

WEST VIRGINIA

EARLY CHILDHOOD PROVIDER

QUARTERLY

Consider the Box

Empower Children to Participate with Assistive Technology

Lending Library Receives Makeover



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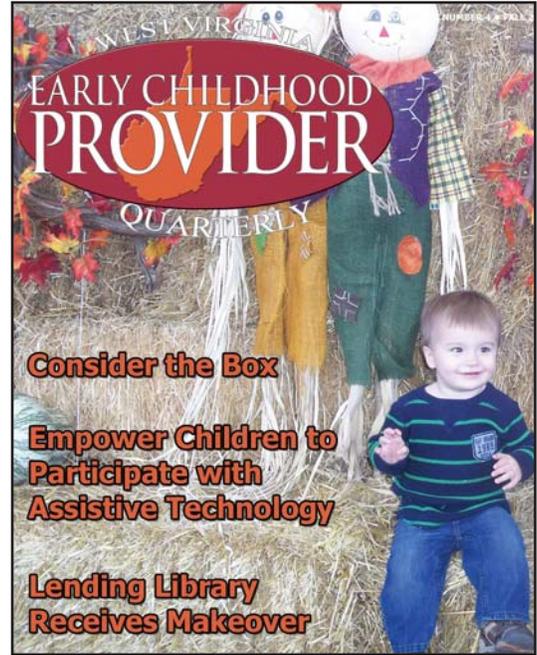
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Celebrating Success:

Technology Allows Soldier to Monitor Child's Education

Reprinted with permission from the West Virginia Department of Education

When Liz Willis wants to know what her 4-year-old daughter did in school today, she contacts Isabel's teacher at Morgan County Head Start in Berkeley Springs...5,000 miles away from her job in Iraq. Willis, a 37-year-old single mom, also is a master sergeant in the U.S. Air Force.

With the help of CreativeCurriculum.net offered through the West Virginia Department of Education, Willis stays connected while serving her second tour in Iraq. The Creative Curriculum Web site allows teachers to build and store an electronic portfolio for each child. The portfolio includes observation notes and digital work samples, such as photographs and audio or video clips, significant improvements or problems that need to be dealt with right away.

"I was surprised when I saw how easily I could monitor her progress," Willis told *The Journal of Martinsburg*. "I saw a picture of her first day of school; it's awesome to see what she's doing and talk to her about it."

Sharon Hamilton, Isabel's teacher at Head Start, said CreativeCurriculum.net is much more than e-mail. She is able to not only post photos of Isabel's artwork for Willis to view, but she also can include Isabel singing a song or reading a story. The system also helps teachers and parents to connect online and schedule conferences. Teachers can even create lesson plans online.

"It is such a positive thing for parents in the military to have this kind of communication through their children's school," said Hamilton, who has worked in early childhood for nearly three decades. "Isabel is staying with her aunt while her mom is overseas. It's important not only for Isabel but for her mother to stay involved in her daughter's education."

CreativeCurriculum.net works in conjunction with Creative Curriculum, one of three approved curricular frameworks for West Virginia Universal Pre-k, and is now being used in nearly every county. Not only is Creative Curriculum aligned with state content standards and objectives as well

as the West Virginia Early Learning Standards Framework, the Web component allows for much more frequent updates than the traditional parent-teacher conference does. Teachers and parents alike love it.

"That's a good thing," Hamilton said. "There are times, especially at holidays like this, that children like Isabel really miss their parents. Sometimes she just craves adult attention and that's when I will sit down and play with her."

Creative Curriculum is but one of the steps West Virginia has taken to improve early childhood education.

West Virginia has been recognized nationally for a state law that requires universal preschool be available to all of the state's four year olds by the 2012-2013 school year. Half of the programs will be in collaborative settings with Head Start, child care and private programs. In addition, the state has been singled out for providing better access to preschool programs and dedicating more dollars to the effort than most other states in the country.

"Educational and political leaders across West Virginia have made early childhood education a priority," said state Superintendent of Schools Steve Paine. "They know it's a good investment. In fact, Marshall University researchers calculated that for every \$1 West Virginia spends on good early childhood development, the state saves \$5.20."

Research also shows that high quality preschool improves high school graduation and college attendance rates, employment and earnings and lessens future crime and delinquency. It also helps fight unhealthy behaviors like smoking and drug use.

"A child's brain develops more in the first five years of life than at any other time," Paine said. "Pre-k is a time for enormous knowledge acquisition that can set the tone for the rest of a child's education. It's that important."

***This article was originally published online in January 2009 by the West Virginia Department of Education.*

Annual Instructor's Academy

The ACDS annual Instructor's Academy took place in the River Valley Child Development Services conference room, June 22 thru 26, 2009. Sixteen participants completed the training to serve as ACDS instructors in various counties throughout the state of West Virginia. The academy was facilitated by Sandy Poore, professional training consultant, and Suzi Brodof, executive director of River Valley. Sherrie Barrett and Enola Foust, ACDS coordinators, provided assistance and support with the training.

The ACDS program continues to need instructors to teach in different counties in the state. If you are interested in becoming an ACDS instructor, please contact Sherrie Barrett at 1-304-523-0433, ext 404.

ACDS Mentoring Program

Submitted by Sherrie Barrett, ACDS State Coordinator

The Apprenticeship for Child Development Specialist (ACDS) program provides a mentor training program for Journeypersons (graduates of ACDS) and those with a bachelor's degree in early childhood, child development, or a related field to become mentors for home providers. In some situations, directors or owners of child care centers also receive a mentor.

A mentor is defined as someone who is more experienced, who can advise and guide a less experienced person. The ACDS mentor is a committed individual with experience in the field of early care and education and is willing to share his or her knowledge with others in the field. The first step to becoming an ACDS mentor is attending a one-day training. The mentor may be assigned a mentee where she will visit/observe that person two hours per month and complete necessary documentation to receive a stipend for her services.



Participation in the ACDS program requires that a mentee be a home provider, center director, or owner who has completed high school or received a GED, is over 18 years of age, provides care for at least four children in their home and is registered/licensed with

WVDHHR. It is important that both the mentor and mentee be committed to the mentoring relationship. Both parties must keep appointments with one another, be honest, and willing to take a risk. As the saying goes, people don't care how much you know, until they know how much you care. When a mentee is given the support of a mentor, it is often found that the mentee will experience a higher degree of success.

The Apprenticeship for Child Development Specialist Mentoring Program helps to increase the quality of services and professional development for providers. It provides support, relationship building, and success to up and coming leaders in the field of early care and education.

If you're interested in a new challenge and a rewarding experience, and meet the requirements of a mentor, please contact Sherrie Barrett at 304-523-0433.

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Early Childhood Resource Lending Library Receives a Makeover

Submitted by Belinda L. Hammack, Resource Media Specialist

The Early Childhood Resource Lending Library has undergone a makeover. It has a new look and a new “feel”. This specialty library, located in the WVDHHR Diamond Building in Charleston, is affiliated with the West Virginia Birth to Three Program, the West Virginia Department of Education, the Center for Excellence in Disabilities at WVU, and several other early childhood programs throughout the state. As an auxiliary to these programs, the library’s focus is on child development, early childhood education, and children with disabilities. Designed to serve both professionals and families, the library provides materials of every genre, including assistive technology and adaptive toys. Materials are loaned for a period of 30 days to interested persons throughout the state. Most requests come by e-mail, phone, or fax, and materials are sent out by mail. Some requests are for specific items, while others are more general and address a specific topic only. Whatever the request, the

library staff strives to meet the need or to provide some assistance toward locating another agency or organization that can help.

A major goal of the library’s revitalization is to encourage people to make greater use of the library. To that end, materials have been reorganized, using Library of Congress Classification numbers on all books and audiovisual materials. This change makes the layout more familiar and understandable to people visiting the library and increases the ease with which the staff can locate materials when requested.

Because theory and practice are constantly changing, another goal was to rejuvenate audiovisual and book materials. Although the video collection is still

available, the library has transitioned to DVDs for all new visual acquisitions. New purchases address topics ranging from child development milestones and effective parenting to Autism and Down Syndrome. Following suit, newly purchased books are recent publications. Chosen to provide up-to-date information and resources on early childhood topics, the diverse selection includes books that provide family support, those that provide professional support, and books created for children.

A small number of acquisitions were also made in assistive technology (AT) and developmental toys for young children. Although most AT devices, for trial purposes, need to be borrowed from the Center for Excellence in Disabilities, the library has a few switches, and small communication devices. Switches that respond to a light touch and ones that are colorful, enticing, or self-rewarding work best for young children. If the necessary switch is not available here, assistance in contact-



ing the staff at the West Virginia Assistive Technology System at the CED will be provided.

Another major change that is occurring at this time is the “virtual library” transition. Because of its affiliation with the Center for Excellence in Disabilities, the materials housed in the library are listed on the West Virginia Assistive Technology System “Virtual Library” site at www.cedwvu.org/wvats. Once the WVATS site is accessed, one needs to select “Virtual Library” from the choices on the right and create an account when the site appears. This is an essential first step in checking out materials from the library. Once this is done, one can search out books by title or keyword and other materials by keyword or category. Requests can then be made directly through the virtual library program. If assistance is needed, the resource media specialist at the Early Childhood Resource Lending Library will be happy to provide help.

Perhaps the most ambitious goal of the makeover is getting parents to bring their young children to use the library itself. To encourage visits, the library is now more “child friendly”-- more inviting to children and parents. To enhance its appeal, the area is more colorful and more child-oriented.

A computer station where parents can help their young children use early childhood computer software is available. The software selection was expanded to include programs that target children as young as nine months of age. Some of the programs are aimed at introducing the computer and keyboard, teaching switch usage, and developing an understanding of cause and effect. Others are more academic in nature. The computer, which will be designated for this software only, may also be equipped with a device that allows the child to perform computer functions by touching the screen and/or a program that enlarges the information or object. Since only one computer station is available at this time, a phone call or e-mail is needed to schedule an appointment



Finally, the library staff still enjoys reaching out to the community whenever possible to make people aware of what is available. Library staff attend conferences and other events to provide exhibits and displays. When invited, they will give a brief talk or make a short PowerPoint presentation about the library. In addition, a library orientation is offered to small groups who would like to visit and learn more about the materials and services provided. Staff would love to see every child of early childhood age and his or her parents and every professional who works in the early childhood field visit the library and make use of the materials.

Children Participate in Scavenger Hunt Using GPS

Submitted by Kay DeWitt, Preston County Starting Points

Providing opportunities for children to see and use different types of technology will assist them throughout their everyday lives. The Preston County Sports Camp provided hands-on technology experience when children had the opportunity to have a scavenger hunt using a GPS (Geographical Positioning Satellite) device to find the objects that were hidden. Coordinates were pre-set with nine objects to be found in a big field, with the Junior Counselors teaching the children how to navigate the device. Children were teamed up into four groups. They then were given the device to find the first object. The groups would walk as the arrow pointed the way to the object. The children learned distance as the device would tell them the object is 20 feet ahead. They also learned about spatial awareness as the device pointed North, South, East, and West. The device also told the children how fast they were walking. As the children would find the object, their faces would light up and they would shout “I found it”, which gave them a sense of accomplishment. The children had such a great time and are looking forward to doing the activity again.

By using GPS in the a scavenger hunt, children were able to:

- Take on a pretend role and situations
- Ask questions
- Problem solve
- Use emerging reading skills
- Explore cause and effect
- Apply knowledge or experiences to a new context
- Demonstrate self-direction and independence
- Work as part of a team

Preston County Sports Camp is in its 10th year of providing children with an active and safe place to be for six weeks



in the summer. Sports Camp was a dream of an AmeriCorps Promise Fellow in 1999. She wanted to have a place for children to be active, learn physical skills, and positive peer relationships, and develop sportsmanship and leadership skills. By charging a minimal fee, and with assistance from WV Summer Feeding Program and 21st Century Grants, Sports Camp is able to provide a facility that is used for sporting and community events. In addition, a nutritious breakfast and lunch is served to each camper. Starting Points Coordinator and LifeBridge AmeriCorps work with the camp to provide services throughout the day.

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Consider the Box

Submitted by Dr. Janet Dozier, Marshall University

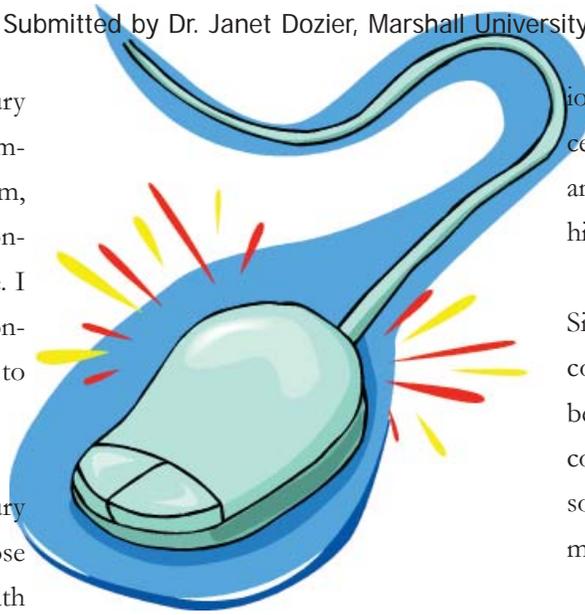
Most of the literature on 21st Century learning has something to do with computers--Computer use in the classroom, computer use in the child's environment, and computer use in the home. I would like to challenge teachers to consider 21st Century learners as relative to "the box."

There are three types of 21st Century learners in preschool classrooms: those with savvy computer skills, those with emerging skills, and those with virtually (no pun intended) no computer skills. For the sake of this article, let us consider each in relationship to "the box".

Savvy users

You may have fond memories of preschool classrooms filled with blocks and dolls, paint and paper. Today's classrooms may in some ways mirror those expectations but with one exception. Most preschool classrooms today also have computers adorning some flat surface in the room. Some of these computers are used exclusively for the teacher to report assessment data to administrators. Others are for children's use in recording explorations, playing games, doing research, or even communicating with parents or friends. In these classrooms, children quickly become adept at navigating the ins and outs of computers.

As the argument goes, computers are here. Computers are a part of this soci-



"Computers are a part of this society and will only increase in complexity and efficiency. Why not get children acclimated to computer use early and ease the transition to highly advanced technology, to which they will be exposed in adulthood?"

ety and will only increase in complexity and efficiency. Why not get children acclimated to computer use early and ease the transition to highly advanced technology, to which they will be exposed in adulthood? There is some basis for this argument. Generations of play have led to functional role-taking as adults. Consider the reasons children play house. Is it not to explore and to encourage gender role identity, role taking, and learning from modeled behav-

iors? Children learn to shop at the grocery store by observing adult shoppers and then re-enacting the social script in his or her play.

Similar experiences may be true of computer usage as well. Children become comfortable "playing" with computers and then have a functional social script of computer use as they mature.

If this is the only reason for using computers in the classroom, then it is stereotypic and may be harmful to young children as the model changes with the technological advances. Active learning environments allow children to explore and extend their learning in ways that allow for problem-solving, critical thinking, and cultural diversity. If the use of computers and its software limits any area of this process, it needs to be re-thought in the classroom.

Many computer software packages for the classroom have the ability to increase language exchange, consider culture, and improve visual discrimination and spatial skills with the pleasant effort of play (http://www.ehow.com/about_4779416_advantages-disadvantages-computer-technology-preschool.html).

Consideration should be given, however, to the guidelines for children's par-



ticipation. The use of computers should always be a social activity. Children should never be given individual computer time as a way to control behavior, especially antisocial behaviors. It is not a reward, but an integrated part of the full learning experience.

Second, computer use should be just as child-initiated and directed as block play or dramatic play. As children agree upon what they will play and how, they are solving problems and thinking in socially negotiated ways. Children with more savvy skills are less likely to dominate if all the players have an equal chance to participate in the rule-making process.

Third, computers are only one tool. Children should have multiple ways of interacting in the classroom, which includes other technology such as digital cameras, CD players, MP3 players, and visual literacy systems.

One teacher recently described children who were interested in panda bears.

Unable to take her class on a field trip to China or even the zoo, she asked her children how they could learn about pandas. One of the children suggested consulting the computer. They found an on-line live feed of a panda habitat at the Washington Zoo. The teacher connected her computer to her SMART Board in order to display for all children a live video stream of a day in the life of the panda bears at the Washington Zoo. As the day progressed, the children went about the typical day with the video stream in the background. When the pandas did something interesting, it was highlighted for all to experience. What an excellent example of the savvy child being stimulated outside of “the box.”

Emerging skills

The child with emerging computer skills may need to be encouraged to be involved with “the box.” Lynch and Warner (2003) in their study of Texas preschools found that the majority of children begin using computers between 2 and 4 years of age. Directors

reported that the number one reason for using computers was to extend the content skills of these young children. For the child with emerging technological skills, the computer may be a tool that the teacher suggests as a resource for research.

Recently a teacher reported a child in her classroom was interested in snakes. The teacher asked how this child could learn more about snakes, and he responded with answers about reading books, watching the class pet snake, and inviting a visitor to the classroom who knew about snakes. He did not think of looking on the computer. When the teacher suggested looking up snakes on the Internet, the child expressed shock that such information could be had so simply and easily. For this child, his emerging technology skills were encouraged by his search for snakes on the Internet. Twenty years ago only 25 percent of children had any computer access (McCarrick, 2004), while today most American children have at least some access to computers in their preschool years.

The guidelines for the child with emergent technological skills are similar to those of the child with savvy skills, including the guidelines that computers should be a social event and should be one of many tools used by the child. But for the child with emerging skills, computer usage may be a teacher-initiated activity in the context of a broader experience. In the previous scenario, the child did not think of the computer and Internet as a resource but was

interested by its possibilities when introduced by the teacher. This is not to say that the child should not have choice in the matter, but it is to say that the choice may need to be suggested. For this child, the objective was to get him to think about “the box” as a tool for his research. This application supported the child’s learning by extending his possibilities.

Those with no computer skills

A few children come to preschool with little to no computer skills or experience. One teacher related that one of the children in her classroom completely ignored the computer. The teacher really did not think much about it until early in the school year the class took a field trip to a local park, which gave the teacher some new insight. The child kept asking to go to the bathroom. At first the teacher was concerned for the health of the child until she realized that the child was fascinated by the blow dryer for hands in the restroom.

Some children come to us with unique

experiences. This was a bright child who had a good vocabulary and much knowledge about the natural world of bugs, snakes, and field animals, but whose knowledge of technology was extremely limited. The computer was not of interest because her prior knowledge set was limited in this area.

Guidelines for this child would naturally be different from other children. There is a wide range of technology in the school environment besides computers. Stereotyping technology as computers only is a disservice to children’s 21st Century learning experiences.

Peer teaching with technology may be a real asset for children with limited experiences. As the children interact in the environment of the classroom, they teach each other to use the tools available. The child in the story above may have ignored the computer because she was unaware of what it could offer. As the year went on and the children and staff introduced her to experiences, she

gradually became more aware of the computer through the relationships she forged with classmates. This is not an unusual scenario in areas in which transportation and poverty isolate young children from much of the urbanized state. First and foremost, teachers should know their children in order to know when and where to begin instruction. This child could not think outside of “the box” or about “the box” because her box was unique.

Successful implementation of computer use into classrooms is not unlike all other curriculum choices. Good assessment of children’s skills, needs, and interests are primary. Taking children from where they are to where we want them to be necessitates knowing where they are as we begin the journey. Get to know the relationship of the child to “the box” before making assumptions about using computers in the classroom.

Resources

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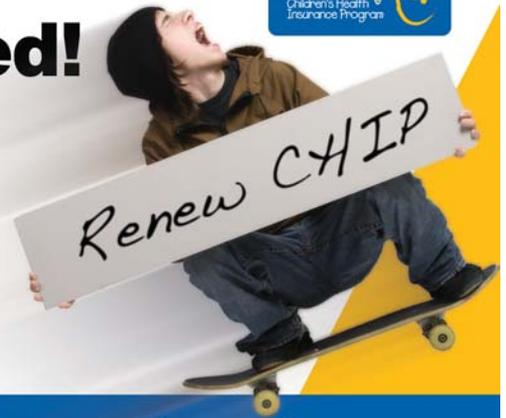
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- ❖ Cooking together
- ❖ Enjoying each other



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Empower Children to Participate with Assistive Technology

Submitted by Dr. Laura Boswell, Marshall University

All children can learn! They do not need to demonstrate certain cognitive abilities as a prerequisite to learn, participate, and communicate. Research, during the past twenty years, has shown that children do not need to demonstrate cause and effect skills in order to access assistive technology. They can learn such skills while using these devices. It is our job, as educators and parents, to find ways to enable each individual to participate in any activity.

Reauthorization of the Individuals with Disabilities Education Improvement Act (IDEA) of 2004 (Public Law 108-446) mandates that every Individual Education Plan (IEP) team “consider” assistive technology devices and services when planning the educational program of an individual with a disability. Congress has recognized the potential of technology to enable individuals with disabilities to live, learn, and work more independently. (Edyburn, 2003). It is necessary that every teacher know about the potential of assistive technology and how to access resources that will ensure children receive appropriate devices and services for overcoming performance problems.

It is necessary that teachers and related personnel develop knowledge and skills that will enable them to provide technology services to children with learning difficulties. They need to know how to use the devices when students are



included in their classrooms with them. Teachers not trained in communication devices used by their students may exclude these students from valuable learning time and limit their ability to participate in the classroom. Training and support should be available to both teachers and the families of these children to ensure that the devices will be used successfully.

Teachers need to be trained in making some decisions about the use of devices, or at least know what is available to students to enable them to participate in classroom activities.

Delays in communication can affect children’s abilities to interact effectively and can affect other types of development. Assistive technology has the potential for improving the education and quality of life for people with

learning difficulties. Technology can be more than a tool for the delivery of instruction. Assistive technology is designed to help people with disabilities function within their environment. It may provide their only way to interact with others. This can include electronic, mechanical, special instructional materials, services, or strategies that people with disabilities can use to assist them in learning, making the environment more accessible, enhancing their independence, or improving their quality of life. These might include commercially available items, but they can also be homemade devices that are designed to meet a specific need of a particular individual.

Alternative communication can include low-tech approaches such as signs, gestures, pictures, or communication books. Students can point to, or select,

a picture or an icon to communicate what they want to say. Some students may need to use only an eye-gaze or head movement to select those pictures or icons. Many devices today have a voice element, so that they press a button and a voice speaks what they intended to say. This may be a word or phrase, but could also involve complicated sentences.

The use of alternative devices does not ensure that every individual will “get it”, but along with appropriate instruction they will be enabled to participate. Preschool children who do not use speech can use these devices to have the access to enable them to participate in the class discussions or to develop their skills if used in combination with interventions appropriate to their stages of development.

One such device I have found important to young children is a picture schedule. Some children without good communication skills may need to see what to expect in a visual format. One three-year-old child with autism had frequent tantrums to go out to the playground until he was shown on a picture schedule that he would be able to go outside after certain other events. He just needed to know that I understood his request and that he would be allowed to play outside.

Another valuable tool is a sequence chart (such as pictures of the steps required in washing your hands). I placed such a chart above the bathroom sink. I made copies of the same chart for parents to use, if they wanted to. Another assistive device I have used

successfully with young children with communication difficulties is the social story. This involves a book with a “story” about what the child will be doing that may be a change from his routine. I took digital pictures of the places (or acquired them from families or the Internet) and placed them within a text that explained what was going to take place. I included my expectations for their behavior (such as sitting in their seat on the bus, holding an adult’s hand while walking in certain areas, etc.). One parent expressed concern about taking a plane trip with her 3-year-old child with autism. We made a social story for the event, letting him know he would return and some of the events that would take place. He made the trip without incident!

Technology provides individuals with learning difficulties accessibility for independent exploration of print, of communication, and of friendships. Independent interaction makes the learner an active participant. Speech output of words and phrases enable the student to develop print and phonological awareness. A person with severe speech and physical impairments can have the opportunity to participate in literacy education. He is enabled to engage in meaningful communication with others. Assistive technology opens many opportunities to children who may otherwise be limited. Let’s help ALL of our children to participate and learn!

Resources: Edyburn, D. L. (2003). 2002 in review: A synthesis of the special education technology literature. *Journal of Special Education Technology*, 18(3), 5-28.

Assistive technology is designed to help people with disabilities function within their environment. It may provide their only way to interact with others. This can include electronic, mechanical, special instructional materials, services, or strategies that people with disabilities can use to assist them in learning, making the environment more accessible, enhancing their independence, or improving their quality of life.

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Registration forms available

Contact Alyson Edwards at 304-529-7603 or aedwards@rvcds.org



First WV Training Certificate in Early Care and Education Awarded

Submitted by Natalie Snider, West Virginia Training Connections and Resources, Professional Development and Collaboration Specialist



WV STARS would like to recognize Jaime Price of Elkins, West Virginia, as the first recipient of the West Virginia Training Certificate in Early Care and Education (WVTCECE). Jaime was awarded the certificate on Thursday, July 23, 2009, at Discovery Corner, a faith-based child development center in Elkins where Jaime is employed as an Assistant Director.

In the three years since Jaime has been employed at Discovery Corner and credentialed on the Career Pathway, she has attended over 274 hours of training. Training opportunities that Jaime has participated in include the Components for Quality Care and Education, West Virginia Infant/Toddler Professional Development Program, Celebrating Connections Conferences, Apprenticeship for Child Development Specialist program, and various other training opportunities offered through MountainHeart North Child Care Resource and Referral. Jaime indicates she especially enjoys training opportunities that are different than what is typically offered such as the Components for Quality Care and Education and West Virginia Infant/Toddler Professional Development Program. She states that attending a variety of trainings, like a recent training on Shaken Baby Syndrome, provides her with something else to choose from.

WV STARS was first contacted by Jaime Price regarding the WVTCECE and the requirements in January 2008. Since that time, she has been monitoring her Professional Development Record and attending training in specific content areas to fulfill the requirements of the training certificate. When asked why she decided to apply for the West Virginia Certificate in Early Care and Education, Jaime indicated, "I put in the work. I put in the hours. It was something that I wanted to add to my certificates and résumé. It was something I wanted to have."

As indicated by the hours of training she has attended, Jaime understands the importance of continuing her professional development. Jaime indicates there are many benefits of attending training such as helping her stay current in the field, learning new ideas, and receiving information to pass on to co-workers and parents.

Jaime Price's professional development does not end with the WV Training Certificate in Early Care and Education. She has completed the Apprenticeship for Child Development Specialist program and is enrolled in Pierpont Community and Technical Center on a Child Development Specialist scholarship. She plans to complete her Associate Degree in Early Childhood Education before continuing on with her Bachelor's Degree.

What is the West Virginia Training Certificate in Early Care and Education?

The West Virginia Training Certificate in Early Care and Education (WVTCECE) is a certificate offered to WV STARS Career Pathway participants who have attended an extensive amount of training hours in a variety of content areas. In order to be eligible for the WVTCECE, a practitioner must be credentialed on the Career Pathway and have attended 120 clock hours of WV STARS Registered Training, while possessing a Career Pathway Credential. The training hours must be reflected on the Professional Development Record and be completed in a variety of Core Knowledge Content Areas.

Recipients must complete 20 clock hours of training in each of the following Core Knowledge Content Areas: Area 1: Child Growth and Development, Area 2: Health, Safety and Nutrition, Area 3: Positive Interactions and Relationships, Area 4: Curriculum, and Area 5: Child Observation and Assessment. Along with the 100 clock hours completed in the first five Core Knowledge Content Areas, an additional five hours of training in each of the following areas must be completed: Area 6: Family and Community, Area 7: Program Management, and Area 8: Professionalism. An additional five clock hours of training must be completed in any of the eight Core Knowledge Content Areas.

Please contact WV STARS by phone at (304) 529-7603 or by e-mail at tcr@rvcds.org for more information.



Sharing Corner: How can I make sure I provide the necessary opportunities to help children's early brain development?

Submitted by Deborah Somuano,
United Way of the River Cities

Answer: I recently attended the 2009 Ohio Early Care and Education Conference, where I was able to learn about the latest research on neuroscience. The conference committee worked diligently to bring in the best speakers from around Ohio and the nation. Some of the subjects that seemed to be of primary focus between the speakers and attendees were “brain development” and “play.”

Why are these subjects making such an impact in the way child care centers function today? How can early childhood providers and teachers know if they are implementing the right strategies to help every child succeed? Going back to the fundamentals of early brain development is the key.

Research continues to show us how early experiences affect brain development and children's behavior. The brain is the most immature of all organs at birth; however, it will keep growing and developing during childhood. Scientists

now believe that brain growth is not only determined by genetics, but upon the experiences and interactions to which a child is exposed. A child grows healthy when he or she is given the adequate nutrients, such as vitamins, minerals, proteins, and positive interactions with people and objects that will stimulate brain connections. While positive early experiences help the brain to develop well, if a child is exposed to abuse and neglect it can literally cause some genetically healthy children to develop serious emotional difficulties or even become mentally challenged.

Love, affection, and attention are the best antidotes to help children grow healthy. When parents and caregivers spend quality time with their children and expose them to positive and nurturing environments, their brain cells are making the right connections. Repetition is important to brain development. When an experience is repeated over and over again the connection becomes stronger and better organized.

Eventually that connection will become a permanent part of the child's brain. Therefore, a child who is rarely spoken or read to may have difficulty with language development. Children who spend time with a child care provider that talks and reads to them all the time, are more likely to learn how to speak and grow a larger vocabulary at a younger age.

The provider's participation is very important to brain development. A good provider-child relationship allows the child to build a strong sense of security and trust. When children feel secure and loved they are more likely to explore their world and be curious about learning. Research has shown that children actually learn better when they feel loved and have a strong attachment with their caregiver.

On the other hand, children that are exposed to chaotic situations and have developed Post-Traumatic Stress Disorder have elevated levels of the

stress hormones adrenaline and cortisol. Even on a normal day when nothing especially stressful is happening, their levels are high, having their alert systems turned on even when they don't need to be. (DeBellis, Baum, et al., 1999). While cortisol is an important and helpful part of the body's response to stress, it's important that the body's relaxation response be activated so the body's functions can return to normal following a stressful event. Unfortunately, some children don't always have a chance to return to normal, resulting in a state of chronic stress, increasing blood pressure and blood sugar, which reduces immune responses. It also affects children in other ways, including having trouble sleeping, having difficulty learning, and maintaining positive relationships with family and peers. Stress also increases a child's risk of developing depression, self-destructive behavior, eating disorders, attention deficit disorders, drug and alcohol problems, sexual promiscuity, and delinquency.

You may feel overwhelmed knowing that you are responsible for the early brain development of the children under your care. Just remember, it is the simple things you do everyday with them that are helping to build and strengthen important brain connections.

Resource: DeBellis and Baum – www.uta.edu

Local United Ways throughout the state in partnership with early childhood committees have implemented under the umbrella of the Success By 6® initiative a program called the Brain Under Construction Zone. This program seeks to ensure that all children in the state will be ready physically, mentally, developmentally, emotionally, and socially to begin kindergarten. As part of United Way's efforts to continue supporting early childhood providers and parents gain knowledge on brain development, United Way of the River Cities, in partnership with Strengthening Families, will host a series of sessions presented by Dr. William Blechman in the Huntington area.

Dr. Blechman is a rheumatologist who developed a major interest in children's issues as a result of his work with Kiwanis. A past president of Kiwanis International, Dr. Blechman was instrumental in developing the organization's ongoing worldwide program, Young Children: Priority One, which focuses on children before birth through age five. He is a consultant for the Bertha Abess Children's Center in Miami, Charter President of the Florida Association for Infant Mental Health (2001-03 and again in 2006), Vice Chair of the Board of The Miami-Dade Children's Trust, and a Board Member of the Florida Children's Forum. In addition, Dr. Blechman is the Chair of the Florida Chapter of Docs for Tots.

For more information on his presentations, please visit www.united-wayrivercities.org or contact Deborah Somuano at Deborah.somuano@unitedwayrivercities.org.

12 Messages on How To Raise a Healthy Child

1. The first years last forever. Wiring a brain is like wiring a house—it works better if you start from the beginning.
2. You cannot spoil a baby. Be warm, loving and pay attention to your child's sounds, movements and expressions.
3. Talk, read, and sing to your child. You are your child's first teacher.
4. Have a regular schedule. Children find comfort in the same routine every day.
5. Play is the work of the young child. Encourage safe exploration and play.
6. Pay attention to your child. Be aware of how, where and with whom your child spends his time. Choose TV, radio and Internet carefully.
7. Take care of yourself. You cannot take care of your child, if your basic needs are not also being met.
8. Discipline to teach not punish. Use discipline as an opportunity to teach appropriate behavior. Never hit or shake a child.
9. Choose quality child care and stay involved.
10. Children develop at different rates. Celebrate each child.
11. Give your child a childhood. Children need unstructured time. More is not always better.
12. Children need to know they matter. Show your children they are loved for who they are.

Don't miss the SECA 2010 Conference!



The Early Childhood Years: A Time of Opportunity January 21-23, 2010 • The Peabody • Little Rock, AR

2010 Keynote Speakers



Donald Davis

For Donald Davis storytelling "...is not what I do for a living...it is how I do all that I do while I am living." He invites each listener to come along, to pull deep inside for one's own stories, to personally share and co-create the common experiences that celebrate the creative spirit. Davis currently serves as a featured storyteller at the Smithsonian Institution, as a master teacher of workshops and storytelling courses, and as a guest host for the National Public Radio Program "Good Evening".



Dr. Linda Carson, Ed.D.

Dr. Carson is the Ware Distinguished Professor Emerita at West Virginia University and former Director of the WV Motor Development Center. Dr. Carson is recognized for designing innovative children's programs with a focus on healthy living and active learning. She has written children's music and other resource materials with embedded health messages for teachers, children, and families.



Ellen Galinsky

President and Co-Founder of the Families and Work Institute and author of over 35 books and reports, Ms. Galinsky is currently directing Mind in the Making (MITM), a project on the science of early learning that includes a television science show, videos for families, and Learning Modules for Early Childhood Teachers.



Steven Gross, M.S.W.

Founder and Executive Director of Project Joy, Steven Gross has devoted his career to the service of our most vulnerable children. He is committed to the healthy development of children facing the most unfair circumstances. Project Joy is a non-profit organization that uses play to strengthen and heal children who have been deeply impacted by trauma.



Dr. Joan Lombardi

Dr. Lombardi has been invited to speak at the Public Policy Luncheon. She currently serves as Deputy Assistant Secretary and Inter-Departmental Liaison for Early Childhood Development for the Administration for Children and Families of the United States Department of Health and Human Services.



**Southern Early
Childhood Association**
PO Box 55930
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1-800-305-SECA

Go to www.SouthernEarlyChildhood.org for more information



WEST VIRGINIA CHILDCARE CENTERS UNITED

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PROFESSIONAL DEVELOPMENT DAY AND ANNUAL DINNER MEETING

OCTOBER 7TH, 2009, BRIDGEPORT CONFERENCE CENTER

(ONE DAY PRIOR TO WVDHHR MANDATED CHILDCARE CENTER DIRECTOR'S MEETING)

Dr. Carson, Distinguished Professor at West Virginia University and the Director of the WV Motor Development Center. Professor Carson has many years of teaching experience and expertise in childhood motor development.

Professor Carson has developed award-winning physical activity programs for infants, babies, toddlers, pre-school, and elementary school age children in both land-based and water-based learning environments, earning recognition for involving family members as play partners. The signature feature of Dr. Carson's play programs is a character named Choosy who promotes healthy decision making by children and grownups.

Dr. Carson is recognized for designing innovative children's programs with a focus on healthy living and active learning. Dr Carson is the lead trainer for an obesity prevention initiative for the National Office of Head Start. The Head Start project gained national recognition recently as the recipient of the 2006 ACF Honor Award for Excellence in Partnering from DHHS. Professor Carson is also on the leadership team of WV Games for Health, a series of statewide projects that have utilized total body video games to enhance the physical activity levels of children, as well as monitor the health benefits of active video game playing. The WV Games for Health project is providing teacher training and DDR equipment to every school in the state of West Virginia.



Linda M. Carson, Ed. D.



Choosy

Name: _____

Child Care Center: _____

Address: _____

City: _____ State: _____ Zip: _____

Phone: _____ Fax: _____

E-Mail: _____

MEMBER \$45.00 Includes Training, Lunch, and Annual Dinner Meeting

NON-MEMBER \$45.00 Includes Training, Lunch and does not include dinner meeting

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Agenda's will be posted on WVCCU and WVDHHR websites and list serves.

Samantha Baldwin
WVUH Child Dev. Center
PO Box 8012
Morgantown, WV 26506

ROOM RESERVATIONS-

**WINGATE HOTEL \$99.00
304-808-1000**

**MICRO HOTEL \$75.00
304-808-2000**

Effective Practices for Early Childhood Transition Birth Through Five Years

Submitted by Barbara Tucker and Peggy Hayden, West Virginia Early Childhood Transition Steering Committee

In 2008-09, the WV Early Childhood Transition Steering Committee sponsored Early Childhood Collaborative Team Training on Effective Practices for Early Childhood Transition Birth Through Five Years. Almost half of the WV county early childhood collaborative teams attended. There was representation from:

- WV Birth To Three
- Public Schools Preschool Special Education
- Public Schools Universal Pre-K
- Head Start, if appropriate to that county
- Child Care, if appropriate to that county
- Individuals/agencies involved in early childhood services and transitions in individual counties; for example, parents, Parent Education Resource Centers, Parents as Teachers, public school Title I or other early childhood programs, Early Head Start, Family Resource Networks, and Starting Points.

Training addressed research-based effective transition practices and resources for all children birth through five years related to the following four transition components: Interagency Structure, Communication & Relationships (including staff & families), Program Continuity & Alignment, and Child & Family Preparation and Adjustment.

Assessing County Early Childhood Collaborative Team Needs

Each team assessed their county needs on 21 indicators related to the above four components identified through research of the National Early Childhood Transition Center. Teams found the assessment tool to be an easy to use resource in setting priorities. The “Early Childhood Transition Practice and Strategies Needs Assessment” is available at www.wvearlychildhood.org under “Effective Collaborative Teams” and also “Transition and Continuity”.



The early childhood transition indicators on the needs assessment are:

- Staff know key information about a broad array of agencies and services available within the community.
- A primary contact person for transition is identified within each program or agency.
- Community and program-wide transition activities and timelines are identified.
- Individual child and family transition meetings are conducted.
- Referral processes and timelines are clearly specified.
- Enrollment processes and timelines are clearly specified.
- Program eligibility processes and timelines are clearly delineated.

County Early Childhood Collaborative Team Plans to Address Transition

- Staff follow-up on children after transition to support their adjustment.
- Staff and family members are actively involved in the design of transition processes and systems.
- Staff roles and responsibilities for transition activities are clearly delineated.
- Conscious and transparent connections are made between curricula and child expectations across programs/environments.
- Methods are in place to support staff-to-staff communication both within and across programs.
- Transition team members share appropriate information about each child making a transition.
- Transition plans are developed that include individual activities for each child and family.
- Children have opportunities to develop and practice skills they need to be successful in the next environment.
- Families are aware of the importance of transition planning and have information they need to actively participate in transition planning with their child.
- Families meaningfully participate as partners with staff in program and community-wide transition planning efforts.
- Families' needs related to transition are assessed and addressed.
- Families have information about and are linked with resources and services to help them meet their specific child and family needs.
- Families actively participate in gathering information about their child's growth and development.
- Agencies develop formal mechanisms to minimize disruptions in services before, during and after the transition of the child and family.

Teams developed plans to address one or more of the four transition components. Each team identified their priorities and (1) what steps to take, (2) who is responsible, (3) time-lines, (4) resources to use, and (5) how to evaluate transition effectiveness.

A summary of the plans is at www.wvearlychildhood.org under "Effective Collaborative Teams" and also "Transition and Continuity" in a document entitled, "Summary of County Plans Resulting from Early Childhood Collaborative Team Training on Effective Practices for Early Childhood Transition Birth Through Five Years".

Accessing training and technical assistance

If you would like training and/or technical assistance on early childhood transition – provided on an individual county level or regional basis - contact:

Birth To Three – Pam Roush, Pam.S.Roush@wv.gov

Child Care – Melanie Clark, Melanie.A.Clark@wv.gov, and Missy Smith, Melissa.D.Smith@wv.gov

Head Start – Traci Dalton, Traci.L.Dalton@wv.gov

Preschool Special Education - Ginger Huffman, vhuffman@access.K12.wv.us

Universal Pre-K - Clayton Burch, wburch@access.k12.wv.us, and Rhonda Young, rfyoung@access.K12.wv.us

WVAYC Offers Scholarship for 2010 SECA Conference

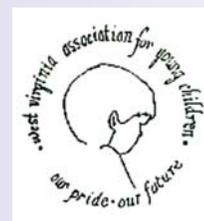
Submitted by Helen Post-Brown, WVAYC



The early childhood community was privileged to know and work with Ann Nutt, the West Virginia Department of Health and Human Resource's Director of Early Care and Education Quality Initiatives. Early childhood professionals across West Virginia were greatly saddened by her death on October 16, 2006. Ann was a dedicated member of the West Virginia Association for Young Children (WVAYC). She worked passionately for the children of West Virginia. Ann's first experience in the early childhood field in West Virginia was as director of the Lighthouse Child Care & Development Center in Charleston, West Virginia. Because of her high esteem for child care directors and her belief that the Southern Early Childhood Association (SECA) Conference was an excellent way for child care directors to develop professional development in their field, WVAYC in conjunction with Ann's family, have set up a memorial scholarship fund for directors of child care centers

to attend the annual SECA conference. They believe this will be a way to continue the work that Ann has started in the early childhood field.

If you are a child care director and would like to be considered for the Ann Nutt Scholarship, please fill out the attached application form. The recipient of the scholarship will be announced at Celebrating Connections 2010. The 2010 SECA Conference will take place on January 21-23 in Little Rock, Arkansas. For more information about SECA and the annual SECA Conference go to www.southernearly-childhood.org.



The scholarship is for \$500.00. This covers registration fees and some travel and lodging expenses. Additional expenses over \$500.00 are the responsibility of the recipient of the Ann Nutt Memorial Scholarship.

Bench Ruffled Off at Celebrating Connections in Memory of Ann Nutt

During Celebrating Connections in February 2009, WVAYC raffled off a beautiful children's bench for the Ann Nutt Memorial Scholarship Fund. The bench was generously donated by Grounds for Play. Misty Wood, director of Little Bear Daycare, in Follansbee, West Virginia, won the children's bench. Misty stated: "When I found out I won the Ann Nutt Memorial Bench I was very excited. Ann Nutt was a great advocate for early care and education and it was a privilege to have met her. Our center will take great care in honoring her memory and advocating for children in our community. The bench is awesome!"



Pictured enjoying the bench is Misty's two children: Mikayla, 9 years old and Antonio, 6 years old.

Ann Nutt Memorial Scholarship Application Form

This memorial scholarship is for \$500.00 to attend the 2010 SECA Conference, January 21-23, in Little Rock, Arkansas. Additional expenses incurred over and above \$500.00 will be the responsibility of the scholarship recipient.

Full Name: _____

Child Care Center: _____

Position: _____

Address: _____

Phone: _____

Fax: _____

E-Mail: _____

Please answer on a separate sheet of paper the following question in 500 words or less:

Explain how attending the SECA Conference will help you meet your professional goals.

(Typed and double spaced)

Deadline: Postmark by Friday, November 13, 2009

**Send to
Helen Post-Brown, President WWAYC
1654 Mary Lou Retton Drive
Fairmont, WV 26554**

Visit www.wwayc.com for more information



Birth to Three Services Provided in Community Settings

Submitted by West Virginia Birth to Three System

Families of eligible infants and toddlers receive WV Birth to Three services and supports in natural environments - places where they live, learn, and play. WV Birth to Three services are provided in natural environments to assist a child with special needs to participate in naturally occurring learning opportunities throughout the day. Naturally occurring learning opportunities are present during activities that an infant or toddler would typically do with their family, friends, or other caregivers.

Natural environments might include: home, gymnastic programs, parks, neighborhood play groups, church activities, child care, swimming pool, library story hours, family hikes, playgrounds, "Mommy/Daddy and Me" classes, and birthday parties.

Children have many opportunities for participating and learning during activities of the day: brushing teeth, snacks and meal time, playing with brothers and sisters or other friends, reading stories, playing at kitchen cabinets, diapering, outings to the park or shopping, nap time, dressing, and bath time.

How can a family decide what types of services and supports will be helpful to their family and child?

After a child is determined to be eligible in the Birth to Three system, a service coordinator and other team members help the family gather the information the family wants to make decisions about how they can help their child. Team members will assist the family to think about questions such as:

- Where do you and your child spend time?
- What activities do you enjoy together?
- What seems to go well during the day with your child?
- What are some activities or times when things don't go as well as you would like?
- Do you have other family members or friends who would like to be more involved in helping your child learn?

They might also help the family think about how they would like to be linked to other community resources, people, or activities.

After the family has a chance to think about these things, they will develop together, with their other team members, an Individual Family Service Plan (IFSP). This plan is a place to write down the goals that a family has for their child and themselves. The plan also includes the things that people can do to support the child and family in achieving their goals, where they live, learn, and play.

For more information about West Virginia Birth to Three, call 1-866-321-4RAU

Parent Blocks

NEWSLETTER



"Providing resources to parents throughout West Virginia"
Volume 6, Issue 4, Fall 2009

Children and Television

The Side Effects of Television

There is a strong link between watching a lot of television and obesity. The more children watch television, the less time they have for more physical activities. Plus, many of the food ads aimed at children are overprocessed, high calorie foods. Examples are candy or hamburgers. These advertisements promote poor eating habits. Rarely are healthy foods

such as fruits or vegetables advertised. Finally, snacking while watching television promotes obesity. Children who eat while watching television can quickly lose track of how much they've eaten. This can increase the

chances of overeating.

Children who watch a lot of television are less creative and imaginative than children who find other things to do with their time.



Children who watch a lot of television interact less with family and friends.

Some Good Things About Television

Television has many good things to offer children, too. There are some wonderful television programs that promote learning and growth. Many educational programs teach important skills such as spelling and reading. Parents should encourage the viewing of these pro-

continued on the following page

WV Parent Blocks Newsletter is a project of West Virginia Early Childhood Training Connections and Resources, a collaborative project of West Virginia Department of Health and Human Resources/Bureau for Children and Families/Division of Early Care and Education; WV Head Start State Collaboration Office; Office of Maternal, Child and Family Health/West Virginia Birth to Three; and West Virginia Department of Education/Office of Special Education and is supported and administered by River Valley Child Development Services.

Permission to photocopy

Visit our website at www.wvearlychildhood.org

grams. They should limit the viewing of programs that don't have a lot to offer educationally.

What Parents Can Do

There are many things that parents can do to minimize the negative effects of television. At the same time, parents can encourage their children to use television as a tool for learning. Here are some suggestions:

Discuss sex and violence. If children do view sex and violence on television, parents should make it a point to discuss what they see. Discussions and explanations should be geared to children's levels of understanding. Parents should explain to their children that the violence and sex seen on television is "faked". Parents should also discuss the real life consequences for these actions.

Encourage viewing of programs with characters who are positive role models. Parents should encourage the viewing of programs with characters who are kind, caring, and cooperative. Such programs promote positive learning.

Don't rely on television as a babysitter. Parents should encourage their children to entertain themselves in ways other than watching television. This will promote creativity. It will also help children learn how to entertain themselves instead of relying on television. Parents should encour-

age activities such as reading, drawing, sports, creative play, and music instead.

Start limiting television viewing while children are young. If children learn to limit television viewing at a young age, the possibility of developing bad habits will be minimized. Television habits are probably easier to form than they are to change after bad habits have begun. Parents should start setting limits as soon as their children begin to watch television. This usually happens around one year of age.

Set specific rules about television viewing. Parents should determine what programs will be viewed ahead of time. They should then stick to the schedule. It is not a good idea to allow children to turn on the television just to see what's on. Parents should set specific limits on the number of programs viewed and the hours of viewing per day.

Get control of your own television viewing. Parents should set a good example for their children. They can do this by limiting the amount of television they themselves watch. Parents should let their children see them reading or taking part in activities other than watching television.

Know what your children are watching. Whenever possible, parents should preview the programs their children would like to watch. Parents can record the pro-



grams their children select and then view them before their children do.

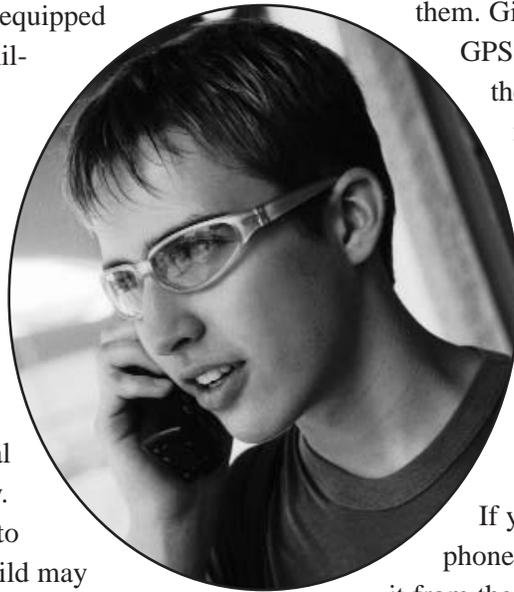
Watch television with your children. Parents should be available to their children to answer their questions and provide information. The best time to do this is while the family is watching television. This will help promote learning. Parents should encourage their children to discuss what they see on television.

In summary, television can have both a positive and a negative influence on young children. Parents can promote the positive aspects of television by becoming involved in the television viewing of their children.

Written by Nicholas Long, Ph.D., and Kristin Zolten, M.A., Department of Pediatrics, University of Arkansas for Medical Sciences

Tethered by the Electronic Umbilicus

Recent advances in cell phone technology and marketing are helping parents maintain an electronic umbilical cord. New cell phones are equipped with a host of services that enable children as young as 6 or 8 to carry the device with programmed communication capability for reaching just their parents or any other recipient as programmed by the parent. Further, with other cell phones equipped with GPS (Global Positioning System), parents are now able to track the location of their teenaged son or daughter, in real time within a few meters of accuracy. However, as parents use technology to keep their child closer, fact is, the child may be slipping further away.



Cell phone technology may provide a false sense of security. While a young child may be able to communicate more easily, no amount of technology can compensate for judgment. Children may still put themselves at risk and communication devices provide a means for assistance only after the child may have fallen prey to harm. As such, parents are still well advised to have meaningful discussions with their children with regard to where they are going, when they will return, and who will provide for their supervision. It is the pre-planning that can mitigate the risk of harm in the first place. Further, no number of electronic devices can ever replace feeling connected to your child as through the relationship itself and relationships can only be developed on the basis of actual time spent in each other's company.

As for teenagers, this is notably the time when children are seeking to differentiate themselves from their parents and forge their own identity. An electronic umbilical cord smacks of trust and control issues. The collec-

tive moan in the background is the sound of all the youths cringing at the thought of their parents keeping tabs on them. Give a child a cell phone with built-in GPS and you may increase the likelihood of the device floating in the river or being mysteriously lost time and time again. Youths are well adept at outsmarting their parents when it comes time to increasing their independence. It may well be that your child will strike a deal with a friend to keep the device at their home while out for a night on the town.

If you are determined to deploy a cell phone with GPS technology, best to approach it from the point of view of mutual safety and concern. Want your child to carry the GPS, then you might as well too. As a role model, you are demonstrating that the issue really is one of safety and concern, versus trust and control.

As media news highlights child abductions, young driver car crashes, youthful misadventure leading to injury and death, parents are more frightened for their child's well-being. Further, as more families rely on dual incomes and more single parents are required to work, children are left unattended in greater numbers. We used to talk of "latch key children" in these circumstances. Now it's being tethered by the electronic umbilicus. Either way, there is precious little that can ever compensate for time spent directly with children. Through time spent directly with children, we transfer our own value base, improve their sense of worth, and know firsthand of their safety.

Relationship first, devices second.

Written by Gary Direnfeld, MWS, RSW



Growing Together Through WV Birth to Three A Family Guide

These are the steps your family will go through in the early intervention process.



1. Referral

- You, your physician, or others with a concern about your infant/toddler's development (age birth to 35 months) can make a referral to WV Birth to Three (WVBTT).
- The first step to getting help is to make a referral by calling 1-866-321-4728.

2. First Visit

- When a referral is received, an Interim Service Coordinator (ISC) will call you to schedule a home visit, at a time that's good for you, to explain the WVBTT process and begin planning for the next steps.

3. The Evaluation

- If your child has a substantial delay in an area of development* or has certain risk factors, he/she may be eligible for WVBTT services.
- You will select 2 WVBTT professionals who will work with you and gather information to determine if your child is eligible to receive services.
 - Eligibility is not based on income.

*Areas of Development

- thinking and learning
- motor (including vision and hearing)
- speech
- social/emotional
- self-help skills

*** You, as a family, may choose to proceed at your own pace, stop eligibility determination, or withdraw from the program at any time. ***



4. The Individualized Family Service Plan (IFSP) Meeting

- If your child is eligible, with your consent, you will help develop an IFSP within 45 days of the referral.
- Your IFSP team will help you decide which services you need to help you help your child learn and grow.

5. Delivery of Services

- Your IFSP services will be provided in your home or community.
- IFSP services should begin no later than 30 days after you signed the consent.
- The IFSP will be reviewed at least every 6 months, or sooner, if you request.
- WVBTT supports and services are provided at no charge to the families.

6. Service Coordination

- At the initial IFSP meeting, you met your ongoing service coordinator who will work with you to make sure your IFSP services are meeting your needs.
- The ongoing service coordinator will also link your family to other available community services, as needed.

7. Transition

- Your child will leave the WVBTT system when he/she turns three years of age.
- Your service coordinator and IFSP team will help you with the transition process, including exploring other possible services.



For more information about WV Birth to Three, please visit www.wvdhhr.org/birth23.
WV Birth to Three services and supports are provided under Part C of the Individuals with Disabilities Education Act (IDEA) and administered through the WV Department of Health and Human Resources, Office of Maternal, Child and Family Health.

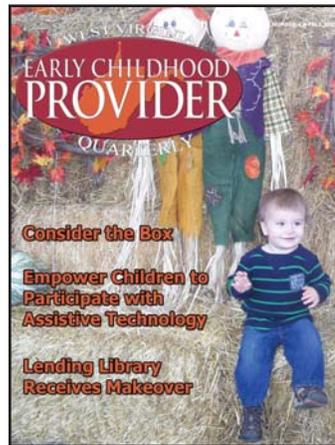
Annual Child Care Center Directors' Meeting

October 8, 2009
Bridgeport Conference
Center

This meeting is mandatory for all center directors. Failure to attend will result in an ineligibility to participate in the tiered reimbursement program and the associated grants. If you cannot attend, please send a designee in your place.

For more information,
contact Brenda Helper at
304-558-4683

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