



WEST VIRGINIA
EARLY CHILDHOOD
PROVIDER
QUARTERLY

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**Professional
Development:**

**Why One Size
Doesn't Fit All**

Using WV STARS

**Getting the Most
Out of Webinars**

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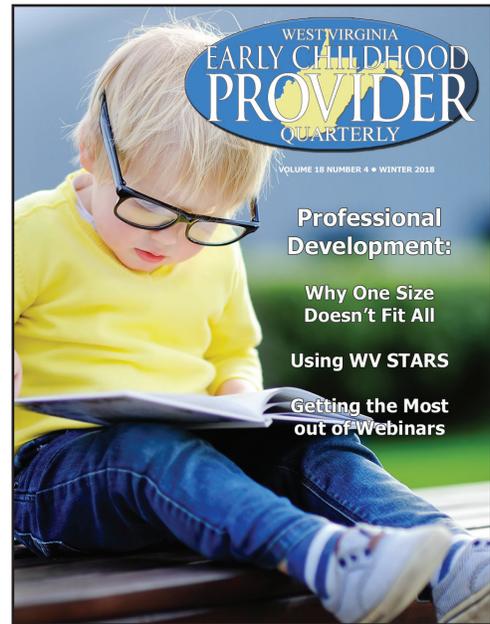
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ACDS Curriculum Update

Submitted by Jennifer Conkle, ACDS Statewide Coordinator

Many of you have probably heard that ACDS is in the final stages of writing a completely new curriculum. This past fall, all first semester classes throughout the state used the new curriculum. That is exciting news for ACDS!

The new curriculum has both similarities and differences with the previous curriculum. Both educate students on child development, WV licensing regulations, and NAEYC best practices. Both curricula discuss many of the same topics of study including: theory, children with special needs, health and safety, diversity, and literacy. Instructors will continue to be trained on best practices in facilitating adult learning and will be familiar with the curriculum prior to teaching ACDS classes.

However, there are some changes that have accompanied the implementation of the new ACDS curriculum. Below are the most notable changes to date:

- The registration fee for ACDS is now \$25.00 per semester. The registration fee is due at orientation or the first night of class each semester.
- Students now receive a set of printed handouts that include homework assignments, articles, note pages, quiz reviews, and PowerPoint slides.
- The new curriculum is designed to focus on a specific age range each



Apprenticeship for Child Development Specialist

semester. The first semester focuses on infants and toddlers. The second semester focuses on infants, toddlers and preschoolers. The third semester is primarily on preschoolers. The fourth semester focuses on school-agers.

- Those who complete WVIT I may enter ACDS during second semester, if they choose to. The reverse is also true. Those who complete ACDS first semester do not have to take WVIT I. Certificates are required for proof of WVIT I and ACDS first semester completion.
- The curriculum is outlined with great detail for instructors to follow. Syllabi, homework assignments, classroom activities, PowerPoint slides, articles, and quizzes have all been designed for instructors to utilize. This organization will help maintain consistency of classroom material for all ACDS classes throughout the state.

- Each local council region will receive resource boxes to supplement each semester's curriculum. Instructors may borrow the materials to use with apprentices and return the items when finished. These materials will help instructors facilitate classroom group activities and demonstrations.

By summer 2018, all semesters of the new curriculum will be completed and, by spring 2019, all ACDS classes will be utilizing the new curriculum. We want to thank everyone that has participated with the writing of the new ACDS curriculum. The benefits will be evident for many years to come.

For more information, please call 304-523-0433 or wvacds@rvcds.org.

This program is being presented with financial assistance as a grant from the West Virginia Department of Health and Human Resources and is administered by West Virginia Early Childhood Training Connections and Resources, a program of River Valley Child Development Services.



ACDS

Apprenticeship for Child Development Specialist

ACDS is an apprenticeship program for professionals working a minimum of 20 hours a week in the early childhood field. The program combines 4 semesters of coursework with on the job training. Participants of ACDS include employees of child care, family child care, after school, head start, home visitation, and public pre-k and kindergarten. Classes are offered in counties throughout the state by ACDS certified instructors. Participants that are registered on the WV STARS Career Pathway will receive 45 hours of WV STARS credit upon completion of each semester.

First semester classes begin in both the fall and spring in various locations across the state. To register for first semester ACDS classes please contact the ACDS office for details of locations, dates, and times of classes. We look forward to hearing from you!

Jennifer Conkle— ACDS Statewide Coordinator
Tara Kitts—ACDS Specialist

To Become an Apprentice

- High school diploma, or WV equivalency
- Paid employment for a minimum of 20 hours a week in early childhood education
- Registration with the Department of Labor, Office of Apprenticeship
- A site supervisor or mentor to oversee work experience and support application of knowledge gained in classroom instruction
- Commitment for weekly class attendance, homework assignments, and class participation for four semesters
- Completion of On the Job Training (OJT) logs to record work experience; up to 4000 hours.

Our Mission

ACDS promotes highly skilled, confident early childhood employees; quality early childhood classrooms; and informed, supportive early childhood professionals.



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ACDS

Apprenticeship for Child Development Specialist

You may have heard about ACDS, but do you know about the many different ways that you can become involved in the program? It is true that the ACDS program is an educational opportunity for early childhood professionals throughout WV. However, it is also true that there are many different stakeholders involved in the implementation and continuation of the program. The ACDS program is supported by numerous individuals that serve in a variety of capacities to help sustain the quality of the program. The ACDS program is continually searching for additional support from the early childhood professional community to assist with the growth and preservation of the program. For more information and details on how you can become involved with the ACDS program please contact us. We look forward to having you join our team!

Jennifer Conkle—ACDS Statewide Coordinator

Tara Kitts—ACDS Specialist



Ways to Become Involved in the ACDS Program

- Apprentices—students in ACDS
- Journeypersons—graduates of ACDS
- Supervisors—support apprentices at the work site
- Mentors—support family providers and directors at the work site
- Local council members—local support of class scheduling and implementation
- Local council representatives—attend executive council meetings to represent local needs at the state level
- Instructors—attend instructor academy and teach ACDS curriculum
- Executive council members—state council made up of a variety of vested partners across the state that make decisions regarding ACDS

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Best Practices for Participating in Professional Development Webinars

Submitted by Sheila Zickefoose, MA, IMHE, Statewide Coordinator, West Virginia Early Intervention Interagency Coordinating Council



In today's world there are many things that can make getting quality professional development challenging. Travel, release time, and money are all things that must be considered as individuals are exploring how to attend professional development. Early childhood programs and systems must also consider these same factors when developing and providing learning opportunities for the field. While there are no easy answers, technology can be one way of addressing these.

WV Birth to Three recognizes the need for diverse professional development opportunities. We are always working to support newly enrolling professionals, veteran professionals, and our community partners. WV Birth to Three also has responsibilities to inform the field of policies and procedures, as well as increasing the knowledge of practitioners in evidence-based practices. It is also important for practitioners to network with others who do what they do. In the Fall of 2011, WV Birth to Three began providing professional development opportunities through a webinar platform.

Over the ensuing years, WV Birth to Three trainers and guest speakers have built skills and knowledge about how to engage with their audiences more effectively, while presenting information in different ways based upon distance education research and GoToTraining platform recommendations. We also recognized the need to provide information and support the field on how to participate in those opportunities. The first way to address that need was in the development and facilitation of a quarterly webinar titled “Learning via Webinar”. This article outlines the steps and best practices for participating in a WV Birth to Three webinar.

Step 1 – Registration

There are a couple of different ways to learn about the webinar sessions that are offered by WV Birth to Three on a monthly basis.

- Visit the WV Birth to Three website and click on the “Click here for WVBTT Training Schedule” button. This will provide you with a list of the trainings WV Birth to Three has scheduled on the WV STARS Training Calendar and Course Catalog. A link is provided to the training calendar site for registration.
- Search the WV State Training and Registry System Training Calendar and Course Catalog for “online” sessions.

Once you are registered through the WV STARS Training Calendar, you will receive a confirmation email, which contains the webinar registration link. You must complete this second step for registration to gain access to the materials for the session and the live session on the date and time schedule. Each individual who is participating in the live webinar must be signed into the webinar from their own device to receive credit for participation.

Step 2 – Preparation Prior to Participation

After completing both registration steps, you will receive a second confirmation email from the webinar platform. Please review the contents of this email as it provides you with important links to review prior to the session. These links include:

1. [Please review the materials](#) – provides you access to the handouts for the session. It is very important to download these materials prior to the session. You may also want to print them out so that you have a place to take notes throughout the live session.

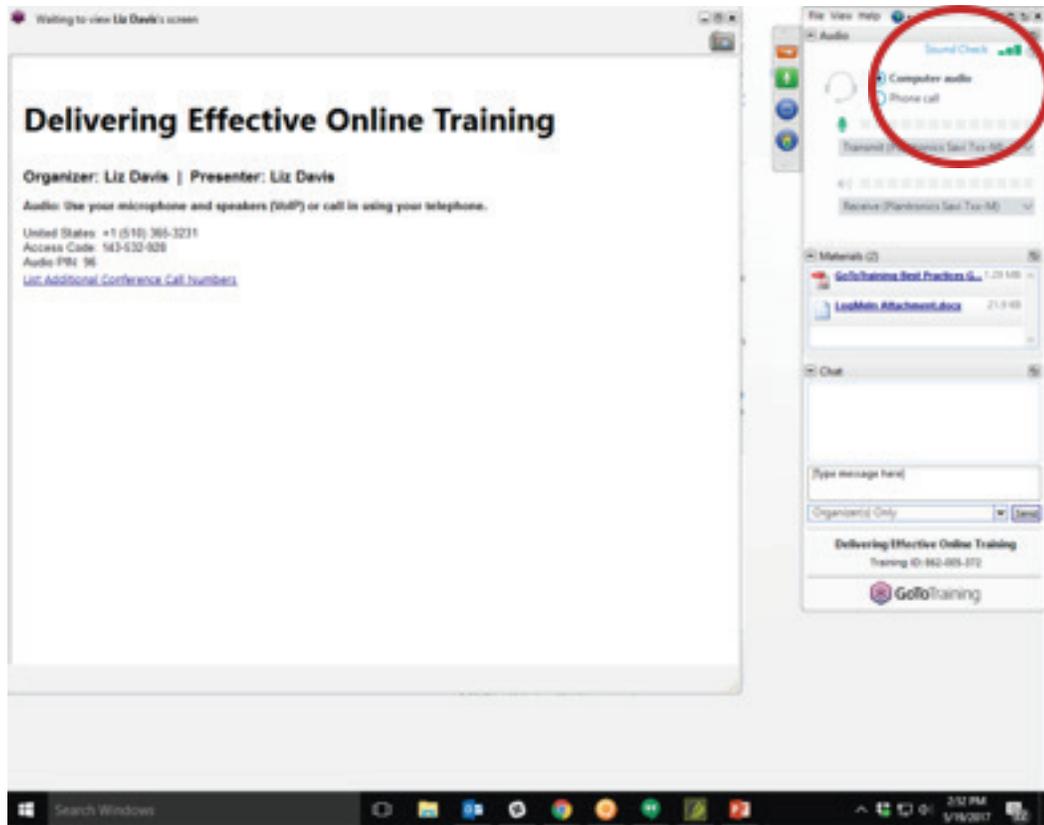
2. Test your connection – This connects you to two system tests to assess if you are able to participate in the live webinar. These will be especially important to run if this is your first time participating in a webinar, or you have not participated in quite some time.
3. Join – provides you the connection to the live webinar on the scheduled date and time.
 - a. You can join the live session from your desk top or lap top computer by clicking on the “join” button with your mouse.
 - b. You can also join the live session from your mobile phone or tablet by clicking on the “join” button and downloading the GoToTraining app from the appropriate app store (i.e., Google Play or iTunes).
4. Audio connection – You have options! There is a link in the email where you can read the system requirements for audio prior to the session.
 - a. Computer/mobile device with microphone and speaker – this works most effectively with a headset that has a USB connection. If you do not have a headset, you can use the mic and speakers that your computer/mobile device is equipped with.
 - b. Computer with telephone audio – If you do not have a microphone or speakers on your computer you can call into the session for the audio component, while watching the video on your screen. The phone number for access to this audio connection is included in the email. However, you may not participate in sessions listening only to the audio component.
5. Canceling your registration – If something arises which will prevent you from attending a webinar, you can cancel your registration for the webinar through the link embedded in the confirmation email.

Step 3 – Day of the Webinar

1. Join the live webinar. Best practice would be to join the session at least 10 minutes prior to the start of the session. This allows you to work out any potential “bugs” that may occur for you.
2. Test your audio connection. Once you have joined the live session you will see a screen that looks similar to the one on the next page. On the right hand side of the screen you will find your control panel, and on the top right of that, in the circled area, is a button to test your sound. You can click this to find if your audio connection is working well. You will also note that you have the ability to connect to your audio by phone here as well. Computer audio means you are using the computer mic/speakers or a head set. Phone provides the phone number and access codes to use a

landline or mobile phone for the audio connection.

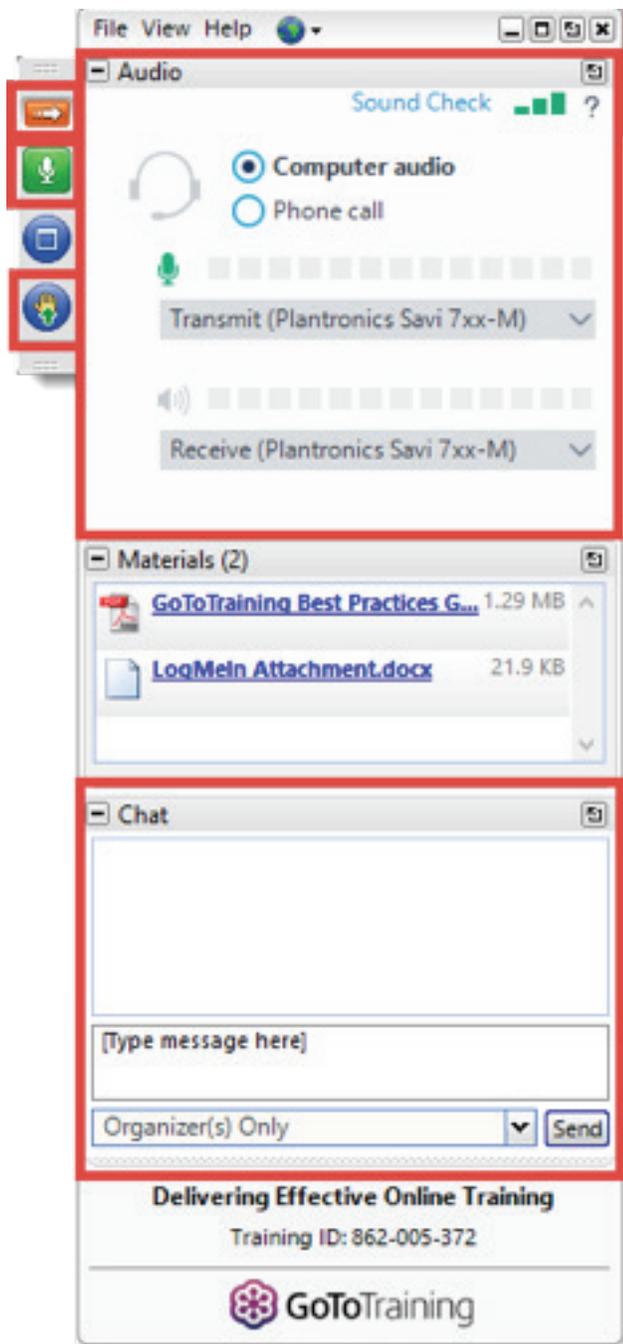
3. Minimize distractions and technology issues – Please close any nonessential computer applications as well as mute your landline and/or mobile phone. Let the answering machine or voice mail take a message so you can give your full attention to the learning opportunity.
4. Problems– Communicate with the session facilitator through the chat box if you are having challenges!



Step 4 – Participate in the Webinar

1. Give yourself the permission to fully attend to and fully participate in the webinar, just as you would attending an in-person training.
2. Mute your audio connection. You can do this through the GoToTraining platform (click the green microphone button) or on your individual device.
3. Use the GoToTraining features to interact with the session presenter and the other attendees. These can all be accessed through the control panel, which you will see on the next page.
 - a. Orange arrow button – opens and closes the control panel
 - b. Hand with a green arrow – raise your hand to get the presenter's attention.

- c. Materials – this section will have all of the handouts for the session.
You will be able to download them during the session if you were not able to do that ahead of time.
- d. Chat box – will be the primary way you have to interact with and respond to the presenter and the others attending the session.



Step 5 – End of the Webinar

Beginning January 1, 2018, WV Birth to Three began implementing a post-test requirement for all core training sessions in addition to session evaluations. To receive contact hours for the session, you must complete the post-test and score at least an 80 percent. Post-tests will be comprised of 10-15 questions, with those questions consisting of a mix of true/false and multiple choice. The post-test will be launched by the trainer in the last 15 minutes of the session. At the end of the 15 minutes, the test will close. The webinar platform will score the post-test and you will be provided with a report of your score on the test. If you do not meet the score requirement, you will need to complete the training again to receive contact hours for the session.

Step 6 – Follow Up From the Webinar

The session trainer will be provided a report of scores to review. This will facilitate the entering of attendance to the WV STARS system based upon your score on the post-test. Attendance will be entered within five working days of the training date. Once your attendance has been entered, you will receive an email from the WV STARS system notifying you that you have access to the session evaluation. You must complete the session evaluation to gain access to the certificate of training attendance.

While changes and new opportunities are exciting, we recognize there may be questions. Should you have any questions about participating in a WV Birth to Three webinar, please contact Sheila Zickefoose at szickefoose@rvcds.org.



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Navigating WV STARS

Submitted by Rebecca Wheeler, Statewide Coordinator, WV STARS

WV STARS (West Virginia State Training and Registry System) is the Early Childhood Professional Development System in West Virginia. There are two different ways to participate with WV STARS, as a Registry participant or as a Career Pathway participant. Qualified staff working in a licensed child care center are required to be a Career Pathway participant. A Registry participant can enroll in a training, and have training tracked, but is not awarded a Career Pathway Credential.

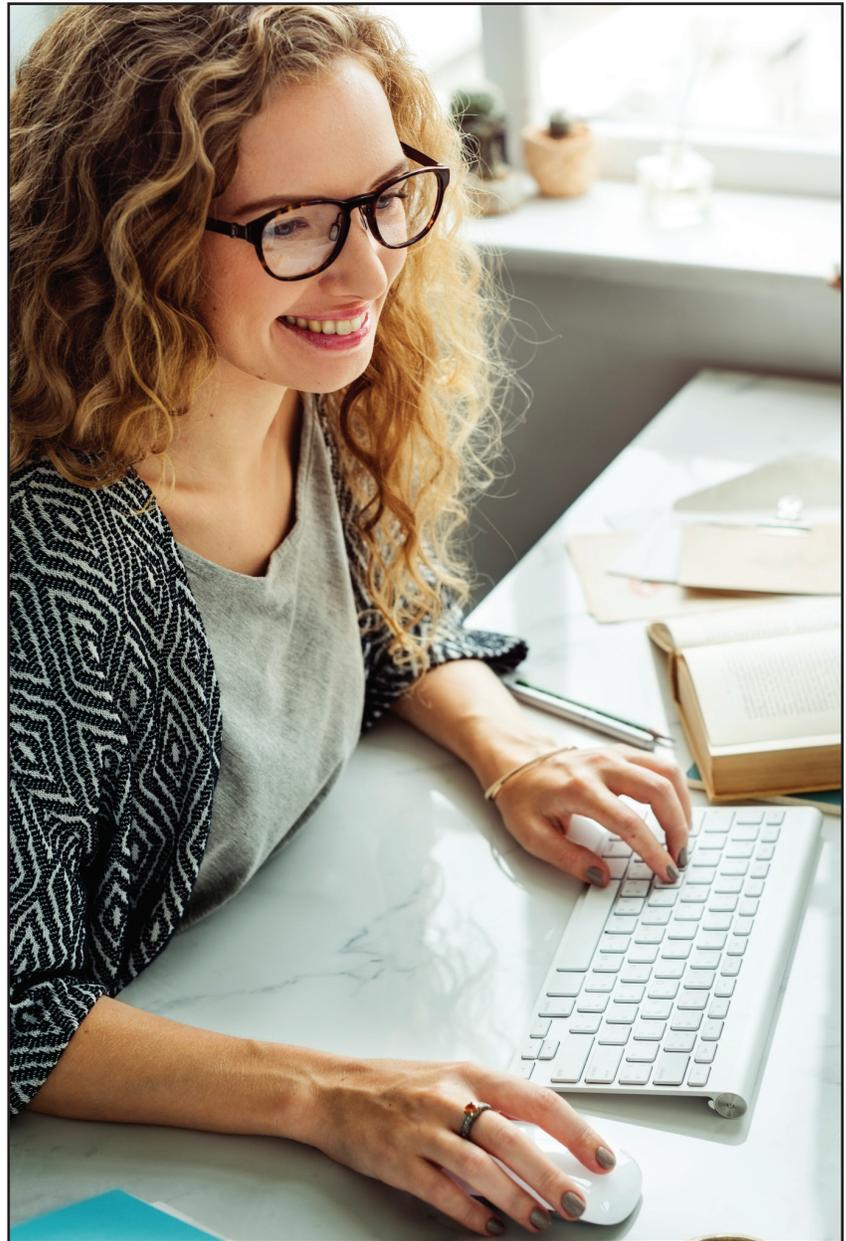
Here are some frequently asked questions that you may find helpful.

How can I locate and register for WV STARS training?

WV STARS training is located on the Training Calendar, which can be accessed by going to www.wvstars.org and clicking on the link, or by logging into your WV STARS account. Here is a link that will walk you through accessing the Training Calendar and registering for training: http://www.wvstars.org/wp-content/forms/ONL_Training_Search.pdf.

How do I locate WV STARS online training on the Training Calendar?

At this time the only online training that is listed on the Training Calendar



are the WV Birth to Three webinars. They are able to be searched by typing online into the refine box and hitting the filter button. This will show you only the online trainings that are scheduled to the Training Calendar.

What online training am I allowed to count toward non-STARS hours?

On the WV STARS website (wvstars.org) there is an online non-STARS submission form that has listed the names and links for the trainings that are able to be counted for online non-STARS hours. This form must be completed with documentation attached and submitted to the WV STARS office to be added to your Training Tran-

script. To access the online non-STARS training submission form, please use this link: http://www.wvstars.org/wp-content/forms/Online_Non-STARS_Training_Form.pdf

What if I attended a national conference or face-to-face event that was not WV STARS registered?

WV STARS is able to count face-to-face training that you have completed that is not WV STARS registered as a non-STARS training for you as long as it can be aligned to the West Virginia Core Knowledge and Competencies and you are able to provide the necessary documentation. In order to have this training added to your Training Transcript, you must complete the non-STARS training submission form that is available on the wvstars.org website. Please see this link: http://www.wvstars.org/wp-content/forms/Non-STARS_Training_Submission_Form.pdf



How can I complete my training evaluation online and access my official training certificate?

WV STARS now requires all training attendees to complete an online training evaluation in order to receive their official training certificate. All training certificates will print on demand after the completion of the online training evaluation. Here is how you can complete the evaluation and print your certificate.

Step 1. Go to wvstars.org

Step 2. Click on the Professionals tab and select Log In (bottom right)

Step 3. Enter your UserID (Registry ID) and Password (if you have forgotten this there is a forgot password option or call the WV STARS office)

Step 4. Click on the My Dashboard tab and select My Courses

Step 5. Click on the name of the course/training you have completed and listed as IN PROGRESS in blue. (Note: You will be unable to complete the training evaluation until your Instructor has marked you as attended.)

Step 6. Complete the Training Evaluation

Step 7. After completing the training evaluation, the training will show in the COMPLETED (green area) and My Transcript area of the My Dashboard tab.

Step 8. Click on My Transcript and select the course/training that you completed

Step 9. Click View Certificate located beside the course/training

Step 10. Print certificate

If you prefer to reference a guide that includes visual aids and screenshots, please use this link: http://www.wvstars.org/wp-content/forms/ONL_Training_GUIDE.pdf.

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Individualizing Your Professional Development Plan: Why One Size Doesn't Fit All

Submitted by Natalie Snider, Distance Learning Consultant

It is important for all early childhood professionals – no matter how qualified – to incorporate new knowledge, behaviors, and skills into their work with and/or on behalf of young children and families. With the publication of new research, development of new curricula, and overall societal changes, it is expected that even after many years in the field, professionals always have something more to learn. Professional development, such as formal education, training and technical assistance, can provide learning and experiences to develop and enhance the growth of professionals. However, just attending whatever local training that is offered, regardless of the topic, or taking a course because it's the cheapest is not necessarily the answer.

Consider the following professionals:

Brenda's Story: Brenda is a new family child care provider. She has raised three of her own children and they are now starting families of their own. As she begins her work, she soon realizes that many things have changed since her kids were young. She also has many required trainings that she needs to complete.

Laura's Story: Laura is a Head Start teacher with a Bachelor's degree in Early Childhood Education. She has been a

teacher for over 20 years. At this point in her career, she finds that the "same old trainings" that she has taken before are being offered repeatedly. She is looking for something more to serve the children planning to attend Kindergarten the following year.

Tonya's Story: After completing the Apprenticeship for Child Development Specialist (ACDS) program, Tonya was promoted from a part-time assistant teacher working with three-year olds to a full-time infant caregiver position in a child care center. With the increase in hours and salary, she also has more responsibility. Tonya is excited about her new position and she is eager to use the knowledge that she has learned about infants, but doesn't know where to start.

All three of these professionals have different backgrounds, different levels of educations, different needs, and different goals. They may find themselves in the same training occasionally, when they complete mandatory health and safety trainings; however, it would be incorrect to assume that they all need the same classes or have the same learning experiences just because they are part of the same profession.

As they continue in their professional growth, each professional would ben-

efit from having their own individual plan that would focus on their own experiences, knowledge, and goals. In a statement by the National Association for the Education of Young Children (NAEYC), it is indicated that "professional development experiences are most successful when they respond to an individual's background, experiences, and the current context of their role." Therefore, it only makes sense that one-size does not fit all when it comes to professional development; they need something more individualized.

As professionals, these individuals are generally aware of what their needs are and should have input, if not complete decision-making, in how to accomplish their goals. Though each program and position does have required training to take, professionals develop a stronger sense of responsibility and ownership for their learning when they have a say in what professional development they participate in. NAEYC also indicates that "students and professionals should be involved in the planning and design of their professional development program."

Each professional needs to create their own unique and individualized plans to assist in identifying career goals and



professional development needs. Individual Professional Development Plans (IPDPs) are these plans, written out in document form, that connect needed knowledge and professional standards to professional development experiences. There is a growing trend in the early childhood profession for individuals to develop IPDPs to help guide their professional growth.

In 2016, the Early Childhood Advisory Council of West Virginia released a revision of the *Core Knowledge and Competencies for Early Childhood Professionals*. This document provides recommended knowledge and skills for professionals who work directly with and on behalf of young children. Included with this document is a Professional Development Planning Tool that walks professionals through the process of creating

an Individual Professional Development Plan. This tool can be used at the workplace with review and approval by a supervisor or solely by the individual to map out their own needs and goals. It can be printed individually and used to draft an IPDP. This document can be found online at <http://earlylearning.wv.gov/CoreKnowledgeandCompetencies>. If you click on Professional Development, you will find the tool separated from the rest of the document.

This planning tool walks a professional through three steps to develop an Individual Professional Development Plan: assess, reflect, and plan. Each of these three steps is integral to create a meaningful and accurate plan. Skipping a step will often result in an unsuccessful plan.

First, to determine current skill and

identify areas of strength and areas of opportunity, a professional should complete an assessment. This can be done independently or in conjunction with a supervisor or mentor. An assessment can help a professional accurately determine their level of competence in different content areas.

Once an assessment is completed, the professional can then reflect on what was learned by the results. Was there anything surprising? Did the assessment show gaps of proficiency? This step should help the professional narrow their priorities of future learning and develop specific and measurable goals based on the outcomes.

Finally, the professional can begin planning. In this step, the professional will determine how to reach the established

goals. Often, a professional can benefit from outside opinions and resources when developing this plan. A supervisor or mentor may have knowledge of varying professional development opportunities and/or agencies that may assist in meeting recognized goals.

Let's return to our three early childhood professionals and how they may approach the process of developing an IPDP.

Brenda, our new family child care provider, conducts her own self-assessment after receiving the Core Knowledge and Competencies (CKCs) from her child care resource and referral agency. In reflecting on the results of her self-assessment, she finds many areas that she would like to develop. However, as a new provider, she narrows down her priorities to learning more about the regulatory requirements for her to operate and maintaining the required paperwork. Her goal is to organize her business files and have a successful visit from her regulatory specialist next year. Her plan is to reach out to her Child Care Resource and Referral agency for additional training and consultation.

Laura, our more seasoned professional, completes a self-assessment of her competence in the area of Child Observation and Assessment. She has used assessment methods for some time but finds that her focus has always been more about cognitive and motor development. She is interested in digging deeper into assessment of the

emotional development of the children she serves. She is determined to begin this process early next year so that she has time during the school year to work with the children and families. She reaches out to a colleague and discovers that there is a one-day training on the Ages and Stages Questionnaire®: Social-Emotional (ASQ®:SE). She plans to attend this training and implement the screening tool the following school year. After she completes this training, she modifies her goal to be more specific. Her new goal is to administer and score the screening results by the end of September so she can meet with families about the results in the month of October.

Tonya, who has recently been promoted after completing ACDS, shares the results of her self-assessment with her supervisor, who has also completed an assessment for Tonya. During this meeting, Tonya expresses feelings of being overwhelmed. Her supervisor helps her reflect and she narrows her focus to just one goal to focus on in the next six months; learning more about the families of the infants she cares for and developing partnerships to help individualize care. Tonya has decided to dedicate time to shadow her colleague to focus on how she communicates with families during drop-off and pick-up. She will also seek out technical assistance to develop individualized plans of care for each child. At the end of the first three month period, she will meet again with her supervisor to review the plan and see if she is on target or if ad-

justments need made.

In these examples, each professional has developed their own plan for professional development that is individualized to their needs. They have completed a self-assessment, reflected on results, prioritized goals, and created specific actions. By taking the time to develop and document an Individual Professional Development Plan, they are more likely to meet their goals and grow as a professional.

For more information about professional development planning and Individual Professional Development Plans, see the following resources:

National Association for the Education of Young Children. (November 1993). A Conceptual Framework for Early Childhood Professional Development. Retrieved from <https://www.naeyc.org/resources/position-statements>

National Association for the Education of Young Children and National Association of Child Care Resource & Referral Agencies. (2011). *Early Childhood Education Professional Development: Training and Technical Assistance Glossary*. Retrieved from <https://www.naeyc.org/resources/position-statements>

Early Childhood Advisory Council of West Virginia. (2015). West Virginia's Core Knowledge and Competencies for Early Childhood Professionals. Retrieved from <http://earlylearning.wv.gov/CoreKnowledgeandCompetencies/Pages/default.aspx>

What Can A Child Health Educator Do For You?

Submitted by Renee Stonebraker, Child Care Health Educator



The West Virginia Child Care Health Educator (CCHE) program has been in operation since 2015 and was designed to support child care providers by providing trainings on health, safety, and nutrition.

What is a Child Care Health Educator?

A CCHE works with child care providers to promote the health, safety, and nutrition of children in the child care setting. CCHEs are great resources for free WV STARS registered trainings, educational handouts, and information regarding health, safety, and nutrition guidelines.

What can Child Care Health Educators do for you?

CCHEs focus on providing the most up-to-date information on health, safety, and nutrition topics to child care providers to improve the overall health of the child. CCHEs also provide educational handouts, recipes, or advice on health-related topics.

Popular training topics provided by Child Care Health Educators include:

- All that Sugar and Fat
- Beans...More Than Just Cute Songs
- Bed Bugs and Beyond
- Being a Good Role Model
- Breastfeeding Basics
- Indoor/Outdoor Safety
- Let's Make a Menu
- Let's Move
- Oral Health
- Picky Eaters
- Safe Sleep Practices
- Stress Management
- Understanding Special Dietary Needs

Who are the Child Care Health Educators?

The CCHE program features two full-time Child Care Health Educators serving all six Child Care Resource and Referral regions in the state.

	<p>Regions 1, 2 and 5– CCRC R&R, Choices R&R, and Mountain-Heart North R&R Renee Stonebraker Phone: (304) 710-9695 Email: rstonebraker@rvcds.org</p> <p>Renee Stonebraker – serves the Child Care Resource Center, Choices, and MountainHeart North R&R regions. Renee has a Bachelor’s degree in Family and Consumer Sciences Education with a minor in Food Service Management. She previously worked for the Monongalia County Health Department as a Nutritionist/Outreach Coordinator for the Women, Infants, and Children’s program and as a Registered Sanitarian, performing inspections throughout the county.</p>
	<p>Regions 3, 4 and 6 – Connect R&R, Link R&R, and Mountain-Heart South R&R – currently vacant</p>

Contact the CCHE in your region for training and/or information on topics relating to health and safety in the child care setting.

For more information, visit us online at:

- http://wvearlychildhood.org/Child_Care_Health_Educators.html
- http://www.wvearlychildhood.org/Healthy_Kids_WV_Newsletter.html



WVChildCareHealthEducators

The CCHE program and its services are provided as a grant from WV Department of Health and Human Resource Bureau for Children and Families/ Office of Early Care and Education and is administered by West Virginia Early Childhood Training Connections and Resources (WVECTCR), a program of River Valley Child Development Services (RVCDS).

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.

West Virginia's Child Care Nurse Health Consultant Program



The Child Care Nurse Health Consultant (CCNHC) program has been in operation since 2007. Initially, two full-time registered nurses were hired to provide consistent Medication Administration training to child care providers. As with all things, over the years, the program has been modified to reflect the needs of West Virginia's child care serving programs. Today, the CCNHC program features six full-time Child Care Nurse Health Consultants throughout West Virginia - one CCNHC serving each Child Care Resource and Referral region.

What is a Child Care Nurse Health Consultant?

A Child Care Nurse Health Consultant is a registered nurse who works with child care providers to promote the health and safety of children in the child care setting. These consultants can provide guidance, technical assistance and knowledge on a wide range of health and safety topics. Child Care Nurse Health Consultants have the training to access and provide appropriate resources to assist child care providers in successfully including children with special health or medical needs.

What services do Child Care Nurse Health Consultants provide?

- Assess health and safety needs and practices in the child care setting.
- Assist in the development of health care plans for children with special needs.
- Help providers develop strategies for caring for children with special health needs.
- Offer support through telephone consultations or on-site visits.
- Provide health and safety education and information to child care programs, providers, children and families.
- Provide Medication Administration training.
- Provide a variety of health and safety topics training.
- Provide up-to-date information on the latest guidelines, policies and information regarding child health and safety.
- Review and provide information on health and safety policies for child care providers.

What can a Child Care Nurse Health Consultant do for you and your program?

A Child Care Nurse Health Consultant can help you and your program:

- Access health and safety standards, best practices, and regulations.
- Obtain up-to-date information about health and safety issues.
- Obtain resources for the care of children with special health needs.
- Obtain information about community services.
- Promote the health and safety of children in the child care setting.
- Receive training on health and safety standards, best practices, and regulations as they relate to child care in West Virginia.

Who are the Child Care Nurse Health Consultants?

West Virginia currently has six Child Care Nurse Health Consultants available to assist child care providers.

Region 1– Child Care Resource Center (CCRC) R&R

Addy Morris

Phone: (304) 840-2482

Email: amorris@rvcds.org



Addy Morris – serves the 8 counties of CCRC Resource and Referral region. She has been in the nursing field since 2000, she completed her undergraduate studies at Fairmont State University. Many of her years were spent in the fields of labor and delivery as well as pediatrics. Addy has a passion for keeping children healthy and happy and is looking forward to helping child care providers accomplish those tasks.

Region 2 – Choices R&R

Rachel Richard

Phone: (304) 840-8560

Email: rrichard@rvcds.org



Rachel Richard – serves the 8 counties in the Choices Resource and Referral region. She received her ASN in Nursing from Davis and Elkins College. She is currently attending WVU to obtain her Master's Degree. While she's new to the early childhood setting, she's very excited for her journey in this very rewarding field. It's her hope that she can collaborate with providers and enhance their knowledge of health, safety, and nutrition topics.

Region 3 – Connect R&R

Candy Morgan

Phone: (304) 840-2967

Email: cmorgan@rvcds.org



Candy Morgan – serves the 4 counties in the Connect Resource and Referral region. She obtained her nursing degree from Southern West Virginia Community & Technical College, graduating with honors. Candy also holds degrees in Early Childhood Education with a Pre-K emphasis. She brings with her 18 years of experience working in early childhood education. She is looking forward to utilizing her role as a Child Care Nurse Health Consultant working with early childhood providers to provide a safe, healthy environment.

Region 4 – Link R&R
Glenna Bailey
Phone: (304) 972-6300
Email: gbailey@rvcds.org



Glenna Bailey – serves the 8 counties in the Link R&R region and the 12 counties in the MountainHeart South R&R region (*until that position is filled*). Glenna has been a nurse for over forty years, after receiving her initial training at St Mary’s School of Nursing. She has since completed Bachelors and Masters of Nursing from Marshall University and Bellarmine University as well as a post-graduate certification from Duke University. Most of her career was spent working in a hospital where she was a wound and ostomy nurse as well a trainer with the Education Department. Glenna grew up in the southern coal fields of McDowell County but Huntington has been her home since attending college.

Region 5 – MountainHeart North R&R
Karen Gilbert
Phone: (304) 840-1933
Email: kgilbert@rvcds.org



Karen Gilbert – serves the the 15 counties in the MountainHeart North R&R region. She has been in the nursing field for over 35 years. She received an AAS degree from St Joseph’s College of Nursing in New York State and her BSN and school nurse certification at Fairmont State University in West Virginia. Karen has nursing experience in surgical intensive care, gastroenterology, school nursing and camp nursing. She once spent a summer on an island in the Adirondack mountains working as a camp nurse for children 8 – 18 years of age. Karen’s goal as a nurse health consultant is to support through education, consultation and technical assistance those who care for the children of West Virginia’s working families.

Region 6 – MountainHeart South – vacant

Contact the CCNHC in your region for training and/or information on topics relating to health and safety in the child care setting.

For more information, visit us online at:

http://www.wvearlychildhood.org/Nurse_Health_Consultants.html

http://www.wvearlychildhood.org/Healthy_Kids_WV_Newsletter.html



WVNurseHealthConsultants

The CCNHC program and its services are provided as a grant from WV Department of Health and Human Resource Bureau for Children and Families/Office of Early Care and Education and is administered by West Virginia Early Childhood Training Connections and Resources (WVECTCR), a program of River Valley Child Development Services (RVCDs).

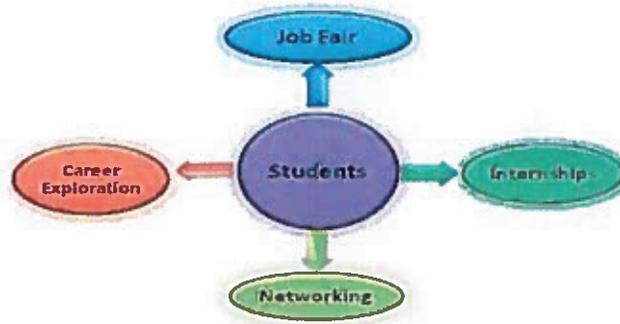
You're Invited!



WVAYC

Early Childhood Career Day

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



Date: Friday, March 23, 2018

Time: 10:00 AM—1:00 PM

Location: Days Inn, Flatwoods, WV

Admission: Free to Early Childhood Students

Business Booths: \$15.00 fee. If you would like to set up a business booth fill out the registration form below. Deadline March 10, 2018

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: \$15.00 (set up booth 9:30)

Make check payable to WVAYC. Ck # _____

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



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

Parent Blocks

NEWSLETTER



"Providing resources to parents throughout West Virginia"

Volume 14, Issue 4, Winter 2018

Financial Assistance for Quality Child Care

Professional development for those who care for and educate our youngest children is very important. All parents want to know that their child is well cared for while they are at work or school. However, affording child care can sometimes seem really difficult, especially quality child care.

West Virginia's Child Care Program can help to make quality child care affordable for low income families. Help with child care payments is available through West Virginia's Child Care Assistance Program, which is funded by the West Virginia Department of Health and Human Resources.

If you meet eligibility guidelines, the Child Care Assistance Program may help you pay all or a

portion of your child care costs for children under 13 years of age while you work or attend training or educational classes.

There is no limit on how long you may receive child care assistance as long as your income is within the program limits for your family size.

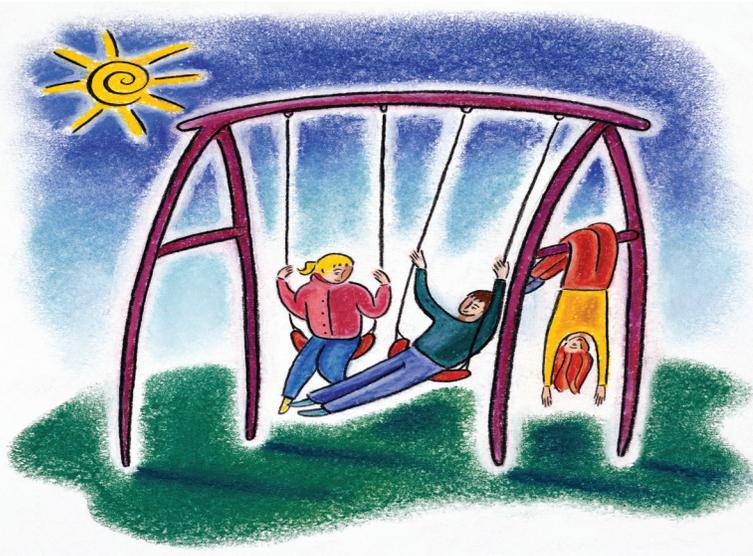
Contact your local Child Care Resource and Referral Agency (CCR&R) in your area to find out where to apply. You may schedule an appointment or drop by the closest office.

You may apply if you are a biological parent, adoptive parent, foster parent, grandparent or other relative or non-relative if the child lives with you full time and you need child care while you work or attend school.

Child Care Resource and Referral (CCR&R) Agencies cover the entire state of West Virginia. CCR&R agencies are a one-stop for information about children and early care and education. They assist families, providers, and the community with information on child development, financial resources, training, and technical assistance. Many services are available regardless of the family's income.

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



The Flu:

A Guide for Parents

FLU INFORMATION

What is the flu?

Influenza (the flu) is an infection of the nose, throat, and lungs caused by influenza viruses. There are many different influenza viruses that are constantly changing. Flu viruses cause illness, hospital stays and deaths in the United States each year.

The flu can be very dangerous for children. Each year about 20,000 children younger than 5 years old are hospitalized from flu complications, like pneumonia.

How serious is the flu?

Flu illness can vary from mild to severe. While the flu can be serious even in people who are otherwise healthy, it can be especially dangerous for young children and children of any age who have certain long-term health conditions, including asthma (even mild or controlled), neurological and neurodevelopmental conditions, chronic lung disease, heart disease, blood disorders, endocrine

disorders (such as diabetes), kidney, liver, and metabolic disorders, and weakened immune systems due to disease or medication. Children with these conditions and children who are receiving long-term aspirin therapy can have severe illness from the flu.

How does the flu spread?

Most experts believe that flu viruses spread mainly by droplets made when people with the flu cough, sneeze or talk. These droplets can land in the mouths or noses of people who are nearby. Less often, a person might get the flu by touching something that has flu virus on it and then touching their own mouth, eyes or nose.

What are the symptoms of the flu?

Symptoms of the flu can include fever, cough, sore throat, runny or stuffy nose, body aches, headache, chills, fatigue and sometimes vomiting and diarrhea (more common in children than adults). Some people with the flu will not have a fever.

How long can a sick person spread the flu to others?

People with the flu may be able to infect others from 1 day before getting sick to 5 to 7 days after. However, children and people with weakened immune systems can infect others for longer periods of time, especially if they still have symptoms.

PROTECT YOUR CHILD

How can I protect my child against the flu?

To protect against the flu, the first and most important thing you can do is to get a flu vaccine for yourself and your child.

- ▶ Vaccination is recommended for everyone 6 months and older.
- ▶ It's especially important that young children and children with long-term health conditions get vaccinated. (See list of conditions in "How serious is the flu?")
- ▶ Caregivers of children with health conditions or of children younger than 6 months old should get vaccinated. (Babies younger than 6 months are too young to be vaccinated themselves.)
- ▶ Another way to protect babies is to vaccinate pregnant women. Research shows that flu vaccination gives some protection to the baby both while the woman is pregnant and for several months after the baby is born.

Flu vaccine is updated annually to protect against the flu viruses that research indicates are most likely to cause illness during the upcoming flu season. Flu vaccines are made using strict safety and production measures. Over the years, millions of flu vaccines have been given in the United States with a very good safety record.



**U.S. Department of
Health and Human Services**
Centers for Disease
Control and Prevention

Is there a medicine to treat the flu?

Antiviral drugs are prescription medicines that can be used to treat influenza illness. They can make people feel better and get better sooner. Antivirals can mean the difference between having milder illness instead of very serious illness that could result in a hospital stay. Antiviral drugs are different from antibiotics, which fight against bacterial infections. They work best when started during the first 2 days of illness. It's very important that antiviral drugs are used early to treat the flu in people who are very sick (for example, people who are in the hospital) or who are at high risk of serious flu complications. Other people with flu illness may also benefit from taking antiviral drugs. These drugs can be given to children and pregnant women.

What are some of the other ways I can protect my child against the flu?

In addition to getting vaccinated, you and your children can take everyday steps to help prevent the spread of germs:

These include the following:

- ▶ Stay away from people who are sick.
- ▶ If your child is sick with flu illness, try to keep him or her in a separate room from others in the household, if possible.
- ▶ CDC recommends that your sick child stay home for at least 24 hours after his or her fever is gone, except to get medical care or for other necessities. The fever should be gone without the use of a fever-reducing medicine.
- ▶ Cover your mouth and nose with a tissue when you cough or sneeze. Throw the tissue in the trash after it has been used.
- ▶ Wash hands often with soap and water. If soap and water are not available, use an alcohol-based hand rub.
- ▶ Avoid touching your eyes, nose and mouth. Germs spread this way.
- ▶ Clean and disinfect hard surfaces and objects that may be contaminated with germs, including bathroom surfaces, kitchen counters and toys for children. Clean by wiping them down with a household disinfectant according to directions on the product label.



These everyday steps are a good way to reduce your chances of getting sick. However, a yearly flu vaccine is the best protection against flu illness.

IF YOUR CHILD IS SICK

What can I do if my child gets sick?

Talk to your doctor early if you are worried about your child's illness.

Make sure your child gets plenty of rest and drinks enough fluids. If your child is 5 years and older and does not have other health problems and gets flu symptoms, including a fever and/or cough, consult your doctor as needed.

Children younger than 5 years of age – especially those younger than 2 years old – and children with certain chronic conditions, including asthma, diabetes and disorders of the brain or nervous system, are at high risk of serious flu-related complications. If your child is at high risk for flu complications, call your doctor or take them to the doctor right away if they develop flu symptoms.

What if my child seems very sick?

Even previously healthy children can get very sick from the flu.

Make sure your child gets plenty of rest and drinks enough fluids. If your child is 5 years or older and does not have other health problems and gets flu symptoms, including a fever and/or cough, consult your doctor as needed:

- ▶ Fast breathing or trouble breathing
- ▶ Bluish or gray skin color
- ▶ Not drinking enough fluids (not going to the bathroom or not making as much urine as they normally do)
- ▶ Severe or persistent vomiting
- ▶ Not waking up or not interacting
- ▶ Being so irritable that the child does not want to be held
- ▶ Flu symptoms improve, but then return with fever and worse cough
- ▶ Has other conditions (like heart or lung disease, diabetes, or asthma) and develops flu symptoms, including a fever and/or cough.

Can my child go to school, day care or camp if he or she is sick?

No. Your child should stay home to rest and to avoid giving the flu to other children or caregivers.

When can my child go back to school after having the flu?

Keep your child home from school, day care or camp for at least 24 hours after their fever is gone. (The fever should be gone without the use of a fever-reducing medicine.) A fever is defined as 100°F (37.8°C) or higher.

For more information, visit www.cdc.gov/flu or call 800-CDC-INFO



We All Help child & family well-being “Take Root”

when we all support the
5 Protective Factors

1. Social Connections

Positive relationships that provide emotional, informational, instrumental and spiritual support

2. Parental Resilience

Tools for managing stress and functioning well when faced with challenges and adversity

3. Knowledge of Parenting and Child Development

Strategies that support physical, cognitive, language, social and emotional growth

4. Concrete Support in Times of Need

Access to support and services that address immediate family needs and reduce family stress

5. Social & Emotional Competence of Children

Interactions that help children develop the ability to communicate clearly, recognize & regulate their emotions, and establish & maintain healthy relationships

through simple **Everyday Actions**

Learn How Today!

Go to www.strengtheningfamilieswv.org