



Spring 2018

NPHS News



Volume 22, Issue 2

Northern Panhandle Head Start, Inc. Serving Hancock, Brooke, Ohio, Marshall and Wetzel Counties In West Virginia



NPHS Inc.

1 Orchard Road, Suite 1
Wheeling, WV 26003

Phone: 304-233-3290

Fax: 304-233-3719

1-877-732-3307

E-mail: info@npheadstart.org

www.npheadstart.org

Cathy Williams, Executive Director

cwilliams@npheadstart.org

Northern Panhandle Head
Start, Inc.

Serving Hancock, Brooke,
Ohio, Marshall and Wetzel
Counties In West Virginia

**Check us out on
Facebook at
Northern Panhandle
Head Start Inc.**



Buildings, Balls, Recycling, Trees, Pets, Roads, Music and Boxes!

What are these Studies about and how is my child learning?

As teachers, our first commitment is to children—helping them succeed in school and in life. We believe that the best way to help children succeed is to teach them to be creative, confident thinkers. Creative Curriculum Studies gives children opportunities for hands-on exploration and discovery and learning to think and solve problems. Studies support the development of social-emotional skills, such as resolving conflict, sharing responsibilities, and working collaboratively, and learning new words. Here are some examples of activities:



- What do we know about roads? What do we want to find out about roads?
- What does the road look like that you took to school today?
- What is a road map used for?
- Draw maps with lines for roads, blue lines for rivers, green areas for parks.
- Show pictures of different kinds of roads-which roads are near our school? What do you notice about these roads?
- Teacher will read books about roads, look at different maps, draw a road from their home to the school.
- Build roads and bridges in the block area and talk about their constructions.
- Take a walk around the school and draw the roads they see.
- Share their experiences about travel.
- Invite a road construction person to talk about his job.
- Learn words related to roads: route, intersection, sidewalk, potholes, construction, Stop sign, Yield sign, traffic signals, paved roads, map, travel, parking lot, asphalt, tunnel, curb, manhole, gutters, reflectors, rumble strips, overpass, curve, traffic circle, names of streets, vehicles, delivery trucks, semi-trucks.

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- What we know about music charts. What do we want to find out about music?
- What do you like to sing?
- Did you hear music on your way to school today?
- Can we make a sound with keys, spoons, lids, combs?
- Play a variety of music for children to clap, dance, and move to.
- Talk about musical instruments-what do the children know about instruments?
- Play musical instruments. What words describe the sound you are making?
- Have a parade in the classroom.
- Make musical instruments.
- Children color or draw to music-fast/slow/soft/hard.
- Have band member visit the children or go on a field trip to the high school to the band room.
- Learn words related to music: instruments, instrumental sounds, names of the instruments, percussion, rhythm, vibration.



Cheche Price, Education/Training Manager

Policy Council
2017-2018

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From “Coo” and “Goo” to “I Love You”! Your baby is on their way to words!

You may notice your child pointing at objects to get your attention or waving good-bye to you and others. Your baby may also be imitating you when you clap your hands or blow raspberries. These are some of the ways your baby is “talking” to you! Your baby is in the ‘prelinguistic communication stage’ which is the period of development before your child begins using words.



Why are the “coos”, “goos” and prelinguistic actions, such as pointing, so important? Because parents can build on these to help children develop strong language and comprehension skills. Parents can also note when they do not see any of these gestures or prelinguistic behaviors happening and seek early intervention supports to help children meet their language milestones.

Much research has been done on the ‘social pragmatic theory of language acquisition’. Pragmatics are the social language skills we use in our daily interactions. This includes what we say, how we say it, and our body language. This theory proposes that language skills emerge out of a child’s nonverbal understanding of the world, which is developed during multiple shared social experiences in which the child’s and adult’s attention are jointly focused on events or objects.

Here are some of the most important social communication skills:

- Joint attention is when you and your child share interest in the same item. It’s an early social skill that is foundational for language and cognition. For example, your child looks at you and then looks at another object and then looks back at you. You are sharing the same interest in an object and this opens up your opportunity to give the child words to describe the object.
- Gestures such as waving good-bye and putting their arms up when they want to be picked up are important forms of communication as well. Your child may point their finger to show you things or ask what something is, or to tell you what he wants or where he wants to go. Your child is using their body to tell you what they want without words! Research has found that efforts to increase the use of gestures in toddlers leads to increases in both receptive and expressive language skills in the second year of life.
- Before your child begins saying recognizable words, they will be making lots of sounds! There will be the obvious sounds, like crying and growling, sounds like ‘coo’ and ‘goo’, or even babbling repeated syllables like “mamamama”. Studies have shown that the diversity of syllable and sound types produced by children from ages 6 to 14 months predicted performance on speech and language tests at 5 years of age.
- Most studies indicating a relation between early comprehension skills in the second year of your child’s life and later language skills. Read picture books to your child and know that it’s okay to read the same book over and over again. Children love the repetition. Use inflection to make your voice interesting. Use hand gestures and facial expressions that exaggerate your meaning.
- Play can also be an early predictor of language outcome because it provides a context for language learning and is presumed to reflect a child’s cognitive abilities. Use a ‘sing-song’ voice and talk to your child while playing. When you stop and look expectantly at your child, they can make noises and “talk” back to you!

Information summarized from Watt, N., Wetherby, A., & Shumway, S. (2006). Prelinguistic predictors of language outcome at 3 years of age. Journal of Speech, Language, and Hearing Research, 49(6), 1224–1237.

Erin Roxby, M.A. Ed.
Child Development and Disabilities Manager

Head Start and Early Head Start Federal Base Funding Information for the 2017-2018 Program Year

Head Start
\$3,633,699.00
T&TA \$47,683.00

Early Head Start
\$1,748,156.00
T&TA \$33,887.00

CCP
\$1,220,012.00
T&TA \$29,664.00

We are required to match each grant listed with a non-federal share match. We are grateful for the generous support of our community collaborations and parental involvement.

Special Thank You

- ◆ **NPHS Board of Directors**
- ◆ **NPHS Parent Volunteers**

Building Baby's Brain

By Dr. Diane Bales, Associate Professor and Extension Human Development Specialist

Everyday Activities Are Important

The good news is that supporting healthy brain development isn't difficult or expensive. The things you already do as a parent contribute to your child's brain development.

Simple activities like cuddling, reading, and singing are important for your baby's growing brain. When you rock your baby, her brain strengthens the emotional connections that lead to secure relationships. When you read aloud or sing to her, the brain pathways for language become stronger. These little things make a world of difference in brain development. Here are some more simple but important ways to build your baby's brain:



- **Take care of yourself during pregnancy.** The baby's brain starts developing very early in pregnancy. Pregnant women should eat a healthy diet, avoid alcohol, tobacco, and other drugs, and have regular prenatal checkups.
- **Breastfeed if possible.** The growing brain needs good nutrition to thrive. Breast milk provides the ideal nutritional balance for a baby. If you don't breastfeed, feed your baby an iron-fortified infant formula. And always hold your baby when you feed him.
- **Make baby's world safe.** Look at your baby's world from her perspective. Are her surroundings clean? Are there dangers such as sharp objects or choking hazards? Does she always ride in the appropriate car safety seat for her size and age?
- **Talk to your child.** Make eye contact, smile at him, play rhyming games, read aloud, and sing songs. As he gets older, ask questions and explain things to him. All of this helps strengthen brain connections for language skills and teaches him to be curious about his world.
- **Find high-quality child care.** Look for sensitive caregivers who provide a safe, secure environment and enriching new experiences for your child.
- **Limit television, and don't use it as a babysitter.** Children need interaction with real, live people to enhance their brain development.
- **Take care of yourself.** Parents who are stressed can pass some of that stress on to their children, and stress can slow brain development. So take some time for yourself. Find people who can support you as a parent. Talk to other parents about their experiences. The better you take care of yourself, the better equipped you will be to care for your baby.
- **Remember that it's never too late.** The brain never stops growing and changing. Whether your child is 9 months, 9 years, 19 years, or 29 years old, he can continue to learn from new experiences.

*Jackie Bell,
Early Head Start Manager*

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Frozen Yogurt Pops

Serves: 4 Prep Time: 10 m

Cook Time 4 h

Ingredients

- 1 cup—yogurt, plain
- 1 medium—banana
- 1 cup—mixed berries, frozen
- 1/8 cup—honey

Directions

1. Toss all ingredients into a high-powered blender and puree.
2. Divide evenly between paper cups.
3. Cover with aluminum foil and pierce foil in the center with popsicle sticks to hold sticks in place.
4. Freeze 4-5 hours until solid.

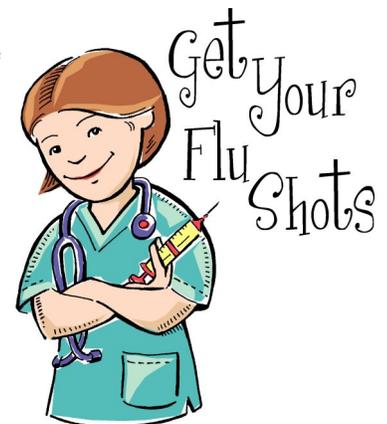


www.superhealthykids.com

Influenza

The flu is a contagious respiratory illness caused by viruses that infect the nose, throat and lungs. The flu is different from a cold, and usually comes on suddenly. Listed below are tips to protect your child against the flu.

- Have your child vaccinated against the flu
- Stay away from people who are sick as much as possible
- If you or your child are sick, avoid others to keep from infecting them
- Regularly cover your cough or sneeze
- Wash hands often
- Avoid touching your eyes, nose and mouth
- Clean surfaces that may be contaminated with flu viruses
- Children should not be sent to school with a fever of 100 degrees or higher
- Keep your child home from school for at least 24 hours after their fever is gone. **Fever should be gone without the use of a fever reducing medication. A fever is defined as 100 degrees F or 37.8 degrees C or higher per the CDC**



*Cindy Yahn,
Early Head Start Nurse*

For Enrollment Opportunities in Head Start or Early Head Start, please contact Cher McKeever, Enrollment/ Recruitment Coordinator 304-233-3290

"A special note to families—Regular attendance is very important to your child's learning experience and developmental growth. Thank you for sending your children to our centers, trusting us and being involved. We appreciate you!"

"USDA Civil Rights Non-Discrimination Statement"

In accordance with Federal civil rights law and U.S. Department of Agriculture (USDA) civil rights regulations and policies, the USDA, its Agencies, offices, and employees, and institutions participating in or administering USDA programs are prohibited from discriminating based on race, color, national origin, sex, disability, age, or reprisal or retaliation for prior civil rights activity in any program or activity conducted or funded by USDA. Persons with disabilities who require alternative means of communication for program information (e.g. Braille, large print, audiotape, American Sign Language, etc.), should contact the Agency (State or local) where they applied for benefits. Individuals who are deaf, hard of hearing or have speech disabilities may contact USDA through the Federal Relay Service at (800) 877-8339. Additionally, program information may be made available in languages other than English.

To file a program complaint of discrimination, complete the USDA Program Discrimination Complaint Form, (AD-3027) found online at: http://www.ascr.usda.gov/complaint_filing_cust.html, and at any USDA office, or write a letter addressed to USDA and provide in the letter all of the information requested in the form. To request a copy of the complaint form, call (866) 632-9992. Submit your completed form or letter to USDA by: (1) MAIL: U.S. Department of Agriculture Office of the Assistant Secretary for Civil Rights 1400 Independence Avenue, SW Washington, D.C. 20250-9410; (2) FAX: (202) 690-7442; or (3) EMAIL: program.intake@usda.gov.

This institution is an equal opportunity provider.

MISSION STATEMENT

Our mission is to provide a high-quality family-focused program uniquely designed to prepare children for learning and life.

VISION STATEMENT

"Building foundations for life-long growth and development"

Up and Coming

March 2018

March 6—Brooke County and WCCCF-FAN
March 7—Pipinos and Marshall County-FAN
March 29—Newell, Ohio County and MELC-FAN
March 21—Policy Council
March 30—Good Friday-No Class/No Staff

April 2018

April 18—Policy Council/Advisory

May 2018

May 6—Parent Banquets
May 9—Corporation Meeting

May 28—Memorial Day-No Class/No Staff

June 2018

June 6-8—Administrative Planning
June 27—Last day for EHS Classes

Welcome All New Employees!

Angela Baker—Substitute Teacher Assistant

Jennifer Berisford—Head Start Nurse

Sarah Freck—Substitute Teacher Assistant

Brandon Hill—Bus Driver

Haley Huff—EHS Parent Educator

Becca Keller—Family Resource Advocate

Christine Leasure—Teacher Assistant

Ashley Mann—Substitute Teacher Assistant

Elizabeth Wright—Substitute Teacher Assistant

Be on the Lookout!

Do you know a Head Start Employee who is a past parent and who is extremely dedicated to the children and families of our program? If you do then, be on the lookout for information on how to nominate them for the **Rhonda Moore Memorial Award**.

Rhonda was an employee at our New Martinsville site who had children in the program. She started working for Head Start as a Special Needs Aide. When the current bus driver at her site became ill, Rhonda saw the need for a driver and worked on her own to become one. After passing her written test another Bus Driver from the agency helped to train her on the road and soon she passed her road test and gained the position of Bus Driver which she held until her death in 1997.

Please take time to nominate a qualifying staff member for this honor. Flyers with more information will be coming to you soon. Thank you!

NPHS is always on the lookout for committed individuals who want to serve the children and families of the Northern Panhandle of West Virginia.

You can view our list of current openings, and the qualifications or requirements of each position, on our website at: <http://www.npheadstart.org/hr-and-employment/available-positions>

Full-time, part-time, and substitute positions available.

We appreciate your interest in a career at Northern Panhandle Head Start, Inc.

To learn about employment opportunities at NPHS, please contact Ardell Mayhugh at 304-233-3290.

Board of Directors News

The agency is seeking area professionals who are willing to serve on the Board of Directors. Do you want to make a difference in the lives of children and families in our communities? Consider membership with our Board of Directors. This group of dedicated professionals has made a profound impact on our program. They are the driving force, along with the Policy Council, in the decision-making process. Please contact Cathy Williams, Executive Director, with any questions regarding membership roles and responsibilities at 304-233-3290 or cwilliams@npheadstart.org.