

TIDBITS

WV Birth to Three Region 8 Newsletter

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Screen Time and Very Young Children

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.

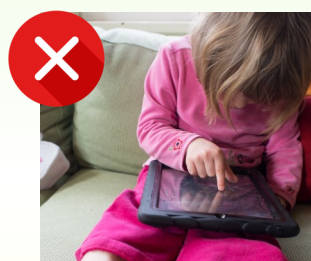
"Unstructured playtime is more valuable for a young child's developing brain than electronic media."

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 educational 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



Keep in mind that unstructured playtime is more valuable for a young child's developing brain than 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.

Screen Time -Continued

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.



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 any type of 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.



Trick or treat, smell my feet!

Check out this cute idea! This is the sweetest little spooky scene, that also serves as a memory keepsake! If you don't have the supplies on hand to make this, everything could be purchased at your local dollar store for super cheap!



Screen Time -Continued

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.

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 grow. But by developing good habits and household rules — and revisiting them as your child grows — you can help ensure a safe experience.

References: Kids Health (January 2021). Screen time guidelines for babies and toddlers. Retrieved from <https://kidshealth.org/en/parents/screentime-baby-todd.html>.

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>.

UNICEF (nd). Babies need humans, not screens. Retrieved from <https://www.unicef.org/parenting/child-development/babies-screen-time>.

Did you know?

Autism Training Resources Available to You



<h4>AFIRM</h4> <p>Autism Focused Intervention Resources & Modules</p> <p> https://afirm.fpg.unc.edu</p> <ul style="list-style-type: none">• Free Online training modules targeting 27 evidence based practices (EBP)• Each module highlights developmental domains and ages that research has shown the EBP to be effective with• 9 of the EBP include infant/toddler populations in their research• Designed to teach basics of EBP, concrete examples, sample scenarios, and progress monitoring/data collection• Free resources provided- checklists, worksheets, diagrams, tip sheets, and parent guides• Free Certificate of Completion provided when pre-/post-assessments and survey completed• CEUs and BCBA Type-II CEs available- \$35 fee applied to each module	<h4>AIM</h4> <p>Autism Internet Modules</p> <p> https://autisminternetmodules.org</p> <ul style="list-style-type: none">• 50 free online training modules targeting understanding and support for individuals with ASD• Includes 2 modules directed toward infant/toddler population• Self-paced for individual learners or groups• Includes pre- and post-assessments• Discussion questions, activities, and resources for support• Fee-based professional development certificates and graduate credits available	<h4>Help Is In Your Hands</h4> <p> https://helpisinyourhands.org/course</p> <ul style="list-style-type: none">• 4 FREE online training modules for both parents and practitioners- each containing 4 or 5 brief lessons• Strategies based on naturalistic approaches from Early Start Denver Model and Applied Behavior Analysis• Designed to help practitioners coach parents/caregivers and for independent learning• Comprised of video lessons and examples- easily accessed by computer, tablet, or smart phone• Focuses on increasing attention, increasing communication, joint activity routines, and the basics of how children learn• Many training resources provided- data sheets, templates, checklists, tips, and suggested further readings
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Intellectual/Developmental Disabilities Waiver (IDDW)

The **Intellectual/Developmental Disabilities Waiver (IDDW)** program is for children and adults with disabilities. This program provides services that help to teach, train, support, guide, and assist members reach the highest level of independence possible in their lives.

The IDDW program provides these services in homes and areas where the member lives, works, and shops instead of in institutions, such as Intermediate Care Facilities (ICFs).

Who Qualifies?

Members who:

- Are at least three (3) years of age
- Are West Virginia residents on the date the application form is turned in and can provide proof of residency at that time
- Have a diagnosis of an intellectual disability and/or similar conditions that are severe before age 22
- Have difficulties in at least three (3) of the following six (6) areas:
 - self-care,
 - language and communication,
 - learning,
 - the ability to move around,
 - the ability to make good decisions about themselves, or
 - the ability to live alone.
- Are financially eligible, approved through the local Department of Health and Human Services Office
- Will choose Home and Community-Based Services (HCBS) over care in facilities such as ICFs
- Are able to provide a safe place to work for IDDW program staff who provide services in the member's home

What Services May Be Covered?

- Assistance to help manage behavior (behavior support)
- Case Management
- Support that focuses on the member
- Crisis Services
- Electronic Monitoring
- Extended Professional Services
 - Physical Therapy
 - Speech Therapy
 - Occupational Therapy
 - Dietary Therapy
- Care during the day in a facility
- Skilled Nursing
 - RN Services
 - LPN Services
- Job Readiness
- Job Development
- Support during employment
- Assistance to give caregivers a break
- Changes to homes and vehicles that make life easier for members
- Transportation services – Help with rides to and from services included in the member's plan

WEST VIRGINIA
Department of
**Health & Human
Resources**
BUREAU FOR
MEDICAL SERVICES

How To Apply

You may submit your completed IDD Waiver application form via mail, fax, or email:

Mail:

Kepro
1007 Bullitt St.
Suite 200
Charleston, WV 25301

Fax:

(866) 521-6882

Email:

wvddwaiver@kepro.com

Get Help

For more information or help applying, contact:

Kepro

Phone:

(866) 385-8920

(304) 380-0617

Fax:

(866) 521-6882

Email:

wvddwaiver@kepro.com

Care at Home

Could be the most important choice you make.

WVMedicaidWaiver.com

DIY Playdough!

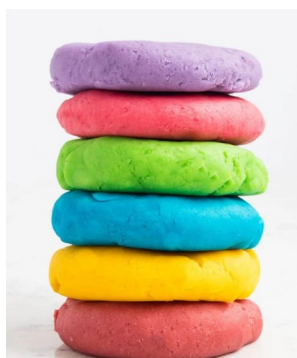
Ingredients:

- 2 cups all-purpose flour
- 3/4 cup salt
- 4 teaspoons cream of tartar
- 2 cups lukewarm water
- 2 Tablespoons of vegetable oil (coconut oil works too)
- Food coloring, optional
- Quart sized bags



Stir together the flour, salt and cream of tartar in a large pot. Next add the water and oil. If you're only making one color, add in the color now as well. Cook over medium heat, stirring constantly.

Continue stirring until the dough has thickened and begins to form into a ball. Remove from heat and then place inside a gallon sized bag or onto wax paper. Allow to cool slightly and then knead until



smooth. If you're adding colors after, divide the dough into balls (for how many colors you want) and then add the dough into the quart sized bags. Start with about 5 drops of color (my favorite brands are listed above) and add more to brighten it. Knead the dough, while inside the bag so it doesn't stain your hands. Once it's all mixed together you're ready to PLAY.