

PROVIDER'S

SPRING 2016

FOCUS

MAGAZINE

a quarterly publication for Hillsborough early childhood care and education professionals

TEACHING RULES TO YOUNG CHILDREN

BUILDING LIFELONG READERS THROUGH PLAYFUL READING

WHAT EVERY TEACHER SHOULD KNOW ABOUT FINE MOTOR SKILLS



**EARLY
LEARNING
COALITION**
OF HILLSBOROUGH COUNTY

BUILDING OUR NATION'S FUTURE



A publication of the Early Learning Coalition of Hillsborough County



PROVIDER'S FOCUS MAGAZINE

JANUARY/FEBRUARY/MARCH 2016

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 online at www.elhc.org in PDF format under the Resources tab of the website.

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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 (at least 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@elhc.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:



Early Childhood is a Hot Topic for the 2016 Legislative Session

The 2016 legislative session opened on January 12, two months ahead of the customary March start, with vigorous movement on a number of bills important to children and families.



A MESSAGE FROM THE CEO

What drew roaring applause from the House chamber during the opening session was the Speaker's mention that one of his priorities this year is the removal of the five-year waiting period for lawfully residing immigrant children in the KidCare program. Many advocates and organizations have been pushing for passage of the bill for the past ten years. This set the stage for HB 89 - Florida Kids Care Program bill by Rep Jose Felix Diaz to be heard and approved unanimously in the House Innovation Subcommittee and then passed the House Health Care Appropriations Subcommittee on 1/28.

Other Early Learning Bills Released

A bill, **HB 7053 - Child Care Development Block Grant**, to bring Florida into statutory compliance with new federal requirements for the School Readiness program was filed by the House Education Committee. In 2014, Congress reauthorized the Child Care Development Block Grant (CCDBG). The new federal requirements will be phased in, with specific requirements for 2016 implementation targeting program eligibility, background screening and health and safety.

The bill implements the requirements of the CCDBG Act by:

- Increasing public information on, and background screening of, child care providers;
- Aligning eligibility requirements with the grant;
- Requiring inspection of, and standards for emergency preparedness plans for school readiness program providers; and
- Requiring pre-service and in-service training for personnel of School Readiness program providers.

This bill was previously heard as a proposed committee bill in the House Education Committee in December. The next and final committee of reference for the House bill is the Education Appropriations Committee. A Senate version of the bill is anticipated to be filed by the Senate Education Appropriations Committee shortly.

A bill **HB 7021 – Reading Instruction**, was filed by the K-12 Subcommittee, with a Senate companion, SB 1068 filed by Sen. John Legg (R-Lutz). In the last decade, Florida made significant strides in increasing reading proficiency of third graders. However, in recent years, proficiency has leveled off and 40 percent of students are not reading at or above grade level. The bill will increase access to specialized training for teachers to support struggling readers more quickly and implement effective instruction and interventions.

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WHAT EVERY TEACHER SHOULD KNOW ABOUT...



FINE MOTOR SKILLS

By Sheila A. Zendegui, B.A.
The Early Childhood Council – Inclusion Support Services

I have often wondered why so many people think that fine motor skills begin to develop around the age of three or four, when children are coloring and beginning to write. The reality is that if we wait until the age of three or four, we've lost many "teachable moments."

Fine motor skills should begin to develop around the birth to three months age range when children first discover their hands. Shortly after this we try to dangle objects in front of the child to encourage them to reach, touch and hold objects. Towards the end of their third month, a child may bat or swipe at an object until one day they realize their fingers can close around the object and they can hold it. Suddenly, we're noticing that the child is bringing the object to center of body (midline) and trying to transfer to other hand. Around six to nine months, a child will begin to release the object voluntarily, and then "rake" or "scoop" the object to pick it back up. Now the "noise maker" begins, banging two objects together or on a table top. Finally,

they realize they have the ability to pick up food with fingers and put it in their mouths. Look at all these FINE MOTOR SKILLS a child has accomplished within the first year of life.

While looking at these skills, we realize fine motor begins with reaching, grasping and releasing objects. Using both hands together and coordinating those movements with the eyes are a large part of this area of development. The nine month old that can pick up a "cheerio" one at a time with their thumb and index finger will become a two year old who scribbles with a crayon. A 3 year old who rolls, squeezes and pounds play dough will become the 5-year-old who cuts accurately. The key that we have to remember is that major changes occur in what children can do as they gradually gain control of the small muscles in their hands and fingers. As educators, it is essential for us to keep in mind that fine motor skills improve with continual practice and need to be supported through our daily routines and activities.

See 'Fine Motor' continued on page 12

TEACHING RULES TO YOUNG CHILDREN

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

When polling kindergarten teachers as to what skills young children should have coming into kindergarten, they often respond that children should be able to follow the rules, directions, and have good social skills (The Center on the Social and Emotional Foundation for Early Learning, 2006). Florida educators have identified understanding and following rules as an important social-emotional skill to teach in early childhood settings.

The Florida Early Learning and Developmental Standards (2011) have integrated language on teaching rules through self-regulation and life/adaptive skills in the standards. Within these standards, teachers are to guide children to “follow simple rules, agreements, and familiar, routines, with teacher support as simple rules based on safety and familiar routines help 4 year olds engage positively in activities and experiences. ” (Florida Department of Education, 2011).

See 'Rules' continued on page 10



'Rules' continued from page 8

Teachers can promote a solid foundation for rules by modeling, encouraging, supporting, and reinforcing expectations while actively teaching routines throughout the day. Having agreed upon expectations assists young children to internalize what it means to make a promise, for instance, a promise to follow class rules. In addition it gives them an opportunity to practice following rules with support and guidance from adults.

When developing rules, remember:

- Limit to two to five positively stated rules.
- Be specific, clarify behaviors for the setting (classroom rules, playground rules, circle rules, bathroom rules, etc.)
- Keep rules developmentally appropriate.
- Rules should be observable and measurable.
- Post rules at eye level, with visual pictures, in all common areas.

Some early childhood programs, in conjunction to teaching rules, post and use positively stated "expectations" across their entire early childhood center or family child care home. This creates a shared language and focus across all people (staff, family, and children) throughout the program. In the early childhood literature, this is referred to as "program-wide expectations." Program-wide expectations are more general than rules and apply to all people and settings.

Rules and expectations can help children stay safe, feel secure and become more engaged. Evidence supports that when children are actively engaged and know what they are expected to do and

EXPECTATIONS
We are problem solvers
Respect myself and others
Be a "Super Friend"
Stay safe

RULES
Take turns
Listening ears
Gentle hands and feet
Go up the ladder, down the slide

how to do it, they are less likely to engage in challenging behaviors. When promoting children's social and emotional development, it is important to create environments that are both predictable and engaging, with an adult who has built relationships based on positive adult-child interactions (Hemmeter, Ostrosky, and Fox, 2006).

EXPECTATIONS/RULES MATRIX

EXPECTATIONS (Across Program)	CLASSROOM (Rules)	PLAYGROUND (Rules)	BATHROOM (Rules)
Be Respectful	Gentle hands	Take turns	Wait your turn
Be Safe	Walking feet	Sit on bikes, slide, and swing	Keep water in the sink
Be a Team Player	Help to clean up	Play together	Garbage in trash can.

Adapted with permission from: Appleton, E., Wimmer, A. & Lentini R. (2014). Clarifying expectations and rules to promote on-task behavior and engagement. USF's QCFK's PWPBS Training Series. Tampa, FL.

Adults often use phrases such as these listed below. Sometimes there is not enough information in the phrases to help children understand exactly what to do. This is especially true for young children with developing communication and social-emotional skills. If you find yourself using these common directions/requests, try taking it one step further and clarify the expectation to assist the child in appropriately engaging in the directive or request.

COMMON DIRECTIONS/REQUESTS	CLARIFIED EXPECTATION
"Use your words."	"Ask for a turn. Say, "Can I please have a turn?"
"Is that a good choice?"	"Be safe. Up the ladder and down the slide."
"Calm down."	"Gentle hands and feet. Let's calm down and take three deep breaths."
"You need to listen."	"First _____; then _____."
"Stop."	"We stay inside. Close the door."
"Follow the rules."	"Remember, walking feet inside. Show me walking."
"Be nice."	"We are a team and clean up together."

When teaching expectations and rules to young children, consider these key tips to promote successful learning. Teaching should occur systematically, every day, and throughout the day. Consider incorporating noise level; movement; and interactions with property, peers, and adults. When teaching, children need to learn the right way of following a rule/expectation, but it is also just as important that they are aware of the wrong way. Children should have many opportunities to practice demonstrating the right way to follow rules/expectations versus the wrong way. When children follow the rules/expectations, comment on appropriate child behavior while linking it to the posted rule/expectation. Giving specific feedback and positive attention, increases the likelihood that children will follow the rules/expectations.

'Rules' continued on page 15



Let's take a look at how fine motor skills are tied to self- help skills. When we allow children sufficient time to use play dough, squishy balls, Legos and other building blocks, they will have the motor skills to become independent. Children are then able to perform a variety of self-care tasks, such as eating, toileting, dressing, brushing teeth and even nose blowing since they've developed the hand and finger strength and control.

What about the children who may have a disability, or have never engaged in those "early fine motor tasks" and can't coordinate the small muscles in their hands? These are the children that we're seeing in our VPK classes. These children are difficult to engage in fine motor activities. They become anxious, frustrated and tire easily. As educators, we must ensure that we are making modifications to activities and materials to meet their needs. We need to take the time to guide and reassure these children, so that they will be able to develop their fine motor skills.

Progress can be made with activities that develop their hand muscles and fine motor skills, such as drawing and painting, working with play dough or clay, stringing beads or constructing with a variety of materials including Duplos or Legos. Offering play-based activities with fine motor components, and open-ended learning opportunities will also assist in engaging a child who shows resistance to fine motor tasks. Activities such as these, along with lots of encouragement and time will assist in preparing children for the demands of handwriting and other skills. The key is to scaffold activities appropriately, so that different skill levels will have many opportunities. Keep in mind that children at this age also learn from watching their peers and may be willing to try new skills.

Many times we become so caught up in "addressing the standards" or "VPK objectives" that we force children into activities that are too difficult or have unrealistic expectation, such as expecting them to write letters with precision when they lack the necessary fine motor control. By pushing children to form letters with precision or writing consistently "on the lines." The focus should not be on the child's handwriting, but on their emergent writing skills.

For more information please contact The Early Childhood Council (ECC), Inclusion Supports Services at (813) 837-7877.

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References:

Bredenkamp, Sue and Copple, Carol (2009) Developmentally Appropriate Practice in Early Childhood Programs. Washington, D.C.: NAEYC

Heroman, Cate; Burts, Diane C., EdD; Berke, Kai-lee'; Bickart, Toni S. (2010) The Creative Curriculum for Preschool. Bethesda, MD.: Teaching Strategies



The Art of Building RELATIONSHIPS in a Regulatory Framework

By Angela Chowning, Manager,
Hillsborough County Child Care
Licensing Program

The idea of being “inspected” usually does not give people a very warm, fuzzy feeling. In fact, the reaction of some child care providers when an inspector arrives can run the gamut between tears and anger. Inspectors expect that. We know that our presence is not always welcomed and as Murphy’s Law states: We always come to inspect at the worst possible moment!

Despite this, Child Care Licensing staff recognizes that the relationship between providers and licensing is extraordinarily important. Consider this: We are all in the business of making children’s lives better! When a good relationship flourishes between the two parties, helpful change can occur. However, as in all types of relationships, there is always work to be done on both sides to make it work. Both parties have a responsibility to follow the principles of four key factors:

- Open Communication
- Boundaries
- Accountability
- Commitment

These are the components of TRUST!

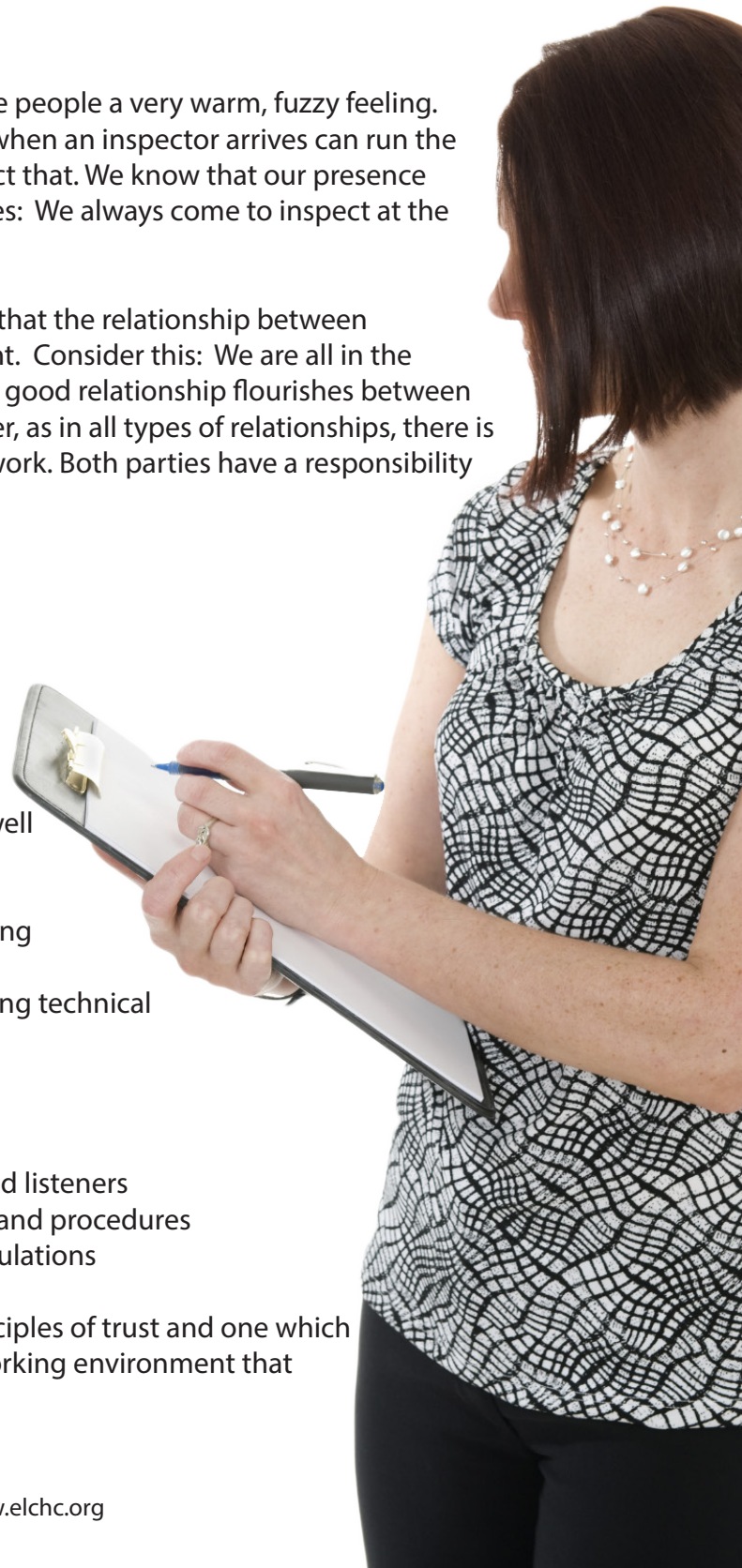
On the licensing side, we are tasked with:

1. Knowing the regulations and making sure that the providers know them as well
2. Being consistent in regulating and enforcement
3. Knowing our boundaries and not abusing authority
4. Acting as advisors and providing ongoing technical assistance

Likewise, providers are tasked with:

1. Getting informed on the regulations
2. Being able to ask questions and be good listeners
3. Understanding regulators’ perspective and procedures
4. Being committed to abiding by the regulations

In closing, a strong relationship based on the principles of trust and one which is truly valued by both parties results in a great working environment that benefits the children and families that we serve!



Need Help with Your Computer Questions? **Technology Tuesdays are Here!**



<https://elchc.talentlms.com>

Technology is moving faster than many of us can keep up with! The Tampa Bay Institute for Early Learning Professionals invites our community's early childhood professionals to join us for Technology Tuesdays, from 5 to 7 p.m. Courses include:

Feb. 2, 2016
Computer Ready
for Business

March 1, 2016
Email Ready
for Business

March 29, 2016
Computer Safety
& Security

April 26, 2016
Using Your Phone
as an Extension
of Your Computer

May 24, 2016
Virtual Connections:
How to Connect
with Internet

June 21, 2016
Basic to Advanced
Technologies
& Techniques

Course Location: **The Institute for Early Childhood Professionals**
8413 Laurel Fair Circle, Ste. 100. Tampa, FL 33610

'Rules' continued from page 11

Some children need targeted or individualized supports to be successful at following rules/expectations. There are 3 elements to consider when clarifying directions for young children who are having difficulty following directions:

1. Who: say name(s)
2. What: say specifically what is expected or wanted
3. How: give guidance on steps or actions

In addition, adults can help strengthen a child's understanding and compliance by incorporating focused and specific feedback paired with the expected behavior. Cues can be nonverbal, verbal, or physical in nature. Tone and body language, paired with instruction, should not be confrontational, rather supportive and take into account the child's developmental skill level.

References

Appleton, E., Wimmer, A. & Lentini R. (2014). *Clarifying expectations and rules to promote on-task behavior and engagement*. USF's QCFK's PWPBS Training Series. Tampa, Fl.

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Florida Department of Education. (2011). *Florida Early Learning and Developmental Standards for Four-Year-Olds*. Florida Department of Education Office of Early Learning and the Agency for Workforce Innovation Office of Early Learning. State of Florida. Tallahassee, Florida.

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Three Easy Steps to ReadyRosie



1

Register for ReadyRosie

Visit www.elchc.org/ReadyRosie and complete the simple sign-up process.

2

Do the Activity

You'll receive daily videos that show you how to take life's everyday activities and turn them into fun, teachable moments with your child.

3

Watch Your Child Learn & Grow!

Help prepare your child for academic success.



By Lorinda F. Gamson, M.A.
Provider Compliance Manager

A FOCUS ON CONTRACT COMPLIANCE

CONTRACT

TRACT

_____, hereinafter referred to as the _____, hereinafter referred to as the _____, and both hereinafter referred to as _____,

CONTRACT

Agent undertakes to accomplish in _____ the organization of international & regional _____ after referred to as the CARGO sub _____ in compliance with the According P _____

present Contract the Forwarding Agent _____ carries out calculations with _____ kinds of custom services and load _____ in its turn undertakes to defray all cha _____ ary transportation and maintenance of tr _____

SPORT

send a copy of the Addendum in _____ should be sent by the facsimile mess _____ order by _____ spe _____ of the relevant vehicle plus the driver's n _____ m has equal validity as the original.

is stated: stations of departure and app _____ packaging, quantity _____ special conditions; the charter rate; _____ details of contact persons including th _____ times of loading and unloading of c _____ tions.

PARTIES

Forwarding Agent: _____ Agent organizes the transportation _____ customer, strictly observing the stipu _____

Agent informs Customer about th _____ forwarding Agent consults the Custo _____ cost.

Agent undertakes to organize _____ port Order, and provide all other ne _____ cluding additional takings payment.

represented by _____, acting on the P _____ to as the _____, on the one side, _____, represented by _____, Director, and acting on the ba _____ **The Parties**, have concluded the present Contract as follow _____

the interests of the Customer complex of activitie _____ ailway transportation of Customer's cargoes & prov _____ juris on behalf of the Customer and at the expense of _____ otocol), discussed in the Contract.

t on behalf of the Customer on its own behalf, independe _____ riers and other third parties, which provide realizatio _____ Jing(unloading procedures according to Order of _____ rges of the Forwarding Agent, connected to the organiz _____ ansport process.

written form not later than 3 days before the planned da _____ age, or via e-mail. The Forwarding Agent confirms accept _____ cifying within the Adden _____ ame, and also by attaching the Company seal. The facsimile _____

ointment, the transport route; description of the cargo; we _____ of pieces; the properties _____ conditions of payment; address of the places of loading _____ air phone numbers; addresses for carrying out cust _____ argo (terms of delivery); the name of the customs bor _____

n and carries out the forwarding service of the cargo u _____ ited conditions, and according to the present-Contract.

ansportation tariffs an changing of the tariffs in the coun _____ ner what about how to increase transportation effectivity _____

the railway tariff payment, which will cover all railway _____ cessary supplying transportation process operations determ _____

The beginning of a new year is always a time for reflection on change and resolutions. Perhaps you have made a resolution to sell your business or retire during 2016. Or maybe 2016 will be your lucky year and thanks to a big Powerball win, you decide to no longer operate a child care program. Or maybe you have decided to make a change in your program and end your contract with School Readiness. In all three of these scenarios, there are notification requirements that you must follow in order to remain in compliance with your School Readiness contract!

Your School Readiness contract explains in detail what must be done when you decide to end your contract. This requirement can be found on page 12 of the contract in section 60. There are two types of terminations discussed in this section of the contract.

The Early Learning Coalition and a contracted provider may mutually consent to end the contract. Perhaps you have not served School Readiness children for an extended period of time and simply no longer decide to be an approved provider. In this case, you could contact the Coalition and mutually decide on an end date. You will no longer be listed in CCR&R as accepting School Readiness and will no longer be contracted as of that end date.

A more common type of termination is the second type when the provider decides to "unilaterally terminate this Contract at will." When a provider decides to end their contract, whether it be due to closure of the program or a transfer of ownership, the contract requires at least 30 days notification. In other words, if you are

NOTIFICATION OF TERMINATION: REQUIREMENTS FOR SCHOOL READINESS CONTRACTS

planning to sell your business on March 1, you need to give written notification to the Coalition before the last day of January. This required notification also applies to programs that are simply relocating to a new space, since a new contract will have to be executed with the corrected address. This notification must be in writing and should be sent to the Coalition contact listed on page 15 of your contract. The contract states "If sufficient notice of termination is not provided, COALITION may refuse to issue the final reimbursement payment to PROVIDER." Failure to notify the Coalition of the planned termination of your contract could be a very costly mistake!

Since the start of this contract period on July 1, 2015, more than 30 School Readiness programs have closed or had a change of ownership. In most cases, proper notification was not given. This 30 day notification is important for many reasons. In addition to being a contract requirement, it provides the necessary time to allow children to transfer so that families do not have issues with child care. If you are selling your business to a new owner, it gives

the Coalition time to complete a new contract with the new owner and ensure that they are able to re-enroll the children into their program in a timely fashion, if parents wish to stay at the center with the new owner.

After you have notified Child Care Licensing, the parents in your program and the Coalition of your intent to close your program or change ownership, there is still one requirement that you must fulfill. You must turn over all your School Readiness related records from the past five years to the Coalition for retention. This is important in case the records are ever required by the Florida Office of Early Learning for an audit and is also a contract requirement.

The "Maintenance of Records, Data and Confidentiality" section of your contract on page 8, numbers 37 and 38 explains this requirement. In section 37, the types of records that you have agreed to maintain are listed. This includes sign in and sign out documentation, enrollment and attendance certification, documentation to support excused absences and proof of parent co-payments for children funded by the SR program. The

records must "be maintained for audit purposes for a period of five years from the date of the last reimbursement request for that fiscal year or until the resolution of any audit findings or any litigation related to this Contract, whichever occurs last." Section 37 explains how all records must be transferred to the Coalition no later than the close of business on the day the provider ceases to offer the School Readiness program. Failure to turn over your records may delay or disqualify your final reimbursement and/or prevent you from contracting with the Coalition in the future.

The Coalition staff is aware that the new Statewide School Readiness Provider Contract has new requirements and wants to assist providers in maintaining compliance with those requirements. If you decide to end your contract for any reason, please make sure to contact the Early Learning Coalition in a timely manner. If you have any questions regarding your contract requirements, please feel free to contact Lorinda Gamson, Provider Compliance Manager at lgamson@elchc.org or by phone at 813-999-0133.

The School Age Care Environment Rating Scale (SACERS) is an observation tool designed to assess group care programs for children age five to twelve years old. The authors recently updated the tool and the new edition is called the SACERS-Updated. Quality Counts for Kids (QCFK) will begin using the SACERS-Updated for school age classroom observations in 2016. The SACERS-Updated uses the same format as the other Environment Rating Scales and the overall content is mostly the same with minor changes. Some of the changes do not affect the content or interpretation. Indicators are now numbered. Items 9 and 11 were combined in the SACERS-Updated and 39 was eliminated. As a result, most of the new item numbers do not correspond to the SACERS items numbers. There are minor changes to wording. In the SACERS-Updated, Item 27 Greeting and Item 28 Staff-child interactions, there is change in the wording at the quality levels of Indicators. This was done to correct some scoring irregularities in the

SACERS UPDATED

School-Age Environment Rating Scale





original SACERS. Some requirements have been specified for certain types of materials needed and the quantities of materials. There are some new specifications for the frequency of certain activities. There are also some new requirements for items scored when observing a School Age program in Quality Counts for Kids.

- Item 7 Furnishings for relaxation- Indicator 5.2 requires access for 1/3 of the program operating hours and additional softness is required for both indicators 5.1 and 7.1
- Item 8 Furnishings for gross motor activities- For indicators 5.2 and 5.3, “many skills” means at least 5 different skills for both stationary and portable equipment
- Item 9 Access to host facilities- Indicators at all quality levels have been revised
- Item 18 Personal hygiene- additional categories for hand washing have been added
- Item 20 Music- Indicator 5.2 requires at least 30 minutes daily, regardless of the length of time the program operates
- Item 21 Blocks and construction- requires block accessories and both blocks and small building materials
- Item 25 Science- Indicator 3.2 requires the use of nature/science books with children and 5.2 and 5.3 have been replaced with different requirements
- Item 36 Schedule- Indicator 3.2 Teacher facilitated daily fine motor/language activity must be scheduled daily
- For Indicators requiring “accessibility” with daily access, the children must be able to use materials 5 days a week for 30 minutes for programs that operate 3 hours or more

We think you will find that the SACERS-Updated is much easier to use! Each item has its own page and includes Notes for Clarification and suggested questions to ask if something is difficult to observe. There are updated training materials on the Environment Rating Scales Institute (ERSI) website at www.ersi.info. Training on the SACERS-Updated will take place later this year at the Tampa Bay Institute for Early Childhood Professionals at 8413 Laurel Fair Circle, Tampa FL 33610. Please visit our website at elchc.org for more information in the coming months.

Playful

By Marlene Lowenthal-Certified Parent Educator
Creshanda Riley- Certified Lead Parent Educator
Champions for Children- Parents as Teacher Program

Creating Lifelong Readers

Books are powerful tools for learning, promoting attachment, and engaging creativity. Children who read well tend to stay in school and achieve the most in life. Reading expands vocabulary which increases communication skills and improves listening skills. It increases comprehension and builds confidence. One of the best ways to help a child become a good reader is to share books with them starting in infancy. *Researchers report, starting early is not about a child understanding books, but about conditioning them to hear their parents' voices and look at books. Reading to children helps them learn that books are both fun and meaningful. From birth to five years old children learn to read. From five years old on children read to learn. Researchers know that many children today are "school-time readers" who don't

keep reading when they are not in class or doing homework. When reading becomes a habit, children learn all the time. Avoid rewarding children for reading because offering rewards make the child less likely to read for pure enjoyment. One of the main goals through reading is that children will learn to communicate effectively in order to be successful in their personal and professional life. Per J. Trelease and *The Read-aloud Handbook*, the benefits of reading can be summed up this way: "The more you read, the more you know. The more you know, the smarter you grow. The longer you stay in school, the more diplomas you earn and the longer you are employed – thus the more money you earn in a lifetime."



Reading



Playful Reading

Playful Reading is an approach to explore book play and creativity that uses sensory input to help the brain retain more information. By incorporating music, art, dancing, food and play you engage all of the senses and the child's motor skills so you have utilized a variety of approaches for learning. Playful Reading builds comprehension skills as the child is more involved in the reading process. Through Playful Reading you will be able to use books to create strategies that will focus on ways to build skills across the developmental domains that include language, intellectual development, social emotional development and motor skills. This approach makes learning fun, instills a love of reading, and promotes school readiness. We create book-based activities ranging from singing the

See 'Playful' continued on page 23

Quality Counts for Kids



Quality Counts for Kids Workgroups are designed as small group meetings to guide child care providers through the Quality Counts for Kids process. These meetings offer family child care providers and center director's with an open forum to receive the individualized, targeted support they need as they work on the self-study. Participants will receive support on their self-study binder, have their self-study binder reviewed, and ask questions related to the self-study process. Workgroups are designed for both centers and family child care providers to attend. We recommend that you bring your self-study binder, any documents you would like reviewed, and/or questions about QCFK grants.

This is not a training, but rather an opportunity to get answers to any QCFK questions you may have. It is not mandatory, and there is no cost to attend.

Date	Time	Location
Thurs, Jan 14	10s am - 12 pm	IECP
Thurs, Jan 14	6 pm - 8 pm	IECP
Sat, Jan 23	9 am - 1 pm	IECP (conf room)
Thurs, Feb 11	6 pm - 8 pm	ELC - Dale Mabry Office
Mon, Feb 22	10 am - 12 pm	IECP
Thurs, March 10	1 pm - 3 pm	Town n Country Public Library
Thurs, March 24	6 pm - 8 pm	Town n Country Public Library
Tues, April 5	12 pm - 2 pm	IECP
Tues, April 19	6:30 pm - 8:30 pm	ELC - Dale Mabry Office
Wed, May 18	12 pm - 2 pm	IECP
Thurs, May 26	6 pm - 8 pm	Hills County Public Library
Tues, June 14	1 pm - 3 pm	IECP
Sat, June 18	9 am - 1 pm	IECP

**To sign-up for a workgroup, simply go to the LMS at <https://elchc.talentlms.com/index>
Search keyword: QCFK Workgroups**

WORKGROUPS

words, to creating play sets. This process contributes to early literacy development as children learn through play. With each book we look at opportunities for children to learn through art which fosters social emotional play. We developed play strategies utilizing art with each book as another way for children to express themselves.

Playful Reading can be used by professionals or parents. Parents who struggle to read or have language barriers can use creative ways to instill a love of reading to their children. Parents can tell stories of their childhood memories; stories that their grandparents may have shared with them when they were children; therefore continuing to create quality parent-child moments. There are also many books with only pictures. One example is Eric Carle's *Do You Want to be My Friend?* Wordless books can be an outlet for parents and children to use their imagination to create a story by looking at the pictures and using descriptive words to "read" a story. Parents can also utilize arts and crafts with their children by creating their own book using construction paper, magazines cutouts, zip lock bags, yarn, markers and crayons. These are child-friendly activities, which continue to strengthen attachment by adding to those lifetime quality moments.

***Pete the Cat and His Four Groovy Buttons* By Eric Litwin**

This book has a catchy rhythm and rhyme that children quickly pick up and *Pete the Cat* is a unique character that children respond well to. He is a laid-back wacky blue cat. Pete the Cat has a favorite shirt with four buttons. As he walks along singing a song about his buttons, they pop off one after another. Instead of Pete getting upset about his buttons, he continues to sing his song. After all of his buttons have popped off, he continues singing, "I still have my belly button." We created many activities from this particular book, ranging from using lids as buttons to making a Pete the Cat styrofoam cutout with buttons velcroed to it. These activities build memory and language skills; teach counting and simple math skills such as subtraction, and color recognition. This book helps build a positive attitude towards reading in children.



Photo courtesy of Parents as Teachers

Other Good Reading Habits

Great reading habits are formed when reading is modeled in the home. Encourage parents to allow their children to see them looking at words in magazines and books. Research has shown that parents of early readers often not only read to their children, but are avid readers themselves. Parents should keep a collection of books in the home. The books can be owned or borrowed from the library; as long as the child can see and play with them. Reading strengthens attachment which builds a positive relationship with parent and child. Parents should hold their child while they read. Children loves being close and reading is a good time to snuggle up. Tell stories, sing songs, and play rhyming games. Reading together strengthens the bond between parent and child and creates quality moments which are memories that will last forever. The love of books and reading is a lifelong gift that is passed on from generation to generation so enjoy books together. We encourage providers and parents to look at books with the intention of creating activities that encourage a love of reading!

**Parents as Teachers National Center, "Creating Lifelong Readers." Parents as Teachers Foundational Curriculum. St. Louis: Parents as Teachers National Center, Revised July 2015.*



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'Legislation' continued from page 3

The bill requires prekindergarten instructors to receive training in explicit, systematic, and multisensory reading instruction, and requires VPK program providers to provide specialized reading instruction to students who exhibit a deficiency in emergent literacy skills.

HB 7021 passed the Education Appropriations Subcommittee, and the next and last committee stop is the Education Committee. SB 1068 received three committees of reference: Education Prek-12; Appropriations Subcommittee on Education; and the Appropriations Committee. SB 1068 has not yet been heard in committee.

CS/HB 1125 - Eligibility for Employment as Child Care Personnel, by the Children, Families, and Seniors Subcommittee and Rep. Charles McBurney (R-Jacksonville) prohibits the Department of Children and Families (DCF) from granting exemptions for employment as child care personnel to persons who have been identified as a sex offender, convicted of a felony or convicted of a violent misdemeanor. The bill passed the Children, Families, and Seniors Subcommittee on January 20, 2016. The Senate companion, SB 1420 by Sen. Aaron Bean (R-Jacksonville) is scheduled to be heard in the Children, Families, and Elder Affairs Committee on January 27, 2016.

These are just a few of the pieces of legislation impacting Florida's children and families and by the time this goes to print there will surely be updates to the bills mentioned here. Be sure to check our website for updates throughout the legislative session and keep your advocate hat on!