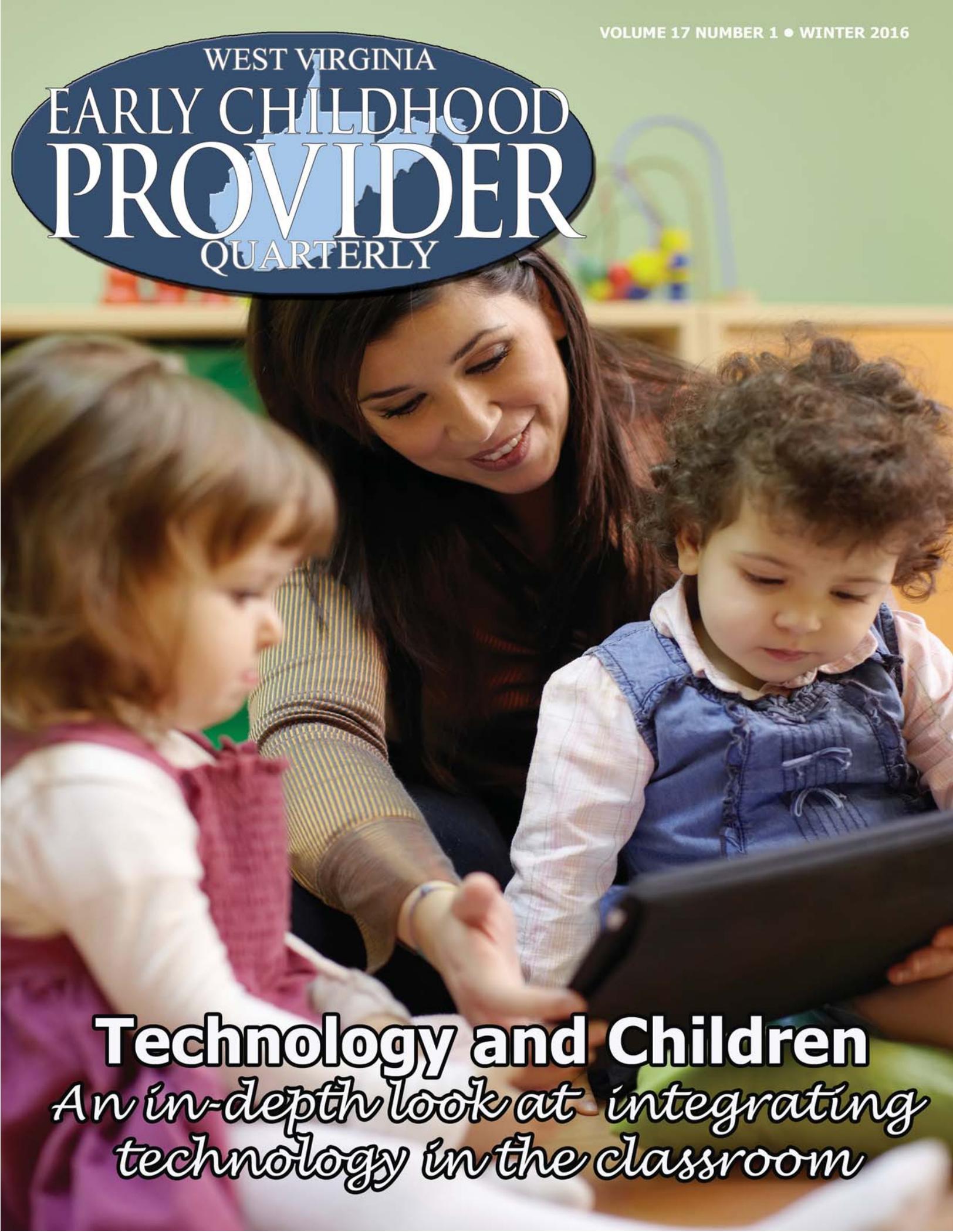


WEST VIRGINIA  
EARLY CHILDHOOD  
**PROVIDER**  
QUARTERLY



**Technology and Children**  
*An in-depth look at integrating  
technology in the classroom*

**Executive Editors**

Janie Cole  
Ginger Huffman  
Pam Roush  
Jackie Newson

**Editor-in-chief**

Brooke Hunter

**Associate Editor/Layout & Design**

Michelle Tveten Rollyson

**Contributors**

American Academy of Pediatrics, Bobbie Warash, Help Me Grow, Joanne McCallister, Natalie Snider, Our Babies: Safe and Sound, Prevent Child Abuse America, Sara Bell, SECA, T.E.A.C.H. WV, WV Birth to Three, WWAYC, WV CHIP, WV STARS

**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/

**West Virginia Home Visitation Program**

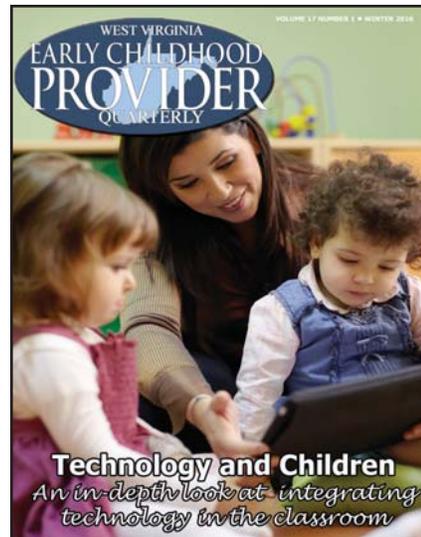
350 Capitol Street, Room 427, Charleston, WV 25301  
(304)356-4408 • (800)642-8522  
https://www.wvdhhr.org/wvhomevisitation/

**Editorial Offices**

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

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 WVECPQ 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.



**FEATURE ARTICLES**

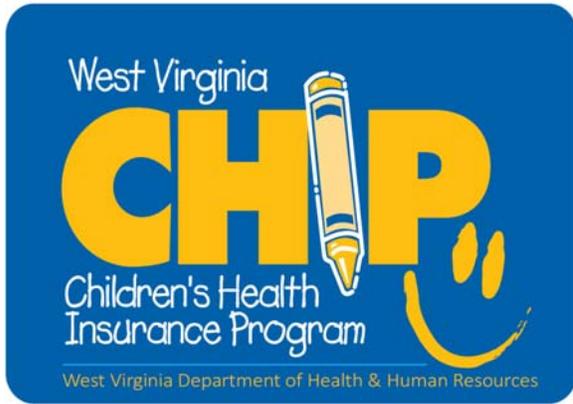
- More Than Candy Crush: Smartphone Uses for the Early Childhood Professional.....* 4-5
- Stepping Up with Technology.....* 6-7
- A Look At How One Classroom Is Integrating Technology.....* 10

WINTER HEALTH..... 12-13

READER SURVEY..... 16-17

WVAYC..... 18

PARENT BLOCKS NEWSLETTER..... 22-25



**Celebrating 15 years  
of progress in children's  
healthcare coverage  
in West Virginia!**

**West Virginia now ranks  
4th lowest in the nation for  
children's uninsurance!**



Visit [www.chip.wv.gov](http://www.chip.wv.gov)  
1-877-982-2447

# More than Candy Crush: Smartphone Uses for the Early Childhood Professional

Submitted by Natalie Snider, Distance Learning Statewide Coordinator

The number of smartphone users in the US has been rising steadily for some years now and is estimated to continue to rise steadily into the future. In a study published in April 2015 by Pew Research Center, it was determined that 64 percent of American adults now own a smartphone of some kind, up from 35 percent in the spring of 2011. People rely on their smartphones to purchase movie tickets, count carbs, and deposit a check. But what about the use of smartphones to assist your professional work?



App is an abbreviation for application. An app is a piece of software that runs on the Internet, smartphone, or other electronic device. The word "app" is really the same thing as a program. Aside from using a smartphone for more standard usages, like making phone calls and text messages, there are many types of smartphone applications or apps that can assist the early childhood professional in other ways.

## Keeping Organized

Many smartphones come with some organizational apps installed. With these tools you can create reminders for yourself or jot down a note to access later. However, if you are looking to

take your organization further, you may want to check into apps that can do more.

There are many apps that act as a fancy to-do list. You can use these apps to keep multiple types of task lists, color coordinate those lists, notify you when tasks should be completed, share the lists with others, and sync those tasks to your calendar. An app like Wunderlist (Imprint) allows you to do all of those things seamlessly (and with color-coding) from your smartphone. If you are the kind of person that finds the idea of to-do lists to be a chore and you need a little more motivation to stay organized, you may want to try Habitica

(HabitRPG) where completing your real-life tasks advances you through an entertaining game.

## Staying Connected

Many people use apps to stay social and connected in their personal life. Apps like Facebook, Twitter, Instagram, and Snapchat help us keep in contact with friends, family, and high school classmates. Many organizations have also had success in transitioning these social networks for professional use. You can share articles, pictures, videos, and events through these types of apps. However, it is important to mention that many organizations have now developed policies about using social

media and caution should be taken to ensure that confidentiality is maintained and the line between your personal life and professional life does not blur.

If you are interested in staying connected with families and colleagues, try an app like Remind (formally Remind 101). This app is a free, confidential, and simple way to send updates, reminders and questions for professional purposes. Allison Cooper, a professional in Kanawha County, states, “Parents can sign up for their child’s class and the teacher can send out messages to the parents. It sends an alert to the app or your email while keeping people anonymous.”

### **Finding New Ideas**

Whether you are new to the field of early care and education or you have been in the profession for many years, it can be tough to think of new ideas for child-centered activities. Many professionals have turned to technology for inspiration. An application like Pinterest allows professionals to browse through various topics and “boards” to find inspiring ideas. Once you find something that catches your eye, you can save or “pin” that idea to go back to later.

From 37 ways to use an empty paper towel roll to healthy kid-friendly recipes, Pinterest offers many resources and allows professionals to learn from one another. For example, ECE Shared Resources, the organization that man-

ages Early Care Share WV, has a board called “I Can Do It Myself!” This board features different pins for activities/ideas to encourage independence for preschoolers and toddlers. You can find more ideas from ECE Shared Resources by searching for “Quality Childcare” on Pinterest.

It is important to note that, though many apps have positive uses, there are also security and confidentiality issues to consider. Before downloading any app, you should read and review the Terms of Service. This will list the specific details that may affect the privacy and security of the user.

In addition, many programs are creating or modifying handbooks and procedures to allow for the safe and appropriate professional use of technology. Please consult these documents before proceeding to use apps while working or to represent your program.

\*Apps that were referenced in this article are meant as examples of available technology for early childhood professionals. Information provided is for informational purposes only and is not intended to promote any specific products.

Pew Research Center. (2015, April 1). U.S. Smartphone Use in 2015. Retrieved from <http://www.pewinternet.org/2015/04/01/us-smartphone-use-in-2015/>.

# Stepping Up With Technology

Submitted by Joanne McCallister, Professional Development Supervisor, MountainHeart North CCR&R



Whether you are a seasoned techie or a relative newbie, technology is here to stay. It is time to become more tech-savvy, to make technology work for you. Directors of child care centers and all providers can utilize the internet to make their job run smoother. The internet is a wealth of information, when applied properly.

One new site that is extremely helpful is the Early Care Share West Virginia site. It can answer many of your questions with up-to-date information on a variety of topics pertaining to early care for children. Once you request your log-in information, you have available at your fingertips all manners of information from human resource help, marketing ideas, ways to save money, classroom assessment tools, and much more--all without searching multiple sites. This information is updated regularly and is accurate.

There are other helpful sites, such as:

- National Association for the Education of Young Children ([naeyc.org](http://naeyc.org))
- National Association for Family Child Care ([nafcc.org](http://nafcc.org))
- Child Care Aware ([childcareaware.org](http://childcareaware.org))
- Zero to Three ([zerotothree.org](http://zerotothree.org))

Take time to look at these valuable sites that will assist you in finding the support you need as well as information at your fingertips.

Build your business by developing a website for your program or a Facebook or Twitter account. There are online tutorials on how to get started, as well as free or cost effective programs which will help in keeping bills and billing in order. Put your calendar and newsletter online to help parents keep up with events and center news. You can also track information con-

cerning children in your care such as contact information, billing, and other bits of information. Android tablets, iPads, and even smartphones are capable of many of these tasks if they are set up to do so. Paperwork such as enrollment forms can be collected electronically on tablets and printed out instead of handwriting information that may not be legible when referenced in the future.

Do you have trouble getting all the WV STARS hours that you need for licensing or regulatory? Be on the lookout for

opportunities for on-line trainings that are relevant and WV STARS registered (coming soon).

Professional development teams throughout the state can assist you or point you in the right direction for getting on board with technology. Another resource would be to ask your children and grandchildren for help. Don't be left behind. Now is the time to step up and step in to the technology of today and tomorrow.

## Coming Soon -- Using Technology to Engage

The next stage of collaboration is coming. A new collaborative project, tentatively titled Engage, is under development with collaborative funding from West Virginia Home Visitation Program, WV DHHR Division of Early Care and Education, Office of Maternal Child and Family Health, and the Office of Head Start. Engage will utilize the Blackboard Platform and Blackboard technology to bring online professional development to each early childhood professional across the state of West Virginia. The goal for the project is for all early childhood professionals, regardless of setting or sector, to have access to comprehensive, high quality, and collaborative professional development opportunities.

Administered by West Virginia Early Childhood Training Connections and Resources, Engage will allow early childhood professionals to complete professional development in a variety of online formats from many content experts. No longer will professionals be limited to training offered by location and by individual agencies, but the options will be open to access professional development at any time from their personal or work computer on various topics.

Look for more information about this exciting project in upcoming months. For additional information contact Natalie Snider, Distance Learning Statewide Coordinator, at [nsnider@rvcds.org](mailto:nsnider@rvcds.org)



*2016 Celebrating Connections*

**April 5-8, 2016**

Charleston Civic Center

Keynote Speakers include:

Jim Gill

Mary Jo Huff & Lisa Maddox-Vinson

[www.wvearlychildhood.org/Celebrating\\_Connections](http://www.wvearlychildhood.org/Celebrating_Connections)



## 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](http://www.dhhr.wv.gov/helpmegrow)**



**Help Me Grow**  
West Virginia

# A Look at How One Classroom is Integrating Technology

Submitted by Michelle Tveten Rollyson, Associate Editor, West Virginia Early Childhood Provider Quarterly

The use and advancement of technology is developing at a very rapid rate. Services and technology devices that were cutting edge a few years ago have now been replaced and/or are obsolete. But what role should technology play in a child's development?

Those working with young children know the incredible amount of curiosity and learning that takes place in those early years. Children are learning and exploring the world around them, and trying to determine their place in those environments. Technology can play a supportive role in this development, but it must be done with meaningful and thoughtful purpose.

I recently had a chance to talk with Bobbie Warash, Director of the WVU Nursery School and Professor at West Virginia University, to find out how they are using technology in the classroom.

## **Question: How do you incorporate technology into the classroom?**

Bobbie: The WVU Nursery School incorporates technology in their curriculum in several ways. First, we use iPads as a mechanism for children to do research on a project. Besides doing small group projects, children can determine an individual project that

they want to research and complete a three dimensional replica of the study.

## **Question: Can you share an example?**

Bobbie: One child was interested in his grandpa's job with the coal mines so he chose this as an individual project. He replicated the lunch pail his grandfather used. He made up questions for family members to answer as well as researched the lunch pails used in the mines on the iPad. He worked with the teacher using the iPad. Once children have completed an individual project, they present it to their classmates and the teacher uses the iPad to video the children. This is played back to the children so they can critique their own presentation. Parents also have access to the taped presentation.

## **Question: Do children collaborate on projects involving technology?**

Bobbie: Children collaborate with other children on group projects and the iPads are used in a similar fashion.

## **Question: Have you integrated other kinds of technology into your program?**

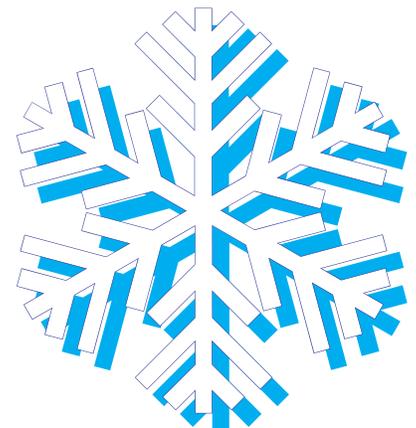
Bobbie: We also use a "Smart Table" as a resource for children to collaborate on math problems, charting activities, etc.

In January, as part of a Benedum Grant, we will use the "Message from Me" program so young children can use technology to communicate to parents during the day.

We will also start our robotics program where children will do simple programming. This is part of the LEGO Education WeDo program.

## **Question: Final words of wisdom for those interested in integrating technology?**

Bobbie: We use technology as a resource for collaborative work instead of "skill and drill" activities. In this day and age, children have so much exposure to iPhones and iPads and use them in a solitary manner, so we insist on the collaborative piece as well as a resource for answering questions.





West Virginia  
**State Training And Registry System**



**Attention WV STARS Trainers**

**Just a reminder that all WV STARS Credentialed Trainers must have completed the required trainings by April 1, 2016. You may login to your WV STARS Profile to attend the Online Trainings or contact WV STARS to register for a Face-to-Face Training.**

**Contact Us**

611 7th Avenue, Ste. 322, Huntington, WV 25701

Phone: 304.522.7827 Toll Free: 855.822.7827

Fax: 304.529.2535

[wvstars@rvcds.org](mailto:wvstars@rvcds.org)

# Winter Health and the Flu

Submitted by Sara Bell, RN, BSN, Nurse Health Consultant

During the winter season, families brace themselves for an unwanted guest: the flu. Influenza season arrives predictably each year when the leaves begin to fall and the days become shorter. While a drop in the weather does not exclusively cause colds or the flu, the viruses that cause colds and the flu are more common in the winter (Winter Safety Tips, 2015). Since we tend to spend more time indoors in the winter, both children and adults are more likely to be exposed to others who are carrying germs (Robson, 2015).

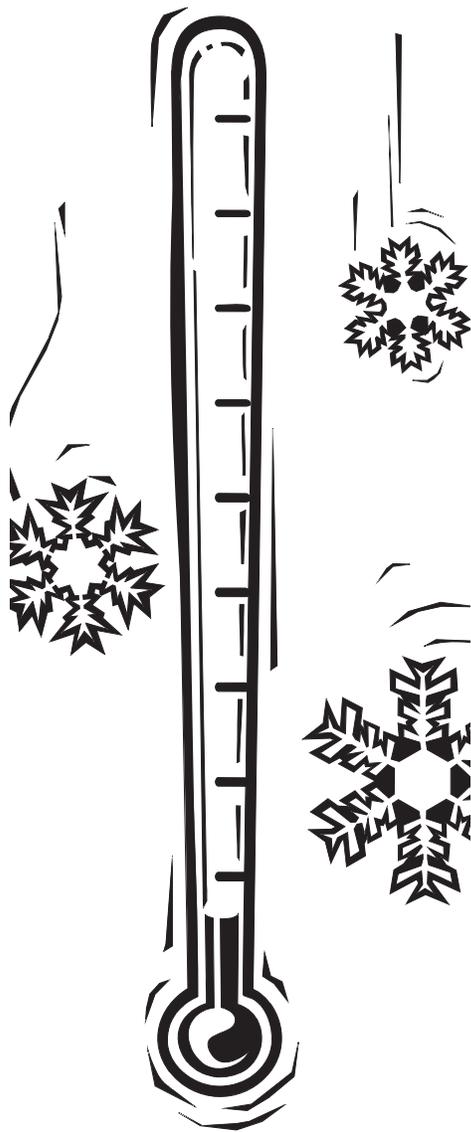
There are three types of influenza viruses that can cause the flu; types A and B are responsible for the yearly epidemics while type C typically causes mild symptoms. The influenza virus is commonly spread when respiratory droplets from an infected person are inhaled. Droplets are created when a sick person coughs or sneezes into the air (Derrer, 2013). The flu can also be spread through direct contact with oral secretions or by touching an object that has the flu virus on it and then touching your face, nose, or mouth (How Flu Spreads, 2013). To help decrease the spread of the flu, engage in frequent hand washing and teach children to cough or sneeze into the bend of their elbows (Winter Safety Tips, 2015).

Symptoms of the flu occur quickly and include a high-grade fever up to 104 degrees Fahrenheit, body aches, headache, chills, extreme fatigue, dry cough, sore throat, vomiting, and stomach pain.

Influenza is caused by a virus and antibiotics will not work to treat symptoms. However, antiviral medicines like Tamiflu can help if they are taken within the first 48 hours of being sick, at the discretion of the licensed health care provider (Derrer, 2013).

Since influenza can cause dangerous symptoms in children, the CDC recommends that everyone 6 months of age and older receive a flu vaccine each year (Children, the Flu, and the Flu Vaccine, 2015). While vaccination can help prevent the flu in people of all ages, some children are at an increased risk of developing the flu. High-risk children include those who were born premature and those with chronic health problems like asthma (Children, the Flu, and the Flu Vaccine, 2015).

If a child in your care develops the flu this season, it is important to make sure that they receive lots of liquids and rest. Call 911 if you notice a child who exhibits difficulty breathing, skin that turns blue or gray, seizures, or any signs of dehydration,





including decreased tears, decreased number of wet diapers, or lethargy (Derrer, 2013). Check with your individual center to determine its regulations and policies on children staying home when they are ill.

For more information on influenza, its symptoms, and vaccine information, please visit the CDC's website at

<http://www.cdc.gov/flu/about/season/flu-season-2015-2016.htm> or speak with a licensed health care provider.

#### References:

- Children, the Flu, and the Flu Vaccine. (2015, August 21). Retrieved October 29, 2015, from <http://www.cdc.gov/flu/protect/children.htm>
- Derrer, D. (2013, November 19). Children and Flu. Retrieved October 29, 2015, from <http://www.webmd.com/cold-and-flu/flu-guide/children-and-flu-influenza?page=2>
- How Flu Spreads. (2013, September 12). Retrieved October 29, 2015, from <http://www.cdc.gov/flu/about/disease/spread.htm>
- Robson, D. (2015, October 19). The Real Reason Germs Spread in the Winter. Retrieved October 29, 2015, from <http://www.bbc.com/future/story/20151016-the-real-reason-germs-spread-in-the-winter>
- Winter Safety Tips. (2015, January 14). Retrieved October 29, 2015, from <https://www.healthychildren.org/English/news/Pages/Winter-Safety.aspx>

# 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



# West Virginia State Training And Registry System



WV STARS announces release of a  
NEW Data System featuring:

- Online Career Pathway Application
- Ability to Attach Documentation
- Profile Viewing/Updating Capability

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

#### Contact Us

611 Seventh Avenue, Ste. 322

Huntington, WV 25701

Phone 304.522.7827

Toll Free 855.822.7827

Fax 304.529.2535

[wvstars@rvcds.org](mailto:wvstars@rvcds.org)

# WV Early Childhood Provider Quarterly Reader Survey

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

## 1. Which kinds of WVECPQ features do you find the most interesting, informative, relevant, or helpful?

- Feature/theme articles
- Celebrating Success
- Apprenticeship for Child Development Specialist (ACDS)
- WV Birth to Three
- Parent Blocks Newsletter

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

- 4
- 3
- 2
- 1

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

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

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

- Always
- Often
- Sometimes
- Rarely
- Never

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

- Always
- Often
- Sometimes
- Rarely
- Never

## 6. Do you feel the WVECPQ is more accessible now that it is delivered electronically?

- Always
- Often
- Sometimes
- Rarely
- Never

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

---

---

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

- Yes
- No

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

- High
- Good
- Fair
- Poor

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

---

---

Reader Information:

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

Education: (Check the highest level attained)

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

(Optional:)

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

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

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

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

# Remembering Ann Nutt: The Ann Nutt Memorial Scholarship

By Helen Post-Brown, Past President WVAYC

The early childhood community was privileged to know and work with Ann Nutt, the West Virginia Department of Health and Human Resource's Director of Early Care and Education Quality Initiatives.

Early childhood professionals across West Virginia were greatly saddened by her death on October 16, 2006, at the age of 52. In her obituary, her family wrote, "After a fearless and courageous battle against (breast) cancer, Ann was called home to oversee God's children and will forever be missed by all the lives she touched."

Ann was an active member of the Governing Board of the West Virginia Association for Young Children (WVAYC), the WV Apprenticeship for Child Development Specialist (ACDS) State Council and served as our state's representative on the National Association for the Education of Young Children (NAEYC) Affiliate Council. She was an ACDS Instructor of Instructors and assisted other states in establishing this training program, including the training of instructors in Alaska.

She helped in the creation of numerous programs for quality child care including the development of West Virginia's



Early Childhood Core Competencies, the West Virginia Early Learning Standards Framework, developing and implementing the Universal Pre-K Program, and the then new state Infant/Toddler Training System.

The West Virginia Association for Young Children (WVAYC) is honored to be the caretakers of Ann's memorial. We work in conjunction with her family to continue her legacy.

We have established the Ann Nutt Professional Development Scholarship. This scholarship is offered to early childhood leaders, directors, assistant directors, and family home providers in West Virginia. The monies from the scholarship are used to help defray the cost of attending the Annual Southern Early Childhood Association (SECA) Conference. Ann was very active in

SECA and an advocate of the SECA Conference. The recipient of this year's Ann Nutt Memorial Scholarship was Linda Jane Martin of Upshur County.

Also, each year in Ann's name "Grounds For Play" generously donates a beautiful children's bench at Celebrating Connections (which this year will happen in April). Last year's recipient of the bench was Melanie Clark, Bureau for Children and Families, Division of Early Care and Education. Melanie stated, "I am so honored that you have selected me to receive this beautiful bench. You have brought tears to my eyes. Many of you know what Ann meant to me. Thanks so much for this honor."

The 2016 winner will be announced at the Celebrating Connections Conference on Friday morning.

Are you a child care provider or director  
needing or wanting to obtain your degree in  
early childhood education?

**T.E.A.C.H. Early Childhood®  
WEST VIRGINIA can help!**



Scholarships available:

Associate Degree  
Bachelor's Degree  
Pre-K Authorization  
CDA Assessment Fee  
Jump Start (try out 1-2 classes)

For more information contact:

304-529-7603

[teachwv@rvcds.org](mailto:teachwv@rvcds.org)

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

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

By **3** months,

Does your *baby*...

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

By **6** months,

Does your *baby*...

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

By **9** months,

Does your *baby*...

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

By **12** months,

Does your *baby*...

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

By **18** months,

Does your *baby*...

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

By **24** months,

Does your *baby*...

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

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

**Every child deserves a great start.**

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

To learn more about the  
WV Birth to Three services  
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.

# Do You Qualify For WVCHIP?

WVCHIP is a low-cost health care plan for children and teenagers of working families. There is no cost to apply. WVCHIP covers services important to growing children, such as check-ups, vision and dental services, immunizations, hospital visits, prescription drugs, and more.

## Who Qualifies?

- 😊 Age - Children under 19.
- 😊 Income - Qualifying income is based on your Modified Adjusted Gross Income (MAGI) shown on line #37 on the 1040 Income Tax Form.
- 😊 Co-Payments - WVCHIP Gold and Blue groups do not have co-pays on preventative care, dental, vision, or generic prescriptions.



Family Size	WVCHIP Gold Maximum Yearly Income	WVCHIP Blue Maximum Yearly Income	Premium Plan Maximum Yearly Income
2	\$23,895	\$33,613	\$47,790
3	\$30,135	\$42,390	\$60,270
4	\$36,375	\$51,168	\$72,750
5	\$42,615	\$59,946	\$85,230

*Visit [www.chip.wv.gov](http://www.chip.wv.gov) for more information.*

Visit [www.chip.wv.gov](http://www.chip.wv.gov)  
1-877-982-2447

# Parent Blocks

## NEWSLETTER



"Providing resources to parents throughout West Virginia"  
Volume 13, Issue 1, Winter 2016

## Kids & Tech: 10 Tips for Parents in the Digital Age

Reprinted with permission from the American Academy of Pediatrics, [healthychildren.org](http://healthychildren.org)

In a world where children are "growing up digital," it's important to help them learn healthy concepts of digital use and citizenship. Parents play an important role in teaching these skills.

Here are a few tips from the American Academy of Pediatrics (AAP) to help parents manage the digital landscape they're exploring with their children.

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

Permission to photocopy

limits; kids need and expect them. Know your children's friends, both online and off. Know what platforms, software, and apps your children are using, where they are going on the web, and what they are doing online.

**2. Set limits and encourage playtime.** Tech use, like all other activities, should have reasonable limits. Unstructured and offline play stimulates creativity. Make unplugged playtime a daily priority, especially for very young children. And--don't forget to join your children in unplugged play whenever you're able.

**3. Families who play together, learn together.** Family participation is also great for media activities--it encourages social interactions, bonding, and learning. Play a video game with your kids. It's a good way to demonstrate good sportsmanship and gaming etiquette. And, you can introduce and share your own life experiences and perspectives--

*Continued on next page*

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

and guidance--as you play the game.

**4. Be a good role model. Teach and model kindness and good manners online.** And, because children are great mimics, limit your own media use. In fact, you'll be available for and connected with your children if you're interacting, hugging, and playing with them rather than simply staring at a screen.

**5. Know the value of face-to-face communication.** Very young children learn best through two-way communication. Engaging in back-and-forth "talk time" is critical for language development. Conversations can be face-to-face or, if necessary, by video chat, with a traveling parent or far-away grandparent. Research has shown that it's that "back-and-forth conversation" that improves language skills--much more so than "passive" listening or one-way interaction with a screen.

**6. Create tech-free zones. Keep family mealtimes and other family and social gatherings tech-free.**

Recharge devices overnight--outside your child's bedroom to help children avoid the temptation to use them when they should be sleeping. These changes encourage more family time, healthier eating habits, and better sleep, all critical for children's wellness.

**7. Don't use technology as an**

**emotional pacifier.** Media can be very effective in keeping kids calm and quiet, but it should not be the only way they learn to calm down. Children need to be taught how to identify and handle strong emotions, come up with activities to manage boredom, or calm down through breathing, talking about ways to solve the problem, and finding other strategies for channeling emotions.

**8. Apps for kids - do your homework.** More than 80,000 apps are labeled as educational, but little research has demonstrated their actual quality. Products pitched as "interactive" should require more than "pushing and swiping." Look to organizations like Common Sense Media for reviews about age-appropriate apps, games, and programs to guide you in making the best choices for your children.

**9. It's OK for your teen to be online.** Online relationships are part of typical adolescent development. Social media can support teens as they explore and discover more about themselves and their place in the grown-up world. Just be sure your teen is behaving appropriately in both the real and online worlds. Many teens need to be reminded that a platform's privacy settings do not make things actually "private" and that images, thoughts, and behaviors teens share online will instantly become a part of their digital footprint indefinitely. Keep

lines of communication open and let them know you're there if they have questions or concerns.

**10. Remember: Kids will be kids. Kids will make mistakes using media.** Try to handle errors with empathy and turn a mistake into a teachable moment. But some indiscretions, such as sexting, bullying, or posting self-harm images, may be a red flag that hints at trouble ahead. Parents should take a closer look at your child's behaviors and, if needed, enlist supportive professional help, including from your pediatrician.

Media and digital devices are an integral part of our world today. The benefits of these devices, if used moderately and appropriately, can be great. But, research has shown that face-to-face time with family, friends, and teachers, plays a pivotal and even more important role in promoting children's learning and healthy development. Keep the face-to-face up front, and don't let it get lost behind a stream of media and tech.

Editor's Note: 10 Tips for Parents in the Digital Age was written in part from the proceedings of the Growing Up Digital: Media Research Symposium, a gathering of media experts, researchers and pediatricians held in 2015 to address new developments in research and media and their impact on children.

# How to Make a Family Media Use Plan

Reprinted with permission from the American Academy of Pediatrics, [www.healthychildren.org](http://www.healthychildren.org)

From TV to smartphones to social media, our lives are dominated by 24/7 media exposure. Despite this, many children and teens have few rules around their media use.

While media consumption by itself is not the leading cause of any health problem in the U.S., it can contribute to numerous health risks, say experts. At the same time, kids can learn many positive things from “prosocial” media. The key is to teach children to make healthy media choices.

## Tips for Parents on Making a Family Media Use Plan:

- Make a media use plan for your family. Take into account not only the quantity, but the quality and location of media use. Consider TVs, phones, tablets, and computers. The rules should be written down and agreed upon by all family members.
- Screens should be kept out of kids’ bedrooms. Put in place a “media curfew” at mealtime and bedtime, putting all devices away or plugging them into a charging station for the night.
- Excessive media use has been associated with obesity, lack of sleep, school problems, aggression, and other behavior issues. Limit entertainment screen time to less than one to two hours per day.
- For children under two, do not substitute unstructured play and human interaction for screen time.

The opportunity to think creatively, problem solve, and develop reasoning and motor skills is more valuable for the developing brain than passive media intake.

- Take an active role in your children’s media education by co-viewing programs with them and discussing values.
- Look for media choices that are educational, or teach good values—such as empathy, racial and ethnic tolerance. Choose programming that models good interpersonal skills for children to emulate.
- Be firm about not viewing content that is not age appropriate: sex, drugs, violence, etc. Movie and TV ratings exist for a reason, and online movie reviews also can help parents to stick to their rules.
- The Internet can be a wonderful place for learning. But it also is a place where kids can run into trouble. Keep the computer in a public part of your home, so you can check on what your kids are doing online and how much time they are spending there.
- Discuss with your children that every place they go on the Internet may be “remembered,” and comments they make will stay there indefinitely. Impress upon them that they are leaving behind a “digital footprint.” They should not take actions online that they would not want to be on the record for a very long time.
- Become familiar with popular social media sites like Facebook,

Twitter, and Instagram. You may consider having your own profile on the social media sites your children use. By “friending” your kids, you can monitor their online presence. Pre-teens should not have accounts on social media sites. If you have young children, you can create accounts on sites that are designed specifically for kids their age.

- Talk to them about being good “digital citizens,” and discuss the serious consequences of online bullying. If your child is the victim of cyberbullying, it is important to take action with the other parents and the school, if appropriate. Attend to children’s and teens’ mental health needs promptly if they are being bullied online, and consider separating them from the social media platforms where bullying occurs.
- Make sure kids of all ages know that it is not appropriate or smart to send or receive pictures of people without clothing, or sexy text messages, no matter whether they are texting friends or strangers.
- If you’re unsure of the quality of the “media diet” in your household, consult with your children’s pediatrician on what your kids are viewing, how much time they are spending with media, and privacy and safety issues associated with social media and Internet use.

# WOULD YOU INVEST IN A LONG-TERM STRATEGY BACKED BY DECADES OF RESEARCH TO INCREASE YOUR BOTTOM LINE? Good, invest in child development. Here's why:

## WHY do we care about child development?

Because when we create healthier environments for all children, we're promoting a healthier and more productive nation. When we invest in children now, we don't have to pay later, as individuals or society. But this goal of a healthy and productive future is undermined by Adverse Childhood Experiences (ACEs).

## WHY does this affect me?

ACEs not only lead to lifelong negative effects for the child who experiences them, but also creates a drain on businesses and taxpayers. Studies have shown that ACEs lead to:



The negative experiences children face early in life can create a population that is less able to work consistently and productively.

## WHAT

### are Adverse Childhood Experiences?

#### Adverse Childhood Experiences / ACEs/ noun

A term used to describe a wide range of factors which may occur in the home under the age of 18—such as emotional, physical, or sexual abuse; loss of a parent through divorce, death or incarceration; experiencing hunger or being exposed to violence—that can contribute to lifelong physical and behavioral health challenges. A child is more at risk for ACEs when the child's parents experience stressors like social isolation, underemployment, lack of health care, depression or the inability to access basic necessities.

The CDC estimates depression to cause

# 200 million lost workdays

each year at a cost to employers of

# \$17 to \$44 billion

Learn more about ACEs by visiting the Centers for Disease Control website at [www.cdc.gov/violenceprevention/acestudy](http://www.cdc.gov/violenceprevention/acestudy).

## HOW can my business make a difference?



Implement policies that help create healthier families and more productive employees such as flex-time for employees, which helps reduce the stress of managing family schedules while still being active and productive employees.



Use corporate sponsored events to inform employees about community services they can take advantage of that help create connections within the community. This can reduce the feeling of being alone or isolation and increase parental knowledge.



Use the important community and public policy capital that you have to promote federal and state policies that promote healthy families while helping to improve the future climate for your business.



Support funding for resources in your community that reduce parental stress such as pre- and post-school programs or funding for home visiting programs.

Government plays an important role in the promotion of safe, stable, nurturing relationships and environments for families which are proven to help reduce ACEs, but so do businesses.

**We can promote great childhoods for all children and a brighter future for families and our country.** You can help.

