

WV Birth to Three RAU 2

# BTT BITS

HAPPILY SERVING CALHOUN, DODDRIDGE,  
GILMER, HARRISON, PLEASANTS, RITCHIE, WIRT, AND  
WOOD COUNTIES IN WV.

## PARENT PARTNER CORNER

Car seat safety is a topic that weighs heavily on all parents' minds. With new recommendations and the fancy new car seats coming onto the market, it can be difficult to determine what kind of car seat is best for your child. Here are the recommendations from the National Highway Traffic Safety Agency.

### Birth-12 Months

Your child under age 1 should always ride in a rear-facing car seat.

### 1 – 3 Years

Keep your child rear-facing as long as possible. It's the best way to keep him or her safe. Your child should remain in a rear-facing car seat until he or she reaches the top height or weight limit allowed by your car seat's manufacturer. Once your child outgrows the rear-facing car seat, your child is ready to travel in a forward-facing car seat with a harness and tether

### 4 – 7 Years

Keep your child in a forward-facing car seat with a harness and tether until he or she reaches the top height or weight limit allowed by your car seat's manufacturer. Once your child outgrows the forward-facing car seat with a harness, it's time to travel in a booster seat, but still in the back seat.

### 8 – 12 Years

Keep your child in a booster seat until he or she is big enough to fit in a seat belt properly. For a seat belt to fit properly the lap belt must lie snugly across the upper thighs, not the stomach. The shoulder belt should lie snugly across the shoulder and chest and not cross the neck or face. Remember: your child should still ride in the back seat because it's safer there.

For more information, visit

<https://www.nhtsa.gov/equipment/car-seats-and-booster-seats>

*Olivia Parsons*

Parent Partner, WV Birth to Three Region 2

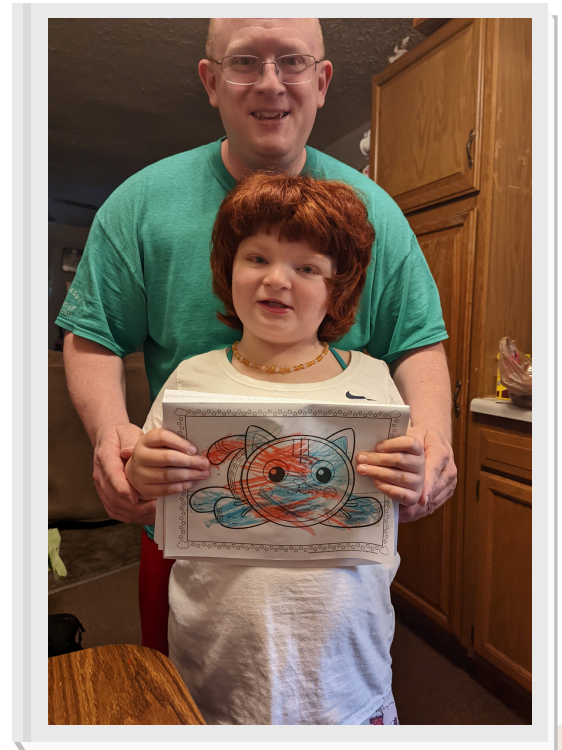
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# FEATURED FAMILY

## ● ● ● The Richards ● ● ●

Jaenelle was referred to Birth to Three from Roberta Lyons with the Right from the Start program at the beginning of her life. I was concerned that she wasn't meeting milestones. We didn't qualify but when we were at story time at the library Vickie Taylor for Birth to Three stated that she might need glasses and to reapply for the services. We did that and qualified. Turns out that she did in fact need glasses. We first started off with just Occupational therapy and Physical therapy. Then later on we added speech was added since she just wasn't speaking. We were also participating in Parents as Teachers as well during this time. We made many friends doing this timeframe and it seems weird to think how much our family has grown from this experience.



With having Birth to Three in our lives, I believe it has made us more aware of what families need to survive. It really does take all the support and love from a village. Since Birth to Three and a pediatrician change Jaenelle has been diagnosed with a rare genetic disorder called Jacobsen Syndrome along with Autism and ADHD. She's now in 4th grade and still learning each and every day something different. I have also grown from being part of the process and am now working for the location that was and still is my village.

JAENELLE'S STORY was shared with us earlier in the year and we are thrilled to share it now with permission, to you. Thank you Valerie for sharing with us all. If you would like to share your child(ren)'s story with us to be in an upcoming newsletter contact me at : [olivia.parsons@thearcmov.org](mailto:olivia.parsons@thearcmov.org)

# SCREEN TIME AND VERY YOUNG CHILDREN

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Most of a baby's brain development happens in the first 2 years of life. That's why it's so important for babies and toddlers to explore their environment and experience many sights, sounds, tastes, and textures. Interacting and playing with others helps children learn about the world around them.

So, experts recommend limiting the amount of time that babies and toddlers spend in front of a screen. That's good advice — but in today's world, it can be tough to keep babies and toddlers away from all the TVs, tablets, computers, smartphones, and gaming systems they'll see. Screens are virtually everywhere, and it can be challenging to monitor a child's screen time. To complicate matters, some screentime can be education and support a child's development. How do you manage your child's screen time? Here are some important things to consider.

## Problems with Screens

Too much screen time and regular exposure to poor-quality programming has been linked to:

- Obesity
- Inadequate sleep schedules and insufficient sleep
- Behavior problems
- Delays in language and social skills development
- Violence
- Attention problems
- Less time learning



# SCREEN TIME AND VERY YOUNG CHILDREN

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Keep in mind that **unstructured playtime is more valuable for a young child's developing brain than is electronic media**. In today's tech and media-driven world, many parents use screens to keep young children entertained or distracted while they juggle other needs. It works. Screens captivate children's attention in a way almost nothing else does, allowing parents a bit of a breather. However, children younger than age 2 are more likely to learn when they interact and play with parents, siblings, and other children and adults, so it is critically important to provide off screen experiences.

By age 2, children may benefit from some types of screen time, such as programming with music, movement, and stories. By watching together, you can help your child understand what he or she is seeing and apply it in real life. However, passive screen time shouldn't replace reading, playing or problem-solving.

The American Academy of Pediatrics discourages media use, except for video chatting, by children younger than 18 months. If you introduce digital media to children ages 18 to 24 months, make sure it's high quality and avoid solo media use. For children ages 2 to 5, limit screen time to one hour a day of high-quality programming. As your child grows, a one-size-fits-all approach doesn't work as well. You'll need to decide how much media to let your child use each day and what's appropriate.

Consider applying the same rules to your child's real and virtual environments. In both, play with your child, teach kindness, be involved, and know your child's friends and what your child does with them. Also, keep in mind that the quality of the media your child is exposed to is more important than the type of technology or amount of time spent.



# SCREEN TIME AND VERY YOUNG CHILDREN

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To ensure quality screen time:

## Do Your Homework –

- Preview programs, games, and apps before allowing your child to view or play with them. Organizations such as Common Sense Media has programming ratings and reviews to help you determine what's appropriate for your child's age. Better yet, watch, play or use them with your child.
- Use parental controls to block or filter internet content.
- Ask your child regularly what programs, games, and apps he or she has played with during the day.

## Be with young kids during screen time –

- Play together and talk about what you are seeing on the screen in age-appropriate games or shows.
- Seek out interactive options that engage your child, rather than those that just require pushing and swiping or staring at the screen.
- Make sure your child is close by during screen time so that you can supervise activities.

## Set a Good Example –

- Turn off screens when not in use
- Don't leave screens on in the background
- Turn off your phone when you are playing with your child
- Schedule plenty of non-screen time into your day –
- Play and hands-on learning with adults, and friends
- Face to face interactions cannot be replaced by anything technology!
- Be sure your child is physically active every day

## Avoid –

- Fast-paced programming, which young children have a hard time understanding,
- Violent content and apps with a lot of distracting content.
- Eliminate advertising on apps, since young children have trouble telling the difference between ads and factual information.

# SCREEN TIME AND VERY YOUNG CHILDREN

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For older children, establish clear rules and set reasonable limits for your child's use of screens and digital media. Consider these tips in addition to what we have already explored:

- Encourage unplugged, unstructured playtime.
- Create tech-free zones or times, such as during mealtime or one night a week.
- Discourage use of media entertainment during homework – unless it's use is necessary to complete the work
- Set and enforce daily or weekly screen time limits and curfews, such as no exposure to devices or screens one hour before bedtime.
- Consider using apps that control the length of time a child can use a device.
- Keep screens out of your child's bedroom and consider requiring your children to charge their devices outside of their bedrooms at night.

Encouraging digital literacy - At some point your child will be exposed to content that you haven't approved and devices without internet filters. Talk to your child about the situations that could occur and the behavior you expect. Encourage your child to think critically about what they see on their screens. Talk with them about:

- Ask your child to consider whether everything on the internet is accurate. Does your child know how to tell if a website is trustworthy?
- Help your child understand that media are made by humans with points of view. Explain that many types of technology collect data to send users ads or to make money.

# SCREEN TIME AND VERY YOUNG CHILDREN

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No matter how smart or mature you feel your child is, monitor his or her screen use, and, as they get older, online, and social media behavior. Your child is bound to make mistakes using media. Talk to your child and help him or her learn from them. Remember to set a good example. Consider that your child is watching you for cues on when it's OK to use screens and how to use them. With your babies, toddlers, and preschoolers you are just beginning to guide, manage and monitor their use of screens and media. This will only grow in importance as they grows. But by developing good habits and household rules – and revisiting them as your child grows – you can help ensure a safe experience


## References:

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- May Clinic (February 10, 2022). Screen time and children: how to guide your child. Retrieved from <https://www.mayoclinic.org/healthy-lifestyle/childrens-health/in-depth/screen-time/art-20047952>.
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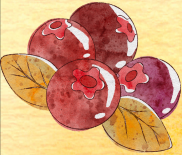


# September 2022

Sun.	Mon.	Tues.	Wed.	Thurs.	Fri.	Sat.
				1 World Letter Writing Day	2 Blueberry Popsicle Day	3 Nat'l Doodle Day
4 Nat'l Wildlife Day	5 Labor Day	6 Nat'l Read a Book Day	7 Teddy Bear Day	8	9	10 Swap Ideas Day
11 Patriot Day	12 Nat'l Day of Encouragement	13 Nat'l Kids Take Over the Kitchen Day	14 Nat'l Coloring Day	15	16 Collect Rocks Day	17 Nat'l Dance Day
18	19	20	21 Mini Golf Day	22 First Day of Fall	23 Int'l Day of Sign Language	24
25 Nat'l Cooking Day	26 Better Breakfast Day	27	28 Nat'l Neighbor Day	29	30 Nat'l Love People Day	



# October 2022

Sun.	Mon.	Tues.	Wed.	Thurs.	Fri.	Sat.
						1 Nat'l Homemade Cookies Day
2	3 Nat'l Children's Health Day	4 World Animal Day	5 Nat'l Be Nice Day	6	7 World Smile Day	8 World Octopus Day
9 World Post Day	10 World Mental Health Day	11 Nat'l Spread Joy Day	12 Nat'l Farmer's Day	13 World Sight Day	14	15
16 World Food Day	17	18	19 World Pediatric BoneJoint Day	20 Nat'l Day of Writing	21 Nat'l Apple Day	22 Make a Difference Day
23	24	25 Nat'l Art Day	26 Nat'l Pumpkin Day	27 Nat'l Black Cat Day	28 Nat'l First Responders Day	29 Nat'l Oatmeal Day
30	31					



# November 2022

Sun.	Mon.	Tues.	Wed.	Thurs.	Fri.	Sat.
		1	2	3 Nat'l Sandwich Day	4	5
6	7 Nat'l Hug a Bear Day	8 Nat'l Parents as Teachers Day	9 Go to an Art Museum Day	10 Sesame Street Day	11 Veteran's Day	12
13 World Kindness Day	14 Nat'l Family PJ Day	15 Nat'l Recycling Day	16	17 Nat'l Homemade Bread Day	18	19 Nat'l Camp Day
20 Universal Children's Day	21 World Hello Day	22 Go For a Ride Day	23	24 Happy Thanksgiving!	25 Native American Heritage Day	26
27	28 Nat'l French Toast Day	29 Giving Tuesday	30 Stay Home Because You're Well Day			