

FOCUS MAGAZINE

a quarterly publication for Hillsborough early childhood care and education professionals



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BUILDING OUR NATION'S FUTURE



PROVIDER'S FOCUS MAGAZINE

JULY/AUGUST/SEPTEMBER 2015

EXECUTIVE EDITOR

Tracie T. White

PUBLISHER

The Early Learning Coalition of Hillsborough County

The **Provider's Focus** is a quarterly publication of the Early Learning Coalition of Hillsborough County. It is printed in limited quantities and distributed to readers at no charge. It is also available on-line at www.elchc.org under the *Downloads* tab.

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SUBMITTING AN ARTICLE

If you would like to submit an article to be included in the *Provider's Focus*, listed below are the submission deadlines for the 2015-2016 publication year.

Articles should be typed, double spaced in 11 or 12 point Arial, Calibri or Times Roman font. Any accompanying photos or artwork should be in high resolution JPEG format (300 dpi) and sent as a separate attachment along with the article (*not inserted in the article*). Photo releases should accompany any photo submissions. Submit all to twhite@elchc.org by noted deadlines. Please note that submission does not guarantee publication.



Submission Deadline	For Issue	Will hit mailboxes:
October 14, 2015	Winter 2015 (Oct/Nov/Dec)	Mid November 2015
January 13, 2016	Spring 2016 (Jan/Feb/Mar)	Mid February 2016
April 13, 2016	Summer 2016 (Apr/May/June)	Mid May 2016
July 13, 2016	Fall 2016 (Jul/Aug/Sept)	Mid August 2016

Provider's Focus Magazine is funded by:



Editorial

A Special Message for Our Gold Seal Providers

When it comes to your business—no one likes surprises. Keeping in mind that we are all very busy people, there are times when something very important has occurred and oops, we missed it! For that reason we wanted to bring the following information to your attention. This is not new information, but it's important.



Dave McGerald, CEO

If you are currently a Gold Seal provider and receive a Class I Licensing violation or multiple Class II or Class III violations you should be aware of the following legislation that has been in place since 2014. Be advised that as a Gold Seal provider there are additional consequences for licensing violations that could impact your Gold Seal Status and accompanying benefits. The Legislation is below.

Florida Statute 402.281 Gold Seal Quality Care program.—

(4) In order to obtain and maintain a designation as a Gold Seal Quality Care provider, a child care facility, large family child care home, or family day care home must meet the following additional criteria:

(a) The child care provider must not have had any class I violations, as defined by rule, within the 2 years preceding its application for designation as a Gold Seal Quality Care provider. Commission of a class I violation shall be grounds for termination of the designation as a Gold Seal Quality Care provider until the provider has no class I violations for a period of 2 years.

(b) The child care provider must not have had three or more class II violations, as defined by rule, within the 2 years preceding its application for designation as a Gold Seal Quality Care provider. Commission of three or more class II violations within a 2-year period shall be grounds for termination of the designation as a Gold Seal Quality Care provider until the provider has no class II violations for a period of 1 year.

(c) The child care provider must not have been cited for the same class III violation, as defined by rule, three or more times and failed to correct the violation within 1 year after the date of each citation, within the 2 years preceding its application for designation as a Gold Seal Quality Care provider. Commission of the same class III violation three or more times and failure to correct within the required time during a 2-year period may be grounds for termination of the designation as a Gold Seal Quality Care provider until the provider has no class III violations for a period of 1 year.

(5) The Department of Children and Families shall adopt rules under ss. 120.536(1) and 120.54 which provide criteria and procedures for reviewing and approving accrediting associations for participation in the Gold Seal Quality Care program, conferring and revoking designations of Gold Seal Quality Care providers, and classifying violations.

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Imagine a place where parents, teachers and the community are all on the same page about how to get preschoolers ready to succeed in kindergarten and beyond!

On July 1st, the Early Learning Coalition of Hillsborough County launched a new digital parent engagement resource called **ReadyRosie Hillsborough**. This free, online, interactive resource provides daily activities for adults to do with children age birth to five years old.

ReadyRosie Hillsborough gives families and caregivers the tips and resources needed to engage preschoolers in day-to-day learning in the home, car, grocery store, restaurants, or public transportation – wherever real life happens! It's also designed to work in the preschool classroom.

See ReadyRosie continued on Pg. 10



READY ROSIE

H I L L S B O R O U G H

**A New Parent
Engagement Resource
You Can Use in Your
CLASSroom!**

By Tracie T. White, Director of Communications & Outreach



compliments, turn-taking, validating feelings and showing empathy, as well as celebrating. When teaching new skills to young children it is important that lessons are child-friendly, engaging, and relatable. What's more engaging to young children than "super heroes?!"

Introducing... "Super Friend" to the Rescue!

The idea of "Super Friend" came about while supporting a young boy named Tim who had intense challenging behavior. Tim was only four years old, but he could pack a big "punch." Tim was greatly misunderstood, not only by his peers but also by the adults in his young life. His aggressive behavior was getting him into some big time trouble and it was dangerous and hurtful to those around him. But what was so incredibly interesting

SUPER FRIEND TO THE RESCUE!

By Rochelle Lentini, Director of
Program-Wide Positive Behavior
Support
Florida Center for Inclusive
Communities, University of South
Florida

In the last issue of the *Provider's Focus Magazine*, you'll recall the article "Will You Be My Friend?" That article was about the very specific skills one needs in order to display friendship. Skills such as: listening, sharing, communication, engagement, suggesting activities to do together, being attentive, apologizing, showing affection, helping, problem-solving, giving

was that Tim was using challenging behavior as a way to initiate play and social interaction. He wanted so badly to have friends but all his peers would cower away from him. They certainly did not understand how his aggression really meant he wanted to play with them. Can you imagine the confusion he must have experienced?

See "Super" continued on page 11

NEWS

2015 NAFCC Conference ELCHC Sends 3 to Conference

This year's Florida Family Child Care Home Association state-wide conference was held in beautiful Clearwater Beach on June 24-28. Family Child Care Home Providers participating in ELCHC's Quality Counts for Kids program with a current star rating or with a self-study under review were notified of an opportunity to win a conference scholarship!

The three winners who attended, Gretchen Murphy, LaTonya Campbell and Annette Eberhart, were selected randomly from a drawing of those who were eligible and indicated an interest in attending the conference. LaTonya Campbell was kind enough to share her photos from the event! The Coalition is happy to provide this opportunity to providers dedicated to improving the quality of early childhood services we provide in Hillsborough County. Congratulations to all three winners.



NEW Family Portal Offers Parents Online Enrollment Option for School Readiness & VPK



We are pleased to announce that the Florida Office of Early Learning (OEL), in collaboration with the Early Learning Coalition, has launched a new online tool where parents can enroll for School Readiness and VPK programs. This new tool is called the **Florida Early Learning Family Portal**. The premise of the Portal is that it allows families a 'one-stop' shop to register for Coalition services like VPK and School Readiness. The portal will save parents time and money, improve accountability and is more efficient.

To use the Portal, families will need an email address and will have to establish a Portal account. They will then be able to submit applications for services. Families may also need access to scanners in order to upload required documents in the acceptable formats. Families may access the Family Portal on the ELCHC website in two places; on the homepage or under the *For Parents* tab, clicking on School Readiness from the drop-down menu!

ReadyRosie is designed to be fun, simple, and effective. Parents and caregivers merely need to complete a short and simple enrollment. Once enrolled, every Monday through Friday you'll receive what is called a *Daily Ding* to the email address provided at enrollment. The Dings (Figure 1) will include links to 2-minute videos that demonstrate a fun learning activity aimed at improving the child's readiness for kindergarten. Videos are available in Spanish and English and can be viewed on any smartphone, tablet or computer —wherever you have an Internet connection. Also included in the Ding is a link to a video that explains the 'science' behind why and how the activity modeled in the video improves preschoolers' foundational skills and gets them ready for kindergarten! Subscribers also have the opportunity to take advantage of additional resources that offer direction on extending the activity as well as ways to adjust the activity for an older or younger child.

For years we've rallied parents around the concept of being their child's first and most important teacher. Now ReadyRosie shows them 'how' to teach their children in ways that are fun and developmentally appropriate. ReadyRosie provides a common platform for parents and teachers to be on the same page about educating young children. It requires no classes, special training or purchase of any tools or goods.

We encourage providers to use ReadyRosie in their early childhood classrooms and at the same time encourage use by the families you serve. ReadyRosie makes it easy for your parents to replicate what is being taught in the classroom!

ReadyRosie is fully sponsored by the Early Learning Coalition of Hillsborough County -- completely free to the community! There are no gimmicks, nothing to buy, no classes to take. Simply enroll and enjoy this fantastic resource.

If you would like ReadyRosie printed promotional materials to share with your families, stop by the ELCHC administrative office at 6800 N. Dale Mabry, Suite 158, Tampa, FL 33614 or contact Tracie White, Director of Communications & Outreach at twhite@elchc.org or by phone at (813) 515-0806. Limited quantities can also be obtained at the IECF.



Figure 1. Sample Daily Ding

ReadyRosie is fun & easy
Use it and the resources provided to engage the families you serve!

- 1 Sign up at link below
- 2 Do the fun activities modeled in the videos
- 3 Watch parents & children learn and grow!

www.elchc.org/ReadyRosie

When you think about the complexity of skills that are involved in friendships, it is understandable why some children struggle with making positive peer connections. This is especially true for young children because they experience limited opportunities to practice friendship skills simply by the sheer nature of their age. Of course, children with developmental delays are more at-risk for lack of social skills to promote friendships. Therefore, it is important for the adults in young children’s lives to create opportunities for social exchanges between children and to be readily available to bridge these interactions by scaffolding communication and connections between children.

For Tim, using the idea of a “Super Friend” increased his engagement because of his high preference for super heroes. It also became a nice tool for the entire class in promoting friendships. When a child lacks social skills, educators are keenly aware that the child needs social skills instruction. However, it is just as important to teach the child’s peers how to communicate in such a way that does not accidentally reinforce problem behavior, but rather promotes the desired result of positive peer interactions. It is through these opportunities friendships can blossom.

The “Super Friend” in the story, *I Can Be a Super Friend* (Grant & Lentini, 2002), assisted in teaching Tim and his peers how to use “super friend behavior.” The focus of the scripted story was to teach the four skills by reading the story, using visual supports to cue, practicing with an adult model, and then scaffolding interactions with peers. Each skill below was considered a “chapter” of the story and skills were taught one chapter at a time. Once Tim had mastered a skill, the teacher would add the next chapter to the story and they would practice the skill accordingly.

1 I can join my friends and play nicely.



2 I can take turns nicely.



3 I can go with the flow



4 I can stop, think, and do.



In addition to teaching each social skill to Tim, the teacher also used a self-monitoring sheet that they would review together at the end of each play time. Tim would check off any of the “super friend” skills that he used during free play. Then, he would take home a certificate to his parents to celebrate being a “Super Friend.” If he did not bring home a certificate, then his parents were asked to say nothing. This was done because the educational staff wanted only to use reinforcing attention for appropriate behaviors to increase the likelihood that he would continue to use his new super friend skills. After two weeks of bringing home the certificates, Tim was so pleased with himself, and all his new friendships, that the certificate was faded out and he simply celebrated his fun with his new friends through conversation.

Prior to “Super Friend” entering Tim’s life, he was at risk for expulsion from preschool. However, the educators surrounding Tim decided to use an approach of trying to understand the purpose of his behavior and teach him the

skills needed to be successful. Tim is now a “Super Friend” and all his classmates are “Super Friends” too. Because Tim learned important friendship skills, he had the readiness skills to be successful in kindergarten and has continued his education in an inclusive setting with much success.

REFERENCES

Fox, L.; Dunlap, G., & Lentini, R. at the University of South Florida. (2005). Center on the Social and Emotional Foundations of Early Learning Training Modules[CD-ROM], 2nd Edition in collaboration with University of Illinois at Urbana-Champaign, University of Colorado at Denver, University of Connecticut, Education Development Center, Inc., and Tennessee Voices for Children.

Grant, L. & Lentini, R. (2002). *I can be a super friend*. From Vanderbilt University, Center on the Social and Emotional Foundations for Early Learning, Web site: <http://www.vanderbilt.edu/csefel/>

INFANT MENTAL HEALTH

Every Moment

By Shabel Santiago, Inclusion Program Manager, Early Childhood Council of

The term Infant Mental Health often brings to mind the image of a baby lying on a couch being asked “How does that make you feel?” by a therapist. While this image can be amusing, the topic of Infant Mental Health is serious and important in the overall development of young children. Infant mental health refers to “*the social emotional development of a child age birth through three in establishing a healthy responsive relationship with a caregiver to meet their physical and emotional needs.*” According to the Florida Association for Infant Mental Health, “because young children’s social experiences and opportunities to explore the world depend on the love and care they receive, the child and the child’s relationships are central to infant mental health.”

In discussing infant mental health one must look at the relationship that an infant has with their caregiver. What type of attachment does this child have with their mother, father, extended family members or other caregiver figures in their life? Based on the work of John Bolby and Mary Ainsworth, there are 4 types of attachment a child can develop with their caregiver: **secure**, **avoidant**, **ambivalent**, and **disorganized**.

In **secure attachment**, an infant’s needs are known and met by a responsive caregiver that is attuned with the child. This relationship provides safety and security for a child to explore their surroundings and environment knowing that they have a safe base to check in with if danger presents itself.

A child with **avoidant attachment** has had a caregiver that has been unresponsive and insensitive to the child’s needs. A child with this type of attachment exhibits independent and avoidant behavior to protect themselves from the rejection of the caregiver. **Ambivalent attachment** can be seen in a child who has experienced an inconsistent caregiver. A caregiver that sometimes responds to their needs of comfort or support and other times does not. This child often displays anxious and clingy behavior as a result of not knowing if someone is going to come to help or comfort them.

See ‘*Mental Health*’ continued on page 15



Matters

Hillsborough County



ELCHC Board Has Vacant Provider Rep Seat

Your Voice, Your Choice - Its Important to Your Future

The Early Learning Coalition Board of Directors has two provider representative seats – one that represents faith-based providers and another that represents private child care providers. Currently, the seat that represents private providers (both centers and family child care homes) is vacant. In Hillsborough, the representatives that fill these seats are elected by their constituents. For that reason, the Board is conducting an election process to fill the seat for Private Provider Representative. This is a voting seat on the Board and the individual elected will serve a 4 year term.

It is important that all providers participate in this process. The individuals that sit in these seats represent you, our early childhood professional community, on ELCHC's Board of Directors. These individuals represent you and your interests and are your voice at the decision-making table.

NOMINATIONS

Providers interested in serving on the Board in this capacity must currently be a Voluntary Prekindergarten or School Readiness provider in good standing with the Coalition. Persons may nominate themselves or be nominated by someone else. However, all nominations must be made on a nomination form which is available for download from the ELCHC website on the main Provider page of the ELCHC web site (http://www.elchc.org/for_providers.html). Here, providers will find a complete

packet explaining the election process along with the necessary forms for nomination. The new representative will be elected from the slate of candidates developed from the nomination period. Election will be by plurality vote, not by majority vote. Meaning, the candidate with the highest vote total will be elected to the seat.

VOTING

All nomination forms will be made public on the ELCHC website main provider page so that those voting may review them prior to casting their vote.

Voting will be conducted electronically and the link to vote will be posted on the main provider page (http://www.elchc.org/for_providers.html).

KEY DATES OF PROVIDER ELECTION PROCESS

Nominations Open	Wednesday, July 15, 2015
Nominations Close	Friday, August 28, 2015
Voting Open	Tuesday, September 1, 2015
Voting Close	Friday, September 25, 2015
Results Announced	Tuesday, October 13, 2015



Disorganized attachment is found in relationships where caregivers actually pose harm and fear to the child. This is less often the case but found in at-risk home situations where abuse and trauma are part of the relationship. This type of attachment can put a child at risk of future mental health concerns and result in poor outcomes later in life.

Now, let's take a look at the influence of relationships on development. Once a safe social emotional foundation has been set a child is able to explore their world to enhance their development. The ability to engage in their surroundings and environment will allow for a multitude of experiences that will lead to the growth and progress in different developmental domains. Children exploring their world will use this opportunity to learn language, motor skills, problem solving and continued social emotional development. For example, a child that feels safe and secure will follow their curiosity to crawl and find out what is across the room to get to a strange, new, exciting toy, thus developing their gross motor skills. In the childcare world this exploration is seen through the play that children engage in during centers, outside play, circle time, etc.

At the core of infant mental health and attachment is the relationship of child and caregiver. In the world of early care and education, we have the unique role of being a caregiver to many children and to support families as caregivers. In some cases we may be the only safe and secure caregiver that a child has in their life —that consistent caregiver that they know will keep them safe and comfort them when they are upset or need help. It may seem that a simple smile and eye contact with an infant is a minuscule thing to do but it is a moment such as that, which lets a child know, "Hey, this person gets me and knows what I need!" We also have the opportunity to support and empower families by educating them on how to assess and understand their child's social emotional needs. Sharing activities that you use to engage young children in your care with their families will help guide them and promote healthy parent child interactions for a positive long-term impact.

The overall goal in regard to infant mental health is to be able to provide nurturing and safe interactions with a child for the development of a secure attachment and healthy relationship. Early care and education providers have the responsibility to engage in responsive care giving strategies to support child development. Strategies that you can use to promote social emotional development and healthy relationships in your center or with your families can include:

- Talking with infants
- Smiling while changing diapers
- Calming a baby when scared, hurt or upset
- Labeling feelings
- Reading with your infant
- Sharing developmental expectations/milestones with families
- Building relationships with the families of the children in your care
- Reaching out to families through stressful times
- Providing community resources and support

MORE INFORMATION

For more information about Infant Mental Health and local trainings surrounding this initiative please visit the following website:

The Early Childhood Council of Hillsborough County-Infant Mental Health

<http://ecctampabay.org/infantmentalhealth>

References and additional resources:

Infant Mental Health and Early Care and Education Providers-Research Synthesis

http://csefel.vanderbilt.edu/documents/rs_infant_mental_health.pdf

The Florida Association of Infant Mental Health

<http://faimh.org/>

Infant-parent attachment: Definition, types, antecedents, measurement and outcome

<http://www.ncbi.nlm.nih.gov/pmc/articles/PMC2724160/>

Zero To Three

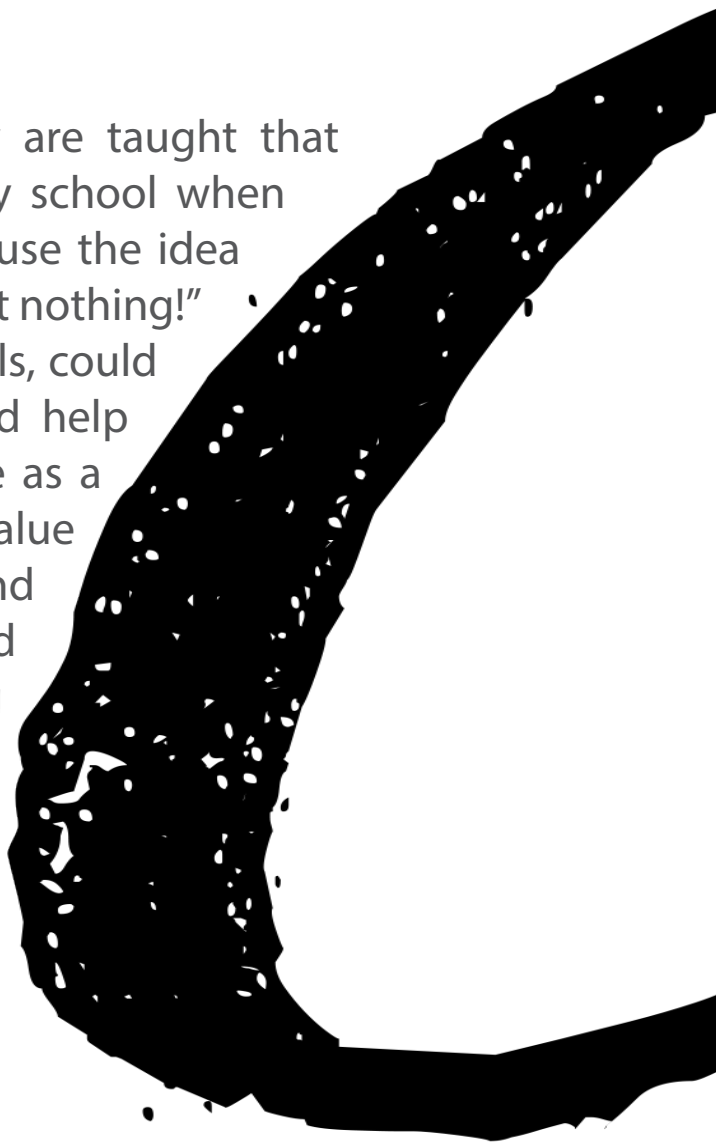
<http://zerotothree.org>



When Nothing is Really

Helping Young Children Reach the Cognitive a

When children get to kindergarten they are taught that zero equals nothing. Later in elementary school when they've mastered this concept, they may use the idea to tease their peers: "You are a zero, a big fat nothing!" What if we, as early childhood professionals, could intervene during the preschool years and help children realize that zero does have value as a number and that individually we all have value and count — to ourselves, our families and our work and school groups? Well, we would be social-emotional heroes and young children would begin to see themselves and others in a new perspective; they would esteem themselves and view each other as valuable and treat each other with respect. So how do we accomplish this monumental task?

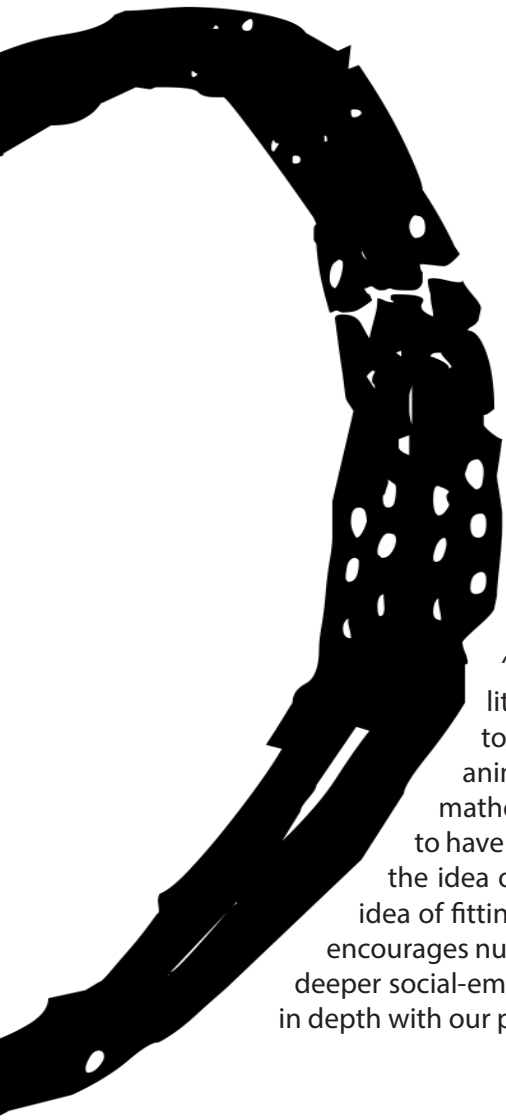


How can a number worth nothing b

Something

and Social-Emotional Dimensions of *Zero*

By Lynn Mendelsohn, M.A. Early Literacy Coach
Early Literacy Matters (ELM), Hillsborough Community College



We know professionally that to help our young children develop self-esteem and empathy means taking time to explore each child's feelings about and reactions to difficult classroom situations. We have to guide and give them tools with which to develop positive social-emotional behavior. This is a critical part of what we do daily. If we can go a step further and tie these important classroom discussions to good literature, it's even better. We can reinforce these universal human behavioral ideals. In this way we give all of our students a common social-emotional framework within which to work in the classroom; we know that not all children in our care are disciplined and guided the same way or are taught perspective taking at home. It is especially important to level the playing field in the classroom. Good books on social-emotional topics can help us reinforce positive social-emotional messages in the classroom.

"*Zero*," written and illustrated by Kathryn Otoshi, is an excellent example of great literature on a couple of levels. It is cleverly written and reinforces what we are trying to achieve in the classroom cognitively and social-emotionally. At face value it is an animated *Chicka-Boom-Boom*-like story that introduces preschoolers to the physical and mathematical attributes of the number zero and to other numbers, one to ten, which appear to have greater value—that is until a zero is added at the end. On another level, *Zero* explores the idea of being different and wanting to fit in and matter—be worth something! Like the idea of fitting a round peg into a square hole, Otoshi's *Zero*, creatively introduces numbers and encourages number recognition and counting on the surface while pushing us as readers to explore deeper social-emotional issues of size, shape, substance and worth—ideas which we want to explore in depth with our preschoolers.

See '*Something*', continued on page 19

become something?"
-- Zero

More on Child Restraint Requirements

If You Thought the New Laws Didn't Apply to You — They Do!



Earlier this year we updated you right here in The Provider's Focus Magazine about the new child restraint laws that went into effect January 1, 2015.

As a result of the new law, Child Restraint requirements were modified for children aged 4 through 5. Previously, when transporting children aged 4 through 5, a separate carrier, an integrated child seat, or a seat belt could have been used. The new law requirements basically removed the option of using just a seat belt when transporting children this age and included three circumstances in which the safety belt requirement does not apply. Please see the Statutory reference below:

s. 316.613, F.S. Child restraint requirements.—

(1)(a) Every operator of a motor vehicle as defined in this section, while transporting a child in a motor vehicle operated on the roadways, streets, or highways of this state, shall, if the child is 5 years of age or younger, provide for protection of the child by properly using a crash-tested, federally approved child restraint device.

1. For children aged through 3 years, such restraint device must be a separate carrier or a vehicle manufacturer's integrated child seat.

2. For children aged 4 through 5 years, a separate carrier, an integrated child seat, or a child booster seat may be used. However, the requirement to use a child restraint device under this subparagraph does not apply when a safety belt is used as required in s. 316.614(4)(a) and the child:

a. Is being transported gratuitously by an operator who is not a member of the child's immediate family;

b. Is being transported in a medical emergency situation involving the child; or

c. Has a medical condition that necessitates an exception as evidenced by appropriate documentation from a health care professional.

(b) The department shall provide notice of the requirement for child restraint devices, which notice shall accompany the delivery of each motor vehicle license tag.

After considerable research and consultation with the Florida Department of Highway Safety and Motor Vehicles and legal counsel, the Department of Children and Families has determined that the new requirements do apply to child care providers that offer transportation services to the children in care. Also a reminder—there is no exemption for child care programs that have purchased retired school buses. As previously determined; a "school bus" is no longer a "school bus" under section 1006.25, F.S., when it is no longer owned/operated by the school board/district. The new exemptions do not automatically apply for child care providers.

To properly install a booster seat a shoulder and lap belt is needed. For those child care programs that utilize vehicles that have lap belts only, we are sharing the following information provided by the CPSafety website:

See **Restraint** on back cover

At the beginning of the story, Zero sees the numbers lining up to count and be counted. Zero desperately wants to fit in so she pushes, pulls, stretches and straightens to be like the number one, finally concluding: "Becoming like One was too much of a stretch." She tries to emulate eight and nine with no success and then thinks that impressing the rest of the numbers will help her fit in. She rolls faster and faster, leaping and soaring until she, and the rest of the numbers, tumble and lie in a heap. She is despondent until the number seven points out that inside her "big O" is what counts the most: "Be open. You'll find a way."

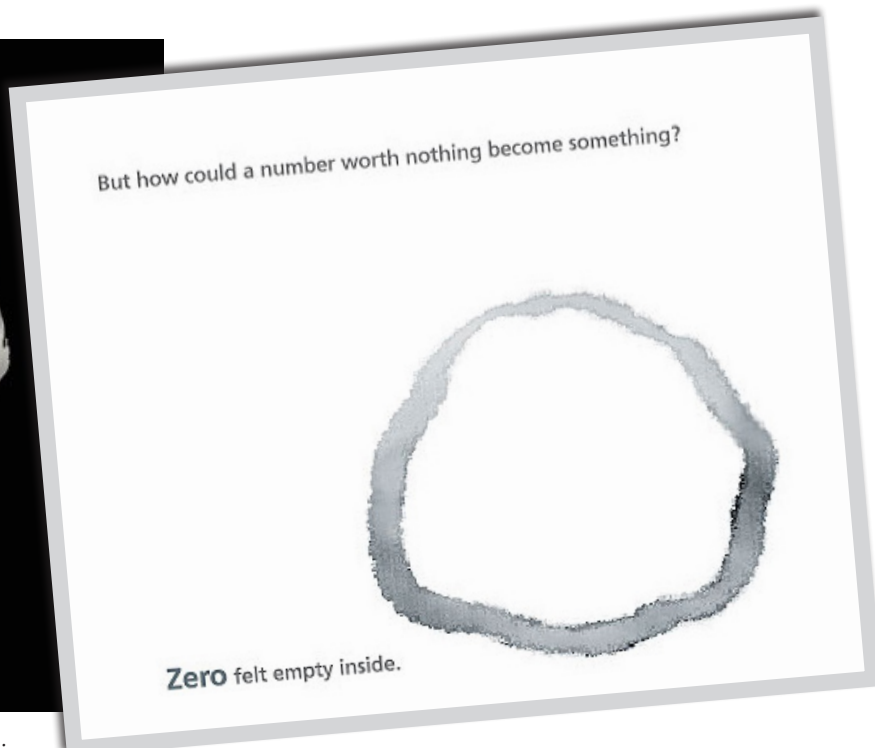
With positive affirmation of who she is inside and outside, Zero is able to esteem herself. She has new perspective on herself and the other numbers and how they can "count even more." With new found confidence, Zero demonstrates how together, in combination, they are all numbers of increasing value—eighty, ninety, one hundred, one thousand and ten thousand. "We do count more!" In the story, Zero and the other numbers explore together, admiring and esteeming each other and bringing more value to everyone in the group.

Exploring together and bringing value to everyone in the group is at the core of what we would like to teach the young children in our care. It is the founding principle behind creating a respectful community of learners. With another school year right around the corner, the story "Zero" is a must read for pre-k teachers and their students,

helping to establish the cognitive and social-emotional fabric of their classrooms right out of the gate. As students immerse themselves in the "All About Me" curricula this fall and begin to talk about their unique family history and culture, teachers can read "Zero" and help each child explore, articulate and incorporate his or her special and particular qualities each brings to school which adds value to the learning community. Probing questions like: "Have you tried to be like someone and how did that work?" "What does it mean to impress someone?" are only a few of the ideas which can be discussed to begin the year-long process of becoming self-aware, self-esteemed as well as demonstrating interest in and concern for others.

A book like "Zero" is a valuable teacher resource and one which could be shared with parents at home through the classroom lending library so they can continue these important social-emotional discussions with their children at home. "Zero" emphasizes both cognitive and social-emotional development, stressing the mathematical attributes of numbers while also encouraging introspection, perspective-taking and the development of "emotional intelligence" in a superbly entertaining and thought-provoking manner.

.....
For suggested activities that center around this wonderful book, go to the website *Life Lessons for Little Ones* or type the following into your browser: <http://bit.ly/1TQH8i3>.



The cover and an inside page from the book "Zero" by Kathryn Otoshi.



DON'T BE THE LAST TO KNOW! STAY CONNECTED!



'Restraint' continued from page 18

-E-Z-On Harnesses. The 86-Y Harness can be used from 30-168 lbs. The Kid-Y Harness can be used from 30-80 lbs in school buses and from 40-80 lbs in family vehicles. The harness consists of a shoulder harness attached to single strap which attaches to a lap only belt; it must be tethered at all times. For young children, the Ride Ryte booster must be used with the Kid-Y and is recommended when using the 86-Y between 40-80 lbs. Suggested minimum use is 40 lbs. For more information and prices on the harnesses, contact E-Z-On at 1-800-323-6598. For information on the Ride Ryte booster, contact Michele Palumbo at 1-866-396-6776.

During all subsequent inspections (beginning in July 2015), licensing staff will cite any non-compliance items if the provider has not complied with the new requirements.

Providers with questions regarding the new child restraint requirements should contact Child Care Licensing Program, 3152 Clay Mangum Lane, Tampa, FL 33618, at (813) 264-3925, Monday through Friday between the hours of 8:00 am and 5:00 pm.

TODDLER TAKEOVER

AUGUST 17-28, 2015

When the big kids go back to school, its time for the little ones to take over! Join us at The Glazer Children's Museum for an event full of toddler fun! There will be special presentations during this two-week event that focus on early emotional and social development and gross and fine motor skills with activities like yoga, sign language, music, and dancing programs especially for toddlers! *Toddler Takeover* is included in the price of general admission for children ages five and under. To learn more, visit glazermuseum.org.



Glazer
Children's
Museum

Toddler Takeover
is sponsored by