

WEST VIRGINIA

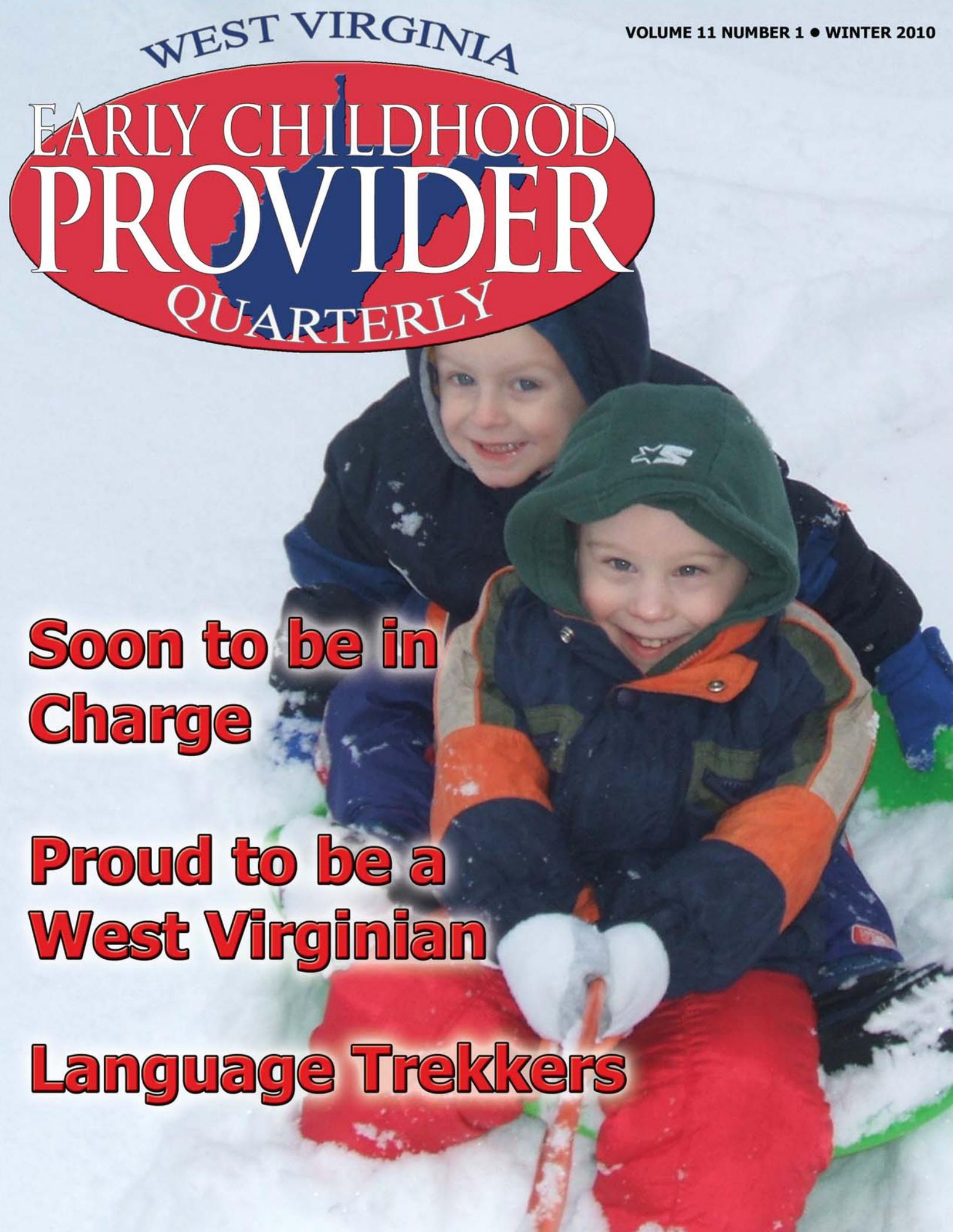
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EARLY CHILDHOOD  
**PROVIDER**  
QUARTERLY

**Soon to be in  
Charge**

**Proud to be a  
West Virginian**

**Language Trekkers**



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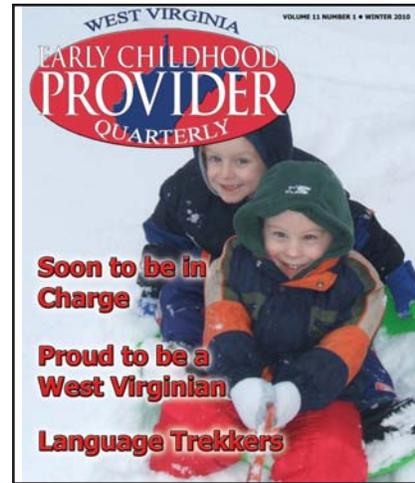
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# Meet the New ACDS Regional Coordinator

Submitted by Lisa Gladwell, ACDS Regional Coordinator



Beginning in October, Lisa Gladwell has filled the position of the Apprenticeship for Child Development Specialist (ACDS) Regional Coordinator. She joined ACDS State Coordinator Sherrie Barrett in facilitating ACDS programs around the state. “I am very excited about becoming a part of such a wonderful program as ACDS, and consider myself blessed to be able to join the River Valley Child Development

Services team. It does my heart good to know that there are so many people out there working toward the common cause of benefiting the lives of the young children of West Virginia—especially the apprentices, as you are the ones to directly effect them,” Gladwell said.

Lisa is initially from West Virginia and has family in Webster County, but has spent most of her life in northeast Ohio. She attended Cleveland State University for both a B.S. in ECED, and a Masters in EC Special Education. Among other positions, Lisa taught Head Start and was an assistant site administrator for several years. She was also a public school substitute teacher. More recently, she served as the director and on the board of directors for a preschool in Tennessee. Her husband was recently transferred to Charleston, and “I am happy to be back as I’ve always considered West Virginia to be my ‘real’ home,” Gladwell said.

“I look forward to getting to know everyone and to assisting in making ACDS an even better program than it already is,” Gladwell said.

For more information on the ACDS program, visit [www.wvacds.org](http://www.wvacds.org) or call 1-866-WVA-ACDS.



# State Patriotism

## *Expanding Patriotism to One's State and Community*

Submitted by Glenna Bailey, West Virginia Early Childhood Training Connections and Resources



Patriotism is defined as a love of one's country, but we can expand this definition to include a love of one's state and community. Helping children to learn about their state and their community can develop a sense of group identity, which fosters a sense of belonging. Learning about the state and community in which they live can also help children to develop a sense of community responsibility and community pride. This article will offer ideas on how to incorporate West Virginia and community pride into an early childhood curriculum.

Teaching children about state symbols is an effective way for them to see what is unique about their state. Introducing children to state animals and plants can be used to incorporate science in the classroom. A bird feeder set up outside a classroom window can be used to attract cardinals for the children to observe. Pictures of black bears, rhododendron, sugar maples, and monarch butterflies can be placed around the room for children to look at.

Use of art and craft activities can further help children identify natural state symbols and encourage creative expression.

A trip to a state or local park will allow children to experience nature first-hand and many parks have special programs and displays that are designed for children of all ages.

Bringing books about West Virginia into the classroom is a wonderful way to introduce West Virginia history, nature, and people. An excellent resource to search for books that have a variety of themes and are appropriate for different age groups can be found at [www.wvabooks.com](http://www.wvabooks.com).

West Virginia is steeped in a rich tradition of music. Music can be incorporated into the curriculum by playing recordings or videos of traditional music. Check with local musical instrument stores to see if there is a musician such as a banjo or fiddle player who would be willing to come and play for the children. Display pictures of musicians playing traditional instruments and ask the children if they know anyone who plays any of these instruments.

Trips to local museums are another way to allow children to experience aspects of what makes life in West Virginia and their community unique. Many of these museums have special programs for children and special tours which can be arranged. Many local historical societies have community museums. There are also a variety of hands-on museum experiences available for children. A source of information for West Virginia museums can be found at [www.museumsofsv.org](http://www.museumsofsv.org).

West Virginia has much to offer children in terms of culture and heritage. Incorporating experiences that are unique to our state into the early childhood curriculum will help our children to grow up to be proud citizens of the Mountain State.



## Fun Facts About West Virginia

**State Flower:**  
Rhododendron

**Highest Point:**  
Spruce Knob  
(4,863 feet above sea level)

**Lowest Point:**  
Potomac River  
(240 feet above sea level)

**State Nickname:**  
Mountain State

**State Motto:**  
“Montani Semper Liberi”--  
Mountaineers are always free

**State Bird:**  
Cardinal

**State Animal:**  
Black Bear

**State Fish:**  
Brook Trout

**State Butterfly:**  
Monarch

**State Tree:**  
Sugar Maple

**State Fruit:**  
Golden Delicious Apple

**State Soil:**  
Monongahela Silt Loam

**State Insect:**  
Honeybee

**State Reptile:**  
Timber Rattlesnake

# Today's Young Children: Soon to be in Charge

Submitted by Mary Jo Graham, Ph.D., Marshall University

**Early childhood educators have the privilege of starting children out on the path of good citizenship. Our young children will soon be leading us and assuring our well being as we age! I know many of you may think this is a long way in our future, but now that I officially fall in the senior category I am amazed to see the young children I once knew who are now in positions of great responsibility. It causes me to pause and to appreciate the importance of starting children out on constructive, responsible paths.**

What do we need from our future citizens? We need people who can make decisions fully aware of the consequences of those decisions. We need people who can dialogue with others to understand multiple perspectives and develop consensus. We need people who can solve problems. We need people who can take the initiative to get the job done. These abilities begin forming in the early years.

From the time children can reach and grab a toy, they learn about decision making and consequences. Authentic choices can be offered to children in many different ways. When children are very young, choosing between two options may be all they can manage; as children grow older, multiple choices can be provided. Many things are within a child's ability to choose: clothes for the day, a vegetable for dinner, a book to read, an activity in the home or classroom, or art supplies to use. The adult is responsible for providing manageable options that are safe and healthy; the child is responsible for choosing and living with his or her choice.

When children choose, they experience consequences, some good, some bad. If a child chooses many art supplies, he must put them all away. If a child chooses long pants on a hot day, she may be too warm. A wise caregiver pro-

vides opportunities for choices that present challenges in order that a child experiences consequences and learns from these experiences. Insisting that a child makes, from the adult viewpoint, a wise decision takes learning away from the child. Of course the adult sets safe parameters by providing only appropriate choices.

Conversations that seek to understand are fundamental to all who participate in our democracy. Children learn to converse when we converse with them. Many language interactions between adults and children are directive, not conversational. Children who are allowed many opportunities to express themselves to people who listen and respond thoughtfully not only increase language and thinking skills, but they also develop habits that will serve them well as adults. It is easy for busy parents and teachers to focus on tasks that must be completed and ignore a child's thoughts; however, taking time for authentic conversations can be a wonderful, revealing experience for both adults and children.

Children are encouraged to engage in conversations with other children as they play and solve problems arising through play. Solving the problems of play compels children to become skilled conversationalists with their peers.

Children discover through play that block towers do not always stand up, people have different ideas about how to play a role, water and sand get loose, and paints do not always stay where wanted. As children express their frustrations in the moment, they fall into conversations with other children.

Adults play an important role in supporting rich discussions among children. If adults avoid solving problems for children and, instead, send them to other children for help, children learn that peers are a good resource, and they discuss their thoughts with them. It is common for children to sound very argumentative when they do discuss ideas with other children; however, admonitions to be nice are not necessary and, in fact, discourage children's conversations. As children gain more experience in play and observe adults conversing appropriately, children become more refined in their manner of speaking to peers.

Young children are in a stage of taking initiative. They prefer to act upon the world as they experience it. If knick-knacks are arranged on a shelf, they beg to be rearranged. Materials at hand are intended to be used. This behavior can be disconcerting to an adult especially if the environment is set up for adults and not children; a request for children to keep hands to themselves is often heard. Initiative can be discouraged; children can come to believe that they should wait for an adult to do what



needs to be done. This is unfortunate because we need people who are willing to take initiative and get the work done.

Giving children space that is truly theirs and charging them with the responsibility for caring for the space promotes initiative. Children may prefer to organize and care for their environments in ways that adults do not, but as long as safety is not compromised and children are not destructive, this is another opportunity for children to engage in decision making, deal with consequences, and converse with others about their ideas.

Children who have a place to play that is filled with choices, opportunities to plan and organize, and time to discuss their ideas, are learning the very skills that are needed to be productive citizens. Within 15 short years most of our young children will be voting and, not long after, assuming leadership roles in business, industry, education, and government. Are you ready?

## Idea Corner:

**Many teachers include voting activities in the classroom. These can be wonderful opportunities for children to practice one-to-one correspondence, counting, concepts of more and less, and many other basic math skills. Initially, children do not understand that they can vote only once. To introduce voting, have children line up in front of the item they vote for. They cannot be in two places at once so they are forced to make a choice. Once children understand this, a more complex voting strategy can be used. Give children one object such as a clothespin to clip to their choice or a shell to put in a pot next to their choice. With time, older preschool children will be able to understand when voting they can only raise their hand once.**

*Resource: Prairie, A. 2005. Inquiry into math, science, and technology for teaching young children. Clifton Park, NY: Thomson Delmar Learning.*

# Patriotism in the Early Childhood Classroom

Submitted by Kay DeWitt, Preston County Starting Points



Teaching preschool age children about patriotism can be a challenge. Preschoolers focus on the here and now. They do not have an understanding of time and the ability to understand history. Instead they learn about time in relationship with themselves, including what they did an hour ago or yesterday.

Preschoolers love to hear stories and look at pictures of when they were a baby. They love to talk about going to grandma's last summer.

How can preschoolers begin to learn about time?

- Show children how things and people change over time. "You wore this outfit when you were a baby, but

look how big you are now!"

- Show children how to measure the passage of time. "Do you remember when grandma took you to the water park last summer?"
- Show them the difference between past, present, and future. "When this timer goes off, you will have to let Joey have a turn."

When children begin to understand time, then talk about America and how the country was born. Talk about George Washington, Abraham Lincoln, or Martin Luther King, Jr. Children will remember things about patriots, but not what they represented.

The Pledge of Allegiance may be difficult for preschool age children to understand at first. Children learn the ABC's by rote first. They then learn to recognize letters and put them together to print their name and words. This can work with the Pledge of Allegiance. Children learn to recite the Pledge of Allegiance first, then learn the meaning. Have the words posted under the flag and follow along with the words as they are recited. Talk about the flag, the colors in the flag, and how it differs from other countries. Invite someone from another country and show the flag of their country. Incorporate some patriotic songs at circle time.

Make all of this as simple and concrete as possible so children grasp what is being presented.

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# Language Trekkers Program Introduces World Languages to Pre-k Children

Information gathered from the WVDE Language Trekker's Instructor Manual



Children in the 21<sup>st</sup> century are living in a more diverse society. The world consists of diversity in areas such as culture, race, language, religion, and ethnicity (Banks, 2003). Today's Pre-k teacher is challenged with creating global awareness through a developmentally appropriate curriculum to help students become competent, healthy, productive, and contributing members of a global society. Learning through a second language is a powerful tool for helping students become more diverse in their thinking, cultural perspectives, and communication skills. Combined, these skills will prepare students to be successful in a 21<sup>st</sup> century global society.

One way to introduce children to a

more diverse world is through awareness of a second language that will allow them to become better communicators and culturally literate in the 21<sup>st</sup> century.

The purpose of the Language Trekkers program is to provide teachers with a curricular resource for introducing world languages to Pre-k students. Language Trekkers contains lesson plans based upon thematic units enriched with world language sources that are aligned with the West Virginia Pre-K Early Learning Standards Framework and state approved curriculum. The ideas and suggested plans are not prescriptive, but are to be used to enhance an awareness of a second language for young children. Teachers are

encouraged to use the available materials, lesson plans, and activities as an enrichment resource in their planning.

Developing an awareness of a second language at a young age sets the stage for life-long language learning. In West Virginia, secondary students in the Professional Pathway are required to take at least two world (foreign) language courses before graduation. All four-year West Virginia colleges and universities require world language coursework as a prerequisite to admission. However, the number of established elementary or early learner world language programs is still relatively limited. Noam Chomsky's theory that children are born with a language acquisition device (LAD) that allows them to

understand a set of rules about language and Jerome Bruner's language acquisition support system (LASS) that emphasizes the importance of interaction with children to learn a language, supports the idea that a second language should be introduced in the early years. Studies have shown that the human brain is more open to linguistic development during the years between birth and pre-adolescence (Strozer, 1994).

Therefore, immersion into a second language during the early childhood years gives children the extended time needed to learn throughout their educational careers. Over time, children can develop an appreciation and proficiency in a second language in order to communicate with others in a global society.

The West Virginia Early Learning Standards Framework emphasizes the idea that "children, regardless of where they spend their preschool years, benefit from an enriched environment that supports maximum development and optimizes learning opportunities." Providing an optimal environment that is enriched with developmentally appropriate activities increases interest and learning (National Association for the Education of Young Children, NAEYC). Research also indicates that young children's brains are not fully developed and can be shaped to learn many things if immersed in an environment that is enriched with experience

and learning activities (Genesee, 2000).

Children learn at various rates throughout their lifetime; therefore, the earlier a second language is presented, the more likely an interest in a second language will emerge. If the child becomes interested in a subject and the environment is optimal, learning will take place.

Language is not fully developed at the end of infancy; it actually develops more rapidly during the early childhood years (Brewer, 2004). Second language learning at early ages can also provide perceived benefits for students' development of their first or native language. Learning another language can enhance knowledge of English structure and vocabulary (Curtain & Dahlberg, 2004).

In the early childhood years, children also need repetition and meaningful context to develop an appreciation for a second language. The first level of Bloom's taxonomy, knowledge, is the foundation for children discovering that another language exists beyond their native language. Knowledge of a second language at the Pre-k level involves presentation and listening to a second language in a meaningful context that engages children in stimulating language experiences.

Learning a second language requires similar conditions when a baby learns his or her primary language (Krashen, 1981). Children also learn more readily

when information is presented informally and is most effective in a social setting (Brewer, 2004; Vygotsky, 1962). For children to understand the meaning of new words or a second language, the source of information needs to include acoustic input, as well as visual, tactile, and kinesthetic experiences (Stiles and Thal, as cited in Elman et al, 1997). Creating awareness in a second language should involve activities such as fingerplays, songs, and stories, allowing children to interact within a social setting (Brewer, 2004).

Therefore, children who experience a world language in fun, creative, and engaging environments will be able to acquire some degree of language proficiency at the end of their Pre-k experience without having those words taught in isolation by the teacher.

The Language Trekkers program is aligned with the West Virginia Early Learning Standards Framework (ELSF) for Pre-k programs within the world language enrichment activities. These activities are also embedded in lesson plans that follow the ELSF. Although the program addresses every area of the Early Learning Standards Framework, it specifically addresses the Social-Emotional, the Arts, and the Language and Literacy standards.

The program was designed so the classroom teacher does not need to have a background in another language in order to present it to children. At this



level, the emphasis is on an “awareness” of a second language, rather than “teaching” a second language to Pre-k students in a formal setting. Four components of the program enable teachers without proficiency in the target language to effectively implement Language Trekkers in their classrooms. The sources that are used in Language Trekkers are simple, traditional stories and songs that have a high degree of familiarity among Pre-k teachers and students.

Each source is designed so that it can be viewed and played multiple passes in order to facilitate multiple opportunities for interacting with the target language.

Each story and song is presented with both visual and auditory supports that enable the students to gain understanding in an engaging format.

The Language Trekkers stories and songs can be delivered using teacher-created lesson plans with ideas for how the story and song can be integrated into existing learning centers.

All of the Language Trekkers stories and songs are organized around nine thematic categories that are commonly covered topics in Pre-k classrooms. Each topic includes a Language Trekkers study project, which is one of the 18 stories and songs that are translated into the four languages. Category topics include: All About Me, Animals, Bugs/Insects/Spiders, Community Helpers/Occupations, Family, Food, Habitats, Transportation, and Weather.

Currently, the Language Trekkers program is being piloted in 30 locations in the Eastern Panhandle of West Virginia. Last year, the program was piloted in five locations with great reviews. Stacy Lazo, Grandview Elementary, said she found the children “really enjoyed watching the DVD and didn’t seem to think that the ‘different’ language was anything unusual.” She added the songs and stories are all classics, which most of the children had some previous experience with. “I like the flexibility of the program,” said Lazo. “A teacher can use as much of the supplied resources as she wants, add her own, or use to supplement what’s already going on in the classroom. The philosophy behind the Language Trekkers program coincides with CreativeCurriculum.net in approaching

children’s learning through experience and immersion, rather than drill and practice.”

Resources:

Banks, J.A. (2003). *Introduction: Democratic Citizenship Education in Multicultural Societies. Diversity and Citizenship Education: Global Perspectives.* San Francisco: Jossey-Bass.

Brewer, J.A. (2004). *Introduction to Early Childhood Education: Preschool through primary grades.* 6th Edition. Pearson: Allyn and Bacon.

Elman, J., Bates, E.A., Johnson, M., Karmiloff-Smith, A., Parisi, D., & Plunkett, K. (1997). “Rethinking innateness.” Cambridge, MA: MIT Press.

Genesee, F. (2000). Center for Research on Education Diversity and Excellence, Santa Cruz, CA., ERIC Clearinghouse on Languages and Linguistics, Washington, DC.

Krashen, S.D. (1981). *Second language acquisition and second language learning.* New York: Pergamon Press.

Vygotsky, L. (1962). *Thought and language.* Cambridge, MIT Press.

*For more information on the Language Trekker Program, contact Robert Cranford at the West Virginia Department of Education.*

<p align="center"><b>Project Title: Head, Shoulders, Knees, and Toes</b></p>		<p align="center"><b>"To Do" List</b></p>
<p><u>WV Early Learning Standards Framework:</u></p>		
<p><u>Social/Emotional_Self-concept:</u> 1.1 Makes positive statements about self</p>		
<p><u>The Arts: Music/Movement:</u> 1.3 Demonstrates an understanding of movement as it relates to music</p>		
<p><u>The Arts: Visual Arts:</u> 1.3 Expresses emotion and communicates ideas through creative artwork</p>		
<p><u>Physical Health and Development_Health Practices:</u> 3.2 Participates actively in games, outdoor play and other forms of exercise that enhance physical fitness</p>		
<p><u>Language/Literacy_Listening/Speaking:</u> 1.3 Comprehends and expands on oral language</p>		
<p><u>Science:</u> Scientific Knowledge: 2.2 Recognizes that materials can exist in several physical states</p>		
<p align="center"><b>Blocks</b></p>	<p align="center"><b>Dramatic Play</b></p>	<p align="center"><b>Toys and Games</b></p>
<p>Provide extra large sheets of paper (butcher style or bulletin board style) for full body tracings. Allow children to display in center.</p>	<p>Add dress up clothes – shirts, sneakers, pants, dresses, bandana, ribbons, sweaters, jeans, hats for children to dress themselves in different ways.</p>	<p>Add Mr. Potato Head (s) to allow children to create new faces.  See computer block for a list of websites to locate games for this theme.</p>
<p align="center"><b>Art</b></p>	<p align="center"><b>Library</b></p>	<p align="center"><b>Discovery</b></p>
<p>Add paint &amp; brushes at easel to paint self-portraits. Place a large mirror beside the easel so children can see themselves while painting.</p>	<p>Add books "Parts," "the Foot Book," and "Go Away Big Green Monster." Provide WL source.</p>	<p>Provide materials for blindfolded smell, taste, and/or sounds test.</p>
<p align="center"><b>Sand and Water</b></p>	<p align="center"><b>Music and Movement</b></p>	<p align="center"><b>Cooking</b></p>
<p>Allow some sand and water to be mixed (in a different container, if desired) to make handprints/footprints in the sand.</p>	<p>Include the "Head, Shoulders, Knees, and Toes" CD in the music area. Change the words to the music with children.</p>	<p>Make Green Monster Mash Dip Guacamole Dip recipe – avocado, onion, tomato, lime or lemon juice, salt, pepper, chillies (optional)</p>
<p align="center"><b>Computers</b></p>	<p align="center"><b>Outdoors</b></p>	<p align="center"><b>Other</b></p>
<p>On <a href="http://www.obsdkis.com">www.obsdkis.com</a> click "Games," then "Caillou," then "Dress Caillou."</p>	<p>Set up relay races on foot and/or tricycle.</p>	<p>Create a graph of children's eye color, hair color, height, shoe size, etc.</p>

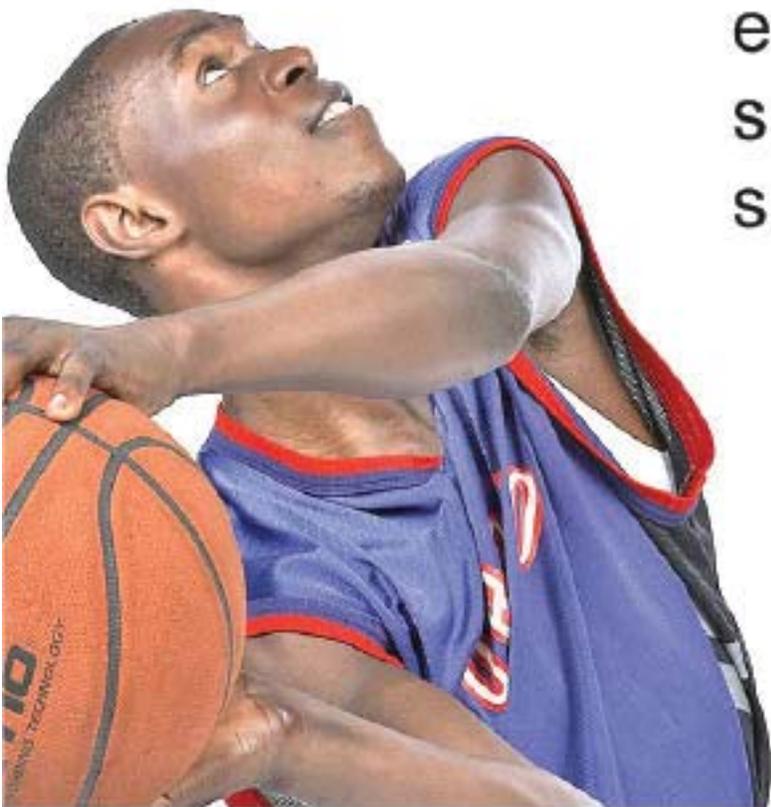
<b>Planning for Groups</b>					
	<b>Suggested Introduction of World Language Source</b>	<b>Suggested Reinforcement</b>	<b>Suggested Reinforcement</b>	<b>Suggested Reinforcement</b>	<b>Suggested Reinforcement</b>
<b>Group Time</b> (songs, stories, games, discussion, etc.)	Sing "Head, Shoulders, Knees, and Toes" in English, then introduce it in world language (teacher holds cue cards)	Perform "Head, Shoulders, Knees, and Toes" in world language; let a select child practice holding up cue cards	Play "Mat Man" - assign each child a part to add to Mat Man	Re-read Go Away Big Green Monster with felt board, allow children turn to participate by putting up parts	Play "soundtracks" (listening Bingo game)
<b>**World Language Activity</b>					
<b>Stories</b>	"Parts" by Tedd Arnold	"Go Away Big Green Monster" by Ed Emberley	"The Foot Book" by Dr. Seuss	"Eyes Nose Fingers and Toes" by Judy Hindley	"Mary Wore Her Red Dress" by Merle Peek
<b>Small Group Activities</b>	Discovery - blindfolded taste and smell test	Cooking - Green Monster Mash Dip	Music - add "Head, Shoulders, Knees, and Toes" audio and cue cards, supervise, but allow independent play with materials	Open, Shut them (Obj 8,22,38,39), from cc.net activities library Continue supervised play with "Head, Shoulders, Knees, and Toes" audio and cards	Arrange to perform "Head, Shoulders, Knees, and Toes" in world language to another class in the school
<b>Special Activities</b> (field trips, special events, etc.)					
<b>Other</b>					
<b>Notes</b>					

# The clock is running down...



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## Question: How can I incorporate elements of patriotism in my classroom?

What is patriotism? As defined in the Merriam-Webster Dictionary, patriotism is a “love for or devotion to one’s country.” Although this is the most accepted definition, it is important to remember that patriotism means different things to different people.

There are many concepts of patriotism that are important for children to learn, including developing personal responsibility, encouraging respectful communication and actions, embracing differences in people and cultures, and developing leadership qualities.

There are many activities that children can participate in that broaden their sense of community and self. While activities should be child-initiated, here are a few ideas to get your discussions started.

**Listen to music:** There are many wonderful examples of music that derive from historical periods. Provide opportunities for children to experience different sounds, beats, and even instruments through listening to different styles of music.

**Study maps:** Maps provide a sense of a broader community. Through the exploration of maps, children can participate in discussions about the world around them.

**Discuss and/or visit local historical places:** West Virginia has a rich history and has seen a share of historical events played out on its soil. Encourage discussions about

these local historical events. Plan a visit to a site that will provide a hands-on learning experience.

**Adopt a service member or military family:** Service members love to stay connected to their communities. There are many ways to connect to service members, and even ways to adopt West Virginia service members.

**Plan a visit with local police officers:** Police officers are visible reminders of responsible citizens within our communities. Arrange for a police officer to visit your classroom to discuss his or her role in the community.

**Adopt pen pals from other cultures:** Through ePALS Classroom Exchange, World Pen Pals, and Amazing Kids! Penpals, children have the opportunity to exchange e-mail or traditional letters to children around the world.

**Discuss holidays:** Often times, national holidays are valued for being a day off; however, it is important to include children in discussions regarding the meaning of the holiday. For example, children will find meaning in Veterans Day, Martin Luther King, Jr. Day, Memorial Day, and others.

Understanding patriotism is more than knowing about the flag and being able to recite state capitols, it is really about encouraging responsible, caring citizens. It is giving children a platform to discover, investigate, and think about the world around them.



## T.E.A.C.H. Early Childhood® WEST VIRGINIA Recipient and Sponsor Highlight



### Recipient

Jaime Price is a teacher and assistant director at Discovery Corner Daycare in Elkins, WV. Jaime is utilizing a T.E.A.C.H. WV Associate Degree Scholarship at Pierpont Community and Technical College where she is pursuing an Associate Degree in Early Childhood Education. She has set her sights on obtaining a Bachelor's Degree in Early Childhood Education because, "A degree will allow me to have better job security, earn a better wage, and in the process enhance my daily efforts at the center."

Jaime applied for a T.E.A.C.H. WV scholarship in hopes she would be able to take more college courses in order to complete her degree more quickly. "The T.E.A.C.H. scholarship has enabled me to take an additional course each semester, making it possible for me to receive my degree sooner than anticipated. If it weren't for scholarship opportunities such as this, I'd not be able to manage taking classes like I am. It's a relief to know my tuition expenses won't take away from my own children."

### Sponsoring Center

Discovery Corner Daycare in Elkins, WV became a T.E.A.C.H. WV sponsoring center in 2009 and is currently sponsoring Jaime Price as a scholarship recipient. Director Deloris Lowther believes, "As Jaime continues to expand her knowledge and experience, it will have a positive influence on parents, children and staff. The early childhood field is constantly changing and you must keep abreast with the times and research. Continuing your education is one way to do that. The more Jaime learns, the more she will be able to bring that knowledge back and apply it with the children."

Children are not the only beneficiaries of continuing education. Deloris states, "I thank you for helping Jaime and for the impact it will have on our children, parents and staff. I sincerely hope that programs such as T.E.A.C.H. will continue to assist those in the early childhood field with opportunities for higher learning in their efforts to provide children with quality care." She has already seen another staff member inspired and is now looking to apply to college in the spring.

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## T.E.A.C.H. WEST VIRGINIA Early Childhood Scholarships Available Immediately

<p><b>T.E.A.C.H. WV Scholarships Available</b></p>	<p>Financial assistance is available for early childhood teachers working in licensed child care centers who are enrolled in or accepted in an early childhood degree/endorsement program at a T.E.A.C.H. participating school</p>	<p><b>T.E.A.C.H. WV Participating Schools</b></p>
<ul style="list-style-type: none"> <li>• Associate Degree in Early Childhood Education</li> <li>• Bachelor's Degree in Early Childhood Education</li> <li>• Pre-K</li> </ul>	<p><b><u>T.E.A.C.H. WV Scholarships provide:</u></b></p> <ul style="list-style-type: none"> <li>• Partial tuition and book payment</li> <li>• Travel stipend</li> <li>• Paid release time</li> <li>• Bonus for completing scholarship</li> </ul> <p><b>For more information or to apply contact:</b></p> <p><b>Brooke Hunter</b></p>	<ul style="list-style-type: none"> <li>Eastern WV CTC</li> <li>Glenville State College</li> <li>Marshall University</li> <li>MCTC</li> <li>Pierpont CTC</li> <li>Southern WV CTC</li> <li>WVU-Parkersburg</li> <li>West Liberty University</li> </ul>

**304-529-7603 x118**

# WV Children's Health Insurance Program



**PREVENTION**

*For a Super Start!*



# The Basics of Positioning and Mobility

Submitted by West Virginia Birth to Three System

West Virginia Birth to Three practitioners, including physical therapists, occupational therapists, and speech therapists frequently mention the terms “positioning” and “mobility”. What do these terms mean in relation to working with young children?

## The basics of positioning

What is positioning and how can it help children? Positioning refers to the way a child is placed in his or her environment using typical or special positioning equipment. Special equipment is considered to be assistive technology (AT) because it enables home, school, and community participation. Positioning equipment is used to help children who are not able to support themselves when sitting, lying down, or standing. Proper positioning, depending on a child’s physical status may help with:

- Attention span
- Breathing
- Body movement
- Participation in activities/routines
- Self-esteem

## The basics of mobility

Mobility is the ability to move about the

child’s environment. It may include a variety of movements and is not just limited to walking. Children move by crawling, jumping, operating a scooter or power chair, or more. All children have the desire to move and be active, but for some it may be a challenge. Mobility concerns should be addressed at as young an age as possible. Mobility promotes children’s ability to explore their environment and allows them to view the world from different perspectives. Independent mobility may contribute to children’s independence and facilitate their social interaction with peers and adults.

## How do positioning and mobility relate to one another?

Mobility is a functional skill that is used in daily activities and routines. Proper positioning compliments mobility by allowing children to move more freely. Improper positioning can hinder a child’s movement or stop it all together. For children to be able to move to the best of their abilities, the use of proper positioning is necessary.

## Things to consider

As always, the positioning and mobility

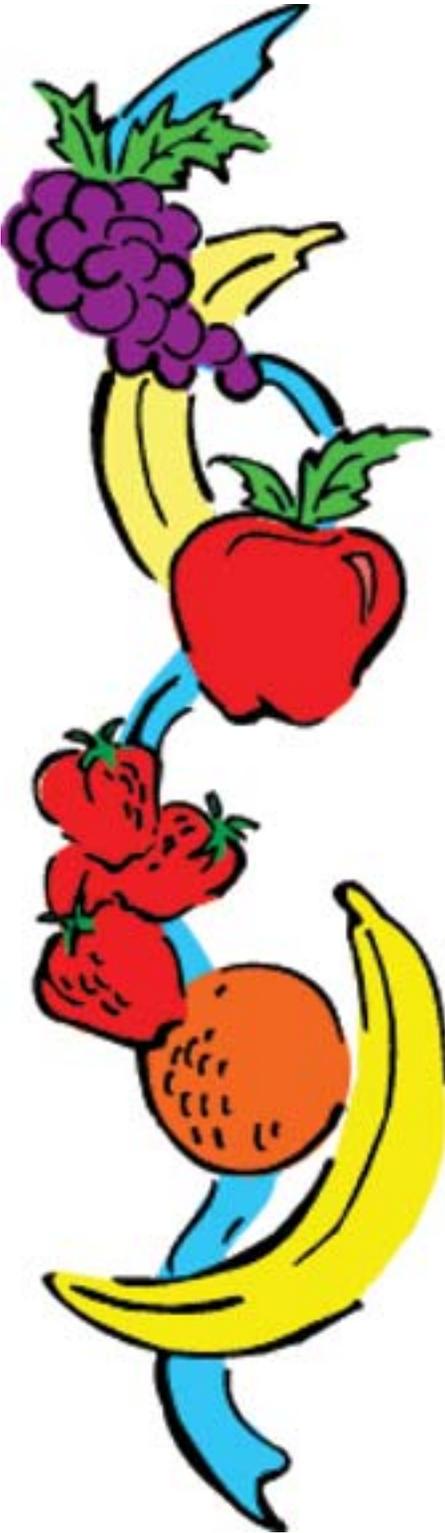
needs of the child should be matched with the features/functions of the equipment and device.

- Is the child protected if he should fall? Is it easy for them to run into others or objects? If stairs are nearby, will they be blocked off?
- How comfortable is the device? Does the child think it is comfortable? How long is the child able to use the device comfortably?
- What are the environmental obstacles that the child may encounter while using the devices (stairs, inclines, narrow passages, etc.)?
- Is the equipment/device easy to transport?
- Who will be responsible for teaching the child how to use the device?
- How will the device be maintained? Who will be responsible?
- What types of surfaces will the child be traveling on? Indoor? Outdoor? Uneven ground?
- How stable is the device? How fast can it go and will the child be able to remain in control at all times?

*Reprinted from RAU 2 BTT Bits Newsletter, October 2009*

# West Virginia WIC Program to Offer Healthier Food Choices

Submitted by West Virginia WIC Program



Director of the Office of Nutrition Services Denise Ferris announced statewide implementation of revised food packages provided by the Special Supplemental Nutrition Program for Women, Infants and Children (WIC). The West Virginia WIC Program began offering new, healthy food choices on October 1, 2009. Women, infants, and young children participating in the program will receive a variety of healthier foods, including fresh fruits and vegetables, whole grain products such as bread and cereal, jarred baby foods, and soy beverages.

Since 1974, WIC has combated childhood hunger, low birth weight, under-nutrition, and iron deficiency anemia so that WIC participants have better health outcomes. However, new dietary recommendations to eat less fat, more fiber, fewer overall calories, fewer sweetened beverages, and more vegetables and fruits, as well as changes in the factors affecting the health of women, infants, and children prompted a review of the foods provided by WIC.

The new foods provided by the West Virginia WIC program follow changes issued by the USDA's Food and Nutrition Service. It largely reflects recommendations made by the Institute of Medicine (IOM) of the National Academies in the final report of its analysis of the WIC food packages, *WIC Food Packages: Time for a Change*, as well as the latest nutrition science and the 2005 Dietary Guidelines for Americans. The new choices also encourage breastfeeding and support infant feeding practices recommended by the American Academy of Pediatrics.

"We are pleased to announce that the new food packages will include fruits, vegetables, and whole grains, which are essential to a healthier diet," said WIC Director Denise Ferris. "The addition of these foods better reflect the needs of mothers and children in the WIC program. The new food choices are designed to improve the health of our state's pregnant women, new mothers, infants, and young children with nutrition education to support healthy eating habits," added Ferris.

As a way to introduce friendly and engaging healthy messages into West Virginia's new food package rollout, Sesame Street's Healthy Habits for Life multimedia outreach kits will be distributed to WIC families. The kit consists of an original DVD and storybook starring the Sesame Street Muppets, featuring "The Get Healthy Now Show" that encourages children with the help of their friends, Elmo, Telly, and Rosita, to explore ways to eat and drink so they can play, learn, and grow up healthy. It also includes a guide for parents and caregivers that contains strategies and hands-on activities for everyday and on the go.

## Major changes to the West Virginia WIC food packages

### New foods:

- Fresh fruits and vegetables
- Whole grain cereals and breads
- Baby foods - fruits and vegetables for all infants and meat for fully breastfed infants

### New alternatives:

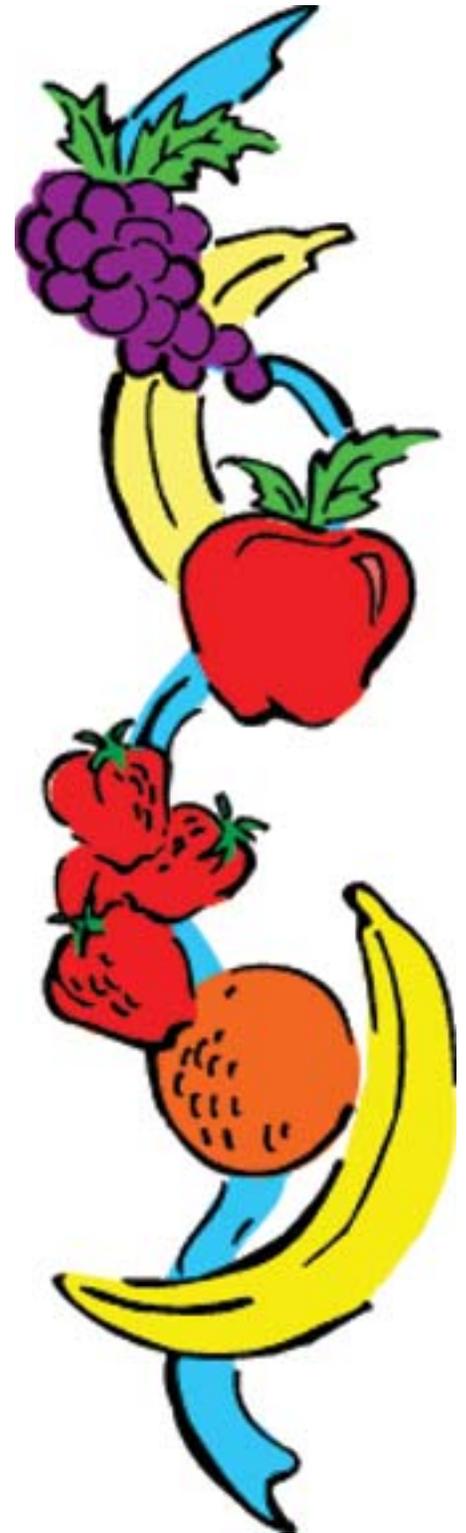
- Soy beverage for milk
- Canned beans for dried beans
- Canned salmon for canned tuna

### New quantities:

- Quantities of milk, eggs, juice, and cheese are reduced for women and children to provide less saturated fat, sugar, and cholesterol, as well as to be more consistent with recommendations in the Dietary Guidelines for Americans and WIC's role as a supplemental nutrition program.
- Juice is eliminated for infant packages in favor of baby food fruits. In addition, quantities are reduced for all participants to reflect a recommended daily juice intake of approximately four ounces per day. Excessive juice intake has been strongly associated with overweight children and obesity as well as tooth decay in the preschool child population.
- Quantities of infant formula are reduced for breastfed infants to help mothers build and maintain their milk supply, and older infants to support the introduction of complementary foods and promote healthy dietary patterns.

WIC provides pregnant, breastfeeding, and postpartum women, infants, and children up until their fifth birthday with nutritious supplemental foods. The program also provides nutrition education and referrals to health and social services. More than 52,000 West Virginia participants receive WIC benefits each month, with a federal investment of over \$48 million in fiscal year 2008. WIC food packages were first designed in 1974 to supplement participants' diets with foods rich in five nutrients--vitamin A, vitamin C, calcium, iron, and protein. The WIC program has long been considered one of the most successful federal health programs.

For more information contact 1-304-558-0030 or visit <http://ons.wvdhhr.org/>.



# WVAYC Elects New President

Submitted by Helen Post-Brown, Past President, WVAYC

The West Virginia Association for Young Children (WVAYC) is very pleased to announce the new president of WVAYC is Linda Novak. Linda is the Director of the Early Learning Center on the campus of West Virginia University at Parkersburg and an instructor in the Associate Degree Program for Early Childhood Development.

Linda has worked in early care and education for 27 years, as a classroom teacher, co-director, and director of both privately owned centers and two campus-based centers. She had the opportunity to build and open a new campus-based program for Washington State Community College in 2002.

Linda has a bachelor's degree from the University of Pittsburgh in Child and Developmental Psychology and a Master's Degree in Early Childhood Education from Concordia University. She has been married to Tim for 29 years and they have two sons, Ian and Jordan.

When asked about her future plans for WVAYC, Linda stated: "The opportunity to be President of West Virginia Association of Young Children (WVAYC) brings great responsibility." WVAYC is the state affiliate of the National Association for the Education of Young Children (NAEYC). The mission of NAEYC is to "improve professional practice and working conditions in early childhood education, support early childhood programs by working to achieve a high-quality system of early childhood education, and build a high-performing, inclusive organization of groups and individuals who are committed to promoting excellence in early childhood education for all young children." So how do we take that vision and fit it into early childhood issues in West Virginia? The following goals are intended to take the national vision for early childhood and



integrate it with the events and issues that are happening in West Virginia.

Linda's first goal is to continue to provide stellar conference opportunities that will improve professional practice for individuals in the field of early childhood. Our state should bring relevant speakers and presenters so access to quality development opportunities are easily accessible.

The second goal is to hear and be available to the members of WVAYC so their needs and concerns can be addressed. I

believe all individuals who work with young children want our state to continue to push forward toward high-quality early education for our children. I hope to hold quarterly Governing Board meetings around the state so everyone who chooses can have the opportunity to participate.

The last goal is to keep awareness of the importance of developmentally appropriate, play-based curriculum for children ages birth through eight years of age. This is especially important as Pre-k reaches full implementation. WVAYC should be an advocate for best practice in all programs where young children spend time each day.

WVAYC can only be as strong as its membership. I encourage everyone to join this professional organization so you can make a difference. As the saying goes, membership does have its privileges. As a member you will receive publications and access to the latest information in early childhood, conference discounts, and a membership in SECA, the Southern Early Childhood Association. I look forward to working with the Governing Board and all of the members of WVAYC as we continue to strive for the best for the children and the individuals who care for them in our state.

# WV Early Childhood Provider Quarterly Reader Survey

We want to make sure that we bring you the magazine YOU want to see and use. Your feedback will help us be responsive to your needs and serve you better. Tell us what you think! Thank you for taking a few minutes to complete this survey.

## 1. Which kinds of WVECPQ features do you find the most interesting, informative, relevant, or helpful? (Mark top three choices)

- Feature/theme articles
- Celebrating Success
- Apprenticeship for Child Development Specialist (ACDS)
- WV Birth to Three
- Parent Blocks Newsletter
- Sharing Corner
- WV Early Childhood Transition Steering Committee

## 2. How many of the last four issues have you read?

- 4
- 3
- 2
- 1

## 3. What is the average time you spend reading an issue?

- Less than 30 minutes
- 30 minutes – 1 hour
- More than 1 hour

## 4. Do you share the WVECPQ magazine with co-workers or others interested in early care and education information?

- Always
- Often
- Sometimes
- Rarely
- Never

## 5. Do you distribute copies of the *Parent Blocks Newsletter* to families in your program?

- Always
- Often
- Sometimes
- Rarely
- Never

## 6. How do you receive issues of the magazine? \_\_\_\_\_

## 7. Do you receive the WVECPQ in a timely manner?

- Yes
- No

Continued on next page

**8. What topics would you like to see covered in future issues? (Please be specific)**

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**9. The information provided in the WVECPO is applicable to my work in early care and education.**

- Yes
- No

**10. How would you rate the overall quality and your satisfaction of the magazine?**

- High
- Good
- Fair
- Poor

**Additional Comments:** \_\_\_\_\_

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**Reader Information:**

**Occupation or Area of Work:** \_\_\_\_\_

**Education: (Check the highest level attained)**

- Master's Degree or above
- Bachelor's Degree
- Associate Degree
- Some College Credits
- Registered Apprenticeship for Child Development Specialist (ACDS) Certificate
- Child Development Associate (CDA) Certificate
- High School Diploma or GED

**(Optional:)**

**Name:** \_\_\_\_\_

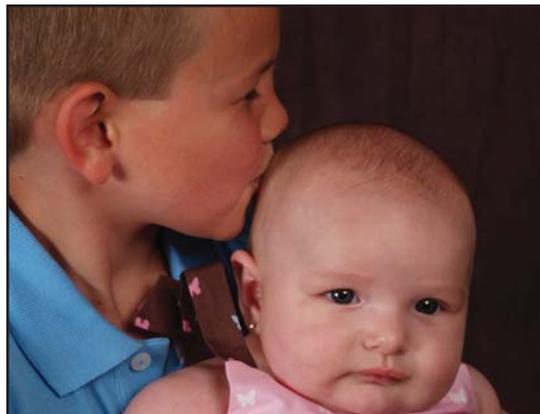
**Address:** \_\_\_\_\_

**City, State, Zip:** \_\_\_\_\_

**Please send your completed survey to:**  
WV Early Childhood Training Connections and Resources  
Attn: WVECPO  
611 Seventh Avenue, Ste 322  
Huntington, WV 25701  
Fax: (304)529-2535

# Research-Based Quality Transition Practices

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



**In October, I had the pleasure to attend The Division for Early Childhood 25<sup>th</sup> Annual International Conference on Young Children with Special Needs and Their Families.** There were several “hot topic” sessions whose purpose was to explore the complexities of inclusive practices and challenge participants to think about inclusion and diversity through hearing new insights and engaging in thought-provoking discussions. Current research regarding recommended transition practices were the subject of several conference sessions.

**Family-centered practices during transition from early intervention services were the topic of one presentation.** These practices treat families with dignity and respect, as services are individualized, flexible, and responsive. The transition outcome and strategies focus on encouraging family-child interaction and family support networks, alleviating stress perceived by the parents, assisting families with needed information, and helping them develop problem-solving skills.

**Federal legislation requires transition planning meetings occur at least 90 days before a child’s third birthday.** The meeting should explore developmental and educational options, strategies to prepare the child for changes in service delivery, and, with parent permission, transmission of information about the child to the local education agency.

**Research has led a call to move beyond the typical child-focused transition to embrace a more ecological perspective.** This perspective focuses on the family as the transition partner, multi-agency efforts to facilitate transition planning, and the development of inclusionary practices related to transition. Transition is viewed as a process that needs to begin early.

**This view of transition planning focuses on the child’s gifts and contributions, instead of weaknesses.** Families are active partners, as well as others that know the child well. Services are based on informed choice, instead of what is available.

**Family engagement is another important transition piece. It is a collaborative process between practitioners and families with the goal of supporting optimal outcomes for children in all contexts.** Team members engage in formal and informal family-centered processes. They build on family strengths, utilizing the child’s interests to enhance natural learning opportunities.

**The West Virginia Early Childhood Transition Steering Committee has developed transition products.** It was affirming that the conference sessions and exhibits showcasing current research-based recommended transition practices are ones supported by the West Virginia Early Childhood Transition Steering Committee. This confirmation that the state is on the right path makes all the hard work involved in quality transition worthwhile!

# 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  
Little Rock, AR 72215-5930  
1-800-305-SECA

Go to [www.SouthernEarlyChildhood.org](http://www.SouthernEarlyChildhood.org) for more information

# Parent Blocks

## NEWSLETTER



"Providing resources to parents throughout West Virginia"  
Volume 7, Issue 1, Winter 2010

## Patriotism: Showing Your Love and Support for America

Patriotism encompasses loving, respecting, and supporting your country. In recent years, prosperity and the lack of a common enemy have led many Americans to take freedom and democracy for granted, and to relegate displays--and even feelings--of patriotism to special occasions like the Fourth of July.

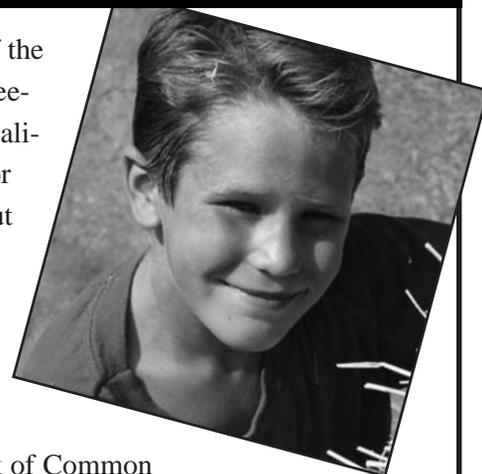
There are many ways you can be patriotic, and in so doing, help instill in your children a love

for America and pride in the best that it represents.

### Show respect for others: In

America, respect for others lies at the very heart of patriotism. To quote Eleanor Roosevelt, "True patriotism springs from a belief in

the dignity of the individual, freedom, and equality not only for Americans but for all people on earth, universal brotherhood, and good will..." (Book of Common Sense Etiquette, 1962.)



You can teach your children how to respect others by setting a good example--not only by treating everyone with equal respect, but also by celebrating our country's diversity. Other ways to demonstrate respect for others include helping those who are in need by volunteering and contributing to charitable causes.

**The flag:** One of the most important symbols of all that America holds dear is the flag. You can begin teaching your children at a very

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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.

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Visit our website at [www.wvearlychildhood.org](http://www.wvearlychildhood.org)

young age how to respect our country's flag by displaying it properly. As they become old enough to memorize the Pledge of Allegiance, take time to discuss its meaning with them.

**Music:** Music is one of the best ways to demonstrate heartfelt love for one's country.

**Observe holidays and anniversaries:** Holidays and anniversaries of important events in American history are intended to be times for remembrance and reflection, as well as for celebration. But all too often, we get caught up in their commercial and entertainment aspects and forget their true meaning.

When national holidays come around, use them as an opportunity to reflect on what it means to be an American and to teach your children how each event they commemorate helped to pave the way for life as we know it today. Holidays to observe with your children include:

- Martin Luther King Day
- Presidents' Day
- Flag Day
- Fourth of July (Independence Day)
- Memorial Day
- Labor Day
- Columbus Day
- Veterans Day
- Thanksgiving

**See America:** An excellent way to help your children learn about America is to visit museums, monuments, and natural wonders

such as national parks. There are sightseeing treasures in virtually every state and most include child-friendly activities that make learning about our nation interesting and fun.

**Refresh your memory of history and government:** You can help your children realize the importance of their citizenship at an early age by teaching them how our country came to be the way it is today and how its government works to serve and protect them.

People and events in American history (e.g. Native Americans, pilgrims, the Boston Tea Party, the gold rush, the Civil Rights Movement), and even the intricate checks and balances of our government (e.g. democracy, the three branches of government, the political process), can be made fascinating for young children if they are presented in age-appropriate ways.

For example, you can create a "wagon train" at home, or you can try various kinds of ethnic foods and use these as opportunities to talk about America as a great melting pot.

Once your children are old enough to appreciate their meaning, you might want to sit down together as a family and read the Constitution, the Bill of Rights, and the Declaration of Independence.

**Make your voice heard:** It is a common misconception that one person's opinion doesn't count. In

America, that is far from the case. You have the power to vote and the freedom to express your opinion, even if it goes against the mainstream or is critical of U.S. policies.

There's no reason why children can't learn early on about the privilege (and the duty) of becoming informed citizens who vote and who make their sentiments known to their community and their elected leaders. For instance, during elections, they can accompany you to a polling place and help you pull the lever or punch the voting card. Once they're older, you can introduce them to groups that share their political interests and encourage their participation.

**Everyday patriotism:** There are many ways in which you and your family can demonstrate love and respect for your country in everyday life. Simple measures that add up when everyone pitches in including conserving natural resources, such as water and energy, and not littering.

**Hope for the future:** One of the most powerful attributes of patriotism is its ability to inspire optimism and hope for the future, because it reminds us of the trials this country has faced and overcome. Teaching your children about patriotism will help to prepare them for the task of keeping this country strong in the future.

*Reprinted with permission from Dr. Spock (www.drspock.com)*

# Developing Responsibility

*“You teach character most by what you do, not what you say.”*

Responsibility is defined as doing what you are supposed to do, always doing your best, using self-control, being self-controlled, being self-disciplined, thinking before you act, and being accountable for your choices.

Following are a few suggestions that may help you develop a responsible, independent individual. Responsibility is “the child’s acceptance of the task and motivation for finishing the job.” This motivation must be internal on the part of the child. Responsibility involves both personal decisions and motivation.

Children are obedient when they follow the directions of someone, whether they agree or not. There is time in all children’s lives to be both obedient and responsible. It is appropriate to follow society’s rules. Driving on the right-hand side of the road is a social rule by which we all must abide. However, responsible folks choose what to do and motivate children to get it done.

There are three basic components of responsibility:

- Understanding the task
- Accepting the task
- Motivating the self

The child must know what is to be done and how to do it. A 3 year old does not know how to clean his or her room. However, he will understand, “Put all of your toys in this toy chest.”

Acceptance of the task shifts the job from obedience to responsibility. As a parent, we must teach the child to see



the task at hand and make a decision on her own about doing the task.

Levels of responsibility:

- Helps with the task
- Needs reminding or supervision
- Does the task alone
- Meet parents’ expectations

In order to complete the task, each child needs help. The first

level of learning is to have the child assist you, the parent, with the task. Begin by setting the table together or picking up toys. Example, “I will put the knife here and you put the spoon beside the knife.”

At the second level, the child has most of the general information (he knows how to set the table). However, he may forget something or need reminding. Example: “The table is set very nicely. Do you remember where the napkins go?”

The third level of responsibility is independence. The child does the job alone, completely, and satisfactorily, and she no longer needs reminding. Example, “I’m delighted you decided to set the table when you got home from school, and everything is in the correct place.”

The final levels depend on the parent’s willingness to turn over responsibility. Be sure to balance the child’s development and age with expectations.

*This issue of the Family Times Newsletter is reprinted with permission from the author, Miriam S. Leatherman, Hardy County WVU Extension Agent. Additional information for parents and caregivers may be found at <http://ext.wvu.edu/>.*

# Voting is an Important Right

*Register to vote at any time*



Most people think about registering to vote during election times; however, you can register to vote at any time. Registering to vote in West Virginia is easy. You are eligible to register if you are:

- a U.S. citizen,
- 18 years old,
- a resident of West Virginia and the county where you register,
- and not on probation, parole, or currently under conviction for a felony.

You can either register in person or through the mail. When registering, you must bring something that verifies your address. (It can be your driver's license, paycheck, utility bill, or other government issued document.) You can register in person at any of these locations:

- County Courthouse (County Clerk's Office)
- Driver License Offices
- Public Assistance Agencies
- Agencies which serve people with disabilities
- Military Recruiting Offices

If you choose to register through the mail, you can download a registration form at <http://www.wvsos.com/elections/voters/registernow.htm>.

Remember, if you change your address or move to another county, or change your name, you must update your registration to be eligible to vote. You can register the change with your polling place, but it is best to do it in advance.

If you want more information about registering to vote in West Virginia, you can visit the West Virginia Secretary of State's web page at [www.wvsos.com](http://www.wvsos.com).

*-Information provided by the West Virginia Secretary of State's Office*

## CDC Says "Take 3" Actions To Fight The Flu

The Centers for Disease Control and Prevention (CDC) urges you to take the following actions to protect yourself and others from influenza (the flu):

### ● **Take time to get a flu vaccine.**

CDC recommends a yearly seasonal flu vaccine as the first and most important step in protecting against seasonal influenza. While there are many different flu viruses, the seasonal flu vaccine protects against the three seasonal viruses that research suggests will be most common. A seasonal vaccine will not protect you against 2009 H1N1. A new vaccine against 2009 H1N1 has been made. People at greatest risk for 2009 H1N1 infection include children, pregnant women, and people with chronic health conditions like asthma, diabetes or heart and lung disease. Ask your doctor if you should get a 2009 H1N1 vaccine.

### ● **Take everyday preventive**

**actions.** Cover your nose and mouth with a tissue when you cough or sneeze. Throw the tissue in the trash after you use it. Wash your hands often with soap and water. If soap and water are not available, use an alcohol-based hand rub. Avoid touching your eyes, nose and mouth. Try to avoid close contact with sick people. If you are sick with flu-like illness, CDC recommends that you stay home for at least 24 hours after your fever is gone except to get medical care or for other necessities. (Your fever should be gone without the use of a fever-reducing medicine.)

### ● **Take flu antiviral drugs if your doctor recommends them.**

Now is the time to subscribe to



I would like to subscribe to the West Virginia Early Childhood Provider Quarterly for one year.

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