Merriam-Webster’s dictionary defines a bully as “one habitually cruel to others who are weaker”\(^1\). So how can we develop children who are stronger? We can start by building their confidence. While negative things will happen in a child’s life, with a healthy self-confidence they will be more resilient and not follow the crowd.

A key to school success and all aspects of a child’s healthy development is self-confidence. “Children who are confident are eager to learn new skills and face new challenges. They also expect adults to be helpful and supportive of their efforts.”\(^2\) Self-confidence is a major factor in getting along with others and working out many social encounters.

Teaching children to be independent thinkers and to be respectful of others can be the beginning of a positive impact for all of us. Children need genuine compliments and not flattery. Children need opportunities to try things on their own, maybe make mistakes but learn from them without adults “hovering” over them at all times. When children reach a goal we need to not only acknowledge that but also the fact that they kept going until they reached the goal. We need to encourage them to keep trying and overcome any obstacle. Those who care for a child are the primary source of building their sense of confidence or lack thereof.

Ways to build a child’s self-confidence:
- Establish routines.
- Allow for and facilitate plenty of opportunity for play.
- Help children learn to be problem-solvers.
- Give children responsibilities.
- Celebrate children’s successes.
- Encourage children to try to master tasks they are struggling with.
- Provide language for children’s experiences that accurately reflects their experiences, shows understanding and empathy, and instills confidence.
- Be a role model yourself.

For more information on these, go to [www.zerotothree.org/child-development/social-emotional-development/tips-on-helping-your-child-self-confidence.html](http://www.zerotothree.org/child-development/social-emotional-development/tips-on-helping-your-child-self-confidence.html).

\(^1\)Merriam-Webster’s dictionary defines a bully as “one habitually cruel to others who are weaker”\(^1\). So how can we develop children who are stronger? We can start by building their confidence. While negative things will happen in a child’s life, with a healthy self-confidence they will be more resilient and not follow the crowd.

\(^2\)www.zerotothree.org/child-development/social-emotional-development/tips-on-helping-your-child-self-confidence.html

~Cristie Dunbar
Getting your degree in Early Childhood Education just got easier!

T.E.A.C.H. WV has funding available for eligible early childhood educators/directors who would like to earn their degrees.

T.E.A.C.H. will provide:
- Partial Tuition
- Partial Book Reimbursement
- Travel Stipend
- A Bonus Upon Completion of Contract

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**ACDS Curriculum Pilot**

Exciting news!! The ACDS state coordinator, along with several professionals from across the state, have been working this summer to rewrite and update the ACDS curriculum to align with current research. The program will implement a pilot in select counties for first semester August 2015. The curriculum will focus on infant/toddler development in first semester and continue in part of second semester. Preschool development will be covered in second and third semester with school-age being the focus for fourth semester. The new curriculum is scheduled to be implemented across the state Fall 2017.

<table>
<thead>
<tr>
<th>ACDS Journeyperson’s Seminar</th>
<th>October 2, 2015</th>
<th>WVU Extension</th>
</tr>
</thead>
<tbody>
<tr>
<td>Presenter: Kerri Wade</td>
<td></td>
<td>4700 MacCorkle Avenue SE</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Charleston, WV</td>
</tr>
</tbody>
</table>

**ATTENTION Child Care Centers:**

*Key 2 a Healthy Start is a quality improvement initiative to prevent childhood obesity through policy, systems, and environmental changes in child care centers throughout WV. Participating centers attend 3 workshops focusing on nutrition, physical activity and parent outreach. Each workshop is followed by at least one on-site technical assistance visit. Participating centers also receive MyPlate portion plates, portable physical activity equipment, a garden for the center, parent outreach materials, and much more! The workshops are free and WV STARS registered. This is a project administered by Keys 4 HealthyKids. We do not license centers or evaluate for compliance in any way. To learn more, visit [www.keys4healthykids.com](http://www.keys4healthykids.com) (then click on ‘Current Initiatives’, ‘Childcare’, and ‘Key 2 a Healthy Start’). Contact Jessica Dianellos at Jessica.Dianellos@camc.org or 304-388-3409 for more information.*
Let’s Talk About Biting

Let’s face it, biting happens and can create tension and havoc in a classroom. This typical behavior of infants, toddlers and two year olds is often misunderstood. Caregivers often say something to the effect of: “Sally was sitting there next to Jimmy when she leaned over and bit him for no reason!” Actually there is always a reason; it may not be obvious at the moment but there is a reason.

Why Do Children Bite?
Below are several general reasons children bite. As a caregiver, it is your challenge to observe the situation and figure out why the biting is taking place.

- Teething
- Sensory Exploration
- Self Defense
- Cause and Effect
- Express Feelings (frustration, anger, fear, being crowded)
- Express Needs (hunger or fatigue)
- To get attention
- To feel in control

What Can I Do?
For children who are teething, offer them teething rings or cool wet washcloths from a refrigerator to chew on. This will help with sensory exploration as well. Help children learn to express themselves with language development. Use sign language in the classroom and teach children to sign and say statements such as: “Stop”, “You are too close”, “I am hungry”, “I am angry” or “I am tired”. You will also need to help children recognize these feelings as well. When you observe that a child bites when other children get too close to him say something such as “I cannot let you hurt James. When someone gets too close to you say, ‘you are too close’”. When Freda bites Mary after Mary takes Freda’s toy say: “You are angry that Mary took your toy. I cannot let you hurt Mary. When someone tries to take a toy from you say stop or that makes me angry”.

If you feel like a child is biting to get attention take a close look at the environment. Is it cluttered or overcrowded? How does the staff react when a biting incident occurs? Is there a flurry of activity? Does the biter get immediate attention? Even negative attention satisfies a child’s need for attention. When biting occurs, respond in a calm manner and comfort the child who was bitten. Remind the biter that biting is not acceptable behavior and also remind the biter of what he or she can do instead of biting. If you notice that biting incidences occur close to nap or feeding times consider adjusting the child’s feeding or napping schedule to an earlier time.

Giving children real choices can help them feel in control. Do you want to put your jacket on now or in five minutes? Would you like to build blocks with me or should we read a book? Here the child is getting positive attention and has a little control over the day.

Another challenge with biting is talking to families about the incidents. It is important to help them understand that biting is typical behavior for this age group. Also share with them what you are doing to handle the situation. Share the strategies you use in classroom with them. It can be helpful to give them information about biting, especially if the biting is also occurring at home. Here is a link to a useful resource from NAEYC to share with parents. The article itself is full of information for parents as well as teachers. At the end of the article are several resources regarding biting that both you and your parents may find very helpful.


Paula Stewart
Infant Toddler Specialist
(304) 523-9540 Ext. 228
1-800-894-9540
Paula.L.Stewart@wv.gov

To register to participate in WVIT I or II, please email your name, phone number, and your place of employment, and your Director’s name and phone number to Paula Stewart at Paula.L.Stewart@wv.gov

WVIT I SCHEDULE
Teays Valley Child Development Center
6442 Teays Valley Rd., Scott Depot

WVIT for Administrators
Session 1
October 5th 9:00 - 4:00
Session 2
October 19th 10:00 - 3:30
Session 3
October 26th 10:00 - 2:30
Session 4
November 2nd 10:00 - 3:30
Session 5
November 9th 10:00 - 2:30
TACIT I
Session 1
November 30th 10:00 – 2:30
Session 6
December 2nd 10:00 - 3:30
Session 7
December 7th 10:00 - 2:30
Session 8
December 9th 10:00 - 4:00
Session 9
December 14th 10:00 - 3:30
Session 10
December 16th 10:00 - 12:30
TACIT II
*Schedule subject to change, participants will be informed in advance
Bullying has become THE hot topic in recent years in most education circles. Sadly, it seems to have also found its way into our early education environments as well. As you know, bullying can take on several forms: Physical, Verbal, Emotional, Sexual, and Cyber. We also hear a lot about how to spot a bully, but do you know how to tell if a child is on the receiving end of the bullying? Here are just a few warning signs that you may see:

- Torn, damaged, or missing clothing, books, or other belongings
- Unexplained injuries (cuts, bruises, scratches, etc.)
- Fear of going to school (including walking/riding the bus or engaging in activities with peers)
- Loss of interest in school work or suddenly doing poorly in school
- Appears sad, moody, or depressed when he or she comes home from school
- Difficulty sleeping or has frequent bad dreams
- Loss of appetite
- Appears anxious or has low self-esteem

Be advised that while the above signs can certainly indicate that bullying is taking place, they are also indicators of other abuse as well. If a child displays any of these signs, talk with him or her and talk with the school staff to learn more about what is happening. You may wish to try approaching the topic of bullying with a child by using one of these openers:

- “I’ve heard a lot about bullying in the news lately. Is that going on at your school?”
- “Are there any kids at school who tease you in a mean way?”
- “Are there any kids at school who leave you out or exclude you on purpose?”

If you feel that a child is being bullied, do not over-react. Assure him that you love him and that this is not his fault. Let him know that you will help him and that he can always talk to you about anything. Next, call to set up an appointment with the appropriate leaders at the child’s school. At the meeting, share your concerns in an open and non-confrontational manner. It’s easy to get upset when you feel that a child you love is being mistreated, but try to remember that his teachers also want him to feel happy and safe! Allow the school to handle the issue, but continue to check in with the child to ensure that the problem has been resolved and that his school environment has improved. If no changes are seen, you may wish to request another meeting, as prolonged bullying can cause depression, social isolation, and even thoughts of harming oneself or others. If you begin to see those signs, please contact the child’s pediatrician or schedule a visit with a counselor to help and offer support to the child.

Much of the information provided in this article was obtained at www.stompoutbullying.org

For more information, Contact Shannon Taylor Behavior Consultant (304) 523-9540 Ext. 432 1-800-894-9540 Shannon.N.Taylor@wv.gov

Join the FUN, and earn a chance to WIN an iPad mini™! Have you participated in the EarlyCareShareWV.org exciting SCAVENGER HUNT? Don’t miss your chance to win an iPad mini™ with case and keyboard! Remember, you can’t win if you don’t play! Open your e-mails from The-Team@EarlyCareShareWV.org to be on the lookout for our next challenge! Not yet a member of EarlyCareShareWV.org? You are missing out on up-to-date early childhood information, cost savings, and management resources. Join for free now at http://www.earlycaresharewv.org/new_member_request.aspx. Have a question? E-mail Help@EarlyCareShareWV.org for help.
Children play many different roles in many different situations. In their home life, they play the role of being a son or daughter, brother or sister, grandchild, cousin, niece or nephew, and in some cases, an aunt or uncle. These are all wonderful roles for children to be in. However, there are some that aren’t so wonderful. I am talking about the roles children play in bullying.

The first, and maybe the most important, thing to remember is NOT to label children. When you are referring to any situation, not just ones that deal with bullying, the worst thing you can do is label a child. When dealing with a bullying situation, it’s easy to call the one doing the bullying the “bully,” and the one who is being bullied the “victim,” but this may have consequences that were not intended. When a child is labeled as a “bully” or a “victim,” it could send the message that the child’s behavior cannot change, cause failure to recognize the multiple roles children may play in the different bullying situations, or even disregard other factors contributing to the behavior such as peer influence or climate.

You may be asking yourself, “If I’m not supposed to label children in this situation, how am I supposed to decipher between them?” That’s a great question and an easy one to answer. Instead of saying that a child is a bully, refer to him as “the child who is doing the bullying,” and instead of using the term “victim,” refer to him as “the child who is being bullied.” Bullying doesn’t just involve the children who are being bullied and the one doing the bullying. There are also bystanders. These bystanders come in many forms: the kids who assist or reinforce the behavior of the child who is doing the bullying; the kids who are the outsiders; and the kids who defend the children who are being bullied.

The “Assistants” are those who may not start the bullying or lead in the behavior, but directly assist the ones who are doing the bullying. The “Reinforcers” are the ones who are not directly involved in the bullying behavior, but they give the one who is doing the bullying an audience. They will often laugh or provide support to the one who is doing the bullying which may encourage them to continue with the negative behavior. The “Outsiders” are the children who remain separate from the bullying situation. They do not encourage the negative behavior of the child who is doing the bullying, but they also do not defend the child who is being bullied...they simply stand idly by and watch, providing an audience which may encourage the bullying behavior. This brings me to the positive side of the bullying situation...the “Defenders.” The kids who defend are the ones who actively comfort the child being bullied and may come to the child’s defense when bullying occurs.

Now that you aware of the roles children may play in the all too common and most unfortunate situation of bullying, you may begin to notice this is happening within the children in your care. If you do, don’t think you are helpless. You may be worried that you don’t have the knowledge or the training to deal with a situation like this. That’s ok, because we have someone who can help. Shannon Taylor, Link CCR&R Behavior Consultant, is more than happy to help!

Much of the information provided in this article was found at www.stopbullying.gov

For more information, Contact Amy Isaacs Early Childhood Specialist (304) 523-9540 Ext. 430 1-800-894-9540 Amy.D.Isaacs@wv.gov

NewsLink
**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 may 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 may 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.

---

**Please SIGN UP** and not just show up for training sessions. In addition, we require participants to sign up for trainings at least **48 hours in advance** of the training date and time. This helps ensure the person conducting the training will be fully prepared for all who will be attending.

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Thank you, Cristie Dunbar, Link CCR&R Director

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**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

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<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>Saturday, October 3</td>
<td>Creative Curriculum 101</td>
<td>C</td>
<td>II</td>
<td>PRE</td>
<td>Grow Academy 2400 Johnstown Rd, Hunt.</td>
<td>8:00—10:00am</td>
</tr>
<tr>
<td>Saturday, November 7</td>
<td>Making a Difference: Mandate to Report, Responsibility to Prevent Child Abuse and</td>
<td>HSN</td>
<td>I</td>
<td>ALL</td>
<td>Link CCR&amp;R—2nd floor 611 7th Ave., Huntington</td>
<td>8:00—10:00am</td>
</tr>
<tr>
<td></td>
<td>Neglect <em>(limited to 50 participants)</em></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Being A Good Role Model <em>(limited to 50 participants)</em></td>
<td>HSN/CGD/C</td>
<td>I</td>
<td>ALL</td>
<td>Link CCR&amp;R—2nd floor 611 7th Ave., Huntington</td>
<td>10:15am—12:15pm</td>
</tr>
<tr>
<td></td>
<td>Let’s Get Ethical <em>(limited to 50 participants)</em></td>
<td>P</td>
<td>II</td>
<td>ALL</td>
<td>Link CCR&amp;R—2nd floor 611 7th Ave., Huntington</td>
<td>1:00—3:00pm</td>
</tr>
<tr>
<td></td>
<td>Let’s Talk About Biting <em>(limited to 15 participants)</em></td>
<td>PIR</td>
<td>II</td>
<td>IT</td>
<td>Link CCR&amp;R—1st floor 611 7th Ave., Huntington</td>
<td>1:00—3:00pm</td>
</tr>
</tbody>
</table>

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Cabell and Wayne 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>Monday, Oct. 26</td>
<td>All that Sugar &amp; Fat</td>
<td>HSN</td>
<td>I</td>
<td>ALL</td>
<td>C-K Library 1200 Oak St., Kenova</td>
<td>2:00—4:00pm</td>
</tr>
<tr>
<td>Friday, Dec. 4</td>
<td>That Kid Did WHAT??</td>
<td>PIR</td>
<td>II</td>
<td>ALL</td>
<td>Link CCR&amp;R 611 7th Ave., Huntington</td>
<td>10:00am—12:00pm</td>
</tr>
<tr>
<td>Tuesday, Dec. 8</td>
<td>Play is the Work of Childhood</td>
<td>CGD</td>
<td>II</td>
<td>ALL</td>
<td>Wayne Co DHHR 26452 East Lynn Rd., Wayne</td>
<td>2:00—4:00pm</td>
</tr>
<tr>
<td>Tuesday, Dec. 29</td>
<td>New Year, New Recipes!</td>
<td>HSN</td>
<td>I</td>
<td>ALL</td>
<td>Link CCR&amp;R 611 7th Ave., Huntington</td>
<td>1:00—3:00pm</td>
</tr>
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</table>

#### Cabell and Wayne Counties (Cont.)

<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>Thursday, Oct. 8</td>
<td>Including All Children</td>
<td>CGD</td>
<td>II</td>
<td>ALL</td>
<td>Teays Valley Child Dev. Ctr. 6442 Teays Valley Rd, Scott Depot</td>
<td>10:00am—12:00pm</td>
</tr>
<tr>
<td>Monday, Nov. 23</td>
<td>Play is the Work of Childhood</td>
<td>CGD</td>
<td>II</td>
<td>ALL</td>
<td>Mason County Library 508 Viand St., Pt. Pleasant</td>
<td>12:00—2:00pm</td>
</tr>
<tr>
<td>Saturday, Dec. 12</td>
<td>Hit Me With Your Pet Shark: Effective Communication in Early Childhood</td>
<td>PIR</td>
<td>II</td>
<td>ALL</td>
<td>Teays Valley Child Dev. Ctr. 6442 Teays Valley Rd, Scott Depot</td>
<td>10:00am—12:00pm</td>
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#### Putnam and Mason Counties

<table>
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<th>* Tier</th>
<th>* Target Age/Area</th>
<th>Location of the Training</th>
<th>Time of Training</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuesday, Oct. 6</td>
<td>Making Caregiver/Parent Relationships a Class Act</td>
<td>FC</td>
<td>II</td>
<td>IT</td>
<td>Hamlin Library 7999 Lynn Ave., Hamlin</td>
<td>10:00am—12:00pm</td>
</tr>
<tr>
<td>Thursday, Oct. 8</td>
<td>Play is the Work of Childhood</td>
<td>CGD</td>
<td>II</td>
<td>ALL</td>
<td>Logan Library 16 Wildcat Way, Logan</td>
<td>5:30—7:30pm</td>
</tr>
<tr>
<td>Tuesday,</td>
<td>Kitchen Safety</td>
<td>HSN</td>
<td>I</td>
<td>ALL</td>
<td>Hamlin Library 7999 Lynn Ave., Hamlin</td>
<td>2:00—4:00pm</td>
</tr>
<tr>
<td>Monday, Oct. 19</td>
<td>Small Hands, Big World</td>
<td>CGD/C</td>
<td>I</td>
<td>ALL</td>
<td>Logan Library 16 Wildcat Way, Logan</td>
<td>5:30—7:30pm</td>
</tr>
<tr>
<td>Wednesday, Nov. 18</td>
<td>Inspiring Spaces = Learning Places</td>
<td>CGD/HSN/C</td>
<td>I</td>
<td>ALL</td>
<td>Hamlin Library 7999 Lynn Ave., Hamlin</td>
<td>1:00—3:00pm</td>
</tr>
<tr>
<td>Thursday, Nov. 19</td>
<td>Understanding Special Diets</td>
<td>HSN</td>
<td>I</td>
<td>ALL</td>
<td>PRIDE of Logan 699 Stratton St., Logan</td>
<td>11:00am—1:00pm</td>
</tr>
<tr>
<td>Monday, Dec. 14</td>
<td>Communicating With Families, More Than Just Words!</td>
<td>PIR/FC</td>
<td>II</td>
<td>ALL</td>
<td>Living Waters 212 E. 2nd Ave., Williamson</td>
<td>1:00—3:00pm</td>
</tr>
</tbody>
</table>

#### Lincoln, Logan, Mingo and Boone Counties

See Page 8—9 for Descriptions of Training Sessions!
**Descriptions of Training Sessions:**

<table>
<thead>
<tr>
<th>Session Title</th>
<th>Description</th>
<th>Trainer(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Creative Curriculum 101</strong></td>
<td>Participants will be introduced to the basics of The Creative Curriculum for Preschool. This includes the foundation, which is composed of theories and research, and the framework, which consists of the following five components: How Children Learn and Develop, The Learning Environment, What Children Learn, The Teacher’s Role, and The Family’s Role.</td>
<td>TRAINER: CANDICE MULLINS</td>
</tr>
<tr>
<td><strong>Making Caregiver/Parent Relationships a Class Act</strong></td>
<td>Participants spend time exploring and practicing techniques of effective communication with parents. This exploration helps them understand how parent-teacher communication is important to the children in their care. They will discover how culture influences this process.</td>
<td>TRAINER: PAULA STEWART</td>
</tr>
<tr>
<td><strong>Play is the Work of Childhood</strong></td>
<td>Participants will learn the importance of play in early childhood and get tips on creating a quality play-based program. There will also be an opportunity immediately following to use the TRAILS van.</td>
<td>TRAINER: MELISA DENNISON</td>
</tr>
<tr>
<td><strong>Communicating with Families, More Than Just Words</strong></td>
<td>This session will help participants become better communicators with the families of the children who are in their care. Participants will be shown that communication isn’t just conversation, but can also be in written/multimedia forms as well, and that there are many things that need to be taken into consideration when communicating. By gaining particular information about the family, they will be able to determine which form is the best option.</td>
<td>TRAINER: AMY ISAACS</td>
</tr>
<tr>
<td><strong>Including All Children</strong></td>
<td>Participants will be given a broad overview of Inclusion, including the IEP/ISFP process, making referrals (how and when), and making modifications to the early childhood environment.</td>
<td>TRAINER: SHANNON TAYLOR</td>
</tr>
<tr>
<td><strong>Kitchen Safety</strong></td>
<td>There is more to a kitchen than just cooking food. In this training, we will look at kitchen safety in much detail. We will focus on proper food handling procedures from the time the product enters the door to the time it hits the plate for consumption and what to do with the leftovers. This is a great training for kitchen staff.</td>
<td>TRAINER: KELLIE SMITH, CHILD CARE HEALTH EDUCATOR</td>
</tr>
<tr>
<td><strong>Small Hands, Big World</strong></td>
<td>This session will help participants become more familiar with what fine motor skills are, the importance of good fine motor skills and ways to help encourage children to use their fine motor skills while in their programs.</td>
<td>TRAINER: AMY ISAACS</td>
</tr>
<tr>
<td><strong>All that Sugar &amp; Fat</strong></td>
<td>Nourishing and attractive food is important for children’s health, growth, and development but, have you ever thought of fat being essential for a child’s diet? Or perhaps, you have heard someone talk about the sugar in fruit? In this training, we will discuss how the nutrients in fats and oils and the sugars in carbohydrates can impact a child’s growth and development, both positively and negatively. We will look at the different types of fats and sugar and identify foods that are nutrient rich and energy dense. We will also look at the current policies and procedures related to the USDA guidelines and the CACFP meal patterns.</td>
<td>TRAINER: KELLIE SMITH, CHILD CARE HEALTH EDUCATOR</td>
</tr>
<tr>
<td><strong>Hit Me With Your Pet Shark: Effective Communication in Early Childhood</strong></td>
<td>The facilitator will use discussion to demonstrate the importance of effective communication in early childhood, with regard to children, families, colleagues, and the community. Participants will define reciprocal communication, discuss why it’s important, and examine specific examples in the early childhood setting.</td>
<td>TRAINER: CANDICE MULLINS</td>
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<tr>
<td><strong>Mandate to Report</strong></td>
<td>This comprehensive training is for all mandated reporters of suspected child abuse and neglect and will focus on the following: Identifying the signs of abuse and neglect; discussing who must report, as well as how a report is made; and identifying research-based protective factors that can help prevent child maltreatment.</td>
<td>TRAINER: SHANNON TAYLOR</td>
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Descriptions of Training Sessions (cont.):

<table>
<thead>
<tr>
<th>Training Session</th>
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<th>Trainer</th>
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<td>Being A Good Role Model</td>
<td>It’s well understood that children will mimic adult behaviors. It’s important for us to make healthy, positive choices as a child care leader to promote optimal health for the kids. In this training, we will discuss the nature of how kids learn, how to encourage healthy choices, and overall, how to be a good role model. TRAINER: KELLIE SMITH, CHILD CARE HEALTH EDUCATOR</td>
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<td>Let’s Talk About Biting</td>
<td>Sally got bit again. How am I going to tell her parents? What am I going to tell the parents of the child doing the biting? How can I get the biting to stop? Providers will explore strategies to answer these questions and create a calmer environment for the infants and toddlers in their care. TRAINER: PAULA STEWART</td>
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<td>Let’s Get Ethical</td>
<td>Using the NAECY Code of Ethics, participants will explore what it means to be a professional caregiver with regard to ethics. Through sample scenarios, participants will discuss how ethics play an important role in interactions with children, families, colleagues, and the community. TRAINER: CANDICE MULLINS</td>
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<td>Inspiring Spaces = Learning Places</td>
<td>When children walk into your classroom what do they see? Is the space inviting, warm, clean, fun and well organized or is it cluttered, dirty and chaotic? This session will help providers see the importance of making your classroom inspiring space full of wonder, excitement and engaging learning opportunities! TRAINER: AMY ISAACS</td>
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<td>Understanding Special Diets</td>
<td>In this training we will focus on special diets. Whether it is allergies, vegetarianism, or a religious belief. We will discuss how to fit them into your everyday meal plan. TRAINER: KELLIE SMITH, CHILD CARE HEALTH EDUCATOR</td>
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<tr>
<td>That Kid Did WHAT??</td>
<td>Participants will be taught how to encourage positive behavior by building connections with children and their families. The concepts in this training come from the philosophies and teachings of Dr. Becky Bailey in her Conscious Discipline series of books. TRAINER: SHANNON TAYLOR</td>
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<td>New Year, New Recipes!</td>
<td>It seems as if we are all looking for new ways to get children excited about foods or try something exciting. In this training we will be sharing new recipes, ideas, and new cooking methods. We will discuss the nutritional information of some of our basic ingredients or recipes (like carrots or spaghetti) and find ways to make them healthier or utilize them in a way the child may try or like. This is meant to be a very fun and semi-informal training with lots of input from the centers’ staff. So bring your favorite recipes and ideas and be ready to share! TRAINER: KELLIE SMITH, CHILD CARE HEALTH EDUCATOR</td>
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For additional training opportunities in our region and throughout the state check out the WVEarly Childhood Training Connections and Resources (WVECTCR) Training Calendar at http://www.wvearlychildhood.org

Link Inclement Weather Policy:
In the case of school cancellation or two hour delay in Cabell County OR the county in which the training is scheduled, it will be cancelled for that day and you will be contacted when it is rescheduled.

The Cabell Wayne Family Child Care Association would like to invite all providers from Cabell and Wayne counties to join us. All of our meetings are registered with WVSTARS and you will receive ONE or TWO hours credit. We also offer other trainings which are WV STARS registered. If you have any questions, feel free to contact Kathy Baker, President, at 304-529-6246, text at 304-638-7578 or email at mrskathys@comcast.net and/or to be added to the email list and start receiving information about the association and other helpful information. We would like to have all providers’ email addresses so please email me at the address above so you can be added to the list serve. We hope to see some new providers at the meetings.
Take Care of Yourself:  How to Keep Your Work From Breaking Your Back

Working as a child care provider means that you spend many hours a day bending, lifting and moving objects. These everyday activities can cause injury to your back if you don’t use care in how you perform them. Here are some tips from the American Physical Therapy Association on ways to work safely and prevent injury.

Bending down is one of the most frequent movements during the day. Bending from the waist applies tremendous force to the discs of the lower back. To prevent injury, bend at your hips and knees while keeping your back straight. Keep your feet shoulder-width apart and move your body as a unit.

Lifting children can be particularly hard on the lower back. The APTA recommends the use of the half-kneel lift. Stand close to the child to be lifted. Keep your back straight and put one foot slightly in front of the other foot and lower yourself to one knee. Grasp the child with both arms and hold them close to your body. Push with your legs and return to the standing position. Use this same technique to place a child on the floor. Avoid twisting your body while lifting. Complete your lift then move your feet in the direction you want to move.

When holding or carrying a child, always hold them close and centered on your body. Holding in one arm and balanced on your hip increases the pressure on the lower back and can contribute to injury.

When pushing a wheeled object stay as close to the object as possible, keeping your back straight and your shoulders back. Use your legs as the pushing force, not your arms. Pushing is always preferable to pulling.

Finally, don’t be afraid to ask for help. If you are moving a heavy object ask someone to help you. Have the children pick up their toys and put them away. Practicing good body mechanics is a good habit to develop and can help keep you safe and strong.
How does the Child Care Certificate work with regard to the parent’s schedule and whether or not I will get paid?

Each subsidy eligible family will be given a Child Care Certificate and they are to give that to you, the provider, as verification that you will be paid by the State of WV. Providers need to be aware of all the information that is on the certificate, and for the purpose of the question stated above, the section on the parent’s schedule notes (this is a description of the parent’s work/school schedule) and whether the parent is allowed non-traditional hours. Days of care provided outside the times allowed on the certificate are considered private pay days unless the parent has received approval from the case manager to use additional days of care. If there is a question about the days/times that the family used care (for example, the attendance sheet times do not match the reported schedule) the parent must verify to their case manager why there is a discrepancy or the provider would only be paid for the total number of days that match the parent’s reported schedule and the parent will be responsible for payment for the remaining days. It is the parent’s responsibility to report any changes in their case, including work/school schedule changes, to their case manager within 5 days. Changes only go back 5 days from the date reported.

If you have any other questions, you can email one of us in the Link CCR&R Provider Services office: pam.k.williams@wv.gov, leigh.ann.cazad@wv.gov, or Shelia.myers@wv.gov.

Check out our website www.linkccrr.org for other helpful information.

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: Kanawha Co. Red Cross—Call 340-3650 or www.redcross.org.
Cabell County: Triad Tech—Call 529-7020.
St. Mary’s Medical Center—Contact Vicki Delaney at 526-1081.
American Red Cross—Call 526-2900.
Huntington YMCA—Contact Bill Tucker at 525-8127.
Cabell County EMS—Contact Lisa Cooper at 526-9797.
Salt Rock Fire Dept.—Call 733–9040.
Goodwill Industries of KYOWVA Area, Inc.—Contact Andrea Lupson 304-523-7461 ext.417
Lincoln County: Contact Dorothy or William Frazier—Call 778-3873.
Logan County: LEASA County Public Rescue—Call 752-0917.
Logan Regional Medical Center—Contact Cindy Fleming—Education Dept. 831-1556.
Mason County: Pleasant Valley Hospital—Call 675-4340.
Mason County Health Department—Call 675-3050.
Mingo County: Williamson Memorial Hospital—Contact Billy Whitt at 235-2500, Ext. 6321.
Putnam County: Active Sports Complex (aka Ayash Center) - Contact Scott Nasby at 741-4079.
Wayne County: Contact Kathy Parsons—Call 486-5991.

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:

FOOD REIMBURSEMENT

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, Lincoln, Mason, Mingo, Putnam and Wayne Counties
(304) 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.
As the children settle into a new school year, there are many things we should be aware of. Sadly, one of those things is bullying. Bullying occurs when someone repeatedly and purposely says or does mean or hurtful things to another person who has a hard time defending his or herself. There are many forms of bullying including physical, emotional, and more prevalent these days, cyber bullying.

The influence bullying has on a child can be very damaging. It can have short-term and long-term effects that can impact their health, safety, and education. Most children do not understand what is happening and why. It is our responsibility to give them the tools to effectively communicate. It is very important to talk to children, as well as support and empower them. A great way to do this is through reading. There are many wonderful books available to help promote friendship and tolerance, dealing with bullies, individual differences, and making friends.

Here are just a few good examples:
*Chrysanthemum* by Kevin Henkes—Chrysanthemum loves her long name until the girls at school tease her about it. See how she learns to love her name again.
*Bye, Bye Bully!* by J.S. Jackson—A helpful handbook that teaches kids nonviolent ways to assert and protect themselves and when to ask for help.
*Don’t Laugh at Me* by Steve Seskin & Allen Shamblin—A story for anyone who’s ever been bullied, or been a bully. It’s the anthem for a bully-free world. Others titles include *The Recess Queen* by Alexis O’Neill, *Enemy Pie* by Derek Munson, and *The Juice Box Bully* by Bob Sornson & Maria Dismondy.

TRAILS has many available options for providers to choose for the children in their care.


Let’s help our kids live in a bully-free world! Happy TRAILS to you!
~Melisa
Stress and Children

Whether it’s starting childcare, welcoming a new sibling, a first trip to the dentist, divorce, immunizations, inadequate nutrition, parents with busy schedules, or maybe even being mistreated, children, much like adults, experience stress daily. Stress – situations where demands on the body, physical and/or emotional, exceed the body’s ability to handle them. As adults, most of us are equipped to manage the stress in our lives, but what about children?

To build a strong foundation for healthy development and effective learning for children, we have to devote as much attention to children’s emotional well-being as we do to their cognitive and academic skills. Jack Shonkoff, Director of the Center on the Developing Child at Harvard University, says, “The smartest kid who is in emotional turmoil will not be an effective learner in school.” We see this on a daily basis in our classrooms. The child who cried all the way to childcare because she couldn’t find her favorite blankie to bring with her for naptime, is probably not concerned about being nice to her friends or telling you how the baby dolls head was dismembered from its body.

As early childhood professionals, it is our responsibility to create environments that protect children from overwhelming stress and that also facilitates children’s ability to cope with certain kinds of positive stress that they may encounter on a daily basis. As Heilelise Als of Harvard Medical School says, “We need to recognize that children are ‘continuous, active agents’ in their own development.” Since stress is part of everyday life, it is also important to help children develop strategies for coping rather than simply protecting them from every potential source of stress. Megan Gunnar, of the University of Minnesota, shared a similar viewpoint. She states, “A childhood that had no stress in it would not prepare you for adulthood. We need to help our children understand how to manage themselves, but not completely protect them from those challenges.” One of the factors that make a big difference in determining whether stress is harmful or positive is the presence or absence of trusting relationships with adults. Helping children manage stress and cope with it appropriately in early childhood is an essential life skill. Early childhood professionals are responsible for fostering this development in children.

Here are a few suggestions that you can implement in your classroom:

- Establish morning routines.
- Provide adequate nutrition.
- Set aside time for active play, as well as less active play.
- Spend time with them and talk about how they feel.
- Show affection.
- Have fun together. A good laugh helps fight off stress.
- Prepare them to deal with mistakes positively.
- Maintain sleep routines to help children relax and get enough sleep. A tired child stresses more easily.
- Learn to manage your own stress.
- Teach children to take slow, deep breaths in stressful moments.

To learn more about helping children handle stress, consider attending the Mind in the Making Modules offered this quarter.

Candice D. Mullins
Early Childhood Specialist
(304)523-9540
Candice.D.Mullins@wv.gov

The Mind in the Making modules use research to reveal how children develop and learn, and how teachers can intentionally promote engaged learning.

Administrator’s Overview
Monday, October 5
2:00-4:00P

Module 1 – Beginning a Learning Journey
Wednesday, October 7
9:00-11:30A

Module 2 – Essential Connections
Wednesday, October 14
9:00-11:30A

Module 3 – Focus, Self-Regulation, and Learning
Wednesday, October 21
9:00-11:30A

Module 4 – Social, Emotional, and Intellectual Learning
Wednesday, October 28
9:00-11:30A

Module 5 – Understanding and Responding to Children’s Individual Differences
Wednesday, November 4
9:00-11:30A

Module 6 – Building Confidence and Competence
Thursday, November 12
9:00-11:30A

Module 7 – How We Learn to Understand Others’ Thoughts and Feelings
Module 8 – Beyond ABCs – Communicating, Creating, and Making Sense of the World
Wednesday, November 18
9:00A-2:00P

Module 9 – Connections Count – Encouraging Curiosity, Scientific Problem-Solving and Math
Wednesday, December 2
9:00-11:30A

Module 10 – Stress and Learning
Module 11 – Memory and Engaged Learning
Wednesday, December 9
9:00A-2:00P

WVSTARS credit can only be received by those who complete the entire series and also participate in follow-up technical assistance.
The next stage of collaboration is coming. A new collaborative project, tentatively titled Engage, is under development with collaborative funding from Home Visitation, DHHR Division of Early Care and Education, OMCFH, and the Office of Head Start. Engage will utilize the Blackboard Platform and Blackboard technology to bring online professional development to each early childhood professional across the state of West Virginia. The goal for the project is for all early childhood professionals, regardless of setting or sector, to have access to comprehensive, high quality, and collaborative professional development opportunities. Sponsored by West Virginia Early Childhood Training Connections and Resources, Engage will allow early childhood professionals to complete professional development in a variety of online formats from many content experts. No longer will professionals be limited to training offered by location and by individual agencies, but the options will be open to access professional development at any time from their personal or work computer on various topics. Look for more information about this exciting project in upcoming months. For additional information contact Natalie Snider, Distance Learning Statewide Coordinator, at nsnider@rvcds.org.

MAKE NOTE: As of June 30, 2015 we will no longer be bulk-mailing newsletters. You can receive your newsletter by email, on the Link CCR&R website (www.linkccrr.org), on the TRAILS van, in training sessions or you can pick one up in the Huntington or Logan office. If you are not already on our email listserv, please contact our office at 304-523-9540 or 1-800-894-9540 and ask to speak to Jessica Lambers to be added. Thank you for your help with this matter. ~Cristie Dunbar, Director

Link Child Care Resource and Referral Child Care Provider’s Newsletter and Professional Development Information
Link Child Care Resource and Referral is a program of River Valley Child Development Services and is being presented with financial assistance as a grant from the West Virginia Department of Health and Human Resources. Visit us on the web: www.linkccrr.org or www.RVCDS.org

www.facebook.com/linkccrr

NewsLink