From the desk of the Director:

Provider Appreciation

On May 10th we honored some of our Childcare Providers through the WV Kids Count program called Take a Flower to Childcare Day. We went to a few centers, facilities and family child care homes to let them know that we appreciate all they do and the effort they give to provide quality childcare. The sites we visited received a special gift, balloon and certificate. We also had cards made by River Valley Child Development Services School Age Connections to give to each provider. Curious George, Super Why and Princess Presto also visited the sites courtesy of a collaboration with WV Public Broadcasting.

In addition to this special day, during the first week of May we set up a “Celebration of Appreciation” area in our conference room for providers who dropped off their payment forms to stop and have a few refreshments. Each provider who came to the office also received a small gift to show our appreciation. At the conclusion of this celebration we drew names for door prizes. The winners of those door prizes are listed on page 10—go see if you are a lucky winner!

Thank you to all of our child care providers for your hard work and dedication in providing a safe learning environment for children and helping us ensure they have quality and consistency in care.

Cristie Dunbar
WV Early Learning Standards Framework

Children benefit from high quality preschool experiences, which can take place in a variety of settings. To help ensure high quality childcare and developmentally appropriate practice, the West Virginia Early Learning Standards Framework (WVELSF) was created by a collaboration of early education professionals. This document is developmentally appropriate and based on what preschool children should know and learn. The standards are designed to serve as early learning guidelines for all children ages three through five regardless of the setting. The WVELSF training will guide practitioners in offering high quality early education environments and educational experiences that are responsive to individual children and maximize learning and skill development. We will be offering WVELSF training for providers.

This series is divided into three sessions:

- Session I: Overview of the West Virginia Early Learning Standards Framework
- Session II: West Virginia Early Learning Standards Framework for Preschool
- Session III: West Virginia Early Learning Standards Framework for Infants and Toddlers

Participants must complete Session I before they can participate in Session II and/or III. Come and learn what the WVELSFs are all about!

Monday, September 16th—Link CCR&R
Session I: Overview—10:00am-12:00pm
Session II: PreK ELSF—1:00-3:00pm (2nd floor conference room)
Session III: Infant/Toddler ELSF—1:00-3:00pm (1st floor conference room)

For more information or to register for this training, contact Amber Collier at 523-9540 or 1-800-894-9540 or by email at Amber.N.Collier@wv.gov.

SAVE THE DATE!

Annual Child Care Directors’ Meeting

October 9, 2013
8:30am—4:30pm

Conference Presenters:
Nancy Cheshire—Early Childhood Professor
Bill Evans—Regional Management Specialist

Five locations...
Bridgeport Conference Center
Connect CCR&R (via satellite)
Child Care Resource Center (via satellite)
Holiday Inn—Princeton (via satellite)
Holiday Inn—Martinsburg (via satellite)

Meals are on your own

Please Note: Attendance is required for programs to be eligible for tiered reimbursement or related quality grants. All directors are encouraged to attend. If you cannot attend, please send a designee in your place.

Do you work in child care and need or want to obtain your degree in early education?

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

Scholarships available:

<table>
<thead>
<tr>
<th>Associate Degree</th>
<th>Bachelor’s Degree</th>
<th>Pre-K</th>
</tr>
</thead>
<tbody>
<tr>
<td>Child Care Center</td>
<td>Child Care Center</td>
<td>Child Care Center</td>
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<tr>
<td>Family Child Care</td>
<td>Family Child Care</td>
<td>Family Child Care</td>
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<tr>
<td>Head Start</td>
<td>Head Start</td>
<td>Head Start</td>
</tr>
</tbody>
</table>

All scholarships include: tuition assistance, partial book reimbursement, travel stipend, paid release time and a bonus for completing the scholarship!

Contact 304-529-7603 or www.wvearlychildhood.org for more information

T.E.A.C.H. Early Childhood is a licensed program of Child Care Services Association
I recently ran across an interesting study concerning praising infants and toddlers. This study conducted by Professor Carol S. Dweck from Stanford University, “showed that the kinds of praise parents give their babies and toddlers influence the child’s motivation later on. It also plays a role in children’s beliefs about themselves and their desire to take on challenges five years later.” She suggests that parents and caregivers focus on the efforts and actions their infants and toddlers are doing as opposed to praising the child. For example it is more effective to tell a child “you worked so hard on that” as opposed to “you are so good at that.”

The study analyzed video footage on mothers interacting with their one to three year olds. The researchers tallied the kind of praise the mothers gave their children as well as the amount of praise the child received. The study paid particular attention to the proportion of praise that was directed to the child’s effort; for example “good kick” as opposed to “you are so good at soccer.”

Five years later when these children were seven and eight year olds they were interviewed by the researchers who asked questions along the lines of, “How would you like to do math problems that are very easy so you can get a lot right?” The results showed that toddlers who heard praise for their efforts were more likely to prefer challenges than those “who heard praise directed at them personally.” The study suggested that praises such as “you are so smart” and “you are so amazing” do not work. When children do not get things perfect or correct they begin to believe that they are not so smart or amazing. It is also interesting that researchers found that parents praised boys more than they did girls.

Overall the research revealed that the amount of praise did not have an effect. “It is more about the percentage of process praise compared to person praise.” Dweck encourages parents and caregivers to focus on the process the child engages in and specific things they are doing (“You are working hard at painting that picture” rather than “you are such a good artist”).

It is important to give those high fives, but give them for the efforts children put forth rather than forcing them to live up to a label. Praising specific actions will better support children’s abilities to believe that their abilities and behavior can change and develop.

**WVIT I SCHEDULE**

Directors must attend Administrator’s Module prior to sending staff to WVIT

**WVIT I Administrator’s Module—**
Wed., July 10th 8:30am—3:30pm

<table>
<thead>
<tr>
<th>WVIT I classes</th>
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<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Session 1</td>
<td>Wed, July 24</td>
<td>9:00am—2:30pm</td>
</tr>
<tr>
<td>Session 2</td>
<td>Wed, July 31</td>
<td>9:00am—1:30pm</td>
</tr>
<tr>
<td>Session 3</td>
<td>Wed, Aug 7</td>
<td>9:00am—2:30pm</td>
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<tr>
<td>Session 4</td>
<td>Wed, Aug 14</td>
<td>9:00am—1:30pm</td>
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<tr>
<td>Session 5</td>
<td>Wed, Aug 21</td>
<td>9:00am—1:30pm</td>
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<tr>
<td>Session 6</td>
<td>Wed, Aug 28</td>
<td>9:00am—2:30pm</td>
</tr>
<tr>
<td>Session 7</td>
<td>Wed, Sept 4</td>
<td>9:00am—2:30pm</td>
</tr>
<tr>
<td>Session 8</td>
<td>Wed, Sept 11</td>
<td>9:00am—3:00pm</td>
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<tr>
<td>Session 9</td>
<td>Wed, Sept 18</td>
<td>9:00am—2:30pm</td>
</tr>
<tr>
<td>Session 10</td>
<td>Wed, Sept 25</td>
<td>9:00am—11:30am</td>
</tr>
</tbody>
</table>

All sessions will be held at Link CCR&R. Contact Paula Stewart for more information.

**The next WVIT II will be held in April 2014**

WVIT II consists of a 45 hour course for caregivers (10 classroom hours and a practicum) and a six hour course for administrators. Caregivers and administrators enrolled in this program will have to successfully completed WVIT I or WVIT I for Administrators.
NEWSLINK

Self-regulation is the ability to regulate our thoughts, feelings, and actions. Learning this skill can take a lot of time and practice, and will be easier for some children than for others. As adults, it is our job to coach children through emotional upsets and teach them the necessary skills to bridge the gap between problems and solutions. There are many teachable moments in every day that can be used to help children build strategies to use when coping is difficult. The first, and most important, is getting children into a calm state so that they are able to rationally solve their own problems. Unfortunately, children are not programmed with pause buttons that we can push when they need to slow down and re-group, nor will an oxygen mask magically drop down from the sky when they need to take a breath-er! So, we must equip them with their own pause buttons and oxygen masks! It is important to remember that calming strategies are best introduced during the least stressful times. Here are a few to get you started:

Breathing Exercises – Have children practice taking deep breaths by blowing bubbles or pretending to blow up balloons. Another idea is to pretend to blow out the candles on a birthday cake: Have your child hold up one hand; his fingers are the “candles”. Gently blow out each “candle” with a long breath, curling your finger down slowly as you blow.

Physical Activities – Teach children the art of Yoga. Doing simple stretches (or even tensing and relaxing different muscles) can help direct stress and tension right out of a child’s body. Another fun strategy is to pretend to have “Sticky Hands” by pressing them together and then pushing hard for 20 seconds. You can count it out with your child. Now tell your child to allow their hands to come apart and see if they can feel the stickiness. Repeat this sequence two or three times.

Story Books – Introduce stories to children that address managing different emotions like anger and disappointment. Have discussions about how the characters solved the problems in the stories and encourage the children to generate alternative solutions. Social Stories can also be developed to address specific behaviors within your classroom and show how to cope with them successfully. These are effective teaching tools because they can be personalized to a particular child or group by using actual pictures of the children in your care and incorporating it with the language used in the classroom to help them solve problems.

Helping children learn to self-regulate can produce other added benefits such as an increase in self-esteem and independence, improved conflict resolution skills, and establishing stronger connections with others. If you would like to discuss these or any additional strategies, please contact me at 304-523-9540.

EARLY CHILDHOOD SPECIALIST CORNER

With the summer months quickly approaching, many of us will be caring for School Age children all day. School Age children are unique in their needs and abilities. We need to challenge them, allow them to develop more advanced self-help skills, teach them to regulate their own behaviors and most importantly, have fun. Some tips are:

- Set reasonable limits and let children know what is expected of them.
- School Agers are active with lots of energy. Allow for plenty of appropriate gross motor play.
- Plan activities that are non-competitive. There is no clear winner or loser, but lots of fun.
- Encourage child led, open-ended conversations between peers and teachers.
- Guide them to stay on task and achieve their best when trying new things.
- Set an example. Children of all ages model adult behaviors – the good and the bad.

Discipline is always a challenge, and disciplining School Age children is a whole new ball game. Some tips for effective discipline are:

- Clearly state rules and limits. Stick with them and be consistent.
- Use appropriate natural and logical consequences for misbehaviors.
- Enforce consequences as soon as possible.
- Stay calm and avoid power plays.
- Provide a brief “cool down” time for you and the child, if needed.
- Teach problem solving skills by guiding children in developing reasonable solutions.

A new training has been developed called “School’s Out for the Summer!” This training will cover these topics and others to help make your summer School Age Program and Before/After Care Programs run smoothly and effectively. The training will be held in Cabell County on June 13 and in Logan County on July 17. See the Training Calendar for more details.
Splish Splash: The Importance of Water Play!

Recently, I purchased a water play table for my oldest daughter. This allowed me to reminisce on water play activities when I was a child. I remember one of the best things about summer was going to the pool to swim and play with my friends and cousins. One of the worst things was leaving the pool. It was pure torture to whoever was in charge of getting us out of the water. I remember swimming out to the middle of the cool, crisp water even though I CLEARLY heard, “Amber, get out of the pool, now! It’s time to go!” I knew I would probably be in trouble later, but swimming an extra five minutes was definitely worth the risk. Afterwards, we would go home to shower, and eat. Now, combine the summer sun, water, a warm shower and a meal and you have a recipe for one happy and physically worn out child! Water play is an extremely important component in early childhood development. It allows learning in several domains.

Children are not just splashing around when they participate in water play. Water play "provides opportunities for children to experiment with math and science concepts, strengthen their physical skills, advance their social and emotional skills, and enhance language development" (Dorrell, A.). Math and science are major components of water play; children learn concepts such as more/less, empty/full, and before/after. Playing in water allows children to explore other ideas and properties of water. They may ask questions such as, “How is ice made?” “Where do rivers go?” “Why is the grass wet in the morning?” Physical development is also observed. Children practice their fine motor skills by pouring, squeezing, stirring and manipulating objects. Running and jumping over sprinklers allows children to use and improve gross motor skills. Social and emotional skills are involved during water play as well. Opportunities to negotiate, play cooperatively and share equipment are presented. In addition, early learners “relieve tension by releasing their emotions with pouring, pounding, and swoshing” (Dorrell, A.). Furthermore, language development and creativity are targeted during this particular type of play. New vocabulary such as evaporation, funnel, lukewarm, bubbly, and wave are introduced. Children may use their imaginations and pretend that they are fish swimming in the ocean or traveling on a boat.

When carried out correctly, water play can be a fun and innovative way to learn!

Tips for safe and effective water play and swimming activities:

- ALWAYS obtain prior written permission from parents/guardians for children to participate in any type of water play
- ALWAYS remain physically present and provide constant, direct supervision of children
- Ensure that an adult swimmer or lifeguard is present
- Provide simple water safety rules
- Ensure that gates remain locked when pool is not in use or store empty pool out of children’s reach
- Provide smocks for indoor water play
- Bathing suits can be used for outdoor water play
- Apply sunscreen to everyone before going outside. Reapply often. (This may require special permission slips. Check with the state regulatory agency)
- Offer indoor and outdoor water play often. Limiting water play to one “water day” a week doesn’t offer the children enough exploratory opportunities.


Its summer time, children are out of school, and they want to be outdoors! Knowing the importance of outdoor play and how to make it a beneficial learning time for children is critical in early education. As professionals in this field, we are attempting to move away from the mindset of the past, that outdoor time is simply “recess.” We stress the importance of play indoors that will foster learning experiences for children, but we often forget that outdoor time is just as vital. Time spent outdoors playing is not best utilized without effective outdoor learning environments. I will briefly touch on a few key components and ideas so you can provide the most rewarding outdoor experiences and learning environments possible.

Having clearly divided areas/spaces for different kinds of activities is just as crucial outdoors as it is indoors. Children need order, especially children with certain challenges such as sensory integration. Entering a space with several distinct activity areas is much easier and calming than a space with a jumbled mix of activities with no intentional arrangement. By providing clearly defined activity areas you empower children to make choices and plans on their own in regards to how to spend their time outdoors. You will also decrease the chance of conflict among the children and increase their ability to focus on learning activities instead. There are many ways to make barriers for these areas. You can use items from nature such as a row of non-poisonous plants or shrubs, install a low fence made from natural materials like willow sticks or pickets, or you could simply change the surface material from one area to another such as mulch, gravel, dirt, cement, grass, etc. You could also use what you already have like pathways or fences.

Your individual needs and the materials available to you will determine which activity areas will best suit your space. Also, take into consideration things like the weather in your region when making these choices. The following are a few activity area ideas:

1. An open area for large-motor activities
2. A climbing/crawling area
3. Messy materials/sand/water area
4. Building/block area
5. Nature area/nature garden area
6. Movement and music area
7. Gathering place/quiet space
8. Wheeled toys/riding toys
9. An entry feature such as an overhead feature or an arbor to walk through (encourages thoughtful entry into the space instead of a “mad dash” to get to new activities.

It is important to give these areas simple names identified with signs or other visual clues. This will provide focus and clarity for children going from one activity to another. **SUPERVISION IS CRUCIAL OUTDOORS!** Each space should be visible to the adults at all times. There should also be some sort of fencing or barrier to separate the play space from public traffic. Choose low maintenance and low cost materials for your space. Finally, always remember that your space must also meet all regulatory standards. For more information or to inquire about items or materials the TRAILS van may have to offer you please feel free to contact me at tiffany.r.marcum@wv.gov or 304-523-9540 ext. 116.
### IMPORTANT TRAINING INFORMATION

1. All trainings begin promptly at the scheduled time. Please arrive before the session begins. If you miss 15 or more minutes during the course of any training session, you will not receive credit for that training.

2. If you are disruptive or prevent the Trainer from staying on task, you will be asked to leave and your Regulatory Specialist will be notified.

3. If you sign up for a training and do not call to cancel at least 24 hours in advance, your Regulatory Specialist will be notified.

4. No cell phones or electronic devices may be used during the training sessions.

5. You may not bring children to any Link training session.

6. You must bring a picture ID to all trainings.

7. You are responsible for keeping your training certificates on file. All trainings we offer are registered with WV STARS.

8. You must register for training sessions at least two days in advance to be guaranteed a spot.

### Family Child Care Providers

FCC Providers must complete eight hours of training in at least two different core competency areas (see box on right) each year according to the date on your individual certificate of registration.

### Codes for Training Chart

#### Core Competency
- CGD: Child Growth and Development
- HSN: Health, Safety and Nutrition
- PIR: Positive Interactions & Relationships
- COA: Child Observation and Assessment
- PM: Program Management
- FC: Family and Community
- C: Curriculum
- P: Professionalism

#### Tier
- Tier I: Beginner Level
- Tier II: Intermediate
- Tier III: Advanced

#### Targeted Age/Area
- IT: Infant/Toddler
- PRE: Pre-School
- SAC: School Age Care
- CB: Center Based
- FCC: Family Child Care Providers
- ADM: Administration
- ALL: Targets All Areas

### TRAINING CALENDAR AND INFORMATION

#### Date of the Training | Title of the Training | * Core Comp | * Tier | * Target Age/Area | Location of the Training | Time of Training
---|---|---|---|---|---|---
Thurs., June 13 | School’s Out for the Summer!* | C | I | SAC | Link CCR&R 611 7th Ave., Huntington | 9:00am — 11:00am
Thurs., June 13 | School’s Out for the Summer!* | C | I | SAC | Link CCR&R 611 7th Ave., Huntington | 6:00pm — 8:00pm
Thurs., July 11 | Laying Foundations | CGD | II | IT | Link CCR&R 611 7th Ave., Huntington | 4:00pm — 6:00pm
Sat., July 13 | Take Note: Child Observation and Assessment | COA | III | All | Link CCR&R 611 7th Ave., Huntington | 10:00am — 12:00pm

*Was not in 4th Quarter FY12 newsletter
<table>
<thead>
<tr>
<th>Date of the Training</th>
<th>Title of the Training</th>
<th>* Core Comp</th>
<th>* Tier</th>
<th>* Target Age/Area</th>
<th>Location of the Training</th>
<th>Time of Training</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mon., Aug 12</td>
<td>Discoveries of Infancy</td>
<td>CGD</td>
<td>II</td>
<td>IT</td>
<td>C-K Library 1200 Oak St., Kenova</td>
<td>4:00pm—6:00pm</td>
</tr>
<tr>
<td>Thurs., Aug 15</td>
<td>Introduction to the Early Childhood Environment Rating Scale</td>
<td>PM</td>
<td>II</td>
<td>PRE</td>
<td>Link CCR&amp;R 611 7th Ave., Huntington</td>
<td>4:00pm—6:00pm</td>
</tr>
<tr>
<td>Thurs., Aug 29</td>
<td>Fresh &amp; Refresh</td>
<td>P</td>
<td>II</td>
<td>All</td>
<td>Link CCR&amp;R 611 7th Ave., Huntington</td>
<td>1:00pm—3:00pm</td>
</tr>
<tr>
<td>Mon., Sept 16</td>
<td>Reading Between the Whines</td>
<td>C</td>
<td>PIR</td>
<td>I</td>
<td>C-K Library 1200 Oak St., Kenova</td>
<td>4:00pm—6:00pm</td>
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</tbody>
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### Cabell and Wayne Counties, Continued

<table>
<thead>
<tr>
<th>Date of the Training</th>
<th>Title of the Training</th>
<th>* Core Comp</th>
<th>* Tier</th>
<th>* Target Age/Area</th>
<th>Location of the Training</th>
<th>Time of Training</th>
</tr>
</thead>
<tbody>
<tr>
<td>Wed., July 17</td>
<td>Schools Out for the Summer!</td>
<td>C</td>
<td>I</td>
<td>SAC</td>
<td>Logan Library 1 Wildcat Way, Logan</td>
<td>9:00am—11:00am</td>
</tr>
<tr>
<td>Thurs., July 25</td>
<td>Reading Between the Whines</td>
<td>C</td>
<td>PIR</td>
<td>I</td>
<td>Mingo Co DHHR 203 E 3rd Ave., Williamson</td>
<td>11:00am—1:00pm</td>
</tr>
<tr>
<td>Wed., Aug 14</td>
<td>There’s a QUAIL in My Classroom</td>
<td>C</td>
<td>II</td>
<td>All</td>
<td>Logan Library 1 Wildcat Way, Logan</td>
<td>11:00am—1:00pm</td>
</tr>
<tr>
<td>Tues., Sept 10</td>
<td>How Does Your Baby Grow?</td>
<td>C</td>
<td>CGD</td>
<td>II</td>
<td>Logan Library 1 Wildcat Way, Logan</td>
<td>3:00pm—5:00pm</td>
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### Logan, Mingo and Boone Counties

<table>
<thead>
<tr>
<th>Date of the Training</th>
<th>Title of the Training</th>
<th>* Core Comp</th>
<th>* Tier</th>
<th>* Target Age/Area</th>
<th>Location of the Training</th>
<th>Time of Training</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tues., Aug 13</td>
<td>Helping Children Cope with Stress</td>
<td>PIR</td>
<td>II</td>
<td>PRE SAC</td>
<td>Hamlin Library Lynn St., Hamlin</td>
<td>1:00pm—3:00pm</td>
</tr>
<tr>
<td>Thurs., Sept 19</td>
<td>Knock Out Bullying</td>
<td>PIR</td>
<td>C</td>
<td>II</td>
<td>Hamlin Library Lynn St., Hamlin</td>
<td>11:00am—1:00pm</td>
</tr>
</tbody>
</table>

### Lincoln County

<table>
<thead>
<tr>
<th>Date of the Training</th>
<th>Title of the Training</th>
<th>* Core Comp</th>
<th>* Tier</th>
<th>* Target Age/Area</th>
<th>Location of the Training</th>
<th>Time of Training</th>
</tr>
</thead>
<tbody>
<tr>
<td>Thurs. Sept 12</td>
<td>Coexist: Support Acceptance and Empathy in Young Learners</td>
<td>PIR</td>
<td>II</td>
<td>All</td>
<td>Mason Co Library 508 Viand St., Pt. Pleasant</td>
<td>1:00pm—3:00pm</td>
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</table>

### Mason County

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<thead>
<tr>
<th>Date of the Training</th>
<th>Title of the Training</th>
<th>* Core Comp</th>
<th>* Tier</th>
<th>* Target Age/Area</th>
<th>Location of the Training</th>
<th>Time of Training</th>
</tr>
</thead>
<tbody>
<tr>
<td>Thurs., July 25</td>
<td>Fresh &amp; Refresh</td>
<td>P</td>
<td>II</td>
<td>All</td>
<td>First Baptist Academy 2635 Main St., Hurricane</td>
<td>1:00pm—3:00pm</td>
</tr>
<tr>
<td>Mon., Sept 9</td>
<td>Relax, Respect, Reflect</td>
<td>COA</td>
<td>II</td>
<td>IT</td>
<td>Forrest Burdette 2848 Putnam Ave., Hurricane</td>
<td>6:30pm—8:30pm</td>
</tr>
<tr>
<td>Mon., Sept 16</td>
<td>Look to Learn, Learn to Look</td>
<td>COA</td>
<td>I</td>
<td>All</td>
<td>Winfield Child Dev. Center 3632 Winfield Road</td>
<td>6:00pm—8:00pm</td>
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</table>

See Page 8 for a Descriptions of Training Sessions!
**Descriptions of Training Sessions:**

<table>
<thead>
<tr>
<th>Training Session</th>
<th>Description</th>
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</thead>
<tbody>
<tr>
<td>Coexist: Supporting Acceptance and Empathy in Young Learners</td>
<td>Participants will learn about children’s various ethnic and cultural backgrounds, abilities, and learning challenges. Participants will learn how to foster a developmentally appropriate learning environment for children.</td>
</tr>
<tr>
<td>Discoveries of Infancy</td>
<td>Caregivers will explore how to support infants as they learn about the world around them through their own special means of discovery.</td>
</tr>
<tr>
<td>Fresh &amp; Refresh</td>
<td>In this session, participants will learn the importance of taking care of themselves and how to better manage stress. Adults will be shown how making sure they are “Fresh &amp; Refreshed” will help them more effectively care for children.</td>
</tr>
<tr>
<td>Helping Children Cope with Stress</td>
<td>PBS training concentrating on ways to help children manage stressful situations such as fear, loss, and bullying.</td>
</tr>
<tr>
<td>How Does Your Baby Grow?</td>
<td>This training will cover the four main domains of child development and how all development occurs simultaneously. Current theory will be covered.</td>
</tr>
<tr>
<td>Introduction to the Early Childhood Environment Rating Scale</td>
<td>Introduction to the ECERS-R scale, terms, scoring, etc. needed to do self assessments of classroom environments.</td>
</tr>
<tr>
<td>Knock Out Bullying</td>
<td>This training helps providers learn about the different types of bullying, how to identify a bully and strategies and techniques to prevent bullying and resolve conflict.</td>
</tr>
<tr>
<td>Laying Foundations</td>
<td>Social Emotional development lays the foundation for all other learning domains. Caregivers will explore how they can support infants and toddlers in developing this important foundation.</td>
</tr>
<tr>
<td>Look to Learn, Learn to Look</td>
<td>Objective and accurate observations of children help early childhood educators build stronger relationships, identify individual needs and personalities, and plan an appropriate curriculum for the children in their care. This session will focus on these skills needed to be an objective and intentional observer.</td>
</tr>
<tr>
<td>Reading Between the Whines</td>
<td>This training will give providers strategies for using emerging literacy skills to help children manage challenging behaviors.</td>
</tr>
<tr>
<td>Relax, Respect, Reflect</td>
<td>Learn the importance of going through care giving routines in a relaxed atmosphere, respecting infants and toddlers and understand the need to reflect on your observations.</td>
</tr>
<tr>
<td>School’s Out for the Summer!</td>
<td>Planning fun, appropriate learning experiences for children in all day school age programs. Effective discipline methods, snack and meal planning and inexpensive activity ideas.</td>
</tr>
<tr>
<td>Take Note: Child Observation and Assessment</td>
<td>Participants will learn how to use different methods for documenting child observation and how to utilize assessment techniques.</td>
</tr>
<tr>
<td>There’s a QUAIL in My Classroom</td>
<td>In this training providers will learn to create environments that promote Quality care, utilize Understanding teachers, are Adaptive to meet individual needs, use Intentional teaching and promote Learning.</td>
</tr>
</tbody>
</table>

For additional Training Opportunities in our region and throughout the state check out the WV Early Childhood Training Connections and Resources (WVECTCR) Training Calendar at [http://www.wvearlychildhood.org](http://www.wvearlychildhood.org)
The Apprenticeship for Child Development Specialist (ACDS) program is a training opportunity for those employed in the field of early care and education in West Virginia. The program is four semesters, each semester lasting 15 weeks. Those participating in the ACDS program must be working in a program with children ages birth to eight, a minimum of 20 hours a week. Family providers are also encouraged to participate in the ACDS program. Classes are offered both in the fall and spring. Classes are scheduled to begin again in August, for the fall semester. If you are interested in beginning ACDS classes please contact the ACDS office at 304-523-0433, or visit our website at www.wvacds.org for further information.

Participants will receive children’s books valued at $150 and Training Credit worth 2 years!

Mind in the Making Modules are a 12-part learning process that uses research on children’s development, on how children learn and how teachers can encourage engaged learning. The Mind in the Making Overview is a quick look at the series and is required for child care center/facility directors to attend before sending their teaching staff to the 12 module series. By completing this class, you will receive the Mind in the Making book by Ellen Galinsky!

Mind in the Making Class Dates:
September 17, 24
October 1, 8, 15, 22, 29
November 5, 12, 19, 26
December 3
Each class will meet from 4:00–6:30 at Link CCR&R.

MEDICATION ADMINISTRATION

The following Medication Administration Classes will be held in the 1st Floor Conference Room at Link:

Thursday, July 25th—3:00-7:00pm
Tuesday, August 20th—4:00-8:00pm
Saturday, September 21st—9:00am-1:00pm

You must be on the STARS Pathway in order to take the class.

If your staff needs to be trained in Medication Administration, as per State Regulations, or other health and safety trainings, please contact Glenna Bailey, Nurse Health Consultant with West Virginia Early Childhood Training Connections and Resources at (304) 529-7603 or 1-888-983-2827 Ext. 402 to request a training at your center.

Mind in the Making Modules are WV STARS registered training comprised of 45 hours in these Core Competency areas: Child Growth/Development (6), Positive Interactions/Relationships (12), Curriculum (15) Observation/Assessment (3) and Professionalism (9). See the list of class dates to the left.

Mind in the Making Overview is WV STARS registered—1.5 hours in Program Management.
September 3 @ 1:30-3:00pm at Link CCR&R
Contact Nikki Cavalier Rabel at (304) 523-9540, Ext. 229 or Nikki.C.Rabel@wv.gov for more information.

ACDS CORNER

The Apprenticeship for Child Development Specialist (ACDS) program is a training opportunity for those employed in the field of early care and education in West Virginia. The program is four semesters, each semester lasting 15 weeks. Those participating in the ACDS program must be working in a program with children ages birth to eight, a minimum of 20 hours a week. Family providers are also encouraged to participate in the ACDS program. Classes are offered both in the fall and spring. Classes are scheduled to begin again in August, for the fall semester. If you are interested in beginning ACDS classes please contact the ACDS office at 304-523-0433, or visit our website at www.wvacds.org for further information.

Mind in the Making Class Dates:
September 17, 24
October 1, 8, 15, 22, 29
November 5, 12, 19, 26
December 3
Each class will meet from 4:00–6:30 at Link CCR&R.

For more information about ACDS contact (304) 523-0433 or Jconklee@rvcds.org or SBarrett@rvcds.org.
FAMILY CHILD CARE FOOD PROGRAM NEWS

For information on enrolling in the Family Child Care Food Program to help with the costs of meals and snacks you serve the children in your care, please contact the following agency in your area:

Central Child Care
Serving Boone County
304-382-0797

Pride of Logan County
Serving Logan County
304 752-6868 or
304 752-1047

River Valley Family Child Care Food Program
Serving Cabell, Wayne, Lincoln, Putnam, Mason and Mingo Counties
523-3031 or 1-800-581-3031

In accordance with Federal law and U.S. Department of Agriculture (USDA) policy, this institution is prohibited from discriminating on the basis of race, color, national origin, sex, age, or disability.

To file a complaint alleging discrimination, write USDA, Director, Office of Civil Rights, 1400 Independence Avenue SW, Washington, DC 20250-9410 or call, toll free, (866) 632-9992 (Voice). Individuals who are deaf, hard of hearing or have speech disabilities may contact USDA through the Federal Relay at (800) 877-8339 or (800) 845-6136 (Spanish).

USDA is an equal opportunity provider and employer.

Next Meeting:
July 13, 2013
10:00am
Link CCR&R
Observation Training
Must RSVP with Kathy Baker (304-529-6246)

THE DIRECTOR’S TOOLBOX MODULE

The Director’s Toolbox Module will begin on August 22, 2013 at Link. Each of the five sessions will be held from 8:30am—12:30pm at Link CCR&R. Each session is registered with WV STARS and meets the training requirements for Directors. The sessions are geared toward Administrators and ways to help Directors, Emerging Leaders and others in administrative roles juggle the additional challenges of being an Administrator of an early childhood program. The sessions can be taken individually for four hours of WV STARS credit each or, as a whole for 20 hours of WV STARS credit.

Please contact Nikki Rabel at 523-9540 or 1-800-894-9540 or nikki.c.rabel@wv.gov for more information or to register for the training.

<table>
<thead>
<tr>
<th>Session</th>
<th>Date</th>
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<tr>
<td>From the Inside Out: The Power of Reflections &amp; Self-Awareness</td>
<td>August 22</td>
</tr>
<tr>
<td>The Right Fit: Recruiting, Selecting &amp; Orienting Staff</td>
<td>September 5</td>
</tr>
<tr>
<td>Circle of Influence: Implementing Shared Decision Making &amp; Participative Management</td>
<td>September 19</td>
</tr>
<tr>
<td>Making the Most of Meetings</td>
<td>October 3</td>
</tr>
<tr>
<td>Leadership in Action: How Effective Directors Get Things Done</td>
<td>October 17</td>
</tr>
</tbody>
</table>

If you have not already done so, please contact our office to make arrangements to receive your gift. You can contact Link CCR&R at 523-9540 or 1-800-894-9540 and ask to speak to Shelia Myers or Leigh Ann Cazad.
Family Child Care Providers are eligible to apply for grants of up to $250. These grants can be used to purchase resources required in regulations, curriculum materials, and/or to pay for WV STARS application fees. You must turn in receipts for the money you spend. Failure to do so will make you ineligible for future Family Child Care Grants and other grants that may become available through Link.

We often have the following items in stock: First Aid Kits, Flash Lights, Fire Extinguishers, Digital Ear Thermometers, Carbon Monoxide and Smoke Detectors. Contact Pam Williams at (304) 523-9540 or 1-800-894-9540 Ext. 104 or Pam.K.Williams@wv.gov with questions or to request an application.

First Aid and CPR Classes

This list of agencies offering First Aid and CPR is made available to you for resource purposes only. Link is not responsible for the following trainings or registration for these trainings.

**Boone County** First Aid and CPR available at Kanawha Co. Red Cross (see below) or by request at Charleston. Call 340-3650.

**Cabell County** First Aid and CPR available at Triad Tech 431 5th Ave. Huntington. Call 529-7020.
First Aid and CPR available at St. Mary’s Medical Center. Contact Vicki Delaney at 526-1081.
CPR with First Aid available at American Red Cross. 1111 Veteran’s Memorial Blvd. Call 526-2900.
First Aid/CPR available at the Huntington YMCA. Contact Bill Tucker at 525-8127.
First Aid/CPR available through the Cabell County EMS. Contact Marsha Knight at 526-9797.
First Aid and CPR available at Salt Rock Fire Dept. Instructor, Darrell Ennis. Call 733–9040.

**Lincoln County** For First Aid or CPR Contact Dorothy or William Frazier. Call 778-3873.

**Logan County** First Aid and CPR available at LEASA County Public Rescue 26 1/2 Main Ave, Logan. Call 752-0917.
Classes also available at Logan Regional Medical Center. Contact Cindy Fleming—Education Dept. 831-1556.

**Mason County** Pleasant Valley Hospital offers First Aid and CPR Classes. Call 675-4340 to make an appointment.
CPR 3rd Tuesday of each month at the Mason County Health Department. Call 675-3050 to register.

**Mingo County** Williamson Memorial Hospital. Contact Billy Whitt at 235-2500, Ext. 6321.

**Putnam County** First Aid and CPR available at Red Cross Building in Kanawha Co. Call 340-3650 or www.redcross.org.
Evening classes are available.
Classes also offered at Red Cross Building in Putnam Co. 3268 Winfield Rd. (Rt. 35). Call 340-3650.

**Wayne County** First Aid and CPR available. Instructor Kathy Parsons. Call 486-5991.

You can contact local Hospitals or Fire Departments for other options.

Remember all of these fees are tax deductible.

Would You Like to Improve the Quality of your Program and Earn More Money?

To learn more about ACCREDITATION, log on or call:

**Family Child Care Providers and Facilities** can log on at www.nafcc.org or call 1-800-359-3817.

**Child Care Centers** can log on at www.naeyc.org or call 1-800-424-2460. Contact WVECTCR to inquire about financial support for the application process at 529-7603 or 1-888-983-2827.

**FAMILY CHILD CARE GRANTS ARE AVAILABLE**

Family Child Care Providers are eligible to apply for grants of up to $250. These grants can be used to purchase resources required in regulations, curriculum materials, and/or to pay for WV STARS application fees. You must turn in receipts for the money you spend. Failure to do so will make you ineligible for future Family Child Care Grants and other grants that may become available through Link.

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