

# WEST VIRGINIA EARLY CHILDHOOD PROVIDER

QUARTERLY

**Synergistic  
Gardening**

**Unlocking  
the Secrets  
to Quality**

*Quality Settings in  
Early Childhood*

**Executive Editors**

Melanie Clark  
Traci Dalton  
Ginger Huffman  
Pam Roush

**Editor-in-chief**  
Brooke Hunter

**Associate Editor/Layout & Design**  
Michelle Tveten Rollyson

**Contributors**

Glenna Bailey, Sherrie Barrett, Kay DeWitt, Jessica Dianellos, Janae Ice, Pennsylvania Keys, Helen Post-Brown, Barbara Tucker, WV Birth to Three, WV CHIP

**Group Publisher**

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

**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**

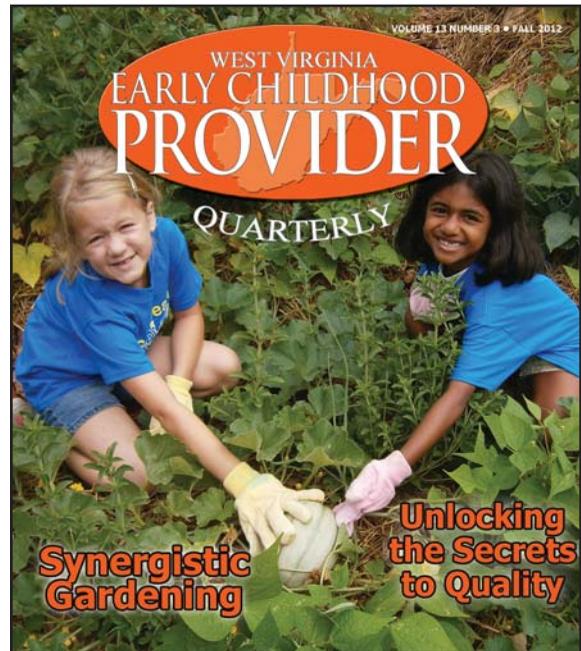
1900 Kanawha Blvd., East, Charleston, WV 25305  
(304)558-2696 • (800)642-8541  
http://wvde.state.wv.us/ose/

**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

Cover, design and photography may not be reproduced for professional use without prior written permission. No permission is required to excerpt or make copies of WVECTCR articles if used for training/educational purposes, and if they are distributed at no cost. For questions concerning reproduction issues, contact the WVECTCR office.

The opinions expressed in WV Early Childhood Provider Quarterly are not necessarily the opinions of any funding agency, advertiser or contributor. Contributions to WV Early Childhood Provider Quarterly by West Virginia's early childhood professionals are welcomed and encouraged. Articles submitted to WV Early Childhood Provider Quarterly are reviewed by the editorial board for content, length and technique. They may be edited from their original format. Please send your contributions to the editorial offices.



ACDS..... 3

**FEATURE ARTICLES**

*Quality Settings in an Early Childhood Classroom*..... 4-5

*Unlocking the Secrets to Quality in Early Childhood Education*..... 6-8

*West Virginia Quality Rating and Improvement System Update*..... 10

*Approved Curricula for Tier II Quality Status*..... 12-15

SYNERGISTIC GARDEN.....16-18

WV LAW UPDATE..... 20

ANN NUTT MEMORIAL..... 22-23

EARLY CHILDHOOD TRANSITION..... 24-25

PARENT BLOCKS NEWSLETTER..... 27-30



# News About ACDS

## NAEYC Institute for Early Childhood Professional Development

The WV Apprenticeship for Child Development Specialist (ACDS) staff recently attended the National Association for the Education of Young Children (NAEYC) Institute for Early Childhood Professional Development. Sherrie Barrett and Jennifer Conkle presented the WV ACDS program at the conference on June 13, 2012. There was a great deal of interest and feedback regarding the program. West Virginia is considered a leader in applying the apprenticeship model to the field of early education. “It was an honor to represent our state at the national conference,” Sherrie Barrett, ACDS State Coordinator, said. “Hopefully this will open doors for other states to implement an ACDS program.”

## West Virginia ACDS Receives Innovator and Trailblazer Award

The WV Apprenticeship for Child Development Specialist (ACDS) program was invited to participate and commemorate the 75th Anniversary of the National Apprenticeship Act in Washington, D.C. While there, the WV ACDS program was presented the 21st Century Trailblazers and Innovative Program award. Sherrie Barrett and Jennifer Conkle accepted the award and briefly spoke with Hilda Solis, U.S. Secretary of Labor, regarding the ACDS program. Sherrie and Jennifer also met with a program representative from Maryland who is interested in implementing a similar program in his state. It was a great opportunity to celebrate the success of ACDS.



# Quality Settings in an Early Childhood Classroom

Submitted by Kay DeWitt, Preston County Starting Points Family Resource Center

There are several components that make up a quality early childcare setting. These components include the design of the physical space, the curriculum, the classroom routine and schedule, and the child/teacher and peer relationships.

## **Physical Space:**

There are many ways to set up a classroom. One of the main components of a quality classroom is the careful thought given to how the physical space should be set up.

A physical setting that is safe, attractive, comfortable, and well-designed will help children engage in the activities offered. At Starting Points, the physical

space is divided into 10 interest areas – blocks, dramatic play, toys and games, art, library, discovery, sand, water, music and movement, and computers. Other interest areas could include woodworking or large muscle activities such as hop scotch.

Dividing space into interest areas is an ideal strategy for preschool children who want to explore, make things, experiment, and pursue independent interests. By having interest areas separate, children have the opportunity to work quietly alone or in small groups.

Modifications may need to be made to include children with special needs.

It is important to make a classroom learning environment as inviting as possible. This will give all children, including children with special needs, a sense of belonging and let them know their input is valued. As a result, this will help children to become independent and confident learners.

When considering the classroom design, don't forget to include outside play areas, parent information centers, and eating areas.



**Curriculum:**

The second component of a quality classroom is the curriculum. There are several preschool curricula to choose from including The Creative Curriculum for Preschool, The HighScope Curriculum for Preschool, and The High Reach Learning Curriculum. There are also additional curricula for infant and toddler care.

**Classroom Routine and Schedule:**

The daily activities and routines in a preschool classroom is the third aspect of building a quality setting for children.

It is important to establish a structure for each day by using a daily routine and schedule that creates a sense of order. Children need to know what to expect and what is expected of them. Being assured their classroom is predictable and familiar, children can settle into learning and functioning as a group. When children don't know when things will happen, classroom life can become chaotic.

Place events on a daily calendar. Involve parents by sending notes home detailing events for the week. Children will begin to know the daily routine and will feel comfortable and safe in the classroom.

**Relationships:**

Because relationships with peers and teachers influence how children feel and how they learn, the social content of a classroom influences how children feel and learn in school. By creating a classroom climate, teachers can relate to children in a positive way and help them in doing the same with one another. Children will feel good about themselves and learn to the best of their ability.

The classroom community is a place where people feel safe, help one another, and see themselves as part of a group. The classroom community also nurtures social competence by helping children to understand how to treat other people, cooperate, negotiate, make friends, resolve conflicts and problems, and develop self-discipline. These are not easy skills to acquire--they take a lifetime--but what a better place to begin than in an early childhood classroom.

To identify a quality classroom environment, look for one that is well organized, where children are encouraged to make choices, use materials appropriately, stay involved, experience success, and help care for the materials in the room.

“  
Because relationships  
with peers and teachers  
influence how children  
feel and how they learn,  
the social content of  
a classroom influences  
how children feel and  
learn in school.”

**References:**

Dodge, D., Colker, L. and Heroman, C. The Creative Curriculum for Preschool, 4th Edition. Teaching Strategies, Inc. 2002.

# Unlock the Secrets to Quality Early Education by Answering “How Would I Feel?”

Reprinted with permission from Pennsylvania Early Learning Keys to Quality

As teachers, we are often perplexed as to what quality decisions should be made in deciding how we care for young children. We often ask ourselves questions such as: What do these children need from me? Why do they behave in the ways they do? The many questions we have send us in tailspins as we mull over the answers.

Foundationally, however, we ought to get to the heart of the issue. We need to pose the following question to ourselves: “Why do we view children any differently than ourselves?” The answer to our questions about children and quality child care can be satisfied if we are introspective and reflect on the one key question: “How would I feel in the situation?” From there, we can glean many of our answers as to what quality child care should look like. Consider the following scenarios and how they relate to one another. Once we see the relationship to common situations in life, we can contemplate their remedy.

## Scenario 1

**Adult:** A mom and her teenage son live together in a large house and have adjacent bedrooms. The arrangement of the home, with adjacent bedrooms, was never a problem until mom acquiesced and allowed her son to have a drum set for his birthday. Now her room, previously a sanctuary of rest after a tough day of work, has become a place of stress. The noise of the drums pound in her head and she cannot find the peace she once had. Headaches and outbursts of anger in otherwise calm situations at home are more prevalent. Mom is contemplating refinishing the basement so the drums and her son can be moved away from her quiet space.

**Child:** Two-year-old Joe was up all last night with a belly ache from eating too many jelly beans. He comes to school tired and not wanting to play with anyone, which is strange because he is usually outgoing and loves to play with everyone. Joe goes into the cozy library area where he hopes to find peace and quiet. Instead, other children are using the area for wrestling. Also, a nearby music center and block center are creating a noisy environment for him. Joe is getting a headache and is lashing out at his friends. He wishes the classroom was arranged so quiet activities were away from noisy activities.

## Scenario 2

**Adult:** Shopping on Black Friday is not too much fun, but I go because I know the deals are inviting. I arrive at 9 a.m. only to find the store already crowded and the shelves a



mess from previous shoppers picking through items. I travel down the toy aisle to find that there is a traffic jam of carts. I wait patiently as I observe the last Elmo toy at the end of the aisle. I hope the traffic jam of carts clears before someone gets it. My patience lasts a few moments, but I am scared that I may not get that last Elmo. I begin to try to ram my cart through the aisle. I know I am being rude, but I do it anyway. Why, because if I left my cart behind, I know others would steal from it. I wish this chaos could be cleaned up somehow.

**Child:** There are so many toys, shelves, and people in this classroom that it is crowded. I do not have ample space to move and someone is in my way. I tried to use my words and say “Excuse me”, but he won’t listen. I push him aside so I can get where I am going. He pushes back and now we are both in time out. While in time out, I realized that someone took a toy from my pile that I was playing with. This made me even angrier and I am in time out again. This stinks. I wish this problem would go away. I wish it were not so crowded in this room.

### **Scenario 3**

**Adult:** During a quick visit to the grocery store, I need picnic food. I totally forgot I was having friends over and now I need to hurry. I travel down the condiments aisle and find that both the ketchup and mustard are in the same place, which saves me time. I have to go to a different aisle for hotdogs and a third aisle for the buns. This trip is taking longer than I thought because I have to go into yet another aisle for the paper plates, plastic forks and spoons. Wouldn’t it be nice if all I needed was in one aisle?

**Child:** I want to play with blocks. I am going to build a zoo. I go to the block center where I find the blocks on the shelf. I need animals for my zoo; they are in the science center. Gosh, if I go get them, someone might steal my spot in the block area. Well, I will risk it. I also need people for my zoo and they are located on the other side of the classroom. Wouldn’t it be nice if everything I needed for my zoo were right here with the blocks?

### **Scenario 4**

**Adult:** I am going shopping for a new toaster. At the store, I find one on the top shelf. I cannot reach it on my own so I try to find help. The sales associates I can see around me are busy helping other customers, so I climb the shelf to get it myself. Wouldn’t it be nice if the toaster was on my level to begin with?

**Child:** I really want to play with the puzzle, but it is high on the shelf. I look to my teacher to see if she is available to help me. She is helping Sarah in the bathroom. My other teacher is busy too. I will climb the shelf. The puzzle, along with many others, falls on me. I am in trouble for climbing and making a mess. If only the puzzles weren’t stored that high to begin with.

### Scenario 5

**Adult:** I am an old woman now. Although I can still comprehend everything around me, I can't speak clearly any more because of a stroke. And most embarrassing, I cannot control my bowels. My family has placed me in a nursing home to live out my days. After lunch, I soil myself and need to be cleaned up by a nice, competent and discrete nurse. Four of them have been to see me since lunch and no one is acknowledging my predicament. It is really making me mad. I know it is not a job that is pleasant, but it is necessary. I wish I could tell my family about this.

**Child:** My diaper is dirty. It is becoming stinky and itchy on my bottom. Ms. Sarah must smell me. Why won't she change me? Is it because in 30 minutes Mr. Mark comes in to help? Is she waiting for someone else to notice? This is uncomfortable. I wish I could tell my family.

### Scenario 6

**Adult:** At a professional development event intended to meet required training hours, the trainer experiences technical difficulties with the DVD player. The trainer, previously keeping the attention of everyone, has now experienced a glitch. While the trainer works furiously with the technology expert to resolve the problem, the audience is engaged in conversations with one another and some have left to use the restroom or make phone calls. After the problem is resolved, the trainer graciously asks the group to refocus on the presentation which is now beginning again.

**Child:** The children are asked to sit at the table for an art activity. The teacher passes out the paper and the paint but realizes she has forgotten the paint brushes. She furiously digs in the cabinets to find them. During this time, the children are talking with one another, some have gotten out of their seats, and others have started painting with their fingers. This is an unexpected glitch in the plan, as with the DVD from the previous example. Does the teacher graciously get the group back on task, or does she get angry that they did not remain seated and quiet while she found the brushes?

As you can see from the previous scenarios, children are not little subjects that we must intently study as if they were not human. They are miniatures of us--having the same feelings and goals that we do. Young children often behave as we would. So when you are experiencing a problem in your classroom, before brainstorming solutions, find out why it is happening by putting yourself in their shoes. Experience what they undergo. A solution may be easier to find using this method.



# 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  
in your area, please call:

**1-866-321-4728**

Or visit [www.wvdhhr.org/birth23](http://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.

# West Virginia Quality Rating and Improvement System Update

Submitted by Jessica Dianellos, Division of Early Care and Education

A Quality Rating and Improvement System (QRIS) is a systematic approach to assess, improve, and communicate the level of quality in early care and education programs. QRIS assign quality ratings to programs based on a set of defined program standards. By participating in the QRIS, programs may receive incentives and supports to help them meet the higher standards. Parents then have a rating system similar to that used for restaurants and hotels that aids them in choosing quality care for their children. Nationwide, most states have implemented or are currently developing a QRIS (QRIS National Learning Network).

In April of 2009, WV Code Chapter 49 Article 2E was passed, which requires the WV DHHR to implement a child care quality rating and improvement system. Although no funding was appropriated by the legislature, much has been done to move forward with our system. An Advisory Council was created to provide recommendations on quality improvement policies, financing options, and a plan of implementation. A legislative rule was promulgated during the 2012 legislative session to outline how each aspect of the system will work.

In addition, the Advisory Council has created several subcommittees to complete specific parts of the planning process. Subcommittees have been formed to revise program standards for each type of care, to develop technical assistance policies and procedures, and to explore cost options for the system. The standards subcommittees carry the charge of updating current quality standards and then continuously reviewing the standards as necessary to align with national benchmarks. The technical assistance (TA) subcommittee has developed competencies for TA staff. These competencies describe the general knowledge and skills that are necessary for TA staff to engage in coaching, consultation, and mentoring of participating programs and practitioners. As West Virginia continues to make significant steps toward planning our QRIS, we are focused on seeking funding to begin implementation of the system.

**For more information, please contact Jessica Dianellos at [Jessica.L.Dianellos@wv.gov](mailto:Jessica.L.Dianellos@wv.gov).**



Most important school supply? --  
**A Healthy Smile**

Your child's dental health is "school-ready" with.....

- ☑ **Early dental exams and preventive care from your dentist**
- ☑ **Yearly HealthCheck exams:** a complete well-child check-up with vision, hearing, dental screens and other developmental checks right for her age and stage by her pediatrician or family doctor
- ☑ **Brushing and flossing teeth daily** helps keep your child's smile healthy

**Helping your child be school-ready!**

**Need health coverage??**  
Call 1-877-982-2447  
or apply online at  
[www.wvinroads.org](http://www.wvinroads.org)



[www.chip.wv.gov](http://www.chip.wv.gov)

# Approved Curricula for Tier II Quality Status

Submitted by Jessica Dianellos, Division of Early Care and Education

West Virginia's tiered reimbursement system allows child care programs that meet specific higher quality standards to receive a higher rate of reimbursement for each child in the subsidy system. There are currently three quality tier levels available to programs. As part of Tier II program requirements, a list of approved curricula was recently developed to ensure that programs use a developmentally appropriate curriculum that aligns with the WV Early Learning Standards Framework (WV ELSF) Birth to Five. The list of curricula for preschool classrooms was created in 2011 by a group representing Head Start, Public Pre-K, and Child Care for use by WV Pre-K programs. In the spring of 2012, the West Virginia Infant/Toddler Specialist Network, along with staff from Early Head Start, developed the infant/toddler list of approved curricula for use with children ages birth to 3 years. Many curriculum frameworks were reviewed using specific criteria to establish a list of curricula that are developmentally appropriate to the ages served and that are linked to the WV ELSF.

Beginning January 1, 2013, all child care centers applying for Tier II quality status will need to use a curriculum from the approved list to meet Tier II standards. A list of approved curricula specifically for family child care programs will also be developed in the coming months. When completed, family child care facilities and family child care homes applying for Tier II quality status will also be required to use a curriculum from the approved list in order to meet Tier II standards.

See the following pages for the list of approved curricula for center-based care. Questions about tiered reimbursement can be sent to Jessica Dianellos at [Jessica.L.Dianellos@wv.gov](mailto:Jessica.L.Dianellos@wv.gov).

## *Infant/Toddler Approved Curriculum List*

<i>Curriculum</i>	<i>Curriculum Description</i>	<i>Publisher</i>
<b>The Creative Curriculum® for Infant, Toddler, and Twos, Second Edition</b>	<p>Revised into three comprehensive volumes that reflect 38 research-based objectives for development and learning, <i>The Creative Curriculum for Infants, Toddlers, &amp; Twos</i>, Second Edition, Revised, retains its focus on responsive care while incorporating objectives that enable teachers to focus on what matters most for very young children. This new edition helps teachers to plan and implement every aspect of caring for and teaching children from birth to age 3.</p> <p><i>The Creative Curriculum for Infants, Toddlers &amp; Twos</i>, Second Edition, Revised features:</p> <p><b>Volume 1: The Foundation</b>, which outlines the research behind the curriculum and discusses the five central components of nurturing care and teaching.</p> <p><b>Volume 2: Routines and Experiences</b>, which discusses the five routines and eight experiences that are essential to the development and learning of children birth to age 3, explaining how to plan intentionally while maintaining the flexibility to respond to the changing interests and abilities of young children.</p> <p><b>Volume 3: Objectives for Development &amp; Learning: Birth Through Kindergarten</b>, which explains the skills, knowledge, and behaviors that matter most to the continuing development and learning of very young children. A tool to help teachers observe children effectively</p>	<p>Teaching Strategies, Inc.</p> <p><a href="http://www.teachingstrategies.com">http://www.teachingstrategies.com</a></p> <p><b>Toll Free Phone:</b> 800-637-3652  <b>Local Phone:</b> 301-634-0818  <b>Fax:</b> 301-634-0825 OR 301-634-0826</p>
<b>Tender Care and Early Learning: Supporting Infants and Toddlers in Child Care Settings 2nd Ed.</b>	<p>This second edition of <i>Tender Care and Early Learning</i> describes HighScope's active learning approach for very young children who are in the sensory-motor state of development — the stage when children learn with their whole body and all their senses, and when they rely on trusted adults to support their learning adventures. Incorporating the latest research on infant and toddler development, this extensively revised and expanded manual provides both a rationale and specific strategies for each part of the Infant-Toddler Curriculum.</p>	<p><b>Ordering Instructions for Publications —</b></p> <p>Web orders: <a href="#">Online store</a>  Phone: Call 800.40.PRESS  Fax: 800.442.4FAX  E-mail: <a href="mailto:PressStaff@highscope.org">PressStaff@highscope.org</a></p>

## *Pre-School Approved Curriculum List*

<i>Curriculum</i>	<i>Curriculum Description</i>	<i>Publisher</i>
<p><b>The Creative Curriculum® for Preschool</b></p>	<p><i>The Creative Curriculum</i>® System for Preschool, is a research-based system that offers early childhood educators a comprehensive collection of resources to help them build high-quality programs. The Fifth Edition, has five comprehensive volumes:</p> <p><b>Volume 1: The Foundation</b> presents the theory and research behind the curriculum, helps teachers translate them into practice, and explains the five components of teaching preschool children effectively.</p> <p><b>Volume 2: Interest Areas</b> discusses the 10 classroom interest areas and the outdoors, suggesting appropriate materials and presenting teachers with ways to promote children's development and learning.</p> <p><b>Volume 3: Literacy</b> gives teachers the latest research-based strategies for supporting early literacy learning, helping them to teach intentionally and incorporate language and literacy learning into everyday classroom experiences.</p> <p><b>Volume 4: Mathematics</b> explains the components and process skills of mathematics and provides teachers with practical strategies for promoting mathematics learning throughout the day.</p> <p><b>Volume 5: Objectives for Development and Learning</b> presents the 38 objectives for development and learning; user-friendly, color-coded developmental progressions that show widely-held expectations for children; and strategies to help every child progress.</p>	<p>Teaching Strategies, Inc.  <a href="http://www.teachingstrategies.com">http://www.teachingstrategies.com</a>  <b>Toll Free Phone:</b> 800-637-3652  <b>Local Phone:</b> 301-634-0818  <b>Fax:</b> 301-634-0825 OR 301-634-0826</p>

<i>Curriculum</i>	<i>Curriculum Description</i>	<i>Publisher</i>
<p><b>The HighScope Curriculum for Preschool</b></p>	<p>The HighScope Curriculum provides essential basics to research-validated details for all the know-how needed to run a high-quality preschool classroom— whether planned by adults or initiated by children — HighScope Preschool Curriculum is the central element. Children learn through direct, hands-on experiences with people, objects, events, and ideas. Trained adults who understand child development and how to scaffold the important areas of learning in the preschool years offer guidance and support.</p> <p>The preschool component of the HighScope Curriculum includes</p> <ul style="list-style-type: none"> <li>• A set of <b>teaching practices</b> for adult-child interaction, arranging the classroom and materials, and planning the daily routine.</li> <li>• <b>Curriculum content areas</b> for 3- to 5-year-olds</li> <li>• <b>Assessment tools</b> to measure teaching behaviors and child progress</li> <li>• A <b>training model</b> to help teachers implement the curriculum effectively.</li> </ul>	<p><b>Ordering Instructions for Publications</b></p> <p>Web orders: <a href="#">Online store</a>  Phone: Call 800.40.PRESS  Fax: 800.442.4FAX  E-mail: <a href="mailto:PressStaff@highscope.org">PressStaff@highscope.org</a></p>
<p><b>HighReach Learning</b></p>	<p><b>HighReach Learning</b> curriculum supports and inspires educators from a variety of educational backgrounds by providing meaningful learning experiences and support materials that promote active, playful, and authentic learning opportunities. The core of the HighReach Learning curriculum philosophy is teaching and interacting with purpose using Learning Zones. Helping teachers focus on learning approaches that can be developed during any type of experience or interaction, the Learning Zones take advantage of the back and forth interaction between teachers and children throughout the day.</p>	<p><b>Customer Service</b> – In your email, please include your state of residence.  <a href="mailto:hrlleads@highreach.com">hrlleads@highreach.com</a></p> <p><b>By Phone:</b>  800-729-9988 or 704-357-0112</p> <p><b>By Mail:</b>  HighReach Learning  5275 Parkway Plaza Blvd  Charlotte, NC 28217-1967</p> <p><b>By Fax:</b>  800-729-4754</p> <p><b>To Place an Order by Phone:</b>  Please call 800-729-9988 Monday-Friday, 8:30-5:00 (EST)</p>

# Sunbeam's Synergistic Garden

Submitted by Janae Ice, Sunbeam Early Learning Center



“Who likes vegetables?” asked our school group teacher. “Yuck!, Not Mel, Gross!, Disgusting!” were the responses from her children. As any good teacher, Miss Sarah couldn’t stand for this. She had to change their minds. While attending West Virginia University, she had heard about the Synergistic Garden concept and decided to contact Dan Gifford and Will Oxley of EverybodyEco Synergistic Concert Research Garden in Morgantown, W.Va. Dan and Will talked with center director, Helen Post-Brown, and the decision was made to create a Synergistic Garden at our center.

The Synergistic Gardening style is rooted in work from Masanobu Fukuoka and adapted to the European market garden by Emilia Hazelip, the pioneer of the Synergistic Gardening concept. According to information from EverybodyEco, a Synergistic Garden is guided by four principles including:

- ❖ no cultivation
- ❖ no compaction of the soil
- ❖ no fertilizer (chemical or organic)
- ❖ no chemical treatments (pesticide, herbicide...etc)

Dan and Will met with our children to plan and design the garden. They decided on the design, location, and the plants to plant within the garden.



After the planning process, the children dug the earth and created the mounds for the design.



Next, they watered down cardboard to place over the mounds followed by straw. Then the mulch was laid down along with the steps and the herb garden was created.



Finally came the planting of the fruits, vegetables, herbs, and flowers. The garden was planted just before July 4th and within a few weeks the plants had rooted and began showing signs of a healthy, strong, productive garden.

During the next few weeks, the school children watered the garden. Watering was all that it took, there wasn't any other upkeep, weeding, or fertilizing.



This garden is a bountifully beautiful Synergistic Garden that is exciting our campus. The children have enjoyed many items from the garden already this summer. They have had squash, zucchini, green peppers, banana peppers, onions, tomatoes, and green beans. They have also made fresh salsa, bruschetta, roasted vegetables and mint water.



“Gardening has always been an important part of Sunbeam’s curriculum,” said Helen Post-Brown, owner/director of Sunbeam Early Learning Center. “The Synergistic Garden has been our biggest undertaking and our most productive. The garden has allowed our children to develop a sense of pride and enable them to reap the rewards of working hard. It has also brought alive the growing process and given the children the opportunity to truly interact with their environment.”

February  
19-22

[www.wwearlychildhood.org](http://www.wwearlychildhood.org)

*Painting the  
Picture:  
Children,  
Families &  
Communities*

2013 Celebrating Connections Conference

Charleston

## Mandated Reporting Laws Changed

The 2012 West Virginia Legislature passed a law expanding the list of professions and individuals required to report suspected child abuse and neglect to include youth camp administrators and camp counselors; employees, coaches and volunteers of any entity providing organized activities for children including youth sports and other youth serving organizations; and commercial photograph print processors.

In addition, the bill clarifies that mandated reporters must report instances of suspected child abuse and neglect to protective services, not just report the incident to their supervisor. Supervisors may implement the report or cause an additional report to be made, but this action does not nullify the reporter's mandate to report the suspected abuse or neglect.

Failure to report within 48 hours is a misdemeanor offense subject to up to 30 days in jail and up to a \$1,000 fine.

For more information, visit [www.legis.state.wv.us](http://www.legis.state.wv.us).



# West Virginia Association for Young Children "The Reggio Journey Begins"

Presented by Terry Green and Associates  
from the Audubon Area Head Start, Owensboro, Kentucky

Friday, October 19 & Saturday, October 20, 2012

8:30am -3:30pm

Bridgeport Conference Center  
Bridgeport, WV



This presentation will provide an introduction to the work inspired by the Schools of the Municipality of Reggio Emilia, Italy. It will include history of the Schools in Reggio Emilia and the work in the United States, an overview of the Fundamental Framework that supports the work and specific examples and information regarding the implementation of the approach. Participants will also have an opportunity to develop their plan to begin using this work. A combination of PowerPoint presentations, dialogue and group participation will be used to present the content.

- NAREA affiliated
- STARS Registered

Open to center directors, Head Start, ECE Instructors, Classroom Teachers and ECE students

- May sign up for one or two days

## West Virginia Association for Young Children Workshop Registration Form

Registration must be postmarked by October 4, 2012. No refunds after October 4, 2012

*Please make a copy for your records*

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

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

City: \_\_\_\_\_ State: \_\_\_\_\_ Zip: \_\_\_\_\_

Phone: \_\_\_\_\_ E-mail: \_\_\_\_\_

Student \$25 (Day 1-October 19<sup>th</sup>)       Non-Student 1-day \$50 (Day 1- October 19<sup>th</sup>)

2-days \$75 (Day 1- October 19<sup>th</sup> & Day 2- October 20<sup>th</sup>)

Day 1-History, Connection, Environment      Day 2-Next Steps, Develop Plan, Move Forward

Yes, I would like lunch \$14.00       No, I will be on my own for lunch

Total Enclosed: \_\_\_\_\_

Make checks payable to WVAYC: Mail Check and Registration to: Gina Cheshire, WVAYC  
Support Staff, 374 Meadow Lane, Parkersburg, WV 26101

# Ann Nutt Memorial Provides Scholarship for SECA Conference

Submitted by Helen Post-Brown, West Virginia Association for Young Children



**Ann Nutt  
1954-2006**

The early childhood community was privileged to know and work with Ann Nutt, the West Virginia Department of Health and Human Resource's Director of Early Care and Education Quality Initiatives. Early childhood professionals across West Virginia were greatly saddened by her death on October 16, 2006.

Ann was a dedicated member of the West Virginia Association for Young Children (WVAYC). She worked passionately for the children of West Virginia. Ann's first experience in the early childhood field in West Virginia was as director of the Lighthouse Child Care & Development Center in Charleston, W. Va.

Because of her high esteem for child care directors and her belief that the Southern Early Childhood Association (SECA) conference was an excellent way for child care directors to increase professional development in their field, WVAYC in conjunction with Ann's family, has set up a scholarship fund for directors of child care centers to attend the annual SECA conference. This will be a way to continue the work Ann started in the early childhood field.

If you are a child care director, assistant director, or family home provider and would like to be considered for the Ann Nutt Memorial Scholarship, please complete the application form on the following page.

The scholarship is for \$750. This covers registration fees and some travel and lodging expenses. Additional expenses over \$750 are the responsibility of the recipient of the Ann Nutt Memorial Scholarship.

The recipient of the scholarship will be announced at the 2013 Celebrating Connections Conference. The 2013 SECA conference will be on February 28-March 2 in Mobile, Alabama. For more information about the annual SECA Conference go to [www.southernearlychildhood.org](http://www.southernearlychildhood.org).

The West Virginia Association for Young Children (WVAYC) is dedicated to ensuring the availability of high quality early childhood programs. Efforts are focused on supporting and expanding opportunities for early childhood professionals and being an effective leader in advocating early childhood issues.

For more information contact, Helen Post-Brown, President, West Virginia Association of Young Children, 1-304-366-8590 or [sunbeamccc@aol.com](mailto:sunbeamccc@aol.com).

## Ann Nutt Memorial Scholarship Application Form

This memorial scholarship is for \$750 to attend the SECA Conference, February 28-March 2, 2013 in Mobile, Alabama. Additional expenses incurred over and above \$750 will be the responsibility of the scholarship recipient.

Full Name: \_\_\_\_\_

Child Care Center: \_\_\_\_\_

Position: \_\_\_\_\_

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

Phone: \_\_\_\_\_

Fax: \_\_\_\_\_

E-Mail: \_\_\_\_\_

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

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

(Typed and double spaced)

**Deadline: Postmark by Wednesday, October 31, 2012**

Send to  
Helen Post-Brown, WWAYC  
1654 Mary Lou Retton Drive  
Fairmont, WV 26554  
SunbeamCCC@aol.com  
Fax: 1-304-366-5006

**Visit [www.wwayc.com](http://www.wwayc.com) for more information**

# Developmentally Appropriate Practice a Sign of Quality

Submitted by Barbara Tucker, West Virginia Early Childhood Transition

One cannot overlook the importance of developmentally appropriate programs. There are mistaken beliefs about learning environments – that it must be either an academic approach or a developmentally appropriate approach. The following is an excerpt from *Not Just Cute, Intentional Whole Child Development*.

“Developmentally Appropriate Practice (DAP) encompasses a set of beliefs and practices considered ‘best practice’ for teaching that focuses on how young children from birth to 8 learn best. Teachers make choices based on sound knowledge of child development and learning processes, while taking into account individual differences and needs, as well as social and cultural constructs.”

Ignoring DAP in an effort to “get ahead” is generally counterproductive because it ignores the way children are naturally wired to develop. It replaces in-born motivation and inquisitiveness with mandates no 5-year-old child can understand.

Children learn best when there is a relationship with responsive adults; active, hands-on involvement; meaningful experiences; and opportunities to con-

struct their understanding of the world (a process supported by the three previous constructs).

Learning takes place in a variety of environments – large groups, small groups, engagement in learning centers and in daily routines. Each format provides a different opportunity for teaching, learning, and discovering together as areas of development are interrelated and one activity can target several developmental skills.

An example of this is Claire painting on a large piece of art paper. Standing and painting at the easel promotes physical development (motor skills), creativity (cognition), and language development (when Claire talks about her painting with an attentive teacher). Pitting a developmentally appropriate approach against an “academic” approach has no purpose as the method of DAP yields academic conceptions. It is the instructional approach that takes on a different (or as the author believes, a more appropriate and effective) form.

In a quality setting, the teachers display intentional teaching based on sound research on how children learn incorporating these principles:

- All domains of child development are important and interrelated.
- Many aspects of child development follow a consistent documented progression, with later skills and proficiencies building upon the others already acquired.
- Rates of development vary from child to child.
- Development and learning takes place within the dynamic interaction of both biological maturation and personal experience.
- Early experiences have profound effects, and there are optimal periods for certain types of learning and development.
- Development builds toward greater complexity, self-regulation, and representational thinking capabilities.
- Children learn best when in caring and positive relationships with adults and peers.
- Development and learning occur in and are influenced by society and culture.
- Children are always seeking to understand the world around them.

They learn in a variety of ways; therefore, a variety of teaching methods and learning experiences need to be offered to reach different learning styles.

- Play is an important vehicle for developing self-regulation as well as social, language, and cognitive development.
- Development and learning are advanced when children are challenged just above their competency and when they have many opportunities to practice new skills.
- Children’s experiences shape their motivation and approach to learning (persistence, initiative, flexibility) and these dispositions in turn influence their learning and development.

References: Morgan, Amanda. *Not Just Cute, Intentional Whole Child Development* November 15, 2010.  
www.notjustcute.com.

# Because you work hard for your kids.



Your children may be eligible for **new** low-cost, comprehensive health coverage.

Family Size	Premium Plan Maximum Yearly Income
2	\$45,390
3	\$57,270
4	\$69,150
5	\$81,030

Only a monthly premium of \$35/month for one child or \$71/month for 2 or more children.



Apply online at: [www.wvinroads.org](http://www.wvinroads.org)

Call Toll-Free **1-877-982-2447**



## 64th Annual SECA Conference February 28-March 2, 2013

Renaissance Mobile  
Riverview Plaza Hotel

Mobile, Alabama

[www.southernearlychildhood.org](http://www.southernearlychildhood.org)

**Please mark your calendars now!**



**Disability Expo 2012**

**Same great event, growing to include resources for everyone.**

**One4All Disability Expo 2012**

**Saturday, October 13, 2012**

**10am-2pm**

**515 Johnson Ave**

**Bridgeport, WV 26330**

**304-612-1341**

**\* FREE ADMISSION \***

**Accessible Facility & Parking**

**Ensuring all individuals receive the  
information and resources  
they need and deserve  
to reach their fullest potential-  
regardless of age, diagnosis, or prognosis.**

**[www.one4alldisabilities.org](http://www.one4alldisabilities.org)**

# Parent Blocks

## NEWSLETTER



"Providing resources to parents throughout West Virginia"  
Volume 9, Issue 4, Fall 2012

## Remembering Family Traditions

Every family has their own traditions. The ways they manage regular occurring events such as birthdays, anniversaries, holidays and even losses. The tradition dictates how these events are to be practiced and who is to attend. Built in to the tradition is the expectation that those involved will continue to be involved and follow their same roles and implicit rules. The family tradition

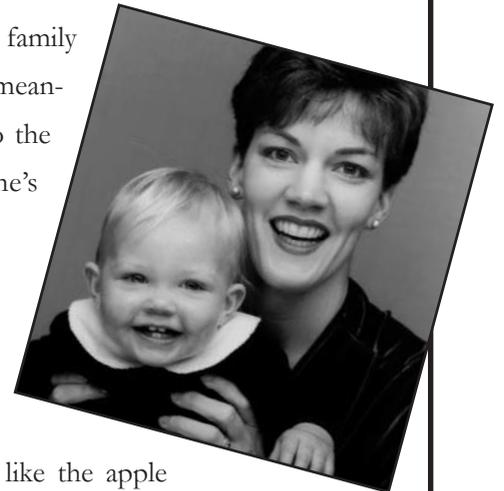
makes for a shared experience and history between family members. The experience of the family tradition gives family members a common ground, a basis to their relationship. The family traditions are the glue that bind families

together over time and space. In short, family traditions give meaning and speak to the nature of one's family.

There is an inevitability with family traditions and just like the apple that must fall to earth, so too do family members feel the tug of their traditions.

For many persons the anticipation of the family tradition is met positively, with warmth and acceptance. For these persons there is a comfort in the family tradition. The family tradition provides for a sense of safety, familiarity and certainty. Whatever else is going on, whatever else is happening, many people can count on the family tra-

*Continued on next page*



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

Permission to photocopy

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

dition to offer respite from the storm of life and a sense of belonging and harbor from life's storms.

Even in view of family conflict, for many the family traditions, dictating roles, rules and responsibilities, help structure even fractured relationships. While one may not be pleased with the conduct of others, at least the tradition organizes the conduct of others so that at the very least there is a comfort with predictability – knowing what may be coming, whether wanted or not. At least one will not be taken by surprise. The family tradition offers a sense of certainty, whether for a good expectation or not. In such situations, the family tradition may seek to be avoided, but in many situations, the pull is greater than the repulsion. We go; we tolerate; we may even fight; all as per the tradition.

And so we are all bound by our family traditions with whomever we consider to be our family. We move through the calendar year organized by life events and holidays. We carry on by ourselves only to be brought back to the vortex of the family.

We are as bound to the family tradition as moths to the flame until one day a change occurs that threatens or alters the inevitability of the family tradition. That change may occur from within the family or outside the family by circumstances beyond



our control--aging, death, birth, marriage, divorce, separation, or relocation. The integrity of the family tradition is compromised and the force to maintain it is pitted against forces of change. Uncertainty reigns, confusion sets in and roles and rules break down. Forces to maintain things as they were, fight against the push for reorganization.

There is a period of confusion as the family tradition either withers and dies, or transforms itself to carry on in new ways like the caterpillar changes into the butterfly. Not necessarily something better, but something different, yet with the same DNA. In these situations, the tradition lives on in new forms with new guardians who pay homage to the past and contributing tradition. At times, the new tradition is not the changed version, but a melting of two or even more unrelated tra-

ditions. Some new traditions must accommodate new demands, changing times, cross-cultural marriage, blended families, or relocation of families.

Time moves on, family traditions change or die. The survivors are either the groomsmen or pioneers. Generations pass the torch to either be extinguished or rekindled, but inevitably, things change. None-the-less, we remember our family traditions.

Ramadan, Rosh Hashana, Thanksgiving, Christmas. The fall is upon us and we are remembering our family traditions. This unites us in our humanity.

Submitted by Gary Direnfeld,  
MSW, RSW, Social Worker

# Whooping Cough on the Rise

Submitted by Healthy Kids West Virginia

Whooping cough cases are on the rise. Pertussis, or whooping cough, is a highly contagious bacterial infection of the respiratory tract. It gets its name from the high-pitched sound made when a person inhales following a coughing bout.

Before the vaccine was introduced in the 1970s, whooping cough was a leading cause of infant illness and death. Adults and adolescents tend to have a much milder case, which may resemble a bad cold or the flu.

Initial symptoms of pertussis include a runny nose, sneezing, mild cough, and a low-grade fever. After about 1-2 weeks, the coughing becomes more severe.

Coughing spells may last for more than a minute, during which the child may turn red or purple. At the end of the coughing spell, the child may make the characteristic whooping sound or they may vomit.

Children under the age of six months are at higher risk for complications, which might include pneumonia, slowed or stopped breathing, seizures, or brain damage.



Because infants and toddlers are at a higher risk for complications, they are more likely to be hospitalized. Complications for young infants can be life-threatening.

Pertussis is spread through airborne exposure. When an infected person coughs or sneezes into the air, others can become infected by inhaling the drops or getting the drops on their hands and then touching their mouths or noses.

Prevention is achieved through immunization and good hand-washing and sanitation practices. If a child is diagnosed with pertussis, the American Academy of

Pediatrics recommends that they be excluded from the child care setting until they have received at least five days of appropriate antibiotic treatment and when the child is able to participate in regular daily activities.

# Safe Sleep is Simple

The **ONLY** place a baby should sleep is in a crib or bassinet

**YES**

Baby always sleeps in a smoke-free room

**YES**

Baby always sleeps alone, on her back and in her crib

**YES**

Baby has on only diaper, sleeper, & light blanket

**YES**

Crib is clear of toys, heavy blankets, bumper pads & pillows

**YES**

Mattress is firm & fits close to the sides

## Say YES to Safe Sleep

Babies who sleep in an adult bed are 40 times more likely to die from accidental suffocation.

For video + more information visit:

[SafeSoundBabies.com](http://SafeSoundBabies.com)

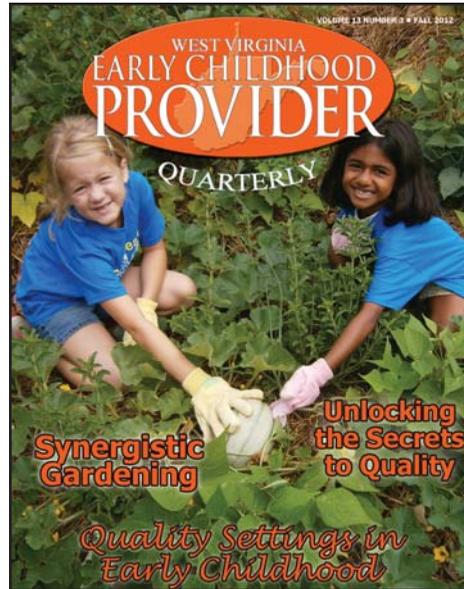
Our Babies: safe&sound

**TEAM**  
for West Virginia Children

The West Virginia Children's Trust Fund

This program is being presented with financial assistance as a grant to the TEAM for West Virginia Children from the WV Department of Health and Human Resources.

Now is the time to subscribe to



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

Name/Organization \_\_\_\_\_

Address \_\_\_\_\_

City \_\_\_\_\_

State \_\_\_\_\_ Zip \_\_\_\_\_

Telephone \_\_\_\_\_

Email \_\_\_\_\_

County \_\_\_\_\_

**Send check or money order to:  
West Virginia Early Childhood Provider Quarterly  
c/o West Virginia Early Childhood Training  
Connections and Resources  
611 Seventh Avenue, Ste. 322  
Huntington, WV 25701**

**Only \$8.00  
for a one-year subscription**

This magazine is delivered free of charge to early childhood institutions. If you would like a copy delivered to your home, an individual subscription is available for \$8.00 a year



RVCDS/WVECTCR  
611 Seventh Avenue  
Ste. 322  
Huntington, WV 25701

NONPROFIT ORGANIZATION  
US POSTAGE  
PAID  
PERMIT 43  
HUNTINGTON WV