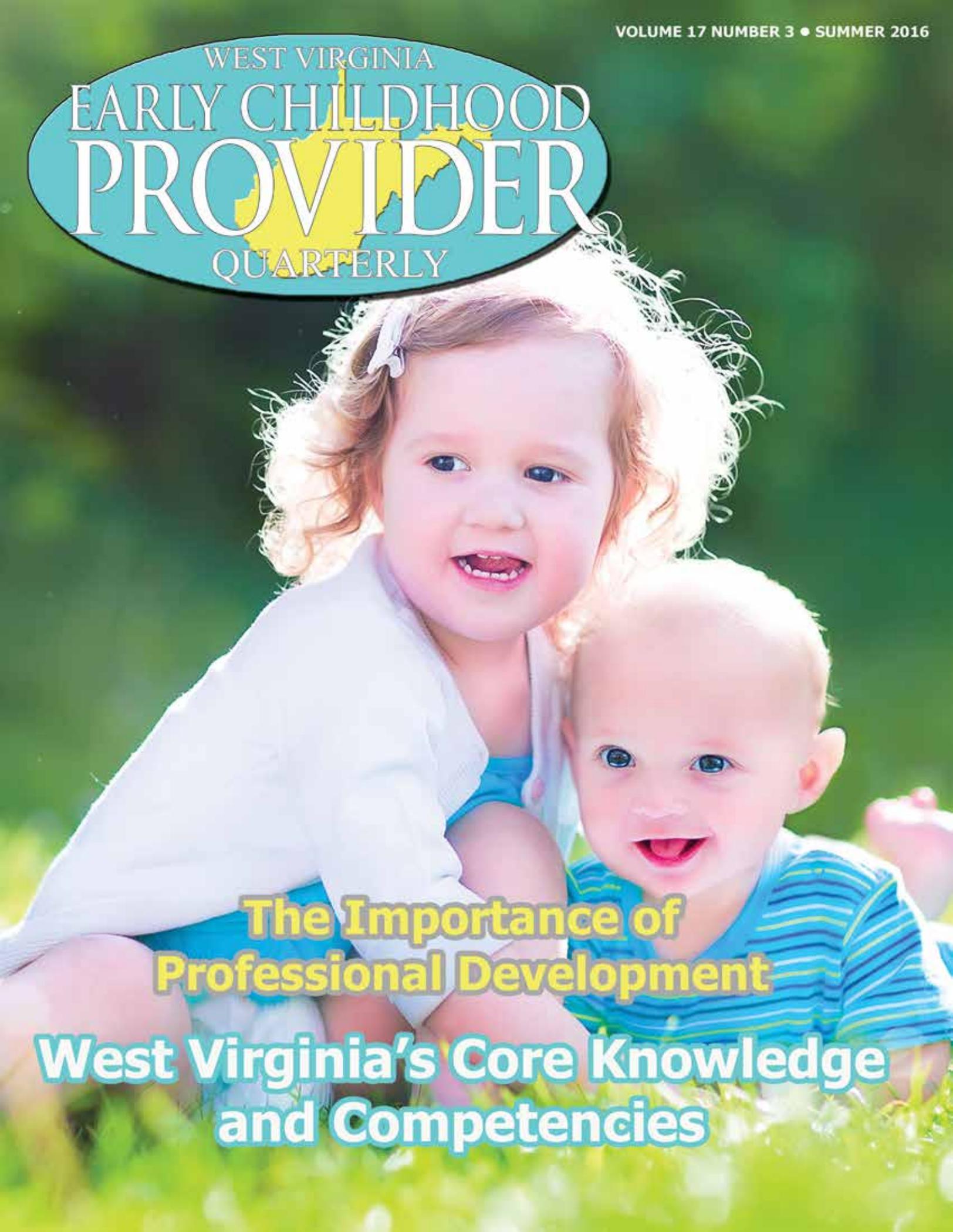
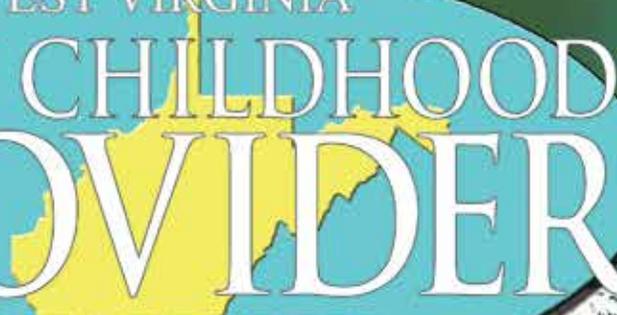


WEST VIRGINIA
EARLY CHILDHOOD
PROVIDER
QUARTERLY



**The Importance of
Professional Development**

**West Virginia's Core Knowledge
and Competencies**

Executive Editors:
Deidre Craythorne
Ginger Huffman
Pam Roush
Jackie Newson

Editor-in-Chief:
Brooke Hunter

Associate Editor/Design and Layout:
Michelle Tveten Rollyson

Contributors:

Glenna Bailey, Brianne Broughman, Anita Daley, Help Me Grow, Sherrie Myers, Natalie Snider, T.E.A.C.H. WV, Joyce Tucker, WV Birth to Three, WV CHIP, Rebecca Wheeler, Sheila Zickefoose

Group Publisher:

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Please refer to the following list to contact group publishers:

WV Department of Health & Human Resources/Bureau for Children and Families/Division of Early Care and Education
350 Capitol Street, Charleston, WV 25301
(304)558-1885
www.wvchildcare.org

WV Office of Maternal, Child & Family Health/
WV Birth to Three System
350 Capitol Street, Charleston, WV 25301
(304)558-5388 | (800)642-8522
www.wvdhhr.org/birth23

WV Head Start State Collaboration Office
350 Capitol Street, Charleston, WV 25301
(304)558-4638

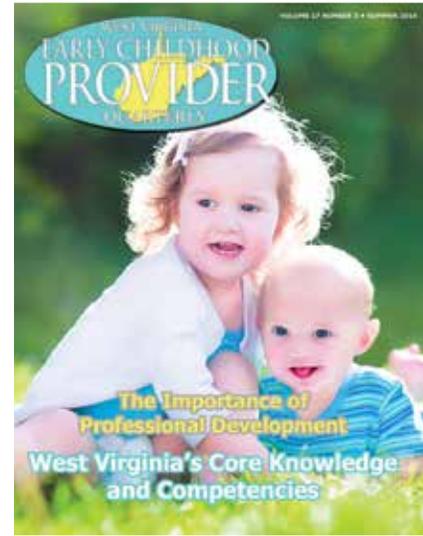
WV Department of Education/Office of Special Education
1900 Kanawha Blvd., East, Charleston, WV 25305
(304)558-2696 | (800)642-8541
<http://wvde.state.wv.us/ose/>

West Virginia Home Visitation Program
350 Capitol Street, Room 427, Charleston, WV 25301
(304)356-4408 | (800)642-8522
<https://www.wvdhhr.org/wvhomevisitation/>

Editorial Offices

WV Early Childhood Training Connections and Resources
611 Seventh Avenue, Ste. 322, Huntington, WV 25701
(304)529-7603 | (888)WVECTCR
Fax: (304)529-2535
www.wvearlychildhood.org
Email: TCR@rvcds.org

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ACDS News

Submitted by Sherrie Myers, ACDS Statewide Coordinator



ACDS Curriculum

Exciting news!! The ACDS State Coordinator, along with several professionals from across the state, have been working to rewrite and update the ACDS curriculum to align with current research. The curriculum will focus on infant/toddler development in the first semester and continue in part of the second semester. Preschool development will be covered in the second and third semesters, with school-age being the focus of the fourth semester. The new curriculum is scheduled to be implemented across the state fall 2017.

ACDS and the Department of Labor/Office of Apprenticeship (DOL/OA)

The ACDS program, in collaboration with the Department of Labor/Office of Apprenticeship, will be facilitating sponsorship of early childhood programs beginning fall 2016. Apprentices enrolled in the ACDS program will now be registered and completed through the statewide program maintained by the ACDS program. Student records will also be reviewed by ACDS staff to ensure quality of the program.



ACDS Local Councils

The Apprenticeship for Child Development Specialist (ACDS) is a training opportunity for those working in the field of early care and education. It is a way to learn best practices using a curriculum that is based on current research. The classes are taught by professionals who also have experience in the field. The program is four semesters, taught one evening per week and each semester is 15 weeks.

ACDS is supported through local councils in each county where classes are taught. These councils are the strength of the program at the local level and are responsible for the administration of the ACDS classes in their area. Local councils typically meet one time each semester to make arrangements for upcoming classes. Councils need the help and input from those in the early care and education field. If you are a graduate of the ACDS program, or a director of a childcare program, and you are interested in becoming an ACDS local council member in your area, please contact Sherrie Myers at 304-523-0433 or smyers@rvcds.org

Fall Classes

The Apprenticeship for Child Development Specialist (ACDS) will soon begin fall classes. If you currently work in the field of early care and education at least 20 hours per week with children birth through age eight, you may want to consider this educational opportunity. ACDS is a rewarding program at a minimal cost of \$25.00 per semester to the participant. It is a way to learn best practices using a curriculum that is based on current research. The classes are taught by professionals who also have experience in the field. The program is four semesters, taught one evening per week and each semester is 15 weeks. You can also earn training hours toward licensing requirements as well as college credit. If you are interested in ACDS or have questions about the program, please contact Sherrie Myers at 304-523-0433 or smyers@rvcds.org.

**For more information, please visit
www.wvacds.org**

The Importance of Professional Development

Submitted by Brianne Broughman, BS, Early Childhood Specialist, Child Care Resource Center

Professional development is an ongoing responsibility for early learning providers and is an essential factor in improving the quality of early childhood experiences. Over the last decade, the National Association for the Education of Young Children (NAEYC) has ushered in a new era of working with young children. To meet NAEYC's mission of "assuring the provision of high quality early childhood programs for young children," it is necessary to have skilled professionals. Teachers are encouraged to implement developmentally appropriate practice and individualized learning, to establish child-centered programs, to place emphasis on social and emotional development, and to value the importance of what we do. As this new research is developed and current trends unfold, we must prepare ourselves for new roles and responsibilities. Professional development provides a continuum of learning that help professionals achieve this goal.



The Early Childhood Advisory Council of West Virginia recently revised *West Virginia's Core Knowledge and Competencies for Early Childhood Professionals* that outlines the recommended skills for professionals working directly with children. In addition, the state has core competencies for those seeking Endorsement through the West Virginia Infant/Toddler Mental Health Endorsement System. Professional development opportunities offered through WV STARS follow the behaviors, standards, and skills set forth by these competencies. These competencies lead to quality improvements in the classroom and in the practices of early childhood professionals.

There are a variety of training options and tools offered for professional development around the state:

- **Professional Development Planning Tool:** Early childhood professionals can use this planning tool found in *West Virginia's Core Knowledge and Competencies for Early Childhood Professionals* to assess their skill level and identify areas of strength, areas of progression, and areas with an opportunity to grow. This tool will help

professionals pinpoint the type of development best suited for their individual needs.

- **Face-to-Face Instruction:** In face-to-face classes, participants have direct interaction with other professionals and early childhood training specialists that support and help them with various learning needs.
- **Technical Assistance:** Technical assistance is on-site support from an early childhood professional and is based on self-identified needs.
- **Module Based Training:** Module based trainings are a series of classes that are centered on a common topic or age group. Module trainings can be a combination of online training, face-to-face training, and technical assistance visits. Research shows that module trainings supported with individualized, focused technical assistance brings about the biggest change.
- **Online Instruction:** Online courses accommodate participants by allowing them the flexibility to attend classes at a time and location that is convenient for them.

Participants need to consider the differences between the training options listed above before deciding which form of instruction is best suited for them. Online classes are a growing trend, but also require self-discipline and motivation to stay on track and can sometimes foster feelings of isolation. Traditional face-to-face classes offer consistent interaction that help build a network of professionals between the teachers, as well as with the teachers and trainer. A professional may also prefer one-on-one technical assistance as opposed to a group setting or a series of classes focused on a specific topic. Research has shown that module style classes lead to quality changes due to solid relationships between the trainer and participant.

In collaboration with WV STARS, your local Child Care Resource & Referral (CCR&R) agency offers a variety of classroom options that will fit the diverse learning styles of West Virginia early childhood professionals! Let's make a commitment to the children we meet and the profession that we love, to be lifelong learners, stay current on research, and respond to the changes and ideas it introduces! Contact your local CCR&R for information on training opportunities in your area!

West Virginia

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- Free developmental screening questionnaire
- Coordination with your child's doctor

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Help Me Grow: 1-800-642-8522
www.dhhr.wv.gov/helpmegrow



Help Me Grow

West Virginia

Come Learn with Us!

West Virginia's Core Knowledge and Competencies for Early Childhood Professionals

Submitted by Sheila Zickefoose and Natalie Snider, West Virginia Early Childhood Training Connections and Resources

It is essential for early childhood professionals to be up-to-date on the most current trends and best practices in supporting children and families. Of course, this is an area of research that is constantly growing, just as young children do! Beginning August 1, 2016, West Virginia will be in full implementation of the revised *West Virginia's Core Knowledge and Competencies for Early Childhood Professionals*. Let's learn a little more about the core knowledge and competencies and the revisions to the WV document.

What is the WV Core Knowledge and Competencies for Early Childhood Professionals (WV CKC)?

WV's CKC is a document that is based upon best practice research across the field of early childhood. This research has been collected, reviewed, and published in a way to provide early childhood professionals a road map for building meaningful relationships with children, families and colleagues; creating nurturing and supportive environments; and developing oneself as a professional who works directly with or on behalf of young children.

Why are CKC's important and how are they used?

Children are born ready to learn, and they develop and learn at a rapid pace in their early years. This provides a critical foundation for lifelong growth and learning, and the adults who provide for the care and education of young children bear a great responsibility for helping to ensure our children's health, development, and learning. The WV CKC's provide recognition that there are important knowledge, skills, and dispositions needed by professionals who support young children and their families. Most importantly, WV CKC's provide research-based standards for professional development across all early childhood programs.

Core knowledge and competencies can be used to address the needs of the early childhood profession in promoting child development; establishing safe learning environments; enhancing our relationships with children, families and colleagues; and building strong programs. The CKC's can be used by a variety of individuals from early childhood professionals, administrators, professional development providers, to higher education faculty to:

- Inform daily practice with children and families;
- Promote self-reflection and intentional professional development planning;

- Guide staff evaluation;
- Aid in the development and delivery of professional learning opportunities;
- Assist institutions of higher education in assessing the needs of the workforce and design course work to be responsive to these needs;
- Support the development of state, local, and program policies and procedures to enhance practice addressing the needs of children and families; and,
- Support public and private investments in early childhood.

History of CKC's In West Virginia

WV has had a long history in the use of core knowledge and competencies. The first version of the *WV Core Knowledge and Competencies for Early Childhood Professionals* was developed in 2004 to provide guidance for individuals who provided child care. The document was revised in 2008 to include competencies for In-Home Family Education professionals. In 2012, the Early Childhood Advisory Council of West Virginia, Professional Development Committee, formed a team of key stakeholders from early childhood programs, higher education, and training organizations to revise the WV CKC's. The charge of the group was to produce a more comprehensive document that reflected the most current recommended practices across the early childhood programs and professionals who would be using the document.

Why Revise?

There were several key considerations for revisions of the WV CKC.

It was important to recognize the incredible work that is being done across early childhood programs in West Virginia and the common needs of the individuals supporting our youngest children and their families. The CKC's are designed to support all early childhood professionals no matter where they work – child care, home visitation, WV Birth to Three, Head Start, or preschool. The core competencies start with foundational knowledge and skills and progress to more complex skills as individuals grow in their professional development or change roles within the early childhood system.

It was also important to recognize the various audiences beyond individual early childhood providers who use the WV CKC's and to provide a quick reference on the knowledge, behaviors, and skills needed by:

- program directors and administrators in supporting their staff,
- higher education in designing relevant coursework, and,
- professional development providers for designing of training and technical assistance activities.

With that said, there was great awareness of the giant steps forward in early child-

hood research since the development of the original document in 2004. As it is important for all early childhood professionals to consider the influences of culture, family structure/circumstances, and when appropriate, the child's special needs, the WV CKC's are based on research from:

1. National Association for the Education of Young Children (NAEYC) Program Standards – Ensuring the quality of children's daily experiences in early childhood programs and promoting positive child outcomes is the goal of the ten NAEYC Early Childhood Program Standards. The NAEYC program standards detail explicit program standards for early childhood programs serving children birth through kindergarten and make the standards more evidence-based and aligned with the profession's knowledge of best practice. Based on research on the development and education of young children, the standards were created with input from experts and educators from around the country. The standards define what NAEYC believes all early childhood programs should provide.

2. Division for Early Childhood (DEC) Recommended Practices - The Division of Early Childhood Recommended Practices are an initiative that bridges the gap between research and practice, offering guidance to parents and professionals who work with young children who have or are at risk for developmental delays or disabilities. The DEC Recommended Practices were developed, initially in the late 1990's and recently revised, to provide guidance to practitioners and families about the most effective ways to improve the learning outcomes and promote the development of young children, birth through age 5, who have or are at-risk for developmental delays or disabilities. The purpose is to help bridge the gap between research and practice by highlighting those practices that have been shown to result in better outcomes for young children with disabilities, their families, and the personnel who serve them.

3. Strengthening Families Framework - Strengthening Families is a research-based, cost-effective strategy to increase family stability, enhance child development, and reduce child abuse and neglect. It builds five protective factors:

- Parental resilience,
- Social connections,
- Knowledge of parenting and child development,
- Concrete support in times of need,
- Social and emotional competence of children.

The focus on protective factors recognizes and enhances the strengths of all families, not just those identified as “at risk”.

Let's Explore the WV CKC Document

As the revised WV CKC document was in development, the work group members had quite a lot of discussion around the attitudes, beliefs, and perspectives that unify the early childhood field. These “dispositions” can be defined as a person or

group's inherent qualities of mind and character. The dispositions are highly valued within the early childhood field and include one who:

- delights in and is curious about children and how they grow and learn.
- appreciates and supports the unique and vital role of parents in their children's lives.
- is eager to learn new knowledge and skills that will support young children's development and learning.
- models the attitudes and behaviors that she/he values in children.
- values and celebrates the diversity found among all children and their families, and in the world around them.
- is willing to ask for help, learn from others, and accept constructive criticism.
- reflects on the personal beliefs and values that influence her/his own attitudes and practices.
- accepts responsibility for her/his own actions.
- shows respect for children, families, and colleagues by maintaining confidentiality.
- communicates clearly, respectfully, and effectively with children and adults.
- responds to challenges and changes with flexibility, perseverance, and cooperation.
- expresses her/his own emotions in healthy and constructive ways.
- values and nurtures imagination, creativity, and play, both in children and in herself/himself.
- demonstrates responsible professional and personal habits in working and interacting with others.
- has a collaborative attitude.

From dispositions, the document explores overarching considerations across all seven content areas of the document. The work group was passionate that children with special needs were recognized and their needs were addressed along with the needs of their same age peers. Recognizing the vast differences in the experiences of families, the work group strongly believed that the influences of culture, family structure, and/or religion and their impacts on children and families needed to be addressed, as well as the responsibility of the early childhood professional in guiding the young child's overall development. The Core Beliefs adopted by the early childhood field in West Virginia support what we know from research across all of our programs to be true when thinking about child development. We believe that:

Core Beliefs

- Children are born ready to learn.
- Children's learning is active and follows a recurring path: awareness, exploration, inquiry, and application.

- Every human being is a unique individual, with diverse modes of learning and expression as well as interests and strengths.
- Children learn best when engaged in high-quality environments, interactions, and relationships.
- Children are worthy of the same respect as adults.
- Children learn best when the adults in their life work in partnership with one another.
- Children’s needs for shelter and for physical, intellectual, emotional, and social nourishment must be met for them to grow, develop, and learn to their fullest potential.
- All children and their families, regardless of their ethnic origins, value systems, faiths, customs, languages, and compositions, must be equally respected.
- Children have the right to secure, trusting relationships with adults and to safe, nurturing environments.
- Families and children have the right to support systems that foster their growth and development.
- Children construct their own knowledge based on their curiosity and driven by their interests. This active construction is facilitated by interaction with adults and other children.
- Teaching and learning are dynamic, integrated, and reciprocal processes.

Competency Areas

The WV CKC document is organized into seven core knowledge areas. Within each of the core knowledge areas are core competencies, which provide examples of the behaviors and skills that professionals may demonstrate in each content area. These core knowledge areas are:

Core Knowledge Area 1: Child Growth and Development

Early childhood professionals base their practice on an understanding of all of the ways that children change over time, including expected patterns of development and the ways that individual children differ. They also provide opportunities for young children to grow and develop, incorporating different modes of learning and different ways of representing knowledge and skills.

Core Knowledge Area 2: Family and Community Relationships

Early childhood professionals understand how important it is to know the family, culture, and community context in which each child lives. They also know that developing strong, positive connections to families and community resources benefit children.

Core Knowledge Area 3: Child Observation and Assessment

Early childhood professionals partner with families to continually gather and apply information about each child’s unique growth and development.

Core Knowledge Area 4: Environment and Curriculum

Early childhood professionals appreciate their role as designer and builder of the world in which each child and family is able to thrive while participating in an early childhood program. They also understand the effect of children's experiences, environments, and relationships with others on their well-being, development, and learning.

Core Knowledge Area 5: Health, Safety, and Nutrition

Early childhood professionals know the importance of children's physical well-being as a basic and necessary foundation for all growth, development, and learning.

Core Knowledge Area 6: Professionalism and Leadership

Early childhood professionals see themselves as members of a larger professional community and accept the responsibilities that go along with being a positive role model and a positive contributor to the profession.

Core Knowledge Area 7: Administration and Management

Early childhood professionals understand the importance of organizational management in creating quality programs that provide a nurturing environment for all children and families.

For those of you familiar with the prior document, or those keeping abreast of current research on best practices, you may be wondering about relationship based practices and building positive reactions and relationships with others. In the prior document this was a specifically identified core knowledge area. Research has long demonstrated that relationships are the basis of all learning and development. Babies are social beings and it is that social nature and the engagement of nurturing, caring adults that provides the child with experiences to reinforce and expand upon the child's current development. It is from these early relationships that children develop the key traits that support developmental progression across all domains of learning.

In the most simplistic of descriptions, children begin to develop a strong sense of self through their relationships with family members and primary caregivers, which encourage exploration and problem solving. Through this trial and error in the world children find themselves needing to develop increasingly complex strategies:

- rolling to creeping to walking,
- grasping, releasing, banging, building,
- cooing, crying, vocalizations and gestures, verbalizations, use of phrases.

All the while, when the child becomes frustrated, stuck, or fearful he or she will return to the secure base of the relationship with family members and primary caregivers for reinforcement and encouragement.

Much like children, we go through similar stages as adults. The scope of what we

do as professionals has certainly expanded and we need to think more broadly and more specific at the same time. We have relationships with children, with families, with other professionals, and with the community as a whole. Each of these relationships have impacts and will influence the other relationships, as well as our continued growth as a professional in supporting each relationship partner and the overall development of each person in each of these core knowledge areas.

Each content area also includes four sections:

1. Rationale – a statement of reasoning that connects current research and standards of practice to the importance of each content area
2. Knowledge Base – statements of knowledge that outline concepts and facts that each professional must learn in each content area
3. Core Competency – fundamental knowledge, ability, or expertise that each early childhood professional should demonstrate and practice (Example: 3.2 Practices appropriate child assessment)
4. Behaviors and Skills – observable activities coming from one’s knowledge, practice, and aptitude in each competency (Example: 3.2.i. Shares specific assessment procedures with families)

Professional Development Planning Tool

The Professional Development Planning Tool is designed to be used along with the CKC’s to assess your skills and to identify areas of strength and areas of opportunity in your work with or on behalf of children and families. Individuals can review the core competencies in each knowledge area and rate their knowledge and skills around three categories:

- Demonstrates Strength – you believe you consistently demonstrate most of the related behaviors and skills independently
- Demonstrates Progress – you believe you demonstrate many of the related behaviors and skills with limited guidance
- Opportunity for Growth – you believe you rarely or never demonstrate the related behavior and skills without guidance

Once you have explored your skills, you can then develop goals for your work and plan your professional development. While the Professional Development Planning Tool is not intended to be a staff evaluation tool, you may wish to complete this with your program director/administrator as they can assist you in planning for your professional development activities.

Reprint

The *West Virginia’s Core Knowledge and Competencies for Early Childhood Professionals* released in April 2016 will be reprinted during the Summer of 2016. This reprinting has some minor changes in wording to the Glossary and Competency Overview

but no changes to the Core Knowledge Areas, Core Competencies, or the coinciding Behaviors and Skills. You can access the updated reprinted document on the Early Childhood Advisory Council of West Virginia website at: <http://earlylearning.wv.gov>.

Additional Information

Should you have questions or find yourself needing additional information you may explore the **WV Early Childhood Advisory Council of West Virginia Website** – <http://earlylearning.wv.gov/CoreKnowledgeandCompetencies>, or you may contact

- WVSTARS website and training calendar
- Child Care Resource and Referral Newsletters and Training Calendars
- WV Birth to Three Website

References

West Virginia's Core Knowledge and Competencies for Early Childhood Professionals- <http://earlylearning.wv.gov/CoreKnowledgeandCompetencies>

NAEYC Program Standards – <https://www.naeyc.org/files/naeyc/Position%20Statement%20EC%20Standards.pdf>

DEC Recommended Practices – <http://ectacenter.org/decrp/>

Strengthening Families WV - <http://www.strengtheningfamilieswv.org/>

Do you know a child who is not *moving *hearing *seeing * learning or *talking like others their age?

By 3 months,
Does your baby...

- grasp rattle or finger?
- hold up his/her head well?
- make cooing sounds?
- smile when talked to?

By 6 months,
Does your baby...

- play with own hands/feet?
- roll over?
- turn his/her head towards sound?
- holds head up/looks around without support?

By 9 months,
Does your baby...

- sit alone or with minimal support?
- pick up small objects with thumb and fingers?
- move toy from hand to hand?

By 12 months,
Does your baby...

- wave goodbye?
- play with toys in different ways?
- feed self with finger foods?
- begin to pull up and stand?
- begin to take steps?

By 18 months,
Does your baby...

- cling to caretaker in new situations?
- try to talk and repeat words?
- walk without support?

By 24 months,
Does your baby...

- point to body parts?
- walk, run, climb without help?
- get along with other children?
- use 2 or 3 word sentences?

If you are concerned about your child's development, get help early.

Every child deserves a great start.

WV Birth to Three supports families to help their children grow and learn.

To learn more about the
WV Birth to Three services
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1-866-321-4728

Or 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 West Virginia Department of Health and Human Resources, Office of Maternal, Child and Family Health.

Please share your photos!

We know that you have great pictures of the children in your care. We are hoping you will share some of these special photographs with the magazine. Any photos that you would like to share of children playing, reading, cooking, pretending, sharing...or just being cute, are welcome. You can send your pictures Attn: Magazine Photos, 611 Seventh Avenue, Ste. 322, Huntington, WV 25701.

Or you can email to rollyson1@frontier.com. All photos will need a signed release which can be found at www.wvearly-childhood.org/resources/photorelease.pdf



Thank You!

Leading a Season of Change

Reprinted with permission from The Leadership Letter, May 2016

Written by Anita Daley, SECA Representative from Georgia

As our organizations move forward in a climate of ongoing change, it is important to cultivate good mentoring relationships so the wisdom gained from training and experience passed on as new ideas are formulated and implemented.

Effective coaching both provides for ongoing professional development and the strengthening of relationships that undergird not only SECA and its affiliates, but the early childhood profession in the southern region as a whole.

Cultivating Relationships

“Happy teachers equal happy children and parents,” states Courtney May, Director of the Suzuki School in Ponce City Market of Atlanta. Happy teachers do not happen automatically or by accident. Happy teachers are coached to be their best. May states, “Cultivating a partnership with the teachers is one of the single most important things that we can do to realize and remain a high functioning school.”

Cultivating the partnership begins with the coach. He or she is the one who initiates the relationship with the coachee that must be founded in mutual trust according to Theresa Moreland, the Educational Manager for Macon-Bibb Economic Opportunity Council/Head Start and Early Head Start. “The major hurdles to overcome are fear and mistrust on the part of the coachee.

The coach needs people skills more than



anything else--material can be learned, teachers can be trained, but trust and coaching have to be built and sustained for any real change to take place,” continues Moreland. People skills include reading the coachee’s body language and facial expressions. Being present and genuine in conversation are also vital skills in coaching. Being present means being focused only on the present moment and what is transpiring.

Being Present

In our time, multi-tasking has become a necessary skill, but it is harmful to personal and professional relationships. To relate to someone requires being focused only on the now. Being present means being in the moment and accepting things as they are. There is not good or bad. There is only what is. This is the reality. The coach cannot be distracted by mental clutter and noise, but be

focused on the observations and questions of the coachee. The coach cannot change the coachee. He or she must make this choice for themselves.

Common Goals

Within the relationship, common goals must be at the heart of all conversations. Both the coach and coachee must desire and agree upon the same goals. Goals should be specific. Too broad of a goal may cause the coachee to become overwhelmed. Work on small changes at a time.

Frequent Conversations

Moreland states, “During conversations--the coach MUST listen to and talk to (not talk at) the coachee. This listening and talking is just as important as building relationships. During the process, conversation must take place on a regular basis. The coach must listen

to the coachee with not only ears, but with empathy.” This means the coachee is giving their best effort, but may not be aware there are other ways to achieve the same or better results. Effective communication skills are needed to paint the verbal picture of what actions are needed, but also modeling the desired skills is a must.

Focus on Positive Behaviors

Dr. Becky Bailey in her philosophy of the Conscious Discipline approach states, “What you focus on you get more of.” When we focus on the positive actions of people we tend to observe more positive actions initiated. If we dwell on negative actions, people become defensive and avoid thinking about new ways of doing things because they are criticized.

Therefore, coaches desire to focus on the strengths of their coachees. Though it may take some time, look closely and long enough and positives will be observed. These will serve as starting points to move into the direction of your goals.

Notice Small Improvements

As your observations and conversations continue, notice where the coachee exhibits even small improvements. Observing for growth and acknowledging that growth is occurring inspires the feelings of accomplishment. This helps the teacher to feel supported and appreciated.

Use Technology

If your coachee agrees, use video to capture teacher behaviors and respons-

es. Allowing the coachee to see their behavior will be powerful in allowing true reflection. Each person is their own best critic. Seeing our behavior can be a strong motivation for change.

Most Important!

Teresa Moreland says, “One of the best (maybe the best) ways to coach is to model. Modeling takes some of the fear and mistrust away from the coachee and also establishes credibility on the part of the coach.”

Demonstration of the desired behaviors helps the coachee see that the coach’s goals are reasonable and attainable.

Empathy

The coach must also be ready to admit mistakes and being human. We are all still learning and growing as professionals. Offering empathy helps everyone realize there is no perfect or one correct way to achieving the goal. Change is hard and sometimes we slip back into old ways of doing things until we have completely reintegrated our thinking.

Documentation

Record your agreed upon goals and progress made over time. This can be completed through emails or a journal. Having documentation provides a concrete means of accountability and actions taken. Ways of supporting the coachee should also be recorded as well as the steps planned for the next few days for the coached teacher.

Conflicting Jobs

If you are in a smaller center or system, you may have the role of being

the performance assessor or evaluator and coach. These seem to be conflicting roles and may produce uneasy feelings for the coachee to trust the coach. If you face this concern, be sure to share with your coachee that you do have two different roles, but will clearly identify when you are in each role. Obviously, more of your time will be spent on coaching and problem solving to build more effective classroom skills.

Conclusion

As Courtney May says, “When teachers feel supported and appreciated it shows in how they perform in the classroom and ultimately this results in better outcomes for students. Open communication and trust, leading by example, and ensuring that you follow through with your commitments (small and large) as a leader at a school or center are important parts of this relationship. No one is right all of the time, and collaboration is the key. Instilling in the teaching team that we are all on the same team, working toward the same goals, helps everyone make decisions that are in the best interest of the children, and you just can’t argue with that logic!”

Sources

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What Do I Need to Know about the Zika Virus?

Submitted by Glenna Bailey, Nurse Health Consultant

Zika virus is something we hear a lot about in the news today. What exactly is the Zika virus and what do you need to do to stay safe?

The Center for Disease Control (CDC) describes the Zika virus as a disease which is spread to people primarily through the bite of an infected Aedes species mosquito. The most common symptoms of Zika are fever, rash, joint pain, and conjunctivitis (red eyes). The illness is usually mild with symptoms lasting for several days to a week after being bitten by an infected mosquito. People usually don't get sick enough to go to the hospital, and they very rarely die of Zika. For this reason, many people might not realize they have been infected. Once a person has been infected, he or she is likely to be protected from future infections.



The major concern with the Zika virus is the effect it can have on pregnant women and their developing fetuses. The main concern is the link between Zika and microcephaly. Microcephaly is when a baby is born with an abnormally small head, as his or her brain has not developed properly. The severity varies, but it can be deadly if the brain is so underdeveloped that it cannot regulate the functions vital to life. Children that do survive face intellectual disability and development delays. Microcephaly can be caused by infections such as rubella, substance abuse during pregnancy, or genetic abnormalities.

Here are some suggestions from the American Academy of Pediatrics on how to protect yourself during any travel to at-risk areas. (See <http://www.cdc.gov/zika/geo/index.html> for up-to-date areas of infection.) The best way to prevent getting infected with the Zika virus in areas where it is found is to take the following steps to avoid mosquito bites:

- Wear long sleeve shirts and long pants or clothing made of fabrics treated with permethrin. When possible, choose clothing made with thicker fabric as mosquitos can bite through thin cloth.
- Use insect repellents. Pregnant women and women who are breastfeeding can and should choose EPA-registered insect repellents and use them according to their product labels.
- Stay and sleep in screened or air-conditioned rooms, or use a mosquito bed net (a permethrin treated bed net is best).

Changes make Great Beginnings Conference More Dynamic

Submitted by Joyce Tucker, Infant/Toddler Coordinator, Division of Early Care and Education, WV DHHR

The Great Beginnings Conference is growing! While the conference will still provide practical and theoretical information for those working with infants and toddlers, other speakers and topics have been included to reach all those working with children and families. This year, the conference will be September 15-17 at the Waterfront Place Hotel in Morgantown, WV.

Here are some of the exciting changes you may notice:

An additional day. The conference has expanded to include more speakers and topics relating to all those working with children and families. While traditionally for those working with infants and toddlers, this year the conference is open to all those providing early childhood services to children and families. Keynote presentations will be provided on Thursday morning, Friday morning, and Friday afternoon.

Pre-conference registration. All workshops will be pre-registered. The registration form and session descriptions can be accessed at www.wvit.org. The sessions will be filled on a first come, first served basis. For each session that you register for, you will receive an email confirmation. Confer-

ence registration must be postmarked/received by Friday, August 26. The conference will be limited to 300 participants.

Competencies listed. This year, all sessions have listed West Virginia's Core Knowledge and Competencies for Early Childhood Professionals, West Virginia's Infant/Toddler Mental Health Core Competencies, and West Virginia In-Home Family Education Core Competencies in the conference program.

WV STARS registration. This year, all participants will register for the conference using their WV STARS ID# or a Registry ID#. If you are a registered on the WV STARS pathway, you will include your STARS ID# on your registration form. If you are not registered with WV STARS, you will either register for a WV STARS ID# or create a Registry Profile to receive a Registry ID#. You can go to wvstars.org/professionals/ to enroll.

This will be a dynamic conference for all those working with children and families. Keynote sessions include:

• **Dr. Alice S. Honig, "The Power of Secure Attachments."** Providers

of family and center care will learn the specifics of what attachment is and all the caregiver initiates to promote secure attachment between baby and provider. Home visitors will learn the practical and crucial ways to assist parents and grandparents in nurturing secure infant attachments.

• **Kadija Johnson, "Great Beginnings Start With Us: The Power of Relationships in Supporting Social-Emotional Development."** This presentation will focus on social and emotional development, exploring both the infant's and the adults contribution to the quality of what is created between them. The influence of these important relationships with both parents and early care providers will be described and their power as a primary source of young children's information about themselves and the world will be emphasized and illustrated.

• **Toni Christie, "R.E.S.P.E.C.T."** A look at respectful people, places, and things when working in groups with infants and toddlers. Professional practices, appropriate objects and toys, and environmental designs.

For more information or to register, visit www.wvit.org.

September 15, 16 & 17, 2016
 Waterfront Place Hotel, Morgantown

**Great Beginnings
 Infant/Toddler
 Conference**

**Look who's coming to
 Great Beginnings**



For more information go to www.wvit.org



Dr. Alice S. Honig
 Professor Emerita
 Syracuse University

Toni & Robin Chrste
 Childspace EC Institute
 New Zealand





Kadija Johnston
 Faculty
 Program for Infant Toddler Care

**To register or for more information,
 visit www.wvit.org**

Conference partners include: West Virginia Department of Health and Human Resources, Early Childhood Advisory Council of West Virginia, West Virginia Birth to Three, West Virginia Home Visitation Program, West Virginia Infant/Toddler Mental Health Association, River Valley Child Development Services, and West Virginia Early Childhood Training Connections and Resources



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- ☺ **Co-Payments** - WVCHIP Gold and Blue groups do not have co-pays on preventative care, dental, vision, or generic prescriptions.

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2	\$24,030	\$33,803	\$48,060
3	\$30,240	\$42,538	\$60,480
4	\$36,450	\$51,273	\$72,900
5	\$42,660	\$60,009	\$85,320



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Parent Blocks

NEWSLETTER



"Providing resources to parents throughout West Virginia"
Volume 13, Issue 3, Summer 2016

Professional Development Benefits Your Child

Children grow and learn so much between birth to five years old. Just as children grow and develop, so too should the early care and education professionals who are with your child each day. In the field of early childhood, we are always adding new research and best practices as studies are replicat-

ed and technology expands.

No matter the early childhood setting, (child care, in-home family care, preschool, or a different arrangement), early childhood professionals should receive ongoing professional development. What we do or do not do for

young children makes a difference in their learning capabilities and their future success in life.

Clear professional development goals are important for early care and education professionals to establish. Professional development opportunities not only serve as a way for providers to access current research, but can also engage the early childhood provider in ways to integrate the new research into classroom settings.

There are many opportunities for professional development around the state--from on-site trainings, conferences, webinars, mentorship programs, and more.

Encourage and support those who are engaging in professional development opportunities, even if that means the center is closed one or two days a year for staff training. Your child will thank you!

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; West Virginia Department of Education/Office of Special Education; and West Virginia Home Visitation Program and is supported and administered by River Valley Child Development Services.

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Visit our website at www.wvearlychildhood.org



Parent Tips for Helping Preschool-Age Children after Disasters

Reactions/Behavior

Fears the disaster will return: When having reminders—seeing, hearing, or otherwise sensing something that reminds them of the disaster.

- Explain the difference between the event and reminders of the event.
- Protect children from things that will remind them as best you can.

Examples of things to do and say

- “Even though it’s raining, that doesn’t mean the hurricane is happening again. A rainstorm is smaller and can’t wreck stuff like a hurricane can.”
- Keep your child from television, radio, and computer stories of the disaster that can trigger fears of it happening again.
- Draw simple “happy faces” for different feelings on paper plates. Tell a brief story about each one, such as, “Remember when the water came into the house and you had a worried face like this?”
- Say something like, “Children can feel really sad when their home is damaged.”
- Provide art or play materials to help them express themselves. Then use feeling words to check out how they felt. “This is a really scary picture. Were you scared when you saw the water?”

Not talking: Being silent or having difficulty saying what is bothering them.

- Put common feelings into words, such as anger, sadness, and worry about the safety of parents, friends, and siblings.
- Do not force them to talk, but let them know they can talk to you any time.

Sleep problems: Fear of being alone at night, sleeping alone, waking up afraid, having bad dreams.

- Reassure your child that he is safe. Spend extra quiet time together at bedtime.
- Let the child sleep with a dim light on or sleep with you for a limited time.
- Some might need an explanation of the difference between dreams and real life.

- Provide calming activities before bedtime. Tell a favorite story with a comforting theme.
- At bedtime say, “You can sleep with us tonight, but tomorrow you’ll sleep in your own bed.”
- “Bad dreams come from our thoughts inside about being scared, not from real things happening.”

Not understanding about death: Preschool age children don’t understand that death is not reversible. They have “magical thinking” and might believe their thoughts caused the death. The loss of a pet may be very hard on a child.

- Give an age-appropriate consistent explanation—that does not give false hopes—about the reality of death.
- Don’t minimize feelings over a loss of a pet or a special toy.
- Take cues from what your child seems to want to know. Answer simply and ask if he has any more questions.

- Allow children to participate in cultural and religious grieving rituals.
- Help them find their own way to say goodbye by drawing a happy memory or lighting a candle or saying a prayer for the deceased.
- “No, Pepper won’t be back, but we can think about him and talk about him and remember what a silly doggy he was.”
- “The firefighter said no one could save Pepper and it wasn’t your fault. I know you miss him very much.”



Parent Tips for Helping Preschool-Age Children after Disasters

Reactions/Behavior

Helplessness and passivity: Young children know they can't protect themselves. In a disaster, they feel even more helpless. They want to know their parents will keep them safe. They might express this by being unusually quiet or agitated.

Responses

- Provide comfort, rest, food, water, and opportunities for play and drawing.
- Provide ways to turn spontaneous drawing or playing about traumatic events to something that would make them feel safer or better.
- Reassure your child that you and other grownups will protect them.

General fearfulness: Young children may become more afraid of being alone, being in the bathroom, going to sleep, or otherwise separated from parents. Children want to believe that their parents can protect them in all situations and that other grownups, such as teachers or police officers, are there to help them.

- Be as calm as you can with your child. Try not to voice your own fears in front of your child.
- Help children regain confidence that you aren't leaving them and that you can protect them.
- Remind them that there are people working to keep families safe, and that your family can get more help if you need to.
- If you leave, reassure your children you will be back. Tell them a realistic time in words they understand, and be back on time.
- Give your child ways to communicate their fears to you.

Confusion about the danger being over: Young children can overhear things from adults and older children, or see things on TV, or just imagine that it is happening all over again. They believe the danger is closer to home, even if it happened further away.

- Give simple, repeated explanations as needed, even every day. Make sure they understand the words you are using.
- Find out what other words or explanations they have heard and clarify inaccuracies.
- If you are at some distance from the danger, it is important to tell your child that the danger is not near you.

Returning to earlier behaviors: Thumb sucking, bed-wetting, baby-talk, needing to be in your lap.

- Remain neutral or matter-of-fact, as best you can, as these earlier behaviors may continue a while after the disaster.

Examples of things to do and say

- Give your child more hugs, hand holding, or time in your lap.
- Make sure there is a special safe area for your child to play with proper supervision.
- In play, a four year old keeps having the blocks knocked down by hurricane winds. Asked, "Can you make it safe from the winds?" the child quickly builds a double block thick wall and says, "Winds won't get us now." A parent might respond with, "That wall sure is strong," and explain, "We're doing a lot of things to keep us safe."

Be aware when you are on the phone or talking to others, that your child does not overhear you expressing fear.

- Say things such as, "We are safe from the earthquake now, and people are working hard to make sure we are okay."
- Say, "If you start feeling more scared, come and take my hand. Then I'll know you need to tell me something."

- Continue to explain to your child that the disaster has passed and that you are away from the danger
- Draw, or show on a map, how far away you are from the disaster area, and that where you are is safe. "See? The disaster was way over there, and we're way over here in this safe place."

- If your child starts bedwetting, change her clothes and linens without comment. Don't let anyone criticize or shame the child.

3 REASONS

GOOD INFANT MENTAL HEALTH MATTERS



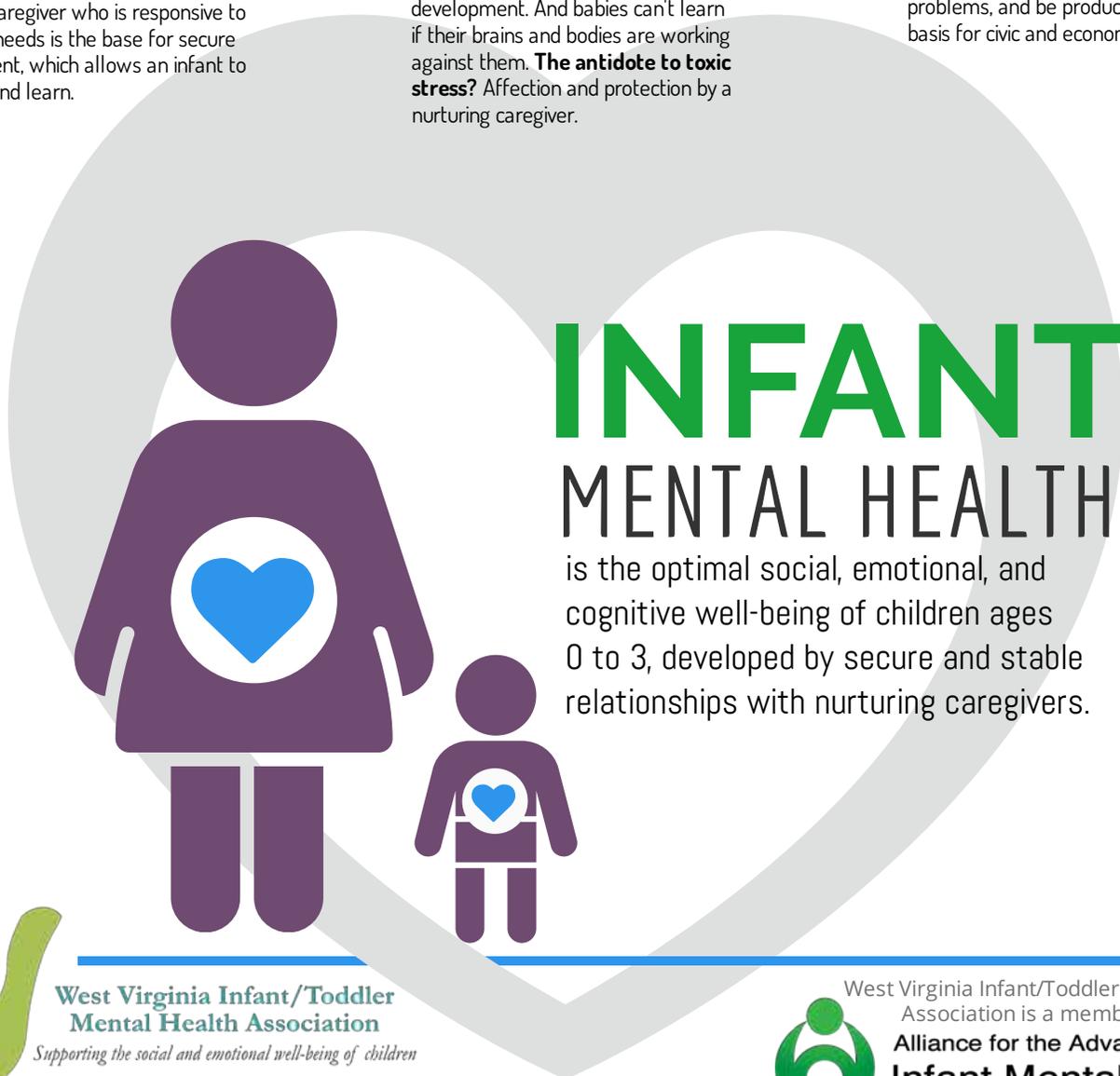
We have a shared stake **to make sure babies develop sturdy brain architecture**, because this foundation supports a lifetime of learning and productive participation in society. A reliable caregiver who is responsive to a baby's needs is the base for secure attachment, which allows an infant to explore and learn.



Toxic stress from broken caregiver-infant relationships can push a baby's stress hormones into overdrive. When constantly present, these hormones disrupt brain and physical development. And babies can't learn if their brains and bodies are working against them. **The antidote to toxic stress?** Affection and protection by a nurturing caregiver.



Secure attachment is a fundamental building block of social function. Children need relationships with sensitive caregivers to self-regulate, get along with others, solve problems, and be productive -- the basis for civic and economic prosperity.



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