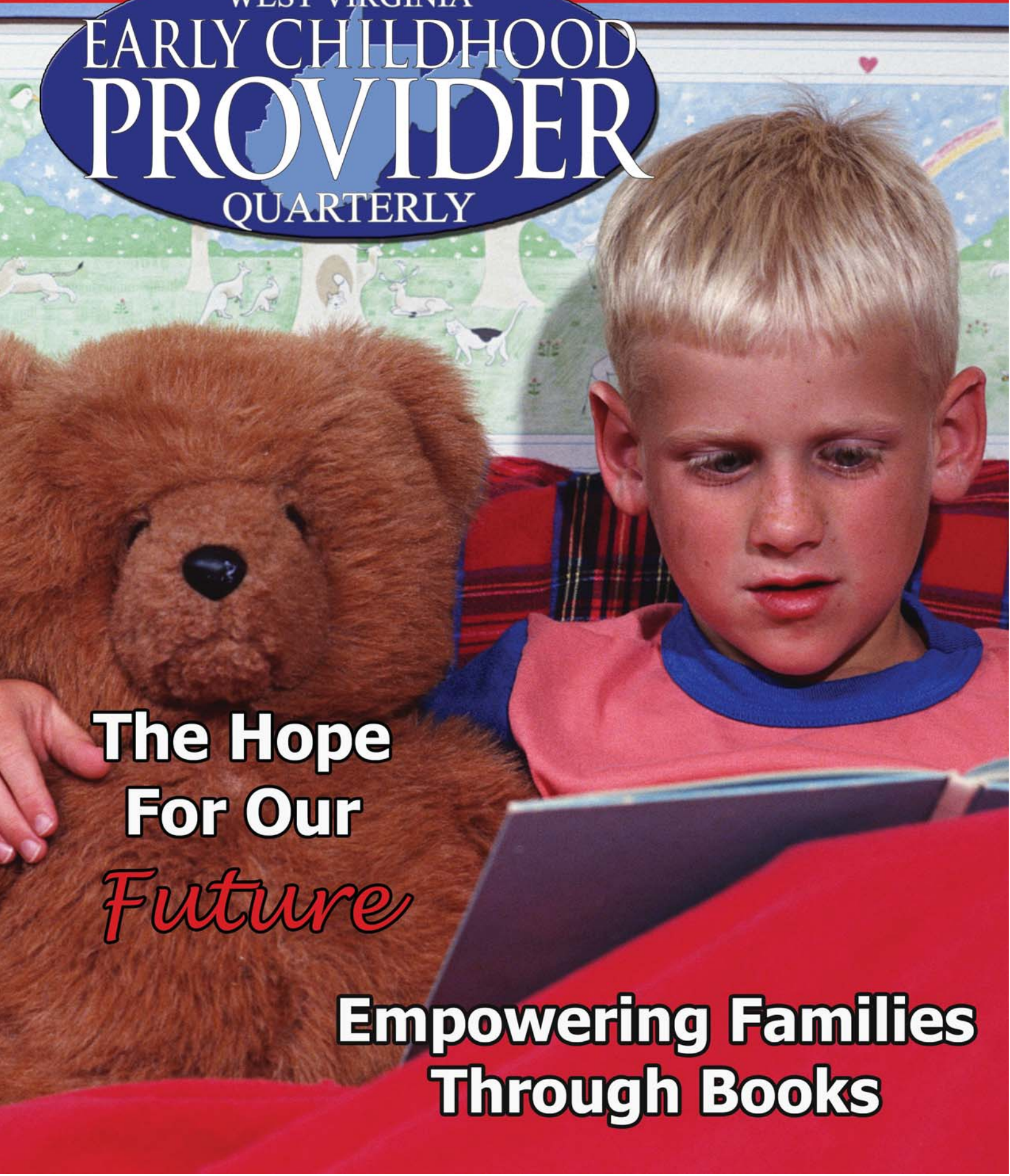


WEST VIRGINIA
EARLY CHILDHOOD
PROVIDER
QUARTERLY



**The Hope
For Our
*Future***

**Empowering Families
Through Books**

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length and technique. They may be edited from their original format. Please send
your contributions to the editorial offices.



ACDS..... 3

FEATURE ARTICLES

*WV Program Empowering Families One
Book At a Time..... 4-5*

*CELL: Evidence-Based Practices for Promoting
the Literacy Development of Young Children..... 6*

The Hope for Our Future..... 8-12

LENDING LIBRARY..... 15

HEALTH..... 16-17

CELEBRATING SUCCESS..... 18

WVCCU..... 23

WYOC..... 24-25

PARENT BLOCKS NEWSLETTER..... 26-29

Exciting News About ACDS

Submitted by Sherrie Myers, ACDS State Coordinator

ACDS Instructor's Academy

The Apprenticeship for Child Development Specialist (ACDS) program is accepting applications for the annual Instructor's Academy. Individuals wishing to teach an ACDS class must complete this intensive five day training. They also must attend a one day update every other year to continue certification. ACDS is always looking for new instructors. From a personal perspective, being an instructor is a wonderful experience. It is very rewarding to witness the growth and development of students as they begin the program, complete the fourth semester, and ultimately graduate. Many gain the confidence to continue their education and receive their associate and/or bachelor's degree. What a testament of the success of the program! If you are interested in this wonderful opportunity to continue your professional development and share your knowledge, please contact Sherrie Myers at 304-523-0433 or smyers@rvcds.org.

Upcoming Events

April 2

ACDS Journeyperson's Seminar
Presenter: Saun Floyd

April 9

ACDS Instructor's Update

May 7

ACDS State Executive Council Meeting



www.wvacds.org

ACDS Contacts:
Sherrie Myers
304-523-0433
smyers@rvcds.org

WV Program Empowering Families... *One Book At a Time*

Submitted by Angie Davis, Parents as Teachers



There is a program spreading across the state helping parents prepare their children for school. This program is not in every county in West Virginia, but is expanding. This program is called Parents as Teachers.

The concept for Parents as Teachers was developed in the 1970s when Missouri educators noted that children were beginning kindergarten with varying levels of school readiness. Research showed that greater parent involvement is a critical link in the child's development of learning skills, including reading and writing.

In 1981, Missouri pioneered the concept of helping parents embrace their important role as their child's first and best teacher. Today, Parents as Teachers is preparing children for school all over the country and the world. Since 1985, Parents as Teachers has expanded to all 50 states and six other countries.

Research shows that school readiness predicts later school achievement. Parents as Teachers help parents have positive experiences with their children starting before birth, which leads to school readiness.

Parents as Teachers participants are more likely to frequently read to their children and more likely to sign their

children up for preschool, both of which lead to a child being better prepared for learning.

“If I had to state the main focus of the Parents as Teachers curriculum it would be early literacy,” says Angie Davis, Program Director of Tucker/Randolph Parents as Teachers. Each lesson suggests a book or type of book to use from birth up through kindergarten. Starting with the simple black on white and contrast type books and continuing on through various early childhood offerings, the Parents as Teachers curriculum works hand in hand with books for younger children.

Not only does every lesson include a book, but many of the monthly group connections do as well. The Tucker County Parents as Teachers program gave away nearly 1,000 books last year, just in our small county. Each child gets a new book each month during their home visit, and there are also books given away at special events such as Christmas and Oral Health Month. It is a great start on a child’s library to receive new books monthly. Many of the Parent as Teachers Programs give books away each visit or frequently.

One child in the Tucker County Parents as Teachers program came in as a foster child at one year old. He did not know how to open a book or turn the pages. Since he has been receiving new books monthly, he now loves books and loves pointing at pictures and learning new words. This is a great example of how opportunity and environment play a part in learning to read. Without being exposed to books, a child is at a disad-

vantage when he doesn’t see pictures and words in written form.

Toddlers may initially squirm and become distracted during storytime, but eventually they’ll learn to stay put for the duration of the book. “We always tell parents to continue to read even if your child seems to not be listening, because they will still benefit from hearing the language and rhythms” says Sonia Ryder, Parents as Teachers Supervisor in Greenbrier and Pocahontas counties. Along with reading comprehension comes a stronger self-discipline, longer attention span, and better memory retention, all of which will serve your child well when she enters school.

Books have the power to benefit toddlers and preschoolers in a myriad of ways. As a parent, reading to your child is one of the most important things you can do to prepare him with a foundation for academic excellence. Parents as Teachers is teaching parents to do just that and providing them with the books and the knowledge to do so.

To locate a Parents as Teachers program, go to www.inhomefamilyed.com or contact WV Home Visitation for the new expansion areas at 304-356-4408.



Center for Early Literacy Learning (CELL): Evidence-Based Practices for Promoting the Literacy Development of Young Children

Submitted by Mel Woodcock, WV Birth to Three

Within in the past decade, there has been a growing recognition of the importance of emergent and early literacy learning opportunities as the building blocks for later success in school. Early literacy refers to the knowledge and skills that young children need to read, write, and communicate. Early literacy learning for children from birth through 6 years of age is made up of print and language (spoken and written) learning. Print-related learning includes recognizing letters of the alphabet, understanding what is read, expressing words in writing, and knowing the rules of writing (for example, that we read from left to right). Language-related learning includes recognizing the different sounds that make up words, being able to use words to communicate, and understanding what is said by others (Robyak, A., et. al. (2007). Mapping the Contemporary Landscape of Early Literacy Learning. *CELL Reviews 1* (1), 1-11.)

The provision of opportunities for young children to experience early literacy activities throughout the day, within home and community settings, is a major focus across early childhood programs in West Virginia. To that end, families and early childhood professionals need to understand how to promote early literacy learning through the use of evidence based practices. The Center for Early Literacy Learning (CELL) promotes the adoption and sustained use of evidence-based early

literacy practices by early childhood teachers, intervention practitioners, parents, and other caregivers of young children, birth to five years of age with identified disabilities, and those at-risk for poor outcomes. Here is a review of the wide array of free resources found on the CELL website: <http://www.earlyliteracylearning.org/>.

Parent Practice Guides: These can be used by parents to provide their infants, toddlers, or preschoolers fun and exciting literacy learning experiences and opportunities. Practitioners working with parents may also use the Practice Guides to promote parents use of literacy learning activities with their children. Parent Practice Guides are in Spanish as well.

Practitioner Practice Guides: These guides can be used by early childhood educators, child care providers, early interventionists, and other early childhood practitioners for promoting infants, toddlers, and preschoolers literacy learning using interest-based and highly engaging activities.

Adaptation Practice Guides: These guides make it easier for young children with disabilities to participate in early literacy learning activities. Written for both parents and practitioners, the practice guides describe everyday home, community, and childcare learning opportunities that encourage early literacy learning.

CELL Videos and Pod Casts: These short videos and pod casts cover key concepts for promoting early literacy within home and classroom environments. CELL video and pod casts are appropriate for both parents and professionals.

CELL Pops and Posters: The mini-posters provide parents and teachers with simple ways to enhance daily activities and routines with literacy specific opportunities. The CELL Pops are interactive versions of the mini posters and are for use with infants, toddlers or preschoolers.

CELL Tools: This library of easy to use tools and resources assist professionals in promoting early literacy within classroom and homes. Examples of tools include the Early Childhood Classroom Interest Tool, Interest Based Early Literacy Checklist and Daily Schedule.

CELL Notes and Reviews: CELL notes and reviews are practice-based research syntheses of early literacy learning studies and research to support the work of promoting early literacy.

For more information on the Center for Early Literacy Learning resources or to learn about training opportunities available in West Virginia, please contact Mel Woodcock at Regina.K.Woodcock@wv.gov.

CDA Assessment Fee Scholarship

For Teachers
and Assistants

T.E.A.C.H. Benefits



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www.wvearlychildhood.org

- Provides funding of \$375 for the CDA Assessment Fee
- Provides a \$100 completion bonus upon receipt of the CDA certificate
- Provides a choice for the recipient or the sponsoring program to fund the remaining \$50.
- Option for sponsoring program to choose a six month or one year commitment from the recipient. (For T.E.A.C.H. contract purposes only.)

Eligibility requirements apply.

T.E.A.C.H. Early Childhood® WEST VIRGINIA is a licensed program of Child Care Services Association

The Hope for Our Future

Submitted by Charlotte Webb, Office of Early Learning,
West Virginia Department of Education

The only state completely enveloped within the region known as “Appalachia,” West Virginia has a long standing reputation as a highly rural, highly impoverished state with a unique geographical position that has been claimed by both the Northern and Southern regions of the United States. In 2012, West Virginia’s population was approximately 1.85 million, with 64 percent of its citizens living in rural areas and 36 percent in urban areas. The metropolitan area of West Virginia’s capitol, Charleston, boasts a population of approximately 250,000. Over 52 percent of the state’s 282,000 children enrolled in public schools come from homes of poverty (placing the state 43th in the nation).

The people of West Virginia have benefited from the state’s assets. The ideals, heritage, and rurality of West Virginia have led to an often tight-knit sense of community and family among many of West Virginia’s inhabitants. These factors have led to the development of a community focus within each of the state’s 55 counties. Particularly in rural areas, the public schools are seen as central hubs within isolated communities. The rich heritage reflected in West Virginia’s culture is rooted in a deep appreciation of craftsmanship and the arts, an emphasis on the state’s natural beauty through the tourism industry, as well as a focus on utilization of the state’s natural resources for many purposes.

As a result of the state’s history of traditionalism, pre-existing attitudes have at times presented challenges to the success of statewide initiatives. The state’s overarching challenges of geographical isolation, low educational attainment, a slow-to-mobilize economy, and declining population, coupled with a high percentage of generational poverty prevalent throughout the state, have resulted in a crisis. It is a crisis that affects everyone on some level, but it is causing the residents of every part of this state to rally together in order to bring about transformation. Together, we are creating a landscape of literacy and bringing hope for the future of our children. Research shows that proficiency in reading by the end of third grade enables students to shift from focusing on foundational reading skills to using these skills to build content knowledge, and to master the more complex subject matter they encounter in the fourth grade curriculum. Most students who fail to reach this critical milestone falter in the later grades and often drop out before earning a high school diploma.

In the past two years, state and local leaders, communities and school districts across West Virginia have pledged to get serious about closing these deficits. Their work has been spurred in part by the National Campaign for Grade-Level Reading, a collaborative effort by foundations, nonprofit partners, states and more than 120 communities across the nation to ensure that more children in low-income families succeed in school and graduate prepared for college, a career and active citizenship. The Campaign focuses on an important predictor of school success and high school graduation—grade-level reading by the end of third grade.

Nationally, 74 percent of students who fail to read proficiently by the end of third grade falter in the later grades and often drop out before graduating high school; therefore, West Virginia's Campaign for Grade-Level Reading includes an immediate plan to address third grade reading proficiency with a long term 2020 vision. The campaign identifies three targeted solutions that research has proven as most critical to closing the third grade reading achievement gap: school readiness, attendance, and summer learning loss.

School Readiness

Too many children from low-income families begin school already far behind. These children are less likely to be read or spoken to regularly or to have access to books, literacy-rich environments, high-quality early care, and prekindergarten programs.

Research has shown that when it comes to risk factors for vocabulary development, poverty trumps race, urban vs. rural community, limited English proficiency, and language impairments.

The National Campaign for Grade-Level Reading reports these statistics:

- Low-income children hear as many as 30 million fewer words than their more affluent peers.
- 61 percent of low-income children have no children's books at home.
- By age 2, low-income children are already behind their peers in listening, counting, and other skills essential to literacy.
- A child's vocabulary as early as age 3 can predict third grade reading achievement.
- By age 5, a typical middle-class child recognizes 22 letters of the alphabet, compared to 9 for a child from a low-income family.

The WV Campaign for Grade-Level Reading recognizes the important interconnections of health and learning, known as the health determinants of early school suc-



cess. Children from low-income families have more frequent challenges that affect their health and well-being than more affluent children. We know that learning begins at birth, and that healthy development greatly impacts children's ability to learn: Children who are on track in their physical, social and emotional, cognitive, and verbal development are more successful learners from their earliest years, and they are more likely to become proficient readers. The WV Campaign for Grade-Level Reading focuses on strategies to ensure that children from low-income families are in good health and developing on track from birth through third grade.

Attendance

Chronic absence is a measure of how much school a student misses for any reason. It is a broader measure than truancy, which only tracks unexcused absences. Starting in the early grades, the percentage of students missing 10 percent of the school year can reach remarkably high levels, and these early absences can rob students of the time they need to develop literacy skills. Chronic absence can also tip off communities to families and neighborhoods in need of further support, since poor school attendance can be an early warning sign of challenging social, economic, and health conditions.

The National Campaign for Grade-Level Reading reports these statistics:

- One in 10 kindergarten students miss nearly a month of school every year. In some districts, it runs as high as 1 in 3.
- Kindergartners who miss 10 percent of school days have lower academic performance when they reach first grade.
- Among children from low-income families, who lack the resources to make up lost time, chronic absence in kindergarten translated into lower fifth grade achievement.

Children from low-income families are especially hard hit. Children living in poverty have fewer resources to make up for the lost learning opportunities and are more likely to experience chronic absence because of the economic and health challenges they face.

Summer Learning Loss

There's no shortage of research documenting the academic ground that students lose when they're out of school during the summer. For students from low-income backgrounds, the cost is particularly high. Their lost reading achievement during the summer slows their progress toward reading proficiency by the end of third grade and exacerbates the achievement gap with their more affluent peers.

Richard Allington stated in his 2010 study, “The achievement gap that exists between low-income and high-income children can be narrowed or even closed simply by giving books to low-income kids.” Just a dozen books selected by the child, at a total cost of about \$50, can achieve the same improvements in school performance as \$3,000 worth of summer school. In fact, the only behavior measure that correlates significantly with reading scores is the number of books in the home. An analysis of a national data set of nearly 100,000 United States school children found that access to printed materials--and not poverty--is the "critical variable affecting reading acquisition." The most successful way to improve the reading achievement of low-income children is to increase their access to print.

West Virginia’s Campaign for Grade-Level Reading

Although schools must be accountable for helping all children achieve by providing effective teaching for all children in every classroom every day, the West Virginia Leaders of Literacy: Campaign for Grade-Level Reading joins the National Campaign in the belief that there are many variables that impact literacy development of children prior to them reaching school age. Engaged communities must be mobilized to remove barriers, expand opportunities, and assist parents in fulfilling their roles and responsibilities to serve as full partners in the success of their children in order to assure student success.

As part of this campaign, there are short-term and long-term goals. The National Campaign for Grade-Level Reading has set a goal of increasing by at least 100 percent the number of low-income children reading proficiently at the end of third grade. Currently, 33 percent of the state’s economically disadvantaged children read proficiently at third grade. The goal according to the national campaign is to increase that to 66 percent; however, West Virginia is taking that one step further by establishing the goal of 75 percent of all children to be reading proficiently by the end of third grade.

Other goals that are being simultaneously addressed are:

- Make books and printed materials easily accessible to every child beginning at birth
- Provide access to classic and contemporary texts (literary and informational) in all schools
- Ensure there is high-quality reading instruction in every classroom, every day that aligns to the WV NexGen Standards
- Provide regular, systematic, professional learning opportunities for teachers and instructional leaders



The most important factor in student success is the ability to read; however, meeting this goal requires the support of everyone in the child's life — family, schools and community.

If you would like more information about how to get involved with a county's local Campaign for Grade-Level Reading, email Charlotte Webb, Coordinator of Elementary Education, WVDE Ctwebb@k12.wv.us.

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Concerned about your CHILD'S DEVELOPMENT?

Help Me Grow, a free developmental referral service, provides vital support for children from birth to age five including:

- Information and community resources to aid development
- Free developmental screening questionnaire
- Coordination with your child's doctor

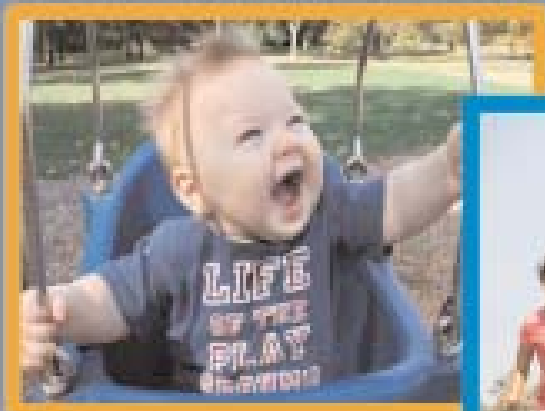
Talk to a care coordinator and schedule a developmental screening for your child today.

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



Help Me Grow
West Virginia

Help Me Grow
*Helps Parents, Kids,
and Doctors!*



For information about your
child's development, call us -
1-800-642-8522

Help Me Grow...

Connecting BOTH parents and their kids' doctors to:

- ✦ Free questionnaires such as Ages & Stages to see where your baby, toddler, or preschooler is developmentally
- ✦ Locate services in your nearby community from an up-to-date statewide database
- ✦ Speak with a care coordinator to schedule a developmental screening or specialized services
- ✦ Find hard-to-access services not readily available nearby



*In support of Help Me Grow
and Thrive by Five.*

Looking for free resources on developmentally appropriate practices?



The following books on developing literacy are available through the
Early Childhood Resource Lending Library:

Young Children Learning at Home and School. Beginning Literacy with Language.
David Dickinson, Patton Tabors, and Sue Bredekamp, 2001.

Magic of Reading Aloud (Video)
Family Connections, 1995.

Emergent Literacy and Dramatic Play in Early Education
Jane Davidson, 1996.

**Early Childhood Resource
Lending Library**
www.wvdhhr.org/mcfh/library/

What Can We Do For You?

Introducing the Marshall University Community and School Oral Health Team

Submitted by Marshall University Community and School Oral Health Team

The Marshall University Oral Health team is comprised of Regional Oral Health Coordinators that work in tandem with the WV Department of Health and Human Resources Oral Health Program. The Regional Oral Health Coordinators promote consistent and uniform oral health outreach and education and are responsible for a variety of duties and assignments that promote oral health activities across West Virginia and cover the entire lifespan.

This is accomplished through various activities including, but not limited to:

- oral health surveillance (school, adult, senior & perinatal)
- promotion of fluoride programs (rinse, varnish, water)
- provide technical assistance for the expansion of school-based dental sealant programs
- support community and school oral health education through training, teaching and resources
- education of non-dental health professionals
- promotion of evidence-based best oral health practices, policies and issues
- serve as the go-to for all things oral health within the assigned regions of the state

What resources and support can the Marshall University (MU) team provide to your organization?

It is the goal of the Marshall University Community and School Oral Health Team to work in conjunction with various organizations/agencies to improve the oral health status and knowledge of all children in West Virginia. In addition to in-service trainings to faculty and staff, the MU team can provide:

- assistance and training on the implementation of school-based Fluoride Rinse Programs in grades K-6
- work with schools to determine the oral health educational needs of students
- provide resources and material for classroom education
- provide support for oral health needs as they manifest

For additional information, please visit www.thinkoralhealth.org.

Did you know that the West Virginia Board of Education now has a policy that will mandate dental exams upon school entry?

Yes, Policy 2423 will begin to phase in implementation at the start of the 2015-2016 school year. Dental Examination Phase in Plan for additional grade levels;

- 2015/16 Pre-K and K
- 2016/17 Pre-K, K & Grade 2
- 2017/16 Pre-K, K, Grade 2 and 7
- 2018/19 Pre-K, K and Grades 2, 7 and 12

Anyone needing additional information about Policy 2423 should contact: Rebecca King, School Health Services and 504 Coordinator, WV Department of Education-Office of Special Programs, (304) 558-8830; rjking@k12.wv.us or visit the website at <http://wvde.state.wv.us>

New Documentary On Shaping Successful Early Child Development in West Virginia

In West Virginia, low income, unemployment and long work hours are having a devastating impact on families with children under the age of three. It's a period of childhood when parents and caregivers will have the greatest impact on a child's ability to learn, if they can have plenty of interactive time together. *The First 1,000 Days: Investing In WV Children When It Counts* is a new documentary that explores the multi-faceted and often misunderstood world of early child development. It looks at issues within the state and introduces viewers to family programs that are changing the lives of children and helping adults become better parents.

The First 1,000 Days is available to watch online at wvpublic.org/1000days with video extras and additional resources.

The First 1,000 Days looks at three programs that are currently helping challenged families: In-Home Family Education, Early Head Start, and Head Start. These programs help adults develop strong parenting skills and also provide expert child development testing and services. The families featured in the documentary share their experiences with these services and explain how it has changed their lives and had a significant impact on their children.

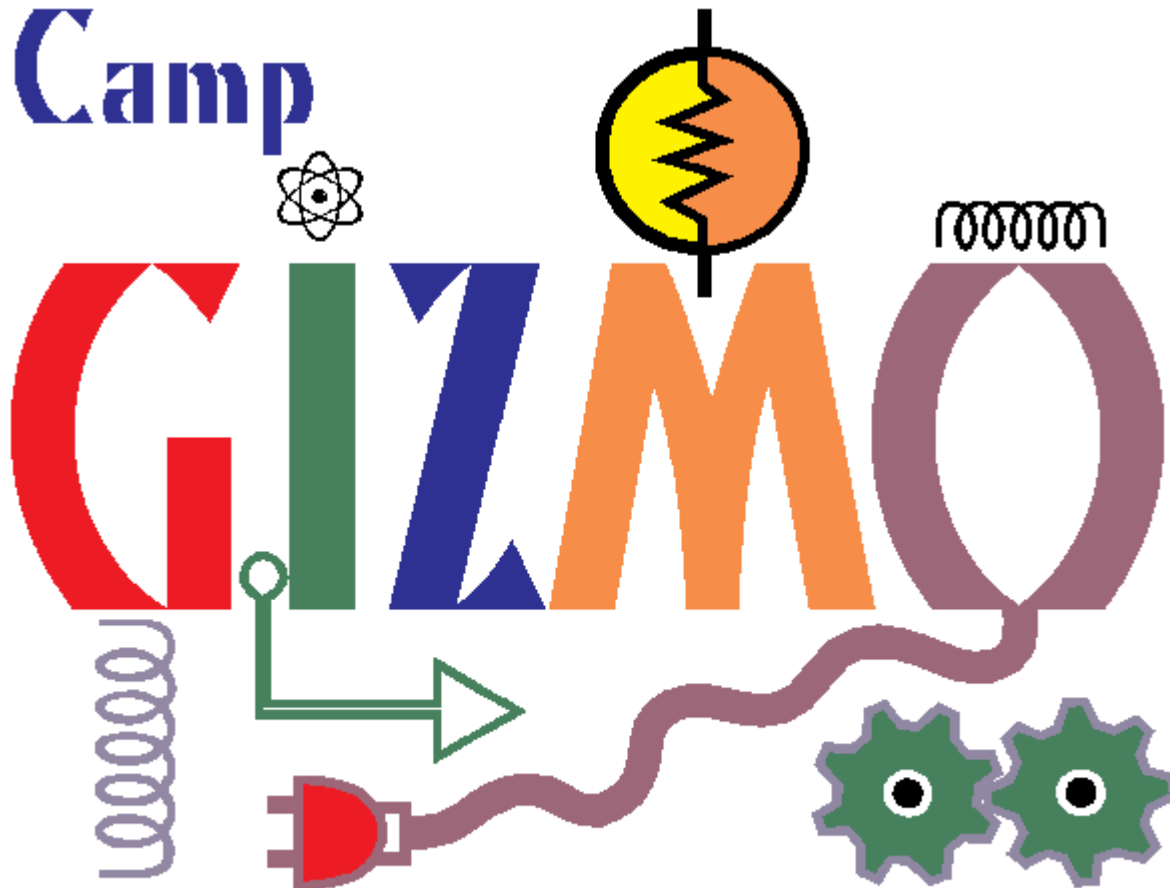
"On the whole issue of child poverty in West Virginia, focusing on early childhood development is the best place to start," says West Virginia Public Broadcasting's John Nakashima, producer of *The First 1,000 Days*. "It's an amazing thing to think about, that the close physical relationship, the eye contact, expressions, sounds made between parent and child has a profound influence on building a child's brain architecture."

Julie Pratt, of the West Virginia Childhood Planning Task Force, explains, "If children aren't getting what they need during that period of life, it just gets a lot harder for them to learn. It doesn't mean they can't. But it does mean we made them start out behind. We put them behind before they've even got started."

This program was made possible by Catholic Charities of West Virginia, working to reduce poverty in West Virginia, online at www.CCWVa.org; and by WVU Children's Hospital at Ruby Memorial, committed to the good health of the children and families of our state, online at wvukids.com.



Camp



July 18-22, 2015

What is Camp Gizmo?

A five day, hands-on camp where parents, professionals, and students learn how assistive technology can help young children (birth-8 years) with significant and multiple developmental needs.

When & Where is Camp Gizmo?

Typically the camp takes place at the campus of the West Virginia Schools for the Deaf and the Blind in Romney, WV.

Who Should Come and What Do We Do?

Families, professionals, college students, and others who want to learn more about assistive technology. A limited number of "focus" children will be accepted and assigned a team of professionals who help families identify and apply new strategies for solving their multiple assistive technology needs. (Preference will be given to children who have not previously attended camp.) Professionals and other caregivers involved with these children are encouraged to attend the camp. Labs and workshops will be available to camp participants daily. Parents attend workshops on subjects that will help them better meet the needs of their child. Professionals and students attend workshops of interest that meet professional/educational needs or assist the "focus" family. Teams will meet daily to observe, discuss, and implement strategies for the "focus" child.

Can I Receive CEU Credit?

Yes, graduate credit, WV Birth to Three contact hours, WV STARS and more.

For more information, contact Ginger Huffman, WV Dept. of Education, 1-800-642-8541; Pam Roush, WV Birth to Three, 1-800-642-9704; or Alyson Edwards, WVECTCR, 1-888-983-2827 or aedwards@rvcds.org

Building Bridges

2015 Huntington Area Early Childhood Conference



April 22

Leadership Conference
Marshall University

April 23-24

Huntington Area Early Childhood Conference
Big Sandy Superstore Arena

For more information, email smcintyre_1@yahoo.com

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

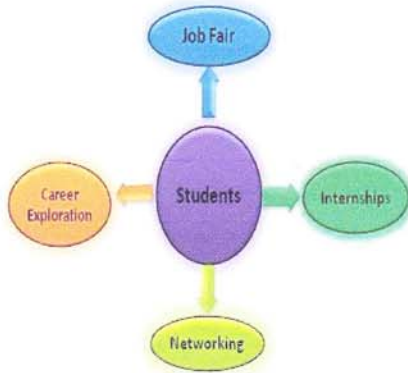
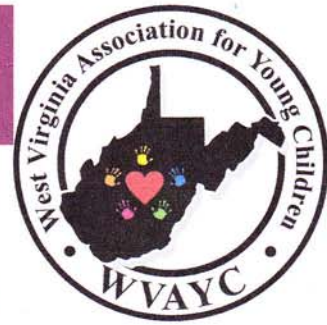


WV Birth to Three services and supports are provided under Part C of the Individuals with Disabilities Education Act (IDEA) and administered through the West Virginia Department of Health and Human Resources, Office of Maternal, Child and Family Health.

You're Invited!

Early Childhood Career Fair

**"A unique networking opportunity for
Early Childhood Students, Educators and
Early Childhood Businesses"**



Agenda:

1:00—Welcome

1:15—2:00 - Panel Discussion with representation from wide variety early childhood fields.

2:00—3:45—Visit business booths

(Higher Education Faculty networking session)

3:45—4:00—Closing & Door Prize

Date: April 18, 2015

Time: 1:00—4:00 PM

Location: Days Inn, Flatwoods, WV

Admission: Free to Early Childhood Students

Business Booths: \$10.00 fee. If you would like to set up a business booth fill out the registration form below.

Please RSVP to:

Helen Post-Brown,
Vice-President WVAYC
sunbeamccc@aol.com

Detach and mail this form:

WVAYC Business Booth Registration Form

Please keep a copy of your registration as your receipt.

Representatives Name: _____

Name of Business: _____

Address: _____

City: _____ State: _____ Zip: _____

Phone: _____ E-mail: _____

Business Booth Fee: \$10.00 (set up booth 12:30)

Make check payable to WVAYC. Ck # _____

Mail Check and Registration to: Tammy LaBarge, WVAYC Treasurer, 486
Michigan Ave., Westover, WV 26501

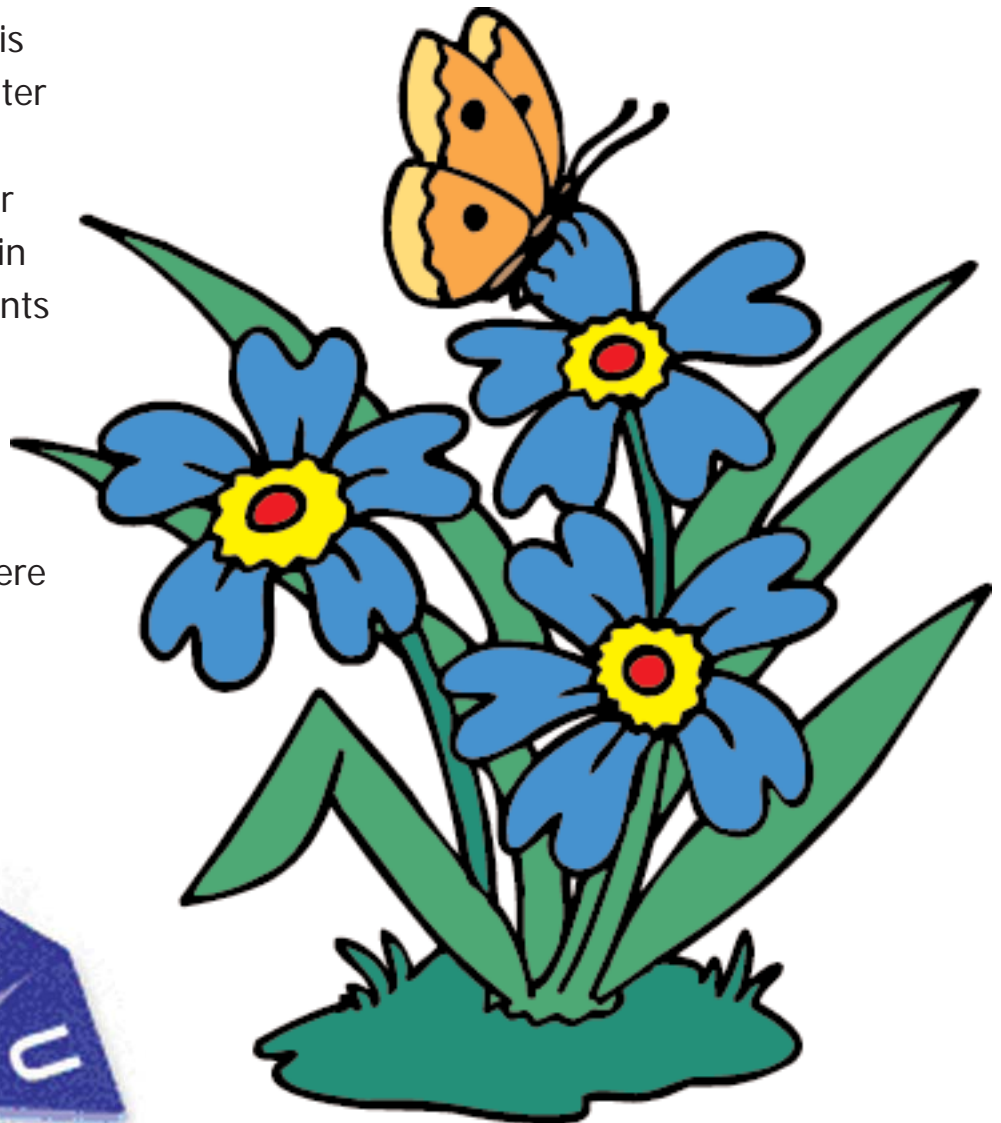
West Virginia Childcare Centers United Announces Annual Leadership Academy Dates

July 7-10, 2015

This year's Academy will feature a special Mentoring Training on Friday
Registration information will be available soon!

The Leadership Academy is offered to all child care center directors and assistant directors. Over 100 center leaders have participated in the academy. Past participants are welcome to attend.

Unwind and recharge as you enjoy the beautiful, tranquil atmosphere at the Blessed John XXII Pastoral Center.



naeyc
WEEK of the **YOUNG CHILD**

April 12-18, 2015 2015
 Celebrating Our
 Youngest Learners!



Submitted by Connie Bowers, West Virginia Association for Young Children

“Week of the Young Child” will be celebrated April 12-18, 2015. Activities will center around the theme “Celebrate Our Youngest Learners”. This much anticipated annual event is sponsored by the National Association for the Education of Young Children (NAEYC), the world’s largest early childhood association, with nearly 80,000 members and a network of over 300 local, state, and regional Affiliates.

The West Virginia Association for Young Children (WVAYC) invites all those working with children birth through age eight to support each other and to work for a better learning and growing environment for children. The Week of the Young Child (WOYC) is an annual celebration sponsored by the National Association for the Education of Young Children (NAEYC). NAEYC first established it in 1971, recognizing that the early childhood years lay the foundation of children’s success in school and later in life. This week is a time to plan how we as citizens of a community, of a state, and of a nation will better meet the needs of all young children and their families.

NAEYC states:

- That all young children deserve excellent early care and education
- That high quality early experiences make a difference in children’s lifelong academic and social success
- That effective early education must be both challenging and appropriate to young children’s ages, individual needs and culture
- That everyone needs to work together to build a successful future for our youngest children

To support Week of the Young Child (WOYC), NAEYC has designed new, flexible communication tools you can customize to build awareness of your local WOYC celebration. This

year, there are resources on music, cooking and nutrition, building together, open-ended art, engaging and celebrating families. These include logos and artwork you can download free from NAEYC's Web site at www.naeyc.org to create your own brochures and flyers.

Here are a few ideas to get you started:

Host a festival or fair. Many communities have had success in coordinating WOYC efforts organizing festivals, fairs, or exhibitions at a community park, shopping mall or bank. Invite schools, agencies and local businesses that serve children and their families to participate.

Recognize those who work with and for children in our community and honor those who have significantly contributed to the quality for young children and their families.

Meet with local reporters and encourage them to run articles and stories about young children and those that work with them.

Encourage your mayor or city council to draft a proclamation. The Governor of West Virginia annually declares the nationally designated week as "Week of the Young Child in West Virginia" and presents the WWAYC with a proclamation. Sample proclamations can be found on the NAEYC Web site.

Invite families to participate in your centers and classrooms during your story time and other reading activities. Organize a Children's Book Festival to celebrate reading. You may work with your local book store or ask businesses to donate free books to children. Stress the importance of literacy and how important it is to help children learn to read.

Listed below are descriptions of recent WOYC events in communities around the country:

"We organized a family fair to kick off the WOYC. The event was held at a downtown mall, over 31 organizations participated and we drew over 2000 people."

"Monday we have a literacy day. Tuesday we have a petting zoo. Wednesday we have the police and fire department visit. Thursday is staff spirit day, and we have activities for each classroom. Friday is open house, and we provide training and activities all day."

"For the WOYC, we put artwork done by the children in the area fast food restaurants. The artwork is based on the WOYC theme and is accompanied by information about WOYC."

Week of the Young Child is a great time to recognize something we should remember all year round: If we want our children to succeed in school and in life, we need to support the early childhood educators and programs that give them a great start on learning.

Parent Blocks

NEWSLETTER



"Providing resources to parents throughout West Virginia"
Volume 12, Issue 2, Spring 2015

Does Sleep Effect a Child's Ability to Learn?

Submitted by Angie Davis, Parents as Teachers

Researchers tested 6- and 12-month-old babies using a puppet with a removable mitten containing a bell. The experimenter engaged the child, then removed the mitten and shook it three times to demonstrate its sound and movement, and replaced the mitten on the puppet's hand. She repeated the procedure several times. The study

was published in Proceedings of the National Academy of Sciences.

On average, the infants napped for 106 minutes during the ensuing four hours. But 21 of the 40 babies slept 30 minutes or less.

The next day, after all the infants had slept soundly for the night, the researchers presented the materials again to see if the infant would remember and try to reproduce the mitten procedure. The babies who had taken long naps after the teaching session were significantly better at reproducing the procedure than those who napped less than 30 minutes.

Dancers and gymnasts who learn routines report that after a good night of sleep that the routine learned the previous day is more easily remembered the next day. Their brain seems to keep working on the routine during the night.

Even in adult studies, sleep proves to improve memory and learning. Sleep, learning, and memory are complex and are not entirely understood. However, animal and human studies suggest that

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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the quantity and quality of sleep have a huge impact on learning and memory. Research suggests that sleep helps learning and memory in two distinct ways. First, a sleep-deprived person cannot focus attention optimally and therefore cannot learn efficiently. Second, sleep itself has a role in forming memories, which is essential for learning new information.

Interesting fact: Mice exhibit an increase in REM sleep after completing a new course through a maze.

Conclusion for this research indicates that reading a bedtime story is not just for security and routine. Perhaps reading before sleeping is making your little one retain new words and skills and solidifying those new words and skills in their brains.



Spring books for Young Readers:

Early Bird
by Toni Yuly

The Farmer's Away! Baa! Neigh!
by Anne Vittur Kennedy

Fox's Garden
by Princesse Camcam

Handle with Care: An Unusual Butterfly Journal
by Loree Griffin Burns

Mama Built a Little Nest
by Jennifer Ward



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

Our Babies:
safe&sound

TEAM
for West Virginia
Children

The
West Virginia
Children's Trust
Fund

All kids deserve a winning smile!

WVCHIP covers dental visits, cleanings, fluoride, sealants, and fillings to help keep kids' teeth healthy.



Visit [InsureKidsNow.gov](https://www.insurekidsnow.gov) to help you find a dental provider in your area.

