelton Touchpoints approach of collaborative anticipatory guidance.

Target Audience: Individual, multi-disciplinary health care, early education, child-care, mental health, and social service providers who work with young children and their families.

<table>
<thead>
<tr>
<th>Credit Offered:</th>
<th>Yes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fee:</td>
<td>Yes</td>
</tr>
<tr>
<td>Format:</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Available in a variety of formats</td>
</tr>
<tr>
<td></td>
<td>• See website for locations and scheduling</td>
</tr>
</tbody>
</table>

Contact Information: https://www.BrazeltonTouchpoints.org
Overview: The Brazelton Touchpoints offers professional development workshops including:
- Understanding Children's Development and Challenging Behavior
- Strengthening Partnerships with Families
- Aligning Organizational Practices for Effective Family Engagement
- Discipline
- Touchpoints Parenting Curriculum
- Feeding, Sleeping, Toileting Workshops
- Applying Touchpoints to Trauma

Target Audience: All professional disciplines working with children or families interested in deepening their knowledge and skills

Credit Offered: Yes
Fee: Yes
Format:
- Available in a variety of formats
- See website for locations and scheduling

Contact Information:
https://www.BrazeltonTouchpoints.org

Brazelton Touchpoints Center: Index
Overview: Family Connections provides an evidence-based, system-wide model for mental health consultation and professional development. Family Connections was developed with the support of a US Department of Health and Human Services Office of Head Start Innovation and Improvement Grant to Boston Children’s Hospital.

The model:
- builds professional capacity
- promotes mental health and social-emotional wellness in young children, their families and providers
- deepens professionals’ understanding of families facing depression and other adversities.

The two-day training program is a resource for early care professionals, particularly mental health consultants, working with young children and their families to implement Family Connections into practice in community settings.

Objectives:
- Explore how Family Connections further enhances mental health consultation services to young children, their families, and early childhood professionals.
- Explore how Family Connections supports further professional development regarding social-emotional development and mental health.
- Demonstrate Family Connections and Tell Me A Story training modules through presentations, case vignettes, and interactive exercises.
- Present the Family Connections practice framework, goals, objectives, and outcomes.

Target Audience: Mental health consultants and clinicians, educational and family service worker supervisors, directors, program managers, early childhood teachers, Head Start and Early Head Start staff, and others working with young children and their families.

Credit Offered: Yes

Fee: Yes

Format:
- Available in a variety of formats
- See website for locations and scheduling

Contact Information:
https://www.childrenshospital.org/centers-and-services/programs/f-n/family-connections-program/for-professionals/training-modules

Brazelton Touchpoints Center: Index
Overview: Family Connections offers professional development workshops including:
- Understanding Maternal Depression
- “Self-Care is Not About Self-Indulgence” - The Family Connections Approach to Well-Being
- Tell Me A Story: Helping Children Understand and Express Their Emotions
- Trauma and Building Resilience

Target Audience: All professional disciplines working with children or families interested in deepening their knowledge and skills regarding mental health and social – emotional well-being.

Credit Offered: Yes

Fee: Yes

Format:
- Available in a variety of formats
- See website for locations and scheduling

Contact Information:
https://www.childrenshospital.org/centers-and-services/programs/family-connections-program/for-professionals/training-modules
Overview: This half-day training is designed for a wide range of community professionals who work with families with infants and young children. It provides participants with an understanding of Abusive Head Trauma, including its definition, causes, and consequences. Participants will also learn methods of engaging parents and other caregivers in strength-based discussions related to understanding and responding effectively to infant crying and to calming themselves in situations where they may be frustrated or overwhelmed with an infant’s crying.

Target Audience: This training is designed for a wide range of family support professionals.

Credit Offered: Available upon request

Fee: Yes

Format:
- 3-hour Workshop
- Location varies and can be requested

Contact Information:
http://childrenstrustma.org/training-center/training-topics/abuse-head-trauma-prevention
Children’s Trust of Massachusetts
All Babies Cry: Information Webinar

Overview: This webinar will explore the formative research and development process that resulted in “All Babies Cry” (ABC). It empowers new parents with practical demonstrations of infant soothing and clear strategies for managing normal stress in parenting. Webinar participants will learn about the ABC program components and opportunities for community-based implementation in Massachusetts.

Target Audience: This training is designed for a wide range of family support professionals.

Credit Offered: Available upon request

Fee: Yes

Format:
- 3-hour Workshop
- Location varies and can be requested

Contact Information:
http://childrenstrustma.org/training-center/training-topics/abuse-head-trauma-prevention

Children’s Trust: Index
Overview: This one-day training program prepares community professionals to conduct Abusive Head Trauma prevention trainings in their agencies and communities. The training provides participants with an understanding of Abusive Head Trauma, including its definition, causes, and consequences. Participants will also learn methods of engaging parents and other caregivers in strength-based discussions related to understanding and responding effectively to infant crying and to calming themselves in situations where they may be frustrated or overwhelmed with an infant’s crying. Finally, participants are prepared to deliver a half-day community training module in their agencies and communities.

Target Audience: This training is designed for a wide range of family support professionals.

Credit Offered: Available upon request

Fee: Yes

Format:
- 6-hour Workshop
- Location varies and can be requested

Contact Information: 
http://childrenstrustma.org/training-center/training-topics/abuse-head-trauma-prevention
Overview: Keeping Kids Safe is a 90-minute multilingual and multicultural workshop for parents and guardians to provide them with practical skills to help keep their children safe from dangerous or abusive situations. Parents will learn to use age appropriate language understand the signs and symptoms of abuse, how to create family safety rules, and what to do if a child discloses something has happened to them.

Target Audience: This training is designed for a wide range of family support professionals.

Credit Offered: No

Fee: Yes

Format:
- 90-Minute Workshop
- Location varies and can be requested

Contact Information:
http://childrenstrustma.org/training-center/training-topics/child-sexual-abuse-prevention

Children’s Trust: Index
Overview: This training will teach staff knowledge, skills, and attitudes to prevent child sexual abuse. Topics discussed: safe environment, working with parents, prevention strategies, protective factors, signs and symptoms, and responding to disclosures.

Target Audience: This training is designed for a wide range of family support professionals.

Credit Offered: Available upon request

Fee: Yes

Format:
- 2-hour Workshop
- Location varies and can be requested

Contact Information:
http://childrenstrustma.org/training-center/training-topics/child-sexual-abuse-prevention

Children’s Trust: Index
Overview: Child abuse can be prevented. With the right skill, tools, and knowledge every parent, caregiver, and child- and youth-serving organization can do this. Participants in this full day training will be prepared to deliver training to both staff and parents in their schools, organizations and communities on child sexual abuse prevention. The training focuses on preparing instructors to deliver the staff and parent training modules in their schools and communities, understand the problem of child sexual abuse in MA, utilize best practices to teach parents and staff on this sensitive topic and recognize the cultural importance in Keeping Kids Safe to parents.

Target Audience: This training is designed for a wide range of family support professionals.

Credit Offered: Available upon request

Fee: Yes

Format:
- 6-hour Workshop
- Location varies and can be requested

Contact Information:
http://childrenstrustma.org/training-center/training-topics/child-sexual-abuse-prevention

Children's Trust: Index
Overview: The strongest group facilitators are prepared, organized, and ready for anything that may come their way; from comforting upset participants, to problem-solving transportation challenges to no electricity in the room. However, becoming a strong facilitator can be scary for many of us. This interactive workshop provides participants with competency-based strategies and tools that when practices and applied, will help them shape and guide groups to be effective and rewarding. Utilizing best practices from the field of family support and research, participants will identify their strengths and areas of growth as they develop skills that can be used in facilitating parent groups and professional meetings.

Target Audience: This training is designed for a wide range of family support professionals

Credit Offered: Available upon request

Fee: Yes

Format:
- 6-hour Workshop
- Location varies and can be requested

Contact Information: http://childrenstrustma.org/training-center/training-topics/family-support-topics

Children’s Trust: Index
Overview: Attachment is a deep enduring relationship between caregivers and children that starts at birth and shapes all future development. Helping parents understand this bond and supporting the development of attachment with their children is a critical job of family support professionals. In this workshop participants will learn why attachment is important, how it shapes development, and styles of attachment. Developing and sharing activities to promote attachment in infants and toddlers will be discussed.

Target Audience: This training is designed for a wide range of family support professionals.

Credit Offered: Available upon request

Fee: Yes

Format:
- 3-hour Workshop
- Location varies and can be requested

Contact Information:
http://childrenstrustma.org/training-center/training-topics/family-support-topics

Children’s Trust: Index
Overview: This two-day workshop provides a forum for newer supervisors to reflect on their early supervisory experience and ground themselves in principles and practices of effective supervision. The primary purpose is to provide participants with a sound framework for the provision of family support supervision from a strength-based perspective. Topics will include: Changing roles, job tasks and sources of job satisfaction, the supervisor’s new “place” within the organization, four organizing supervisory roles, structuring supervisory sessions, supporting worker job performance through ongoing supervision and performance evaluation, key elements of the supervisor/family support worker relationship and incorporating strength-based and solution-focused principles into supervisory practice.

Target Audience: This training is designed for a wide range of family support professionals

Credit Offered: Available upon request

Fee: Yes

Format:
- 12-hour, (2-day) Workshop
- Location varies and can be requested

Contact Information:
http://childrenstrustma.org/training-center/training-topics/family-support-topics
Overview: Savvy family support providers use all the ethical tools at our disposal. However, many of us neglect the powerful motivation that parent’s religious or spiritual beliefs can provide to encourage successful parenting. This is sometimes due to misunderstanding legal and ethical concerns or because we are uncomfortable with the topic. This workshop explains how to speak with a client about his or her faith in a way that is culturally competent; it examines how to leverage a client’s beliefs to improve parenting and provides tips for partnering with faith-based organizations to support parents.

Target Audience: This training is designed for a wide range of family support professionals

Credit Offered: Available upon request

Fee: Yes

Format:
- 6-hour Workshop
- Location varies and can be requested

Contact Information:
http://childrenstrustma.org/training-center/training-topics/family-support-topics

Children’s Trust: Index
Overview: This is an exciting time in the world of early brain research and development. This workshop looks at some of this important research in the field of infant and toddler development. Different developmental systems will be explored, with an emphasis on attachment and the impact early caregivers have on early and later development. Trainees will share strategies on how family support professionals can use an understanding of child development to build protective factors and strengthen families with the youngest children.

Target Audience: This training is designed for a wide range of family support professionals

Credit Offered: Available upon request

Fee: Yes

Format:
- 3-hour Workshop
- Location varies and can be requested

Contact Information:
http://childrenstrustma.org/training-center/training-topics/family-support-topics

Children’s Trust: Index
Overview: This workshop provides family support and early education and care professionals with the information to understand, recognize, and respond effectively to situations in which children may be at risk for abuse and neglect. It will provide an understanding of the different forms of child maltreatment and its impact on children. A major emphasis of the workshop is to identify ways that family support and early education and care programs and staff can support the development of protective factors in families that are effective in preventing child abuse and neglect as well as enhancing the optimal development of children. The different forms of child maltreatment (neglect, physical abuse, emotional abuse, and sexual abuse) are described and participants explore ways to enhance the safety of children while supporting families when these situations exist. Finally, participants explore their roles as mandated reporters. A special emphasis is placed on how to remain connected and supportive to families in situations where a referral to protective services is necessary.

Target Audience: This training is designed for a wide range of family support professionals

Credit Offered: Available upon request

Fee: Yes

Format:
- 6-hour Workshop
- Location varies and can be requested

Contact Information:  
http://childrenstrustma.org/training-center/training-topics/family-support-topics

Children’s Trust: Index
Overview: Family support professionals cope with a number of challenges every day. This workshop examines the critical need for staff to take care of themselves, not only to protect their own physical and psychological health, but to also better serve families who themselves face challenges and stress. Types of stress and stress reduction techniques will be examined, as well as ways to create a supportive environment to help families and staff reduce stress, especially during times of transition. The concept of mindfulness will be introduced, and self-care resources will be shared for trainees to use after the workshop.

Target Audience: This training is designed for a wide range of family support professionals

Credit Offered: Available upon request

Fee: Yes

Format:
• 3-hour Workshop
• Location varies and can be requested

Contact Information:
http://childrenstrustma.org/training-center/training-topics/family-support-topics

Children’s Trust: Index
Overview: The training focuses on how 9 Principles of Family Support and Strengthening Families Approach, with its 5 Protective Factors, can be applied together to enhance work families. Participants are encouraged to come as a team with Executive Directors, Managers, Coordinators, and Direct Service Staff, as each has a key role to play in implementing the Standards effectively. The vision is the implementation of the Standards will help ensure that families are supported and strengthened through quality family support practices.

The Standards of Quality are organized into 5 sections:
1. Family Competencies
2. Family Strengthening
3. Embracing Diversity
4. Community Building
5. Evaluation

Target Audience: This training is designed for a wide range of family support professionals.

Credit Offered: Available upon request

Fee: Yes

Format:
- 6-hour (Full Day) Workshop
- Location varies and can be requested

Contact Information:
http://childrenstrustma.org/training-center/training-topics/family-support-topics

Children’s Trust: Index
Overview: This training is designed for those working with children and families who have experienced traumatic stress. It draws on current research about trauma and its impact on the development and life experience adults and children. Best practices that support effective trauma-informed practice, programmatic, and policy approaches are explored. An appreciation for how diversity impacts how a person gives meaning to traumatic events as well as coping strategies that can be called on are discussed. The importance of cultural competence in providing trauma-informed services is emphasized. Finally, the potential impact of working with families impacted by trauma on helping person is explored. The concepts of vicarious trauma and compassion fatigue are explained and participants are encouraged to work toward positive outcomes identified with the terms vicarious resilience and compassion satisfaction.

Target Audience: This training is designed for a wide range of family support professionals

Credit Offered: Available upon request

Fee: Yes

Format:
- 6-hour Workshop
- Location varies and can be requested

Contact Information:
http://childrenstrustma.org/training-center/training-topics/family-support-topics
Overview: Research indicates that an involved, responsible father significantly benefits a child’s social, emotional, academic, and financial well-being, including children with special needs. Yet some family support practitioners focus solely on mother and baby, even when the father can be engaged in services. This workshop explores attitudes and behaviors that prevent best practice with fathers. Participants will understand why more dads are not involved, discuss benefits of engaging fathers, and learn strategies to connect men with their families.

Target Audience: This training is designed for a wide range of family support professionals.

Credit Offered: Available upon request

Fee: Yes

Format:
- 3-hour Workshop
- Location varies and can be requested

Contact Information:
http://childrenstrustma.org/training-center/training-topics/fatherhood
Overview: Children do better in homes where parents work together. This workshop explores tools that strengthen cooperation between parents whether they are in a romantic or strictly shared parenting relationship. Using interactive exercises, participants will gain confidence to help parents build communication skills. Attendees will learn techniques that motivate parents to work together. Participants will also increase their awareness of how controlling behavior undermines these opportunities. Handouts that can be used with families will be distributed.

Target Audience: This training is designed for a wide range of family support professionals.

Credit Offered: Available upon request

Fee: Yes

Format:
- 3-hour Workshop
- Location varies and can be requested

Contact Information:
http://childrenstrustma.org/training-center/training-topics/fatherhood
Overview: In 2012 the National Alliance of Children’s Trust and Prevention Funds adapted their popular online training: Bringing the Protective Factors Framework to Life in Your Work to a face to face training. This training provides in-depth knowledge and resources for building each of the five protective factors with families in a variety of settings (Parental Resilience, Social Connections, Concrete Supports in Times of Need, Knowledge of Parenting and Child Development and Social Emotional Development of Children).

Full day training breakdown structure:
Module 1: Bringing the Protective Factors Framework to Life in Your Work: Parental Resilience and Knowledge of Parenting and Child Development
- Introduction to the Protective Factors Framework
- Parental Resilience
- Knowledge of Parenting and Child Development
Module 2: Bringing the Protective Factors Framework to Life in Your Work: Social Connections and Concrete Supports in Times of Need
- Social Connections
- Concrete Supports in Times of Need
Module 3: Bringing the Protective Factors Framework to Life in Your Work: Social Emotional Development of Children
- Children’s Social and Emotional Competence
- Moving from Knowledge to Action

Target Audience: Professionals who have attended a Strengthening Families Protective Factors training or who have a basic understanding of the framework. This training is designed for a wide range of family support professionals

Credit Offered: Available upon request
Fee: Yes
Format:
- 12-hour (2 Full Day) Workshop
- Location varies and can be requested

Contact Information: https://www.childrenstrustma.org/training-center/training-topics/strengthening-families-framework
Overview: Parent Cafés are being used across the country as effective vehicles for engaging parents, families, and communities in conversations that matter. Many states, like Massachusetts, who are implementing the Strengthening Families framework, use Parent Cafés to engage parents and families in discussions on how to support the development of the five Protective Factors that make their families strong. Parent Cafés are fun, engaging, and inclusive. They provide an opportunity to hear parent and family voices and develop parent and family leadership in organizations and communities. Participants will be prepared to host and support delivery of Parent Café activities.

Target Audience: This training is designed for a wide range of family support professionals

Credit Offered: Available upon request

Fee: Yes

Format:
• 3-hour Workshop
• Location varies and can be requested

Contact Information:
https://www.childrenstrustma.org/training-center/training-topics/strengthening-families-framework
Overview: The Protective Factors provide both a framework and an interrelated approach to serving families well, and to reducing incidences of child abuse and neglect. This workshop is considered a “101” or basic training for those who are not familiar with the Protective Factors framework. Participants in this course will understand the five Protective Factors and the Seven Key strategies that support the presence of the Protective Factors. All participants will understand how the Strengthening Families framework supports the healthy emotional development of children and prevents incidences of child maltreatment.

Target Audience: This training is designed for a wide range of family support professionals

Credit Offered: Available upon request

Fee: Yes

Format:
• 3-hour Workshop
• Location varies and can be requested

Contact Information:
https://www.childrenstrustma.org/training-center/training-topics/strengthening-families-framework

Children's Trust: Index
Overview: The Strengthening Families framework is an evidence-based approach that identifies five protective factors that, when present and robust in families, help prevent child abuse and neglect as well as support optimal healthy growth and development in children. Participants in this interactive train-the-trainer workshop will gain in-depth knowledge of the Strengthening Families protective factors and the seven key strategies that support this framework.

Target Audience: This training is designed for a wide range of family support professionals

Credit Offered: Available upon request

Fee: Yes

Format:
- 4-hour Workshop
- Location varies and can be requested

Contact Information:
https://www.childrenstrustma.org/training-center/training-topics/strengthening-families-framework

Children's Trust: Index
Overview: The Strengthening Families framework is an evidence-based approach that identifies five protective factors that, when present and robust in families, help prevent child abuse and neglect as well as support optimal healthy growth and development in children. Participants in this interactive train-the-trainer workshop will gain in-depth knowledge of the Strengthening Families protective factors and the seven key strategies that support this framework. During the first part of this full day training, participants will gain in-depth knowledge of the Strengthening Families protective factors and the seven key strategies that support this framework. In the second part, participants will learn about the Parent Café model as a tool for parent engagement. Parent Cafés are being used across the country as effective vehicles for engaging parents, families and communities in conversations that matter.

Many states like Massachusetts, who are implementing the Strengthening Families framework, use Parent Cafés to engage parents and families in discussions on how to support the development of the five strengthening families' protective factors that make their families strong. Parent Cafés are fun, engaging, inclusive and culturally inclusive. They also provide a wonderful opportunity to hear parent and family voices and develop parent family leadership in organizations and communities. Through participation in this training, participants will be able to deliver Protective Factors training in their community as well as to plan and host local Parent Café activities.

Target Audience: This training is designed for a wide range of family support professionals

Credit Offered: Available upon request

Fee: Yes

Format:
- 3-hour Workshop
- Location varies and can be requested

Contact Information:
https://www.childrenstrustma.org/training-center/training-topics/strengthening-families-framework

Children’s Trust: Index
Overview: The impact of unprocessed childhood trauma/loss, from the perspective of attachment theory and structural dissociation theory, will be explored as a foundation for understanding, assessing, and treating complex trauma. This workshop will provide tools to both assess and work with attachment trauma and dissociation, as well as offer a structured approach to ensure client readiness and proper preparation for trauma work. Participants will be introduced to using integrative strategies such as attachment resourcing, ego states/parts work and metacognitive/mindful awareness to build affect tolerance for processing trauma and addressing dissociative barriers.

Target Audience: This is an advanced workshop for experienced trauma therapists who are already trained in EMDR, PC, or similar.

Credit Offered: Yes

Fee: Yes

Format:
- 2-day Workshop
- Training provided by request
- Training offered at CTI in Northampton by request

Contact Information:
http://www.childtrauma.com/
Overview: A hands-on clinical skills training for working with adults, children, and teens who have been exposed to significant trauma or loss. This in-depth extended training will cover trauma theory, impact of trauma and loss, therapeutic relationship, self-care for counselors/therapists, identification and assessment of traumatized individuals, working with parents and other caregivers to help traumatized kids, and directly helping clients to manage their symptoms, resolve their trauma/loss memories, and prepare to cope effectively with future challenges. The program is designed for mental health professionals (or advanced graduate students) with an active therapy caseload. Participants will first learn a foundation model and skills, and over time add advanced interventions such as motivational interviewing, anger management training, and parent training. Each of the subsequent meetings will include new (or review) didactic/skills material as well as group consultation focused on participants’ ongoing cases. This program is designed to help participants learn and master the essential clinical skills for trauma-informed treatment with adults, children, and teens. The training program involves lecture, demonstration, and in-class practice. This is an experiential training, and part of the learning is to practice the interventions with other participants. Although participants are always in charge of what they disclose, some individuals have reported that their participation led to facing personal issues.

Target Audience: Mental health professionals (psychologists, social workers, counselors, couple & family therapists, expressive arts therapists, psychiatrists, psychiatric nurses, etc.) who are licensed (or certified or registered) by their state for independent practice. The training is also open to advanced graduate students, interns, and other mental health professionals on a licensure track, with a letter of support from their supervisor. This training is geared to participants at all professional levels (beginner, intermediate, advanced).

Credit Offered: Yes
Fee: Yes (Fellowships Available)
Format:
- 9-month Program, 14 contact days
- Northampton, MA

Contact Information:
http://www.childtrauma.com/
Overview: Participants will learn the "Fairy Tale Model of Trauma Treatment" as well as the fundamentals of using EMDR with children. Topics include: technical modifications of standard EMDR components; protocol variations by age group (toddler, young child, etc.); related family therapy interventions; fostering a secure attachment; and integration of EMDR into a comprehensive treatment approach. Participants will learn how to conduct a trauma-informed evaluation, develop a systematic trauma-informed treatment plan and work with parents and families to support the EMDR treatment approach.

Participants will be able to:
- Identify clients who are ready for EMDR; and prepare clients for EMDR
- Conduct an EMDR session
- Problem-solve a session that is not going smoothly
- Utilize EMDR with a wide range of clients whose presenting problems are in some way related to trauma and/or loss
- Integrate EMDR into a comprehensive trauma-informed treatment approach

Target Audience: Mental health professionals (psychologists, social workers, counselors, couple & family therapists, expressive arts therapists, psychiatrists, psychiatric nurses, etc.) who are licensed (or certified or registered) by their state for independent practice. The training is also open to advanced graduate students, interns, and other mental health professionals on a licensure track, with a letter of support from their supervisor. This training is geared to participants at all professional levels (beginner, intermediate, advanced).

Credit Offered: Yes

Fee: Yes

Format:
- 2-day Workshop and 52 Contact hours
- Northampton, MA

Contact Information:
http://www.childtrauma.com/
Overview: A hands-on clinical skills training for using Progressive Counting with clients of all ages who have been exposed to significant trauma or loss. This in-depth training will cover trauma theory, impact of trauma and loss, therapeutic relationship, self-care for counselors/therapists, identification and assessment of traumatized clients, and directly helping clients to manage their symptoms, resolve their trauma/loss memories, and prepare to cope effectively with future challenges.

Participants will be able to:
- Explain how past trauma or loss can lead to ongoing problem behaviors or symptoms
- Develop and implement a comprehensive trauma-informed treatment plan
- Teach clients how to control their anxiety, impulsive/acting-out behavior, and other symptoms
- Help clients to face and work through their trauma/loss memories
- Problem-solve a challenging case using the trauma treatment framework

Target Audience: Mental health professionals (psychologists, social workers, counselors, couple & family therapists, expressive arts therapists, psychiatrists, psychiatric nurses, etc.) who are licensed (or certified or registered) by their state for independent practice. The training is also open to advanced graduate students, interns, and other mental health professionals on a licensure track, with a letter of support from their supervisor. This training is geared to participants at all professional levels (beginner, intermediate, advanced).

Credit Offered: Yes

Fee: Yes

Format:
- 5-day Workshop and 2 half-days of Web-Based Group consultation
- Northampton, MA

Contact Information:
http://www.childtrauma.com/
Overview: The Fairy Tale Model is a research-supported comprehensive phase model of trauma-informed treatment. This workshop offers advanced clinical skills for trauma-informed evaluation, treatment planning/contracting, clinical supervision/consultation, and more. This is a hands-on clinical skills training for working with clients who have been exposed to significant trauma or loss. Participants will learn to analyze presenting symptoms/problem behaviors from a trauma perspective as well as create a trauma-informed case formulation and explain it to the client and family.

Participants will be able to:
- Explain to clients how past trauma or loss can lead to ongoing problem behaviors and symptoms
- Develop a systematic and comprehensive trauma-informed treatment plan
- Problem-solve their own (or their supervisees’) challenging cases using the trauma-informed treatment perspective

Target Audience: Mental health professionals (psychologists, social workers, counselors, couple & family therapists, expressive arts therapists, psychiatrists, psychiatric nurses, etc.) who are licensed (or certified or registered) by their state for independent practice. The training is also open to advanced graduate students, interns, and other mental health professionals on a licensure track, with a letter of support from their supervisor. This training is geared to participants at all professional levels (beginner, intermediate, advanced).

Credit Offered: Yes
Fee: Yes
Format:
- 1-day workshop
- At trainee’s location by request
- Also offered in Northampton, MA

Contact Information:
http://www.childtrauma.com/
**Overview:** This semi-annual retreat serving senior trauma-oriented clinicians who wish to develop their skills repertoire as supervisors, consultants, workshop leaders, and instructors. The goal is to develop and support a growing group of individuals who can offer effective supervision, consultation, and basic and advanced training programs in trauma-informed treatment. Hopefully this will lead to more widely available quality training and practice in this specialty area.

**Objectives:**
- Participants will be able to consult on a case, identify the phase of trauma treatment the case currently is “in,” and recommend specific treatment activities on that basis.
- Participants will be able to name the essential components of a successful training program (in terms of presentation methods, etc.) and to design their own training programs accordingly.
- Participants will receive feedback on their own presentation styles and then demonstrate improvement.
- Participants will develop a business strategy for developing their trauma consultation and training practice.

**Target Audience:** Participants must be experienced clinicians who are at the level of expertise required to offer supervision consultation and/or training.

**Credit Offered:** Yes

**Fee:** Yes (Fellowships available)

**Format:**
- 5-day Workshop, Sunday through Friday
- West Hawley, MA

**Contact Information:**
Overview: This is a hands-on clinical training, guided by clear instructions and scripts, for working with children and adolescents who have been exposed to significant trauma or loss. The content and methods are research-supported and proven effective. This in-depth program covers child trauma theory, impact of trauma and loss, therapeutic relationship, self-care for counselors/therapists, identification and assessment of traumatized kids, working with parents and other care-givers to help traumatized kids, and directly helping ids to manage their symptoms, resolve their trauma/loss memories, and prepare to cope effectively with future challenges. The final section focuses on what parents and paraprofessionals can do with distressed children and adolescents whom they supervise in home, school, residential, and recreational settings.

Participants will be able to:
- Explain how past trauma or loss can lead to ongoing problem behaviors or symptoms
- Develop and implement a comprehensive trauma-informed treatment plan
- Teach kids how to control their anxiety, impulsive/acting-out behavior, and other symptoms
- Help kids to face and work through their trauma/loss memories
- Help kids and their care-givers to anticipate and prepare for future challenges.

Target Audience: Mental health professionals (psychologists, social workers, counselors, couple & family therapists, expressive arts therapists, psychiatrists, psychiatric nurses, etc.) who are licensed (or certified or registered) by their state for independent practice. The training is also open to advanced graduate students, interns, and other mental health professionals on a licensure track, with a letter of support from their supervisor. This training is geared to participants at all professional levels (beginner, intermediate, advanced).

Credit Offered: Yes
Fee: Yes
Format: Home Study Program
Contact Information:
http://www.childtrauma.com/

Children’s Trauma Institute: Index
Overview: Follow book guiding readers through trauma-informed treatment – including the EMDR protocol – as it applies to children and adolescents. The author models the essential elements of skillful communication and demonstrates through engaging case examples and creative metaphors the art of working with children, adolescents, and their families. The book also offers specific tools for integrating EMDR into an overall trauma-informed treatment plan for children and adolescents with problem behaviors, post-traumatic stress, and other symptoms. Participants will be able to:

- Explain how past trauma and loss can contribute to kids’ presenting problems
- Describe the essential components of a trauma-informed treatment approach
- Describe the procedures involved in EMDR, and how these may vary in child/adolescent treatment

Participants already trained in EMDR will additionally be able to:

- Implement the practical technical skills needed to adapt EMDR for use with children and adolescents
- Adjust the EMDR protocol to accommodate the age of the child
- Work with parents to facilitate their support of EMDR
- Integrate EMDR into a comprehensive child treatment approach

Target Audience: Mental health professionals (psychologists, social workers, counselors, couple & family therapists, expressive arts therapists, psychiatrists, psychiatric nurses, etc.) who are licensed (or certified or registered) by their state for independent practice. The training is also open to advanced graduate students, interns, and other mental health professionals on a licensure track, with a letter of support from their supervisor. This training is geared to participants at all professional levels (beginner, intermediate, advanced).

Credit Offered: Yes

Fee: Yes

Format:
Home Study Program

Contact Information:
http://www.childtrauma.com/
Overview: Eye movement desensitization/reprocessing (EMDR) is an effective and efficient method of treating traumatic memories. This program is designed to help participants learn when and how to use EMDR, and to gain competency with EMDR. The book is an accessible, straightforward guide to learning and using EMDR. The book teaches a clear rationale and a systematic approach to trauma-informed treatment. The content and methods are research-supported and proven effective. The book takes the reader step by step through the treatment process, using scripted exercises to teach hands-on skills.

Participants will be able to:
- Explain how past trauma or loss can lead to ongoing problem behaviors or symptoms
- Develop and implement a comprehensive trauma-informed treatment plan
- Describe EMDR methodology and procedures
- Explain ways that EMDR can be used with a wide range of clients

Participants already trained in EMDR will additionally be able to:
- Prepare clients for EMDR
- Conduct an EMDR session
- Problem-solve a difficult session
- Use EMDR with a wide range of clients

Target Audience: Mental health professionals (psychologists, social workers, counselors, couple & family therapists, expressive arts therapists, psychiatrists, psychiatric nurses, etc.) who are licensed (or certified or registered) by their state for independent practice. The training is also open to advanced graduate students, interns, and other mental health professionals on a licensure track, with a letter of support from their supervisor. This training is geared to participants at all professional levels (beginner, intermediate, advanced).

Credit Offered: Yes

Fee: Yes

Format: Home Study Program

Contact Information:
http://www.childtrauma.com/
Overview: Students review a book that teaches a clear rationale and a systematic approach to trauma-informed treatment. The content and methods are research-supported and proved effective. The trauma resolution procedure, Progressive Counting, is efficient, effective, relatively easy to master, and well tolerated by clients. This book takes the reader step by step through the treatment process, using scripted exercises to teach hands-on skills.

Participants will be able to:
- Explain how past trauma or loss can lead to ongoing problem behaviors or symptoms
- Develop and implement a comprehensive trauma-informed treatment plan
- Teach clients how to control their anxiety, impulsive/acting-out behavior, and other symptoms
- Help clients to face and work through their trauma/loss memories using PC
- Problem-solve a challenging case using the trauma treatment framework

Target Audience: Mental health professionals (psychologists, social workers, counselors, couple & family therapists, expressive arts therapists, psychiatrists, psychiatric nurses, etc.) who are licensed (or certified or registered) by their state for independent practice. The training is also open to advanced graduate students, interns, and other mental health professionals on a licensure track, with a letter of support from their supervisor. This training is geared to participants at all professional levels (beginner, intermediate, advanced).

Credit Offered: Yes
Fee: Yes
Format: Home Study Program
Contact Information: http://www.childtrauma.com/

Children's Trauma Institute: Index
Overview: This program follows a book that teaches a clear rationale and a systematic approach to trauma-informed treatment for teens (and others) with problem behaviors – including anger, aggression, crime, school/work failure, domestic violence, child abuse, and substance abuse. The content and methods are research-supported and proven effective. The book takes the reader step by step through the treatment process, using scripted exercises to teach hands-on skills. An entire course of treatment is transcribed verbatim to illustrate the treatment approach.

Participants will be able to:
- Explain how past trauma or loss can lead to ongoing problem behaviors
- Engage resistant clients in treatment
- Develop and implement a comprehensive trauma-informed treatment plan
- Guide clients to become more stable and secure
- Teach clients how to control their anger, impulsive/acting out behavior, and other problem behavior symptoms
- Help clients with low affect tolerance to work through their trauma/loss memories
- Help clients to anticipate and prepare for future challenges

Target Audience: Mental health professionals (psychologists, social workers, counselors, couple & family therapists, expressive arts therapists, psychiatrists, psychiatric nurses, etc.) who are licensed (or certified or registered) by their state for independent practice. The training is also open to advanced graduate students, interns, and other mental health professionals on a licensure track, with a letter of support from their supervisor. This training is geared to participants at all professional levels (beginner, intermediate, advanced).

Credit Offered: Yes

Fee: Yes

Format:
Home Study Program

Contact Information:
http://www.childtrauma.com/
Target Audience: Early Childhood Educators, Directors, and Family Childcare Providers

Credit Offered: Yes
Fee: Yes
Format:
- See website for locations and scheduling

Contact Information:
earlychildhood@collaborative.org

Collaborative Educational Services: Index
Overview: Early childhood is an important time when young children learn how to treat each other; begin to learn about differences; and begin to express how they feel about their experiences. Join us to learn about the value and impact of understanding differences among us all. Together we will explore WHY and HOW this understanding is important to both learn for ourselves, and to introduce these vital concepts to young children as a stepping stone to a more socially just community and world.

This session addresses Massachusetts Competency 3: Partnering with Families and Communities.

Target Audience: Early Childhood Educators, Directors, and Family Childcare Providers

Credit Offered: Yes

Fee: Yes

Format:
- 5 Training Hours
- See website for locations and scheduling

Contact Information:
earlychildhood@collaborative.org

Collaborative Educational Services: Index
Overview: This workshop provides information, strategies and resources that are helpful to assist in the process to identifying and then supporting young children with special needs. Early educators will learn various ways to meet the needs of their students with diverse learning needs.

This session addresses Massachusetts Core Competencies 1: Understanding the Growth and Development of Young Children and 2: Guiding and Interacting with Children and Youth.

Target Audience: Early Childhood Educators, Directors, and Family Childcare Providers

Credit Offered: Yes

Fee: Yes

Format:
- 2 Training Hours
- See website for locations and scheduling

Contact Information:
earlychildhood@collaborative.org

Collaborative Educational Services: Index
Target Audience: Early Childhood Educators, Directors, and Family Childcare Providers

Credit Offered: Yes

Fee: Yes

Format:
See website for locations and scheduling

Contact Information:
earlychildhood@collaborative.org

Collaborative Educational Services: Index
Overview: An introduction to the CSEFEL Pyramid Model to help early childhood educators promote children’s social emotional development and address the challenging behaviors and mental health needs of children in early childhood and primary settings.

This session addresses Massachusetts Competency 1: Understanding the Growth and Development of Children and Youth, 3: Partnering with Families and Communities, and 5: Learning Environments and Curriculum.

Target Audience: Early Childhood Educators, Directors, and Family Childcare Providers

Credit Offered: Yes

Fee: Yes

Format:
- 10 Training Hours
- See website for locations and scheduling

Contact Information:
earlychildhood@collaborative.org

Collaborative Educational Services: Index
Overview: This ten-hour introductory course is designed to familiarize participants with the new MA Pre-K and K SEL and APL Standards. This interactive course provides an overview of the Standards and will include small and large group activities, videos and vignettes. In addition to attendance of this ten-hour introductory course, participants will be required to complete a homework assignment, an assessment of learning and an evaluation form.

Target Audience: Early Childhood Educators, Directors, and Family Childcare Providers

Credit Offered: Yes

Fee: Yes

Format:
• 10 Training Hours
• See website for locations and scheduling

Contact Information:
earlychildhood@collaborative.org

Collaborative Educational Services: Index
Overview: This online introductory course will familiarize participants with the new MA Pre-K and Kindergarten Social Emotional Learning (SEL) and Approaches to Play and Learning (APL) Standards. This five-week interactive course provides an overview of the Standards and includes videos, slides and voice-over commentary, weekly short reading and writing assignments, and partner activities. Grading is on a pass-fail basis.

The course is presented on the Blackboard Learning platform and will be facilitated by an Early Childhood Professional from the Collaborative for Educational Services.

Target Audience: Early Childhood Educators, Directors, and Family Childcare Providers

Credit Offered: Certificate of Attendance

Fee: Yes

Format:
- Online
- See website for locations and scheduling

Contact Information:
earlychildhood@collaborative.org

Collaborative Educational Services: Index
Overview: When young children experience trauma, it impacts their neurological, social-emotional, and cognitive development. We will look at the relationship between trauma and these areas of development, how to support young children who have experienced trauma through a trauma-informed lens, and supporting the adults that care for these children.

Target Audience: Early Childhood Educators, Directors, and Family Childcare Providers

Credit Offered: Certificate of Attendance

Fee: Yes

Format:
- 6 hours
- See website for locations and scheduling

Contact Information:
earlychildhood@collaborative.org
https://www.collaborative.org/events-and-courses/supporting-young-children-who-have-experienced-trauma

Collaborative Educational Services: Index
Collaborative Educational Services
Early Educator Training
Trauma, Children, Educators, and School Environments

Target Audience: Early Childhood Educators, Directors, and Family Childcare Providers

Credit Offered: Yes

Fee: Yes

Format:
• See website for locations and scheduling

Contact Information:
earlychildhood@collaborative.org
https://www.collaborative.org/events-and-courses/teaching-strengths

Collaborative Educational Services: Index
Overview: Young children use their behaviors to communicate their feelings, needs and wants. This course looks at what children may be trying to communicate with their behavior, the impact of trauma on behavior and why children sometime have challenging behaviors. Information on brain development, the importance of healthy social emotional development, and the impact of trauma will all be discussed in the context of understanding and addressing young children’s behaviors.

This session addresses Massachusetts Competency 2: Guiding and Interacting with Children and Youth.

Target Audience: Early Childhood Educators, Directors, and Family Childcare Providers

Credit Offered: Yes

Fee: Yes

Format:
• 10 Training Hours
• Northampton, MA
• See website for locations and scheduling

Contact Information:
earlychildhood@collaborative.org
https://www.collaborative.org/events-and-courses/understanding-and-addressing-young-childrens-behaviors

Collaborative Educational Services: Index
Available in Português

**Target Audience:** Early Intervention practitioners, early childhood and child care providers, and parents.

**Credit Offered:** Yes

**Fee:** No

**Format:**
- Classroom
- Lowell, MA

**Contact Information:**
http://r3p.northshore.edu/
http://www.eec.state.ma.us/ProfessionalDevelopment/WebCourseDetail.aspx?Cid=4960&Sid=1

**Department of Early Education and Care: Index**
Overview: This course provides an overview of the signs of child abuse including physical, emotional, and sexual abuse and child neglect. Reporting procedures are reviewed.

Target Audience: Early Intervention practitioners, early childhood and child care providers, supervisors, and administrators.

Credit Offered: Yes

Fee: Yes

Format:
• Online

Contact Information:
www.cccfscm.org
http://www.eec.state.ma.us/ProfessionalDevelopment/WebCourseDetail.aspx?Cid=4226&Sid=1
Overview: This course provides an overview of the signs of child abuse including physical, emotional, and sexual abuse and child neglect. Reporting procedures are reviewed.

Target Audience: Early Intervention practitioners, early childhood and child care providers, supervisors, and administrators.

Credit Offered: Yes
Fee: Yes
Format:
• Online

Contact Information:
www.cccfscm.org
http://www.eec.state.ma.us/ProfessionalDevelopment/WebCourseDetail.aspx?Cid=4227&Sid=1

Department of Early Education and Care: Index
Available in English, Español

**Overview:** This course is an overview of basic knowledge, content and skills for the entry level provider. Topics cover 40 hours of material including child growth and development, planning programs, learning activities and curriculum, partnering with parents, health, safety and nutrition and professionalism and leadership.

**Target Audience:** Early Intervention practitioners, early childhood and child care providers.

**Credit Offered:** Yes

**Fee:** Yes

**Format:**
- Online

**Contact Information:**
www.cccfscm.org
http://www.eec.state.ma.us/ProfessionalDevelopment/WebFindTraining.aspx

**Department of Early Education and Care: Index**
Overview: This course is an overview of basic knowledge, content and skills for the entry level provider. Topics cover 40 hours of material including child growth and development, planning programs, learning activities and curriculum, partnering with parents, health, safety and nutrition and professionalism and leadership.

Target Audience: Early Intervention practitioners, early childhood and child care providers.

Credit Offered: Yes
Fee: Yes
Format: • Online

Contact Information:
www.cccfscm.org
http://www.eec.state.ma.us/ProfessionalDevelopment/WebCourseDetail.aspx?Cid=4229&Sid=1

Department of Early Education and Care: Index
Overview: 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.

Target Audience: Early Intervention practitioners, early childhood and child care providers.

Credit Offered: Yes

Fee: No

Format:
- Online

Contact Information:
http://r3p.northshore.edu/
http://www.eec.state.ma.us/ProfessionalDevelopment/WebCourseDetail.aspx?Cid=4962&Sid=1

Department of Early Education and Care: Index
Overview: This course is designed to provide early childhood education professionals with the knowledge and skills to teach each content area according to the preschool learning guidelines, or state standards. This modules as part of the course on the preschool learning experiences will explain each part of the standard and give examples of how to teach the standard within an integrated curriculum. Through presentations, online resources, readings, and assignments students will gain knowledge of the components of each area: mathematics, English language arts, science and technology/engineering, the arts, and health education, and history and social science. The last module will cover the content of the Early Childhood Program Standards and how to incorporate those standards into daily practice. Course objectives include being able to explain each of the standards and describe ways to teach it to preschool aged children, design lesson plans and units to teach various academic and social skills across the preschool day, identify individual learning experiences related to a specific content area in a classroom, video, or lesson plan, and teach the guidelines in a classroom and evaluate their lessons for effectiveness.

No prerequisite
Required for administrators and family child care provider at levels 2 and 3.
QRIS standards: 1,2

Target Audience: Early Intervention practitioners, early childhood and child care providers, supervisors and administrators.

Credit Offered: Yes
Fee: Yes
Format:
• Classroom
• Urban College
  1 Washington St. Ste 20
  Taunton, MA

Contact Information:
www.bostonabcd.org
www.eec.state.ma.us/professionaldevelopment/webcoursetraining.aspx?CID=4332&Sid=2
Overview: A course designed to assist students in acquiring insight into young children’s behavior. Students consider developmental issues, individual needs and styles, and group dynamics with young children. Course content focuses on appropriate ways to meet children’s needs and effective strategies for identifying and intervening in problem behavior.

Prerequisite: ECE 101 or equivalent (i.e. Child Growth and Development or Child Development and Behavior Class) Recommendation ECE 104 – Introduction to Early Childhood Education

Target Audience: Early Intervention practitioners, early childhood and child care providers, and parents.

Credit Offered: Yes

Fee: Yes

Format:
- Classroom
- Berkshire Community College
  1350 West St.
  Pittsfield, MA

Contact Information:
www.preschoolenrichmentteam.org
http://www.eec.state.ma.us/ProfessionalDevelopment/WebCourseDetail.aspx?Cid=4488&Sid=1

Department of Early Education and Care: Index
Overview: This online training explores deeper strategies for building on existing relationships with families, forging new or stronger links with schools, and connecting with community resources, agencies, and businesses. Discover approaches to relationship-building, troubleshooting common barriers, and useful strategies to forge strong connections. Explore ways to build connections between stakeholders and strengthen the program's role as a center of the local community. Learn about crafting and implementing workshops for families to implement QRIS standard 4a.4.2. Meets QRIS requirements for communicating with families and building relationships in the host community in standard 3b.2.2 (OST) and supports implementation of standard 4a.4.2 (Center/School Based, Family Child Care, and OST).

Prerequisites: None
QRIS Alignment: Family and Community Engagement

Target Audience: Early Intervention practitioners, early childhood and child care providers, supervisors, and administrators.

Credit Offered: Yes
Fee: Yes
Format:
- Online and Classroom
- Henry Buckner School
  85 Bishop Allen Drive
  Cambridge, MA

Contact Information:
www.preschoolenrichmentteam.org
www.bostonabcd.org
www.cdedu.us/SEEPP
http://www.eec.state.ma.us/ProfessionalDevelopment/WebFindTraining.aspx

Department of Early Education and Care: Index
Target Audience: Early Intervention practitioners, early childhood and child care providers.

Credit Offered: Yes

Fee: No

Format:
- Classroom
- Medford, MA

Contact Information:
http://r3p.northshore.edu/
http://www.eec.state.ma.us/ProfessionalDevelopment/WebCourseDetail.aspx?Cid=4963&Sid=1

Department of Early Education and Care: Index
Target Audience: Early Intervention practitioners, early childhood and child care providers.

Credit Offered: Yes

Fee: No

Format:
- Classroom
- Salem, MA

Contact Information:
http://r3p.northshore.edu/
http://www.eec.state.ma.us/ProfessionalDevelopment/WebCourseDetail.aspx?Cid=4959&Sid=1
Overview: This course of study consists of five workshops. The goal of the series is to improve services to young children with intellectual disabilities and at risk by enhancing the knowledge and skills of child care administrators, educators and families. The overarching areas of focus include: special education law, classroom strategies to meet the needs and enhance participation and learning for the designated population, and family support.

Participant Outcomes:

1. Participants will identify major facets of the Individuals with Disabilities Education Act as it applies to young children with disabilities
2. Participants will use their knowledge of IDEA, observation and assessment to identify and act on concerns about children. They will identify how to use what they see and know about each child to recognize red flags in the child’s development and how to refer and support families in this process.
3. Participants will examine how a child with an intellectual disability can be included into the child care setting by using developmentally appropriate practice and effective strategies.
4. Participants will examine how to support a young child on the Autism Spectrum in the child care setting through knowledge and application of strategies that foster development.
5. Participants will demonstrate an understanding of how a child with a disability can impact on the family and how the child care provider can effectively support open collaboration with the parents of a child with a disability

Required Prerequisites: Pre-school or Afterschool educator
QRIS Alignment: Curriculum and Learning, Workforce Development

Target Audience: Early Intervention practitioners, early childhood and child care providers, supervisors and administrators.

Credit Offered: Yes
Fee: Yes
Format:
• Online

Contact Information:
www.cdedu.us/SEEPP
www.eec.state.ma.us/professionaldevelopment/webcoursedetail.aspx?Cid=3884&sid=2

Department of Early Education and Care: Index
Overview: Esta capacitación proporciona información y orientación práctica para dar apoyo a los educadores en cómo promover la adquisición de un segundo idioma y al mismo tiempo cómo fomentar el crecimiento en las áreas social y emocional de los aprendices de dos idiomas / DLLs (menores de 5 años de edad). Existen muchos mitos sobre la adquisición de un idioma y sobre los diferentes enfoques de enseñanza que se pueden utilizar para enseñar un segundo idioma. El curso se centra en cambios sencillos que el educador puede incorporar en su estilo de enseñanza para apoyar a los aprendices de dos idiomas y sus familias.

Prerequisites: None

QRIS Alignment: Curriculum and Learning

Target Audience: Early Intervention practitioners, early childhood and child care providers, supervisors, and administrators.

Credit Offered: Yes

Fee: Yes

Format:
- Classroom
- Southbridge Savings Bank
  200 Charlton Rd
  Sturbridge

Contact Information:
www.preschoolenrichmentteam.org
http://www.eec.state.ma.us/ProfessionalDevelopment/WebCourseDetail.aspx?Cid=3663&Sid=2
Target Audience: Early Intervention practitioners, early childhood and child care providers.

Credit Offered: Yes

Fee: No

Format:
- Classroom
- 360 Merrimack St.
  Bldg 9, Entry G
  Lawrence, MA

Contact Information:
http://www.eec.state.ma.us/ProfessionalDevelopment/WebCourseDetail.aspx?Cid=4968&Sid=1
Overview: The first three years of life are a time of rapid brain development and learning. This time is critically important for infants and toddlers as they develop foundations for learning. The purpose of the Early Learning Guidelines for Infants and Toddlers is to provide a comprehensive view of the development of infants and toddlers while documenting experiences that support this development. The Guidelines focus on the relationship between the child and all significant adults in the child’s world. This course will provide direction on using these Guidelines to support your work with infants and toddlers while allowing you to work at a time and setting convenient to you.

Objectives:

1. Having a better understanding of using a strength-based approach of intentional and responsive teaching practices,
2. Participating in reading and activities that helped me to learn about how infants and toddlers develop and learn, using the knowledge gained to plan appropriate supportive learning experiences for infants and toddlers;
3. Identifying the characteristic of high quality infant and toddler interactions, environments and learning experiences. having a greater ability to plan developmentally appropriate learning experiences as informed by the child's age and individual needs, selecting developmentally appropriate learning experiences based upon child observation, and having an increase knowledge of the continuum or link between the ELG for Infants and Toddlers and the ELG for preschoolers.

No prerequisite. QRIS Standard administrators and family child care provider at levels 2 and 3.

Target Audience: Early Intervention practitioners, early childhood and child care providers.

Credit Offered: Yes
Fee: Yes
Format:
• Online

Contact Information:
www.cdedu.us/SEEPP
www.eec.state.ma.us/professionaldevelopment/webcoursedetail.aspx?Cid=4383&SID=1
Overview: This CEU course will provide foundational information in curriculum planning, including how to adapt curriculum to meet the needs of individual children as well as the group. Through discussion, individual reflection, and small and large group activities, you will discover how to plan developmentally appropriate curriculum that supports the growth of all children and respects the diversity of children in your program. Focus will be on working with children with diverse temperaments and learning styles, as well as from diverse backgrounds and languages.

Target Audience: Early Intervention practitioners, early childhood and child care providers.

Credit Offered: Yes

Fee: No

Format:
- Classroom
- Haverhill, MA

Contact Information:
http://r3p.northshore.edu/
http://www.eec.state.ma.us/ProfessionalDevelopment/webcoursesdetail.aspx?Cid+4961&sid=1

Department of Early Education and Care: Index
Available in English, Español

**Target Audience:** Early Intervention practitioners, early childhood and child care providers.

**Credit Offered:** Yes

**Fee:** No

**Format:**
- Classroom
- Lawrence, MA

**Contact Information:**
http://r3p.northshore.edu/
http://www.eec.state.ma.us/ProfessionalDevelopment/WebFindTraining.aspx

[Department of Early Education and Care: Index](#)
Available in English, Español

**Target Audience:** Early Intervention practitioners, early childhood and child care providers.

**Credit Offered:** Yes

**Fee:** No

**Format:**
- Classroom
- Lynn, MA

**Contact Information:**
http://r3p.northshore.edu/
http://www.eec.state.ma.us/ProfessionalDevelopment/WebFindTraining.aspx
Available in English, Español

**Overview:** This course prepares students to observe children in a variety of school settings and to assess children’s social, emotional, physical and intellectual skills. Students will acquire the skills to examine the roles of teachers, environments, classrooms, curricula and organizations in influencing child behavior and development. This course will be customized to meet the specific needs of infant-toddler and/or preschool settings.

Prerequisite: ECE 103 or ECE 104 - Infant and Toddler Development or Child Growth and Development

QRIS standards: 3,4

**Target Audience:** Early Intervention practitioners, early childhood and child care providers.

**Credit Offered:** Yes

**Fee:** Yes

**Format:**
- Classroom
- Urban College
  1 Washington St. Ste 20
  Taunton, MA

**Contact Information:**
www.bostonabcd.org
http://www.eec.state.ma.us/ProfessionalDevelopment/WebFindTraining.aspx

**Department of Early Education and Care: Index**
Overview: 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.”

Target Audience: Early Intervention practitioners, early childhood and child care providers, supervisors and administrators.

Credit Offered: Yes

Fee: No

Format:
- Webinar

Contact Information:
http://www.eec.state.ma.us/ProfessionalDevelopment/webcoursedetail.aspx?Cid=4846&sid=1
Overview: This workshop is presented by the Department of Early Education and Care (EEC), Metro Boston Family Childcare Staff. This two-hour workshop addresses the risk factors and safe sleep practices for Infants in Childcare Programs. The workshop will educate Caregivers on how to reduce the risk of SIDS and addresses EEC Safe Sleep Policy.

Target Audience: Early Intervention practitioners, early childhood and child care providers.

Credit Offered: Yes

Fee: Yes

Format:
- Classroom
- 1250 Hancock St Suite 604-N
  Quincy, MA

Contact Information:
http://www.eec.state.ma.us/ProfessionalDevelopment/WebFindTraining.aspx
Overview: The successful family child care business means that you are able to serve more children and more families. This 15-hour course, approved for 1.5 CEUs by Mass AEYC, reviews the skills and knowledge needed to own, operate or manage a successful family child care program. The course is delivered through six 2 ½ hour sessions. Each module includes learning in a lecture-type setting, small group, large group, personal reflection activities, a short assessment of the module’s learning goals. Put together, these activities build your reflection guide and business plan. At the conclusion of the course, each participant will have completed scoring their Business Administration Scale (BAS) program assessment, will have completed a detailed and full action plan on ways to improve that score, and will have finished the first draft of their program’s Business Plan.

After participating in this full training, participants will be able to:

- Identify skills that support being an effective business leader and illustrate their own strengths and areas of development
- Rate their program’s Personnel and training practices against the best practices outlined in the BAS and QRIS
- Appraise their program’s fiscal management practices and suggest improvements
- Evaluate their program’s system of evaluation and planning and create a SWOT analysis
- Select effective internal and external marketing practices that will improve their program
- Create the first draft of their program’s Business Plan

Target Audience: Early Intervention practitioners, early childhood and child care providers.

Credit Offered: Yes

Fee: Yes

Format:
- Classroom
- Urban College
  1 Washington St. Ste 20
  Taunton, MA

Contact Information:
www.bostonabcd.org
www.eec.state.ma.us/professionaldevelopment/webcoursedetail.aspx?Cid=4358&Sid=1
Overview: 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.

Target Audience: Early Intervention practitioners, early childhood and child care providers.

Credit Offered: Yes

Fee: No

Format:
- Classroom
- Lynn, MA

Contact Information:
http://r3p.northshore.edu/
http://www.eec.state.ma.us/ProfessionalDevelopment/webcoursedetail.aspx?cid=4957&side=1

Department of Early Education and Care: Index
Overview: 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.

Target Audience: Early Intervention practitioners, early childhood and child care providers, supervisors and administrators.

Credit Offered: Yes
Fee: No
Format:
- Classroom
- Lynn, MA

Contact Information:
http://r3p.northshore.edu/
http://www.eec.state.ma.us/ProfessionalDevelopment/webcoursedetail.aspx?cid=4956&sid=1
**Overview:** This dynamic course focuses on how to identify children's triggers, how to de-escalate prior to a crisis, and how to handle a crisis situation if it arises. Prevent problem behaviors before they arise, and help children build self-awareness and self-regulation skills. Make any situation into an opportunity for learning, insight, and growth. Participants receive concrete, useful tools that they can apply and the course includes a series of opportunities to practice and experiment with new skills and tools.

**Target Audience:** Early Intervention practitioners, early childhood and child care providers, supervisors, and administrators.

**Credit Offered:** Yes

**Fee:** Yes

**Format:**
- Classroom
- Newton, MA

**Contact Information:**
www.bostnet.org
http://www.eec.state.ma.us/ProfessionalDevelopment/WebCourseDetail.aspx?Cid=3906&Sid=2

*Department of Early Education and Care: Index*
Overview: This module is a component of the Early Intervention Training Center’s series of online offerings for new providers. This module may be of interest for other providers and families as well. The offering will cover basic information to support early intervention specialists in their roles as home visitors. The module will provide a definition of home visiting and review the roles of those individuals providing home visits. Ideas for setting ground rules for building relationships with families and caregivers in their homes will be provided. Strategies for planning and implementing home visits will be identified and the importance of evaluation of the process will be reviewed.

Target Audience: Early Intervention practitioners, early childhood and child care providers, and parents.

Credit Offered: Certificate of Completion

Fee: Free

Format:
- Online

Contact Information:
http://www.eitrainingcenter.org/professional-development
Overview: Research on young children’s early brain development in recent years has changed the way professionals and parents understand their child’s development and has emphasized the critical nature of environment in shaping learning. This training summarizes neuro-development in the pre-natal and early childhood period. It also assists the participant in identifying early experiences that are essential to healthy brain development and provides information about the risks that may negatively impact that development.

Target Audience: Early Intervention practitioners, early childhood and child care providers, and parents.

Credit Offered: Certificate of Completion

Fee: Free

Format:
• Online

Contact Information:
http://www.eitrainingcenter.org/professional-development
Overview: This module is one in a series of webinars on the social emotional development of young children. The series was developed in response to the emerging body of research related to the importance of social emotional development as a stepping stone to positive outcomes for young children. The module provides foundational information on social/emotional development in the young child with an emphasis on the impact of stress and trauma on the developing brain. Different levels of stress are defined and strategies for appropriate referral and intervention are summarized.

Target Audience: Early Intervention practitioners, early childhood and child care providers, and parents.

Credit Offered: Certificate of Completion

Fee: Free

Format:
• Online

Contact Information:
http://www.eitrainingcenter.org/professional-development

Early Intervention Training Center: Index
Overview: The Pyramid Model is a conceptual framework of evidence-based practices for promoting young children’s social emotional competence and for preventing and addressing challenging behavior. This module will provide an overview of the Pyramid approach as well as review key concepts related to social emotional development in infants and young children. This module should be completed prior to participating in face to face training on Parents Interacting with Infants (PIWI). The Pyramid is the context within which PIWI is utilized to support young children and families.

Target Audience: Early Intervention practitioners, early childhood and child care providers, and parents.

Credit Offered: Certificate of Completion

Fee: Free

Format:
- Online

Contact Information:
http://www.eitrainingcenter.org/professional-development
Overview: This course will allow participants to understand the stages of fetal development while recognizing the unique and sometimes lasting results prematurity can have on a child. It gives information on what babies as well as parents may have experienced both emotionally and/or physically as a result of their NICU experience. It will provide information on the impact prematurity has on child development as well as child/caregiver interactions.

Target Audience: Early Intervention practitioners, early childhood and child care providers, and parents.

Credit Offered: Certificate of Completion

Fee: Free

Format:
- Online

Contact Information:
http://www.eitrainingcenter.org/professional-development

Early Intervention Training Center: Index
Overview: This module is an introductory training which provides a working definition of infant mental health and introduces a framework for understanding Infant and Early Childhood Mental Health practice in Early Intervention and community settings. Research findings shared through this module will assist participants in planning strategies for intervention to support the social and emotional well-being of infants and young children within the context of their families and communities.

Target Audience: Early Intervention practitioners, early childhood and child care providers, and parents.

Credit Offered: Certificate of Completion

Fee: Free

Contact Information:
http://www.eitrainingcenter.org/professional-development

Early Intervention Training Center: Index
Overview: This module will review the importance of engaging in collaborative activities to achieve positive child outcomes for children who are receiving Early Intervention services in Early Education and Care settings. The Valuable Collaboration document and the IFSP are shared as tools to support this collaborative process.

Target Audience: Early Intervention practitioners, early childhood and child care providers, and parents.

Credit Offered: Certificate of Completion

Fee: Free

Format:
- Online

Contact Information:
http://www.eitrainingcenter.org/professional-development

Early Intervention Training Center: Index
Overview: An experienced team of multicultural professionals at the Family Nurturing Center (FNC) of Massachusetts provides a wide range of training opportunities for both professionals and parents. Trainings vary in length and are customized for each particular audience. FNC provides training in English, Spanish, and Cape Verdean Creole and will train on-site or at other convenient locations. Topics include: nurturing discipline, facilitating parent groups, brain development, promoting early literacy and building a team that supports families.

FNC provides customized training programs and consultation in the following areas:
- Nurturing Program Development Trainings (including cultural adaptations)
- Family and Parenting Support (including fathers)
- Team Building
- Community and Program Development
- Early Childhood Development (including Infant Massage)
- Nurturing Discipline
- Brain Development
- Promoting Social and Emotional Learning in Early Childhood
- Parent leadership
- Let’s Decrease Our Screen Time

Credit Offered: Contact FNC

Fee: Contact FNC

Format:
- Various Formats and Locations

Contact Information:
www.familynurturing.org

Family Nurturing Center: Index
Overview: Nurturing can be learned, but it has to be experienced. This is true whether you are a parent in a program or a facilitator leading a program. At this intensive, 3-day training you will begin to build the skills you need to become a Nurturing Program facilitator.

The first goal of the Basic Skills training is to develop an understanding of the Nurturing Philosophy and the theory of how people can change - through a combination of cognitive and affective learning and through much repetition. You will learn the research that led to the development of the program, the constructs that are the basis for the program, and how to implement and facilitate a program. You will replicate the experience of participating in a Nurturing Program yourself, and you will learn how to draw out and involve parents, support families and focus on their strengths, and set limits. For all these reasons, it is necessary to commit to all three days of the training.

This training is the first step to becoming a facilitator in a Nurturing Team. The next step will be to join a team and to prepare together to implement a program, which will include a Team Orientation.

Credit Offered: Contact FNC

Fee: Contact FNC

Format:
• 3-day training
• Locations throughout the state

Contact Information:
www.familynurturing.org/programs/developing-nurturing-families-communities-basic-skills

Family Nurturing Center: Index
Overview: This newly developed training, offered for the first time in the summer of 2012, is geared specifically for facilitation teams and individuals interested in providing Nurturing Fathers’ Programs. This three-day training is comparable to the Developing Nurturing Families and Communities Basic Skills Training. It covers the program philosophy, theory and research, and demonstrates activities from the Nurturing Fathers’ curriculum.

Credit Offered: Contact FNC

Fee: Contact FNC

Format:
• 3-day training
• Locations throughout the state

Contact Information: http://www.familynurturing.org/programs/nurturing-fathers-program-training

Family Nurturing Center: Index
Overview: Offered once per year by FNC of Massachusetts, this training is open only to people with several years’ experience with facilitating Nurturing Programs who desire to be a nationally recognized Trainer/Consultant with Family Nurturing Centers. It is a three-day training limited to 6-8 people. Trainings will be listed on our Nurturing Program Training Calendar, as well as at www.nurturingparenting.org. Please direct any questions to Sue Parker.

Participants must be able to demonstrate successful completion of a Nurturing Program Facilitator Training conducted by a Recognized Trainer/Consultant followed by:

- A minimum of 5 years experience implementing one or more the Nurturing Parenting Programs as written for the complete number of sessions
- Expertise in the philosophy and goals of Nurturing Parenting as demonstrated by successful group or home-based implementation of the programs. You will be required to present activities at this training;
- Expertise in the Adult-Adolescent Parenting Inventory (AAPI-2) and other assessments and inventories of the Nurturing Programs. You will be required to demonstrate your knowledge at this training;
- Two letters of recommendation attesting to your success facilitating the program and your abilities as a trainer.

Recognition is granted upon 1) successful completion of the training based on the recommendation of the trainer; 2) submittal and acceptance of a Trainer/Consultant application with accompanying documentation.

Credit Offered: Contact FNC

Fee: Contact FNC

Format:
- 3-day training
- Locations throughout the state

Contact Information:
http://www.familynurturing.org/programs/training-trainers
Overview: A workshop designed to support staff of early childhood centers in considering barriers they may face in engaging families, the possible reasons for these barriers, and how they can shift their approaches with families who present as difficult to engage. Emphasis will be placed on the importance of developing rapport and building relationships with the caregivers of all children in the center and examining reactions staff may have when faced with families who are resistant to engagement. Participants will be encouraged to generate and reflect on what might get in the way for families and why it is important to build these collaborative relationships as part of best practices in the early childhood field.

Target Audience: Early Childhood Educators

Credit Offered: Yes
Fee: Yes
Format:
• 2 ½ hour module
• Location varies and can be requested

Contact Information:
http://www.thehome.org/site/PageServer?pagename=early_education_training_institute
Overview: This workshop is designed to provide a forum to discuss the increasing number of families grappling with substance use and addiction while being served by early education programs. Statistics regarding prevalence, relevant terminology and definitions, and introductory information about various substances will be included. The impact of addiction on young children in the realms of medical diagnoses (e.g. Fetal Alcohol Syndrome, Neonatal Abstinence Syndrome), and social-emotional development, and how these might manifest in the classroom setting will also be explored. Throughout the workshop, empathy building and support for families will be emphasized via personal reflection of biases and the introduction of evidence-based strategies to promote engagement.

Target Audience: Early Childhood Educators

Credit Offered: Yes

Fee: Yes

Format:
- 2 ½ hour module
- Location varies and can be requested

Contact Information:
http://www.thehome.org/site/PageServer?pagename=early_education_training_institute

The Home For Little Wanderers: Index
Overview: This workshop is designed to give participants an understanding of different types of stress, sources of stress, compassion fatigue, vicarious trauma, and self-care. Emphasis will be placed upon the sources of stress in early education work and settings and how these stresses impact teachers and staff, team-building capacity, and the learning potential of students. Participants will be given the opportunity to complete a self-assessment of work-associated stress and will learn about strategies to support self-care through mindfulness and self-compassion exercises. Participants will be given time to develop personal self-care plans, as well as promoting an environment of self-care in their early education settings.

Target Audience: Early Childhood Educators

Credit Offered: Yes

Fee: Yes

Format:
- 2 ½ hour module
- Location varies and can be requested

Contact Information:
http://www.thehome.org/site/PageServer?pagename=early_education_training_institute

The Home For Little Wanderers: Index
Overview: The Pyramid Model is a tiered intervention framework for supporting improved social emotional outcomes in young children. This course will explore how the Pyramid Model promotes social emotional development, targeted supports for at risk children, and individualized intensive interventions for children with persistent challenges through a trauma informed lens. The impact of acute and chronic traumatic experiences on early childhood brain development, self-regulation, and behavioral and emotional regulation will be explored. The importance of nurturing and responsive relationships and high quality supportive environments will be highlighted throughout the course. Tools specific to early childhood observation, Functional Behavioral Analysis, and data collection will be introduced.

Target Audience: Early Childhood Educators

Credit Offered: Yes

Fee: Yes

Format:
- 4, 2 ½ hour modules
- Location varies and can be requested

Contact Information: http://www.thehome.org/site/PageServer?pagename=early_education_training_institute

The Home For Little Wanderers: Index
Overview: This session provides an introduction to the Pyramid Model and builds an understanding of how the Pyramid Model supports all children. Each tier of the Pyramid Model will be introduced including: the role of an effective workforce; Systems and Policies that promote and sustain the use of the Pyramid Practice; Nurturing and Responsive Relationships; High Quality and Supportive Environments; Targeted Social Emotional Supports; and Intensive Interventions. Participants will also gain and understanding of the impact of trauma in early childhood, exploring different types of trauma and adult capacities to improve child outcomes. The effects of how trauma effects regulation in early childhood will be highlighted as will the notion of resiliency and the link with the Pyramid Model.

Target Audience: Early Childhood Educators

Credit Offered: Yes
Fee: Yes

Format:
• 2 ½ hour module
• Location varies and can be requested

Contact Information:
http://www.thehome.org/site/PageServer?pagename=early_education_training_institute

The Home For Little Wanderers: Index
Overview: Through a guided discussion, videos, and reflective activities participants in this session will learn strategies to intentionally build and pro-mote nurturing and responsive relationships with children. Participants will be encouraged to reflect on what qualities they seek in satisfying relationships and how there may be commonalities the needs of children in relationships. Additionally, participants will consider children in their own classroom that they have a nurturing responsive relationship with as well as children they found difficult to connect with.

Target Audience: Early Childhood Educators

Credit Offered: Yes

Fee: Yes

Format:
- 2 ½ hour module
- Location varies and can be requested

Contact Information:
http://www.thehome.org/site/PageServer?pagename=early_education_training_institute
Overview: In this session participants will consider class-room arrangement, traffic patterns in their class-room, and the importance of visual prompts in their classroom, including rules/expectations, daily schedules, and visuals for routines. Participants will have the opportunity to see photos of multiple classroom environments and reflect on what does the environment communicate? An important focus of this session will be fostering an understanding of the importance of intention-ally teaching schedules, routines, rules, and expectations.

Target Audience: Early Childhood Educators

Credit Offered: Yes

Fee: Yes

Format:
• 2 ½ hour module
• Location varies and can be requested

Contact Information: http://www.thehome.org/site/PageServer?pagename=early_education_training_institute
Overview: This session provides an overview of different types of targeted social supports and techniques including social stories, individualized schedules, the importance of using a language of feeling, ACT, first/then, timers, and finding time for positive connection. Participants will also be introduced to individualized behavior plans, de-escalation strategies for unsafe behaviors and the use of a safe/cool down space in the classroom. Emphasis will be placed on implementing the Pyramid Model in the classroom proactively to alleviate behaviors that would require intensive intervention.

Target Audience: Early Childhood Educators

Credit Offered: Yes

Fee: Yes

Format:
- 2 ½ hour module
- Location varies and can be requested

Contact Information:
http://www.thehome.org/site/PageServer?pagename=early_education_training_institute

The Home For Little Wanderers: Index
Overview: This workshop is designed to provide participants strategies for supporting young children who have experienced trauma. An overview of important definitions, types of trauma, and the prevalence of trauma will be included. Participants will develop an understanding of how trauma and toxic stress impact a young child’s ability to learn, specifically in regards to self-regulation and executive function. This workshop will expand knowledge on trauma-informed teaching practice, with an emphasis on the power of positive relationships and environments in fostering resiliency, facilitating learning, and preventing challenging behavior.

Target Audience: Early Childhood Educators

Credit Offered: Yes

Fee: Yes

Format:
- 2 ½ hour module
- Location varies and can be requested

Contact Information: http://www.thehome.org/site/PageServer?pagename=early_education_training_institute

The Home For Little Wanderers: Index
Overview: This afternoon, hands-on training will include workshops and exercises that integrate theory with practice by addressing how caregivers can promote the growth of emotional competence—the building blocks of emotional intelligence—through selected tools and techniques of begin to...ECSEL™, an evidence-based emotional, cognitive, and social early learning approach. Attendees will learn how they can implement the begin to...ECSEL™ approach by integrating positive responses, learning, emotional guidance and instruction into children’s emotional, cognitive and social early learning.

The workshop, “Theoretical Underpinnings of Promoting Emotional Competence from Birth to Six Years”, is a prerequisite for this course.

Target Audience: Practitioners who work with young children including: childcare providers; early childhood educators; early intervention practitioners; parents; early intervention specialists; and early childhood clinicians and mental health practitioners.

Credit Offered: Contact Housman Institute

Fee: Contact Housman Institute

Format:
- 3-hour workshop
- Weston, MA, Newton, MA, or On-Site for large groups

Contact Information:
http://www.housmaninstitute.org
Overview: This hands-on afternoon training session includes workshops and exercises to help caregivers effectively promote the growth of empathy and other pro-social skills in young children through select tools and techniques of the evidence-based emotional, cognitive and social early learning approach, begin to...ECSEL™.

The workshop, “Theoretical Underpinnings of Promoting Empathy and Prosocial Skills from Birth”, and the morning class, “Promoting Empathy and Prosocial Skills through the begin to...ECSEL™ Approach” are prerequisites for this course.

Target Audience: Practitioners and nonprofessionals who work with young children including: child care providers, including family childcare; early childhood educators; early intervention practitioners; parents; early intervention specialists; early childhood general and mental health clinicians.

Credit Offered: Contact Housman Institute

Fee: Contact Housman Institute

Format:
- 3-hour workshop
- Weston, MA, Newton, MA, or On-Site for large groups

Contact Information:
http://www.housmaninstitute.org

Housman Institute: Index
Overview: The afternoon hands-on training will address current research that yields specific guidelines for early promotion, prevention and interventions that leverage co-regulation to enhance the growth of self-regulation. More specifically, the afternoon workshop will provide exercises and instruction as to how caregivers can use selected tools and techniques of the evidence-based emotional, cognitive and social early learning approach, begin to...ECSEL™, to strengthen and support the growth of children’s self-regulation within the context of a nurturing, sensitive and responsive relationship.

The workshop, “Theoretical Underpinnings of Promoting Self-Regulation as an Outgrowth of Co-Regulation from Birth to Six Years”, is a prerequisite for this course.

Target Audience: Practitioners and nonprofessionals who work with young children including: child care providers, including family childcare; early childhood educators; early intervention practitioners; parents; early intervention specialists; early childhood general and mental health clinicians.

Credit Offered: Contact Housman Institute

Fee: Contact Housman Institute

Format:
- 3-hour workshop
- Weston, MA, Newton, MA, or On-Site for large groups

Contact Information:
http://www.housmaninstitute.org
**Overview:** Bullying is a serious problem in today's society, and preschoolers are not immune. The roots of bullying can be traced to early childhood and prevention of the emergence of bullying should begin when children are young. Empowering adults to help young children develop emotional intelligence is key to alleviating bullying in preschool and throughout life. Emotional intelligence enables children to identify and understand emotions, connect emotions to behavior, and manage emotions to promote successful interactions. Armed with the fundamentals of emotional intelligence, children will have the skills to help stop bullying behavior from developing and more effectively deal with bullying behavior, better protecting them against aggressive and violent acts.

**Target Audience:** Practitioners and nonprofessionals who work with young children including: child care providers, including family childcare; early childhood educators; early intervention practitioners; parents; early intervention specialists; early childhood general and mental health clinicians.

**Credit Offered:** Contact Housman Institute

**Fee:** Contact Housman Institute

**Format:**
- 3-hour workshop
- Weston, MA, Newton, MA, or On-Site for large groups

**Contact Information:**
[http://www.housmaninstitute.org](http://www.housmaninstitute.org)

---

**Housman Institute: Index**
**Overview:** Neuroscientific advances and child development research show birth to 6 years represents a sensitive period in the growth of the brain’s architecture for the development of emotional competence—the ability to identify, understand, constructively express and effectively regulate emotion. In this foundational workshop, participants will receive a theoretical introduction to the development of emotional competence from birth and the role of the primary caregiver in that development. This morning session will draw on evidence showing emotional competence can be promoted, developed and strengthened within the envelope of stable, attentive, and responsive caregiving through directed modeling, guidance and contingent reactions. Using the caregiver-as-socializer model, this presentation will speak to the importance and development of emotional competence—the building blocks of emotional intelligence—toward lifelong learning, success, mental health, and well-being.

**Target Audience:** Practitioners and nonprofessionals who work with young children including: childcare providers; early childhood educators; early intervention practitioners; parents; early intervention specialists; and early childhood clinicians and mental health practitioners.

**Credit Offered:** Contact Housman Institute

**Fee:** Contact Housman Institute

**Format:**
- 3-hour workshop
- Weston, MA, Newton, MA, or On-Site for large groups

**Contact Information:**
http://www.housmaninstitute.org

Housman Institute: Index
**Overview:** Neuroscientific advances and child development research show birth to 6 years represents a sensitive and critical period for the development of emotion regulation, emotion knowledge and positive social behavior. Evidence suggests a secure attachment at this time with a caregiver—who the child experiences as stable, attentive, loving, predictable and consistent—provides an unparalleled opportunity for promoting emotional, cognitive and social early learning toward the development of emotional competence, empathy, and other important pro-social skills. This foundational training addresses the importance of this early secure attachment within the teacher-as-socializer paradigm in promoting these core constructs.

**Target Audience:** Practitioners and nonprofessionals who work with young children including: child care providers, including family childcare; early childhood educators; early intervention practitioners; parents; early intervention specialists; early childhood general and mental health clinicians.

**Credit Offered:** Contact Housman Institute

**Fee:** Contact Housman Institute

**Format:**
- 3-hour workshop
- Weston, MA, Newton, MA, or On-Site for large groups

**Contact Information:**
[http://www.housmaninstitute.org](http://www.housmaninstitute.org)
Overview: Neuroscientific advances and child development studies show birth to 6 years represents a sensitive period in the growth of the brain's architecture for the development of self-regulation, which includes the foundational abilities to regulate emotion, behavior and thinking. Research suggests optimum teaching of these skills from birth is through interventions emphasizing co-regulation, in which parents or other caregiving adults facilitate a child's ability to understand, constructively express, and successfully modulate their thoughts, behaviors, and feelings through support, coaching, and modeling in sensitive, responsive interactions. This foundational workshop will outline how self-regulation develops from co-regulation and speak to the important role that the primary caregiver plays in this development.

Target Audience: Practitioners who work with young children including: child care providers, including family childcare; early childhood educators; early intervention practitioners; parents; early intervention specialists; early childhood general and mental health clinicians.

Credit Offered: Contact Housman Institute

Fee: Contact Housman Institute

Format:
• 3-hour workshop
• Weston, MA, Newton, MA, or On-Site for large groups

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

Target Audience: Mixed Audience

Credit Offered: No
Fee: Yes
Format:
• 2.5-3 hours
• Classroom
• Available Statewide

Contact Information:
http://iepd.org/
Overview: The Ages & Stages Questionnaires: Social-Emotional® (ASQ: SE) is a questionnaire designed to be completed by parents and/or early childhood professionals. It addresses the emotional and social competence of young children and is used for making a referral for a diagnostic evaluation and to monitor social and emotional development. The ASQ-SE will be introduced including interview and scoring procedures, interpretation of results, and making referral decisions. Participants will have the opportunity to complete two case studies, one on an infant, and one on a toddler.

Target Audience: Mixed Audience

Credit Offered: No

Fee: Yes

Format:
- 3 hours
- Classroom
- Available Statewide

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

Target Audience: Mixed Audience

Credit Offered: No

Fee: Yes

Format:
• 2 hours
• Classroom
• Available Statewide

Contact Information:
http://iepd.org/
Overview: 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.

Target Audience: Mixed Audience

Credit Offered: Yes

Fee: Yes

Format:
- 5 hours
- Classroom
- Available Statewide

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

Target Audience: Mixed Audience

Credit Offered: Yes

Fee: Yes

Format:
- 5 hours
- Classroom or Webinar
- Available Statewide

Contact Information:
http://iepd.org/

The Institute of Education and Professional Development, Inc.: Index
Available in English, Español, Português

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

Target Audience: Mixed Audience

Credit Offered: Yes

Fee: Yes

Format:
- 5 hours
- Classroom or Webinar (Webinar in English only)
- Available Statewide

Contact Information:
http://iepd.org/
Available in English, Español

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

**Target Audience:** Mixed Audience

**Credit Offered:** Yes

**Fee:** Yes

**Format:**
- 5 hours
- Classroom
- Available Statewide

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

Target Audience: Mixed Audience

Credit Offered: Yes

Fee: Yes

Format:
- 5 hours
- Classroom
- Available Statewide

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

Target Audience: Mixed Audience

Credit Offered: Yes  (Classroom only)

Fee: Yes

Format:
• 5 hours
• Classroom
• Available Statewide

Contact Information:
http://iepd.org/

The Institute of Education and Professional Development, Inc.: Index
Overview: Every child needs positive early learning experiences that foster his/her intellectual as well as social and emotional development (Zero to Three, 2014). During the early years of a child’s life, experiences and interactions form either a strong or weak foundation for a child’s development and future success in school and in life. Early childhood programs can help children form a strong foundation by providing individualized, responsive and stimulating developmentally appropriate experiences that occur throughout the day. In this session, participants will revisit development of children birth through age 5 and explore providing sensory and child-directed learning experiences based upon each child's interests and needs.

Target Audience: Mixed Audience

Credit Offered: Yes

Fee: Yes

Format:
- 5 hours
- Classroom
- Available Statewide

Contact Information:
http://iepd.org/

The Institute of Education and Professional Development, Inc.: Index
Available in English, Español

Overview: A child’s identity is founded on culturally specific beliefs, values and behaviors; therefore, consistency between the home and the program is imperative. In this session, participants will explore cultural diversity and its influence on the child and family. They will use this information to consider teaching practices and interactions that are respectful and supportive of each child and family’s culture.

Target Audience: Mixed Audience

Credit Offered: Yes

Fee: Yes

Format:
• 5 hours
• Classroom
• Available Statewide

Contact Information:
http://iepd.org/
Available in English, Español

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

Target Audience: Mixed Audience

Credit Offered: Yes

Fee: Yes

Format:
• 15 hours
• Classroom
• Available Statewide

Contact Information:
http://iepd.org/
Overview: The Strengthening Families (SF) approach is designed to help programs implement family support practices that have been shown to result in a reduction in child abuse and neglect. This session is designed for participants who have completed the SF training and who are looking for a more in depth exploration and correlation between the recommendations in the self-assessment and program practices. During this training, attendees will participate in an intense review of each factor, receive guidance on scoring the tool, score the tool individually, and convene as teams to share and compare results, articulating next steps for implementation. Prerequisite: Early education and care professionals who have completed at least Module 1 of the SF self-assessment.

Target Audience: Mixed Audience

Credit Offered: No

Fee: Yes

Format:
- 2.5 hours
- Classroom
- Available Statewide

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

Target Audience: Mixed Audience

Credit Offered: Yes

Fee: Yes

Format:
- 5 hours
- Classroom
- Available Statewide

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

Target Audience: Mixed Audience

Credit Offered: Yes

Fee: Yes

Format:
- 10 hours
- Online
- Available Statewide

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

Target Audience: Mixed Audience

Credit Offered: Yes

Fee: Yes

Format:
• 5 hours
• Webinar
• Available Statewide

Contact Information:
http://iepd.org/
Available in English, Español

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

Target Audience: Mixed Audience

Credit Offered: Yes

Fee: Yes

Format:
- 5 hours
- Classroom
- Available Statewide

Contact Information:
http://iepd.org/
Overview: 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.

Target Audience: Mixed Audience

Credit Offered: Yes

Fee: Yes

Format:
- 5 hours
- Classroom
- Available Statewide

Contact Information:
http://iepd.org/
Available in English, Español

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

Target Audience: Mixed Audience

Credit Offered: Yes

Fee: Yes

Format:
- 5 hours
- Classroom
- Available Statewide

Contact Information:
http://iepd.org/

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

Target Audience: Mixed Audience

Credit Offered: Yes

Fee: Yes

Format:
- 5 hours
- Classroom
- Available Statewide

Contact Information:
http://iepd.org/
Available in English, Español

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

Target Audience: Mixed Audience

Credit Offered: Yes
Fee: Yes
Format:
- 5 hours
- Classroom or Online
- Available Statewide

Contact Information:
http://iepd.org/

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

Target Audience: Mixed Audience

Credit Offered: No

Fee: Yes

Format:
- 2 hours
- Classroom
- Available Statewide

Contact Information:
http://iepd.org/

The Institute of Education and Professional Development, Inc.: Index
Available in English, Español

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

**Target Audience:** Mixed Audience

**Credit Offered:** No

**Fee:** Yes

**Format:**
- 2-hour Webinar OR
- 2 ½ hour Classroom
- Available Statewide

**Contact Information:**
http://iepd.org/
Available in English, Español

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

Target Audience: Mixed Audience

Credit Offered: Yes

Fee: Yes

Format:
- 5 hours
- Classroom
- Available Statewide

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

Target Audience: Mixed Audience

Credit Offered: Yes

Fee: Yes

Format:
• 5 hours
• Classroom
• Available Statewide

Contact Information:
http://iepd.org/
Overview: The Ages and Stages Questionnaire (ASQ) is a 30-item questionnaire, which parents and/or educators complete at designated intervals. ASQ assesses children in their natural environments across five key developmental areas. Results are used to quickly determine a child’s progress in each area as well as alert professionals and parents about areas of concern. Our focus will be on completion of the questionnaires for specific age groups, strategies on how to complete the questionnaire with children, interpreting results, and encouraging family involvement.

Target Audience: Mixed Audience

Credit Offered: No

Fee: Yes

Format:
• 3 hours
• Classroom
• Available Statewide

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

Target Audience: Mixed Audience

Credit Offered: No

Fee: Yes

Format:
- 2 hours
- Classroom
- Available Statewide

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

Target Audience: Mixed Audience

Credit Offered: No

Fee: Yes

Format:
- 2 hours
- Classroom
- Available Statewide

Contact Information:  
http://iepd.org/
Overview: This training will focus on different classifications of attachment, implications for later life, and approaches to mitigate the effects of insecure attachment.

In this training participants will learn:

- The features of secure attachment;
- The features and classifications of insecure attachment;
- The effects of different attachment classifications through adulthood;
- How to intervene with insecure attachments.

Target Audience: Practitioners working with young children and/or families including child care educators, Early Intervention practitioners, homeless shelter staff, child welfare workers, home visitors, DCF workers, outpatient and in-home professionals, social workers, etc.

Credit Offered: Available upon request

Fee: Yes

Format:
- Customizable Length
- Location varies and can be requested

Contact Information: www.healthrecovery.org

Institute for Health and Recovery: Index
Overview: This training provides an opportunity to learn about resilience in young children and their families, including approaches and strategies to foster resilience.

In this training participants will learn:

• What factors increase resilience in children and families;
• What caregivers can do to promote resilience in their children;
• If desired: Specific approaches to increase resilience for resisting alcohol and other drugs.

Target Audience: Practitioners working with young children and/or families including child care educators, Early Intervention practitioners, homeless shelter staff, child welfare workers, home visitors, DCF workers, outpatient and in-home professionals, social workers, etc.

Credit Offered: Available upon request

Fee: Yes

Format:
• Customizable Length
• Location varies and can be requested

Contact Information: www.healthrecovery.org

Institute for Health and Recovery: Index
Overview: This training provides the basics of normal child sexual development as well as information on when behaviors may indicate inappropriate exposure to sexual material or touch.

In this training participants will learn:

• Definition of childhood sexual abuse;
• Normal sexual development;
• General possible signs;
• Amber and red flags;
• How to talk to parents about normal sexual development;
• How to talk to parents about amber and red flags;
• The importance self-care and how to better practice it.

Target Audience: Practitioners working with young children and/or families including child care educators, Early Intervention practitioners, homeless shelter staff, child welfare workers, home visitors, DCF workers, outpatient and in-home professionals, social workers, etc.

Credit Offered: Available upon request

Fee: Yes

Format:
• Customizable Length
• Location varies and can be requested

Contact Information: www.healthrecovery.org
Overview: Domestic Violence (Intimate Partner Violence) affects many of the families that early childhood providers come in contact with. This training covers what early childhood providers need to know about the topic.

In this training participants will learn:

- Overview of Domestic Violence/Intimate Partner Violence (IPV);
- Types of abusive and controlling behavior;
- Effects on IPV survivors;
- Effects on children who witness violence;
- How to help the survivor of IPV;
- How to help the child witness of IPV.

Target Audience: Practitioners working with young children and/or families including child care educators, Early Intervention practitioners, homeless shelter staff, child welfare workers, home visitors, DCF workers, outpatient and in-home professionals, social workers, etc.

Credit Offered: Available upon request

Fee: Yes

Format:
- Customizable Length
- Location varies and can be requested

Contact Information:
www.healthrecovery.org
Overview: This training teaches the early developmental framework of emotional regulation (ER); considerations for working with substance-exposed children and substance use parents; and explores techniques to support ER needs for infants/children, caregivers and professionals by using a reflective perspective. This training can also primarily focus on families affected by trauma with or without substance use considerations.

In this training participants will:

- Gain understanding and working knowledge of the early developmental underpinnings of ER between infant and primary caregiver;
- Enhance awareness for the communication between infant and caregiver and increase understanding of how ER builds trust and secure attachment;
- Gain a reflective perspective for the ER developmental challenges facing substance exposed infant/child and parents with substance use issues;
- Gain techniques used to increase emotional regulation capacities in early childhood, caregivers and professionals.

Target Audience: Practitioners working with young children and/or families including child care educators, Early Intervention practitioners, homeless shelter staff, child welfare workers, home visitors, DCF workers, outpatient and in-home professionals, social workers, etc.

Credit Offered: Available upon request

Fee: Yes

Format:
- Customizable Length
- Location varies and can be requested

Contact Information: www.healthrecovery.org
Overview: This training introduces to professionals the figurative concepts of ghosts and angels in the nursery and explores how to support parents with substance use, mental health and trauma histories more effectively. The training teaches professionals how to discuss with parents early relational memories that influence parenting and how to promote positive change for the next generation.

In this training participants will learn:

• How negative and positive early relational memories become part of their current reactions and behaviors in adulthood;
• Practice thinking about the metaphoric "ghosts and angels" in clients’ lives;
• Practice strategies to help parents identify and utilize the "ghosts and angels" in the parents’ memory to promote positive, nurturing and thoughtful ways to parent children.

Target Audience: Practitioners working with young children and/or families including child care educators, Early Intervention practitioners, homeless shelter staff, child welfare workers, home visitors, DCF workers, outpatient and in-home professionals, social workers, etc.

Credit Offered: Available upon request

Fee: Yes

Format:
• Customizable Length
• Location varies and can be requested

Contact Information:
www.healthrecovery.org

Institute for Health and Recovery: Index
Overview: This training will enhance the skills of staff who work with young children and their families by providing them with context information regarding the development and characteristics of substance use disorder; a frame for working with families to recover together; and specific strategies for working with children and families to build resilience, attachment, and social-emotional competence.

In this training participants will:

- Gain an understanding of substance use, misuse, and dependence;
- Become familiar with different types of drugs of choice, their street names, and symptoms;
- Learn effect different drugs have on maternal/fetal/neonatal health and child development;
- Increase understanding of how substance abuse effects the parent-child relationship;
- Understand strength-based strategies to support parents affected by substance use;
- Gain knowledge about substance use disorder assessment and treatment resources.

Note: Any segment of the training can be a topic for a more in-depth training.

Target Audience: Practitioners working with young children and/or families including child care educators, Early Intervention practitioners, homeless shelter staff, child welfare workers, home visitors, DCF workers, outpatient and in-home professionals, social workers, etc.

Credit Offered: Available upon request

Fee: Yes

Format:
- Customizable Length
- Location varies and can be requested

Contact Information: www.healthrecovery.org

Institute for Health and Recovery: Index
Overview: This training provides an introduction and practice in Motivational Interviewing, a useful approach for working with caregivers. Professionals working in the field of early childhood often need skills to support lasting change when talking with parents and other caregivers.

In this training participants will learn:

- The components of Motivational Interviewing (MI);
- How to use MI techniques to initiate difficult conversations;
- How to ask change-inducing open-ended questions;
- How to respond in ways that increase motivation for change;
- How to make recommendations in ways that foster openness rather than defensiveness;
- How to plan for changes and obstacles in ways that increase likelihood of success;
- How to evoke a caregiver’s own motivations for change;
- How to improve the sense of partnership with caregivers.

Note: Any segment of the training can be a topic for a more in-depth training.

Target Audience: Practitioners working with young children and/or families including child care educators, Early Intervention practitioners, homeless shelter staff, child welfare workers, home visitors, DCF workers, outpatient and in-home professionals, social workers, etc.

Credit Offered: Available upon request

Fee: Yes

Format:
- Customizable Length
- Location varies and can be requested

Contact Information: www.healthrecovery.org
Overview: Reflective Practice introduces participants to concepts and activities of reflective practice in multiple settings (residential treatment, clinical settings, child care educators, and child developmental professionals).

In this training participants will learn:

- The mindset of "being with" with children/parents and learn to cultivate a wondering, curious stance;
- Practice a stance of "not knowing" the caregiver's or child's experience;
- Practice how to use reflective functioning skills to assist caregivers in understanding the meaning behind children's behaviors.

Note: Any segment of the training can be a topic for a more in-depth training.

Target Audience: Practitioners working with young children and/or families including child care educators, Early Intervention practitioners, homeless shelter staff, child welfare workers, home visitors, DCF workers, outpatient and in-home professionals, social workers, etc.

Credit Offered: Available upon request

Fee: Yes

Format:
- Customizable Length
- Location varies and can be requested

Contact Information:
www.healthrecovery.org
Overview: In this training reflective supervision is taught as a reflective collaboration between a clinician or child care professional and supervisor that builds on the clinician’s or child care professional’s use of her/his thoughts, feelings, and values pertaining to her/his relationship with children/families/co-workers. The supervisee reflects on her/his client’s behaviors and thoughts from the client’s perspective to enhance more meaningful and predictable clinical or relational interactions. Reflective supervision complements the goals and practices of Trauma Informal Care.

In this training participants will learn:

• The core concepts of Reflective Supervision;
• Practice core concepts with participant generated scenarios;
• The benefits of Reflective Supervision for preventing burnout and improving relationships with and within the families they work with.

Target Audience: Practitioners working with young children and/or families including child care educators, Early Intervention practitioners, homeless shelter staff, child welfare workers, home visitors, DCF workers, outpatient and in-home professionals, social workers, etc.

Credit Offered: Available upon request

Fee: Yes

Format:
• Customizable Length
• Location varies and can be requested

Contact Information: www.healthrecovery.org
Overview: Working with children and families, many of whom have experienced trauma, can affect workers in the field of infant/early child mental health. This training provides an opportunity to explore how to support child care educators and other professionals to be able to endure and remain hopeful throughout their careers.

In this training participants will learn:

- Differences between Burnout/Compassion Fatigue/Vicarious Trauma and Secondary Trauma;
- Specific self-care strategies to prevent burnout and safeguard against Secondary Trauma;
- Specific strategies for self-care when staff members experience Secondary Trauma and how to support professionals within groups/agencies.

Target Audience: Practitioners working with young children and/or families including child care educators, Early Intervention practitioners, homeless shelter staff, child welfare workers, home visitors, DCF workers, outpatient and in-home professionals, social workers, etc.

Credit Offered: Available upon request

Fee: Yes

Format:
- Customizable Length
- Location varies and can be requested

Contact Information: www.healthrecovery.org
Overview: This training assists professionals in understanding and supporting parents and Substance Exposed Newborns (SEN) including infants with Neonatal Abstinence Syndrome (NAS).

In this training participants will learn:

• Basic information about medication-assisted treatment and parental recovery challenges;
• To describe the difference between SEN and NAS, and identify NAS signs and symptoms;
• Ways to use a reflective stance when making suggestions to mothers on how to increase infant self-regulation and when providing soothing environmental choices.

Target Audience: Practitioners working with young children and/or families including child care educators, Early Intervention practitioners, homeless shelter staff, child welfare workers, home visitors, DCF workers, outpatient and in-home professionals, social workers, etc.

Credit Offered: Available upon request

Fee: Yes

Format:
• Customizable Length
• Location varies and can be requested

Contact Information: www.healthrecovery.org

Institute for Health and Recovery: Index
Overview: This training provides an opportunity to learn about risk and resilience in young children and their families whom have sustained traumatic experiences. The training will cover approaches and strategies to support children at home and in various settings.

In this training participants will:

- Understand effects of trauma on children and learn strategies to support children and families impacted by trauma;
- Identify risk and protective factors for children exposed to traumatic events and what they can do as professionals to help;
- Understand impact of trauma on attachment and attunement of the young child;
- Explore principles of Child-Parent Psychotherapy and ways to implement them to create a trauma-informed environment (participants do not need to be a clinician to implement these principles);
- How to support the dyadic relationship using the principles of Child Parent Psychotherapy (CPP) and Reflective Function (RF).

Note: Any segment of the training can be a topic for a more in-depth training.

Target Audience: Practitioners working with young children and/or families including child care educators, Early Intervention practitioners, homeless shelter staff, child welfare workers, home visitors, DCF workers, outpatient and in-home professionals, social workers, etc

Credit Offered: Available upon request

Fee: Yes

Format:
- Customizable Length
- Location varies and can be requested

Contact Information: [www.healthrecovery.org](http://www.healthrecovery.org)
Overview: It is becoming widely known and accepted that trauma affects large portions of the population, including children served and their caregivers. Agencies are responding to this by becoming trauma-informed and amending policies and procedures. This training prepares agencies in this endeavor.

In this training participants will learn:

- Definition and effects of trauma on children, adults, and families;
- Specific vulnerabilities of young children;
- Skills for helping children and families affected by trauma;
- The risks for secondary/vicarious trauma and how to address it;
- The characteristics of a trauma-informed organization;
- How to apply the elements of trauma informed care to relationships with clients, co-workers, and the organization itself.

Note: Any segment of the training can be a topic for a more in-depth training.

Target Audience: Practitioners working with young children and/or families including child care educators, Early Intervention practitioners, homeless shelter staff, child welfare workers, home visitors, DCF workers, outpatient and in-home professionals, social workers, etc.

Credit Offered: Available upon request

Fee: Yes

Format:
- Customizable Length
- Location varies and can be requested

Contact Information: www.healthrecovery.org
Overview: Talking about difficult things with caregivers can be, well, difficult. This training will provide a framework and specific approaches for having challenging conversations.

In this training participants will learn:

- The basics of Motivational Interviewing;
- To practice the basics of active listening;
- Tips for engaging parents;
- How to increase empathy;
- To care for themselves to better serve the families;
- Specific language to use when broaching difficult topics.

Target Audience: Practitioners working with young children and/or families including child care educators, Early Intervention practitioners, homeless shelter staff, child welfare workers, home visitors, DCF workers, outpatient and in-home professionals, social workers, etc.

Credit Offered: Available upon request

Fee: Yes

Format:
- Customizable Length
- Location varies and can be requested

Contact Information: www.healthrecovery.org

Institute for Health and Recovery: Index
Overview: Substance use, misuse, and dependence impact the perinatal and early parenting period significantly. Rates of substance use disorders continue to rise in the population of women of child-bearing age. Mental health professionals, medical providers, and allied health professionals increasingly come into contact with mothers, fathers, infants, and alternate care providers who can benefit from improved practices. This course will offer a review of the latest research on the links between attachment theory, neurobiology, and addiction; opportunities to learn about the various ways of supporting families; and a forum in which conversations about complex policies, practice choices, and ethical dilemmas can be rich opportunities for growth.

Target Audience: Professionals from multiple disciplines including: social work, psychology, counseling, psychiatry, pediatrics, early education/child care, nursing, and allied health fields.

Credit Offered: Yes

Fee: Yes

Format:
- Meets for 2 hours weekly
  - Over 8 weeks
- Waltham, MA

Contact Information:
Overview: Observing infants in their family setting forms the foundation for understanding early development and the parent-child relationship. The experience of close observation builds awareness of the observer’s internal experiences and responses, a critical base for therapeutic work. The course includes a weekly two-hour small group seminar, weekly one-hour observations of an infant-parent dyad, written observations, and readings on aspects of infant observation, development, and infant-parent interaction.

Target Audience: Professionals from multiple disciplines including: social work, psychology, counseling, psychiatry, pediatrics, early education/child care, nursing, and allied health fields.

Credit Offered: Yes

Fee: Yes, Scholarships available

Format:
- Weekly 2-hour small group seminar, weekly 1-hour observations, September through June
- Waltham, MA and Providence, RI

Contact Information:
https://www.jfcboston.org/Our-Services/Parents-Children/Infant-Parent-Training-Institute/Infant-Observation-Course
Overview: Guest lecturers renowned in the infant mental health field are invited to share their research and clinical expertise.

Recent Master Classes include:
- Remembering the “Forgotten Parent:” Lessons from Practice and Research About the Changing Roles and Needs of Fathers of Infants and Young Children
- Trauma and Immigration Stress Among Latino Families: Implications for Infant-Caregiver Well-Being
- Early Signs and Symptoms of Autism Spectrum Disorder

Target Audience: Infant-Parent Training Institute Participants and other interested professionals.

Credit Offered: Yes

Fee: Yes

Format:
- Half-Day Seminar Offered Throughout the Year
- Waltham, MA

Contact Information: https://www.jfcsboston.org/Our-Services/Parents-Children/Infant-Parent-Training-Institute/Master-Classes
Overview: A mother’s mental health affects her own sense of self, the well-being of her children, her close relationships, and the functioning of the family. A mother of an infant or young child who is struggling with depression, anxiety, or other emotional difficulties faces multiple challenges in coping and parenting. This course will examine the profound emotional transformation of becoming a mother, the influence of culture on maternal mental health, and the impact of mental health on the parent-child relationship. Included in the class sessions are issues of trauma, inter-generational parenting patterns, research on maternal depression, and mothering under special circumstances. Use of video and opportunities for exploring case material will be provided.

Target Audience: Professionals from multiple disciplines including: social work, psychology, counseling, psychiatry, pediatrics, early education/child care, nursing, and allied health fields.

Credit Offered: Yes

Fee: Yes

Format:
- Meets for 2 hours weekly
  - Over 8 weeks
- Waltham, MA

Contact Information:
https://www.jfcsboston.org/Our-Services/Parents-Children/Infant-Parent-Training-Institute/Maternal-Mental-Health-Course

Jewish Family and Children’s Services: Index
Overview: A part-time postgraduate program offering course work across 2 years. Students who complete all 3 program components are eligible for the Certificate in Infant Mental Health. Each course can also be taken independently, outside of the certificate program.

Coursework includes:
- Year 1: Infant-Parent Development Seminar and; Integrative Seminar
- Year 2: Assessment and Intervention Seminar and; Clinical Training and Supervision
- Infant Observation Course (Can be taken prior to enrollment in Fellowship program or during Year 1.) – Listed Above

Target Audience: Professionals from multiple disciplines including: social work, psychology, counseling, psychiatry, pediatrics, early education/child care, nursing, and allied health fields.

Credit Offered: Yes

Fee: Yes

Format:
- 20, Full-Day Sessions on Fridays from September to June
- Waltham, MA

Contact Information:
**Overview:** The Infant-Parent Development Seminar offers a multi-disciplinary approach to conceptualizing how infants and their caregivers grow and develop together within the earliest relationships. Through readings, discussion, video, and case material we explore theories of attachment, infant and parent development, and the impact of early experiences, including trauma, on development through the lifespan. The course focuses on integrating developmental and relational theory to understand the ways in which infants and their caregivers express their emotions, intentions, and conflicts. Early attachments and ways of relating can influence individuals throughout life. Understanding the impact of these early experiences helps to inform our ways of working therapeutically with others.

The Integrative Seminar offers a range of opportunities for understanding the clinical application of infant mental health concepts. Drawing on readings, shared observations, and clinical cases, the course begins to build bridges between theoretical ideas about early development and the world of professional practice. The course builds capacities in two arenas: integrating conceptual material into practice and understanding ourselves as practitioners in the work. These dual goals of thinking about the material and thinking about oneself, provides the frame for the discussions, assignments and exercises of the class.

**Target Audience:** Professionals from multiple disciplines including: social work, psychology, counseling, psychiatry, pediatrics, early education/child care, nursing, and allied health fields.

<table>
<thead>
<tr>
<th>Credit Offered: Yes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fee: Yes</td>
</tr>
<tr>
<td>Format:</td>
</tr>
<tr>
<td>• 20, Full-Day Sessions on</td>
</tr>
<tr>
<td>Fridays from September to June</td>
</tr>
<tr>
<td>• Waltham, MA</td>
</tr>
</tbody>
</table>

**Contact Information:**
Overview: The Assessment and Intervention Seminar emphasizes Clinical Assessment and Intervention. Students will be introduced to a range of assessment tools appropriate for children birth to five, as well as tools and approaches that assess parent representations, risks, and strengths in the early caregiving environment and parent-child interactions and relationships. We will become familiar with a range of intervention strategies, approaches, and models including parent-infant and parent-child psychotherapy, Circle of Security, Minding the Baby, Nurse-Family Partnership, etc. We will consider the impact on the parent-child relationship of special circumstances, such as parental depression, trauma, prematurity, special needs, adoption, and foster care. Faculty and invited guests will share their work, present cases, and respond to student case presentations of their work.

Clinical Work/Consultation is a requirement of the second year of the Fellowship. Each Fellow carries two cases at a time to meet the requirement for clinical work. See website for details.

Target Audience: Professionals from multiple disciplines including: social work, psychology, counseling, psychiatry, pediatrics, early education/child care, nursing, and allied health fields.

Credit Offered: Yes

Fee: Yes

Format:
- 20, Full-Day Sessions on Fridays from September to June
- Waltham, MA

Contact Information:
Overview: This course gives parents/caregivers a foundation and the steps to build on in order to advance their advocacy skills. It was crafted to build knowledge around the Special Education and Individualized Education Program (IEP) process. Topics include: how to identify, document, and communicate your concerns, evaluations, support plans, team meetings, and letter writing with the focus on the student’s emotional/behavioral/mental health challenges and the supports that students may need to access the curriculum and life of the school.

Target Audience: Parents and caregivers

Credit Offered: No

Fee: Contact PPAL

Format: Contact PPAL

Contact Information:
http://ppal.net/training/trainings-for-families
Overview: The Infant-Parent Mental Health Fellowship/Postgraduate certificate program is a part-time post-graduate program consisting of 12 intensive, interactive three-day weekends, meeting every other month over the course of two years. The IPMH program fulfills the Alliance for Infant Mental Health Training and Reflective Supervision/Consultation requirements for the credential: Endorsement for Culturally Sensitive, Relationship-Focused Practice Promoting Infant & Early Childhood Mental Health® as an Infant/Early Childhood Mental Health Specialist (Category III) and the Infant/Early Childhood Mental Health Mentor (Category IV). In addition, Fellows earn a Postgraduate Certificate in Infant-Parent Mental Health from the University of Massachusetts.

Comprehensive training in infant and early childhood mental health includes:
- Neurodevelopment models of risk and resilience, effects of trauma on early relationships and early brain development
- Therapeutic interventions with infants and families
- Infant and early childhood screening and assessment tools and measures
- Research, diagnosis and multidisciplinary approaches to treating infant regulatory disorders, developmental and social communication disorders, mood and anxiety disorders, post-traumatic stress disorder, attention-deficit hyperactivity disorder, etc.
- Postpartum mood disorders and therapeutic interventions to support parents and parent-child relationships.
- Reflective practice/facilitated integration of course material with individuals' practice at every session.
- Faculty support on an independent project of Fellow's choosing

Target Audience: Physicians, psychologists, nurses, psychotherapists, educators, social workers, speech and language pathologists, occupational therapists, physical therapists, and others working with children 0-3 and their parents/caregivers.

Credit Offered: Contact program

Fee: Yes

Format:
- One 3-day weekend every other month for 2 years
- Classroom
- University of Massachusetts Boston

Contact Information:
www.umb.edu/ipmh

University of Massachusetts Boston: Index
**University of Massachusetts Boston**  
The Post-Master’s Certificate Program in Early Education Research, Policy, and Practice

**Overview:** This post-master’s certificate program offers a 12-credit advanced graduate course of study focused on research, policy, leadership, and data-driven practice in early education and care. The program offers an advanced leadership pathway for experienced educators in the early education and care field. The program was initially developed through the support of a grant from the Massachusetts Department of Early Education and Care and its Race to the Top Early Learning Challenge Grant award.

Students in this program take the following four 3-credit courses:
- Leadership and Organizational Change
- Early Childhood Policy
- Advanced Child Development and Early Learning
- Translating Research into Practice

**Target Audience:** Those with a master's degree demonstrating a strong commitment to early education and care.

<table>
<thead>
<tr>
<th>Credit Offered:</th>
<th>Yes</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Fee:</strong> Yes</td>
<td></td>
</tr>
<tr>
<td><strong>Format:</strong></td>
<td></td>
</tr>
<tr>
<td>One course a semester on Saturdays over 2 years.</td>
<td></td>
</tr>
<tr>
<td>Blended classroom and online</td>
<td></td>
</tr>
<tr>
<td>University of Massachusetts Boston</td>
<td></td>
</tr>
</tbody>
</table>

**Contact Information:**  
https://www.umb.edu/academics/cehd/curriculum/grad/certificate_program_in_early_education_research_policy_and_practice

University of Massachusetts Boston: Index
Overview: The CANS certification training prepares behavioral health professionals for certification on the CANS, a tool that organizes clinical information collected during a behavioral health assessment in a standardized way and aims to improve communication among those involved in planning care for a child or adolescent. The CANS is also used as a decision-support tool to guide care planning and to track changing strengths and needs over time. Clinicians who are providing behavioral health assessments to MassHealth children under the age of 21 are required to complete this training and certification if they are enrolled as a MassHealth provider or as network providers in one of Mass Health’s contracted managed care entities. To become CANS certified, providers must pass an online CANS certification examination. Massachusetts CANS (MassCans) certification can be used for both the Massachusetts CANS “Birth through Four” and CANS “Five through Twenty.

Target Audience: Clinicians in certain levels of care who will be providing behavioral health assessment to children and youth under the age of 21 who are enrolled in MassHealth.

Credit Offered: Yes for a fee

Fee: No Cost to Massachusetts Providers

Format:
- Online training available at website below

Contact Information:
https://masscans.ehs.state.ma.us

UMass Medical School/EOHHS: Index
Overview: This module is an addition to the CANS training program and provides support for currently certified providers who use CANS with children Birth through Four. The Birth through Four CANS webcast is an enhancement to the certification training and is not a preparation course for certification.

Target Audience: Clinicians in certain levels of care who will be providing behavioral health assessment to children and youth under the age of 5 who are enrolled in MassHealth.

Credit Offered: Yes for a fee

Fee: No Cost to Massachusetts Providers

Format:
- Online training available at website below
- Trainings available throughout the year

Contact Information: https://masscans.ehs.state.ma.us

UMass Medical School/EOHHS: Index
Overview: This module is an addition to the CANS training program and provides support for currently certified providers to use the Cultural Considerations Domain. Cultural Considerations: Exploring the Revised CANS Domain in Clinical Practice is an interactive online training module for using the new Cultural Considerations domain. The revised Cultural Considerations domain provides a culturally informed framework to capture information about race, ethnicity and language (REL) as well as, culture within families. The revised items are designed to foster a more effective therapeutic alliance, develop culturally-informed treatment plans that could improve outcomes, and help to reduce health care disparities.

Target Audience: Clinicians in certain levels of care who will be providing behavioral health assessment to children and youth under the age of 21 who are enrolled in MassHealth.

Credit Offered: Yes for a fee

Fee: No Cost to Massachusetts Providers

Format:
- Online training available at website below

Contact Information:
https://masscans.ehs.state.ma.us
Overview: This program is offered for both pediatric health practitioners and mental health practitioners seeking to develop an integrated approach to behavioral health in their practices. The certificate program will focus on developing practitioners’ skills related to their patients’ mental health needs but will also focus on developing systems to support effective, sustainable integrated behavioral health care. The program will follow a blended model, with two days in residence, and online materials and discussion boards. This blended model will allow busy professionals to complete the Certificate expeditiously and in an appealing technology-enabled environment.

The curriculum and sessions will focus on topics including:
- Establishing an Integrated Structure
- Child and Adolescent Development and Mental Health
- Referrals and Follow-Up

Target Audience: Pediatric health practitioners and mental health practitioners.

Credit Offered: Yes

Fee: Yes

Format:
- Blended classroom and online
- William James College

Contact Information:
https://www.williamjames.edu/academics/lifelong/ce/pediatric-and-behavioral-health-integration.cfm
Overview: Child Maltreatment is designed for professionals engaged in providing services to youth, families, and the courts who seek to provide or understand best practices of investigation, evaluation, and testimony in matters of child abuse or neglect including sexual abuse in the context of divorce. Participants will distinguish between forensic and clinical evaluations, enhance reliability of interviews of children, apply a systematic approach to providing sound evidence-based report and opinion, and identify ethical issues inherent in evaluations and testimony.

Target Audience: Mental health professionals, lawyers, judges, probation officers, juvenile justice professionals, child welfare professionals, and court service workers.

Credit Offered: Yes

Fee: Yes

Format:
- 4 weeks of blended online coursework and on-site instruction over a weekend-in-residence
- William James College
  Newton, MA

Contact Information: https://www.williamjames.edu/academics/centers-of-excellence/children-families-law/child-maltreatment.cfm?cssearch=4161_1
Overview: Too often in the field of mental health a deficit-based model is the lens through which therapists, educators, and researchers view the individual, family, and broader social-ecological system. This conference takes a strengths-based stance and examines theories, factors, and processes that promote resilience in children, parents, families, and systems. Speakers provide examples of their work promoting resilience using a strengths-based approach in various settings with diverse populations.

Objectives:
- Examine the importance of a strength-based approach with children, families, and social-ecological systems
- Explore how to build awareness and learn strategies for nurturing and maximizing resilience for children and parents at home, at school, and in the community
- Discuss the benefits and strengths that parents gain and can utilize while guiding their children through difficult life stages and transitions
- Describe how to connect with people and organizations that foster strengths-based and culturally-informed approaches to mental health promotion with children, families, and social-ecological systems

Target Audience: Therapists, educators, and researchers.

Credit Offered: Yes

Fee: Yes

Format:
- One day conference
- William James College
  Newton, MA

Contact Information:
Overview: Parents who are in chronic high conflict pose particular difficulties for the courts, the professionals who are involved with them, and their children. Increasingly, courts are appointing Parenting Coordinators to help reduce parental conflict and protect the children.

Participants in this intensive program will
- Understand the psychological dynamics of high-conflict families
- Examine parenting coordinator functions and practices
- Identify the qualifications and areas of knowledge needed to be a Parenting Coordinator
- Identify procedures for setting up and beginning cases
- Review, Develop, and practice intervention strategies
- Identify techniques to help parents shift from a conflictual spousal relationship to a functional parenting relationship
- Identify ethical and legal challenges of Parenting Coordinators
- Review and practice specifics of writing agreement and drafting decisions
- Review when and how to include children
- Review the research to educate parents in the PC process
- Consider the role of the PC in situations such as domestic violence, abuse and neglect, mental illness, and substance abuse and alienation.

Target Audience: Mental health practitioners, mediators, attorneys, and other professionals

Credit Offered: Yes

Fee: Yes

Format:
- 4 weeks of blended online coursework and on-site instruction over a weekend-in-residence
- William James College
  Newton, MA

Contact Information: