

PROVIDER'S

FOCUS Magazine

Fall 2018

a quarterly publication for early childhood care and education professionals



EARLY LEARNING

COALITION OF HILLSBOROUGH COUNTY



Hillsborough Early Learning Network

Check out the newest, comprehensive professional development opportunity.

Pg 06

Documenting Children's Learning

Understanding what children know and want to learn.

Pg 10

Incorporating Visuals as Adaptations

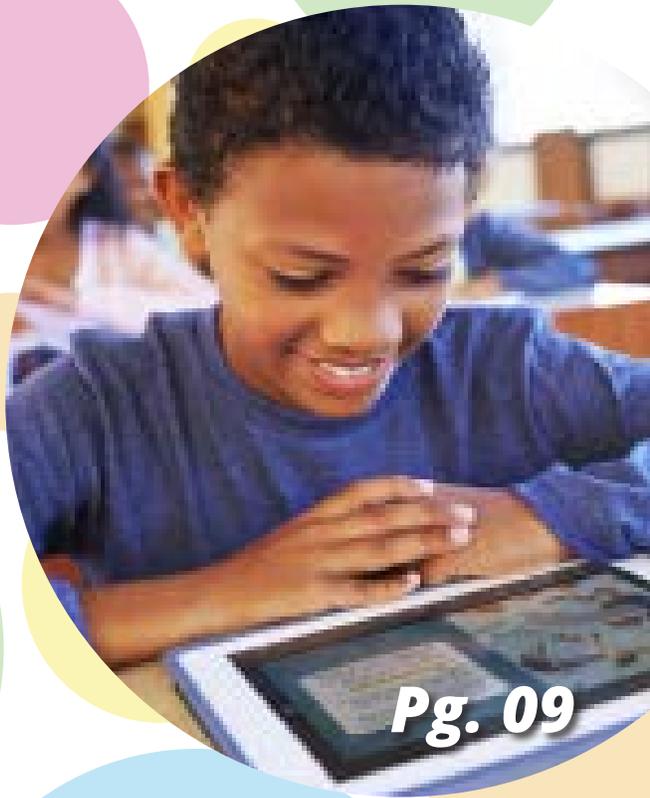
How visuals support children with challenging behavior.

Pg 14



Inside

- 04 HIPPY PACKS PARENTS WITH POWER**
How this local parent involvement program plays an important role in school readiness.
- 06 HILLSBOROUGH EARLY LEARNING NETWORK**
Introducing the newest comprehensive professional development opportunity.
- 09 USING MYON IN YOUR EARLY LEARNING SETTINGS**
Get registered and get access to free ebooks anywhere!
- 10 DOCUMENTING CHILDREN'S LEARNING**
Understanding what children know and want to learn.
- 12 FREE VISION SCREENINGS FOR VPK PROGRAMS**
Giving children in Hillsborough County the best advantage with clearer vision.
- 14 INCORPORATING VISUALS AS ADAPTATIONS**
How visuals in the classroom support children with challenging behavior.





Pg. 12

SUBMISSION INFO

If you would like to submit an article to be included in the Provider's Focus, listed below are the submission deadlines and requirements for the 2018- 2019 publication year.

Articles should include the author's name, affiliation and title and 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 jjohnson@elchc.org by noted deadlines. Please note that submission of articles, information etc., does not guarantee publication.

Submission Deadline	For Issue
November 9, 2018	Winter 2019
January 11, 2019	Spring 2019
April 12, 2019	Summer 2019
July 12, 2019	Fall 2019

INTRODUCTION



The Provider's Focus Magazine is a quarterly publication of the Early Learning Coalition of Hillsborough County (ELCHC). The ELCHC is a non-profit, 501(c)(3) organization located in Tampa, Florida. The Provider's Focus is printed in limited quantity and distributed across Hillsborough County, Florida. It is also available in digital format at www.elchc.org in the Publications area of the website.

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HIPPY Packs Parents with Power!



Tracy Payne, Ph.D. Co-Director
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Given the now widely accepted idea that the best early childhood experiences maximize children's likelihood of school success, there are ever-more increasing options to assist parents, guardians, and other caretakers in preparing young children for school. Elementary schools provide voluntary prekindergarten, which creates a more seamless transition into kindergarten. The majority of National Head Start programs provide early childhood education and wrap-around-services to qualifying children ages 3 - 4 and their families. Today, free and excellent online programs for children and resources for parents abound and appropriately caution parents to use limits on screen time.



With so many options available, it is important to recognize the ability of parent involvement to significantly increase the effect of any intervention meant to prepare a child for lifelong success. In other words, parent involvement is a necessary component to making everything else work as it should.

Research finds parent involvement increases children's rates of attendance, homework completion, and graduation while decreasing negative behaviors and children's sense of feeling marginalized. But wait! These outcomes go beyond the children of those parents who are involved in their education, and extend to children in school whose parents do not or cannot get involved. In other words, parent power is believed to influence the school culture of achievement as much as teachers, principals, and curriculum rigor.

Home Instruction for Parents of Preschool Youngsters – known as HIPPY – is a free parent involvement and home visitation program that targets school readiness goals for children most at risk because of poverty, limited education and English proficiency. HIPPY is an evidenced-based family support model where paraprofessionals meet with one or both parents for one hour each week. During this time, parents are empowered with instructional strategies and resources that give them the confidence to work with their children, reading and doing educational activities, for 15 minutes per day, 5 days each week.

One recent report on a sample of 379 Hillsborough County HIPPY graduates shows, not only were 89% kindergarten ready as measured by the FAIR-K, but these children also had a 93% rate of attendance and a 94% rate of promotion to the first grade! These results demonstrate that parent power – applied before children go to school – has important and lasting effects into school.

Of course, while we may ask parents to spend just 75-minutes per week in one-to-one positive, educational interactions with their child – most parents report they too get caught up in the learning, end up spending more time than the curriculum requires, and often come to recognize additional opportunities to talk with and listen to their child(ren). The HIPPY program now recognizes a host of positive outcomes for parents, communities, and even among the paraprofessionals employed by the program. For example, HIPPY parents report continuing to work with their children on homework in a designated space, at a set time, volunteering in the school, joining the school's parent-teacher association, and cooperating with their child(ren)'s teacher for student and school success.

To learn more about HIPPY in Hillsborough county, please visit our website at hhpip.org or our Facebook page at Hillsborough HIPPY.





Hillsborough Early Learning Network

Lisa Sutter

Early Learning Florida Program Coordinator
Lastinger Center for Learning
University of Florida

Introducing: The Newest Comprehensive Professional Development Opportunity

With its kickoff event held at Armature Works in July, The Hillsborough Early Learning Network is now launching in our neighborhood. The network connects early learning educators with free, high-impact trainings, coaching, career advancement opportunities, and a community that provides targeted support for their work with young children.



Advantages of Participating in the Hillsborough Early Learning Network

For Teachers:

Educational advancement

- Online courses to earn CEUs
- Micro-credentials
- CDAs
- Associate's Degrees

Targeted and collaborative professional learning

- Communities of practice
- Content clinics
- Technical assistance and support around child assessment tools (Teaching Strategies GOLD®)
- Baseline classroom assessments (CLASS®) to understand teacher interactions and create improvement goals

First access to online networks and resources

Learning showcase

For Directors:

Marketing, technology, and hiring/staffing support

Educational advancement

- Instructional leadership credential
- Online courses for directors to earn CEUs

Targeted and collaborative professional learning

- Coaching tools and strategies for leaders
- Baseline classroom assessments (CLASS®) to understand program and teacher needs and create improvement goals
- Content clinics to support leadership skills
- Assistance and support with child assessment implementation (Teaching Strategies GOLD®)

First access to online networks and resources

Learning showcase

In addition to these opportunities, participating teachers and directors in the network earn financial stipends and/or tuition assistance and receive career mentoring technical assistance certified coaching support at no cost...in other words, it's FREE!

Programs are chosen for the Hillsborough Early Learning Network based on the following criteria:

1. Programs who are located in the following zip codes will be given priority enrollment: 33602, 33603, 33604, 33605, 33607, 33610, 33614, 33615, or 33634.
2. Programs must not be active in ELPPF (Early Learning Performance Funding Program) or other statewide funded initiatives.
3. Community providers must serve at least 10 children during the 2018-2019 school year, and Family Childcare Homes must serve at least four children, ranging in age from birth - 5.
4. Programs must be state licensed with no Class 1 Department of Children and Families (DCF) licensing violations that resulted in administrative action and a fine within the last year.
5. Programs must have both director and teacher participation unless they are a family child care home and the director/owner fulfills both of these roles.



What are the goals of the Hillsborough Early Learning Network?

The Hillsborough Early Learning Network has set goals that include accomplishments at the program, early childhood system, and policy levels, as well as improved outcomes for children and their families and teachers and directors.

For Children

Boost learning, growth and development, and help more children be ready for kindergarten.

For Families

Increase the interaction between families and early childhood programs to best support children's learning and development.

For Teachers and Directors

Strengthen teacher knowledge and practice in areas including teacher/child interactions, classroom environment design, curriculum delivery, and child assessment, and support continuing professional growth for directors in areas including confidence as an educational leader, commitment to staying in the field, and enhanced leadership knowledge and skills.

For Early Learning Programs

Provide targeted training to teachers and directors that supports them in providing quality early childhood programs for the children in their care.

For Hillsborough Early Learning Systems

Create a network of teachers, directors and early learning professionals within Hillsborough County that supports children's development from the early childhood years through kindergarten.

For Policy Makers

Share the good work of the initiative with local, state, and national leaders to influence policy decisions.

Advantages of Participating in the Hillsborough Early Learning Network

So, what does it mean to participate in the Hillsborough Early Learning Network? Participating programs agree to participate in key activities throughout the duration of the programming. Activities include online coursework, in person professional development opportunities, communities of practice, individual coaching, and learning showcases at the completion of the program year. Full participation is expected of directors and teachers alike, and supports for success are available from the Hillsborough Early Learning Network team on a regular basis.

Sounds fun and exciting, right? We agree! The first cohort kicked off this fall and you can learn more by visiting [www.https://earlylearningflorida.com/Hillsborough](https://earlylearningflorida.com/Hillsborough) or reach out to Lisa Sutter, Hillsborough Early Learning Network Program Coordinator, at lsutter@coe.ufl.edu or 530-251-6467.

Plan to stay tuned for the next recruitment period beginning this coming summer, too. It'd be wonderful to welcome your program into the network!



<https://earlylearningflorida.com/Hillsborough>



**What is myON?
Why should I use it for my young children?
Do I have to pay for it?**

WE'VE GOT ANSWERS!

- myON is an online digital library available at no cost to all children from birth to 8th grade who are residents of Hillsborough County.
- It is never too early to create an exciting learning environment for children! Babies start learning the moment they are born. Talking, playing and taking care of them will help develop the language skills needed to be ready for pre-school and kindergarten.
- myON will be a great tool to support a creative learning environment for your children.

Did you know that digital books available on myON are real books? All of these books were digitized from print versions you may find on the shelves of your public library. Digital books are another way children's books can be shared and read together. And, just like print books, there are many fun activities that you and your children can do together with digital books. It is important for children to be introduced to both print and digital books as they are learning to read.

Today's children are lucky to have so many different ways to read: printed books, e-books, audio books, and digital books. The important thing is that books are part of children's lives in many ways. Studies have shown that reading is a key to success and well-being. myON is a digital library where children have access to a growing collection of thousands of titles. Remember to check out your local library and school media center for printed books. Enjoy both print and digital books!

Simply go to WWW.READONMYON.COM to register!

Must have: Valid email account or cell phone to receive text messages • Valid Hillsborough County address • Internet to access myON anywhere!

For additional information or support, contact Michelle Rogers via email at Michelle.Rogers@Renaissance.com



DOCUMENTING CHILDREN'S LEARNING



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Documentation of children's learning serves many purposes. It provides an authentic way to discover what children know about a topic. These work samples can be used to assess children, demonstrate their understanding of content areas, and create opportunities for teachers to make informed decisions on future learning experiences. The same artifact can also be shared with families as a form of communication. By following these simple steps, you can learn so much about what children know and want to learn!

1. TAKE A PICTURE OF CHILDREN IN ACTION



A picture is worth a thousand words. Through a simple photo you can capture a child's wonder and knowledge. These photographs can be used for assessment portfolios, classroom display, and to share with families. From the photos above you can see that Henry knows what frog eggs look like, he knows how to spell eggs, and he has the fine motor skills to hold a paintbrush to create a picture and words. The snapshots provide a great deal of information, however taking the time to create anecdotal records makes this work sample even richer.

2. WRITE A DESCRIPTION OF THE MOMENT



The children painted representations of frog's eggs. They used pictures and a 3D representation as reference to guide their paintings. During their process of creation, children engaged in conversations with peers and teachers about the characteristics of the eggs.

Henry started to paint frog's eggs by making yellow circles and black dots inside. He had just finished drawing the second egg when Erick asked him: "Are those the eyes?"

"No, those are the eggs. The yellow is the jelly and the tadpoles are inside." Replied Henry. Then he held the 3d representation of the eggs and said: "I'm going to make lot of them because there are many of them."

"Yes, there are lots of eggs in this 3D representation. How about in your painting? How many eggs are there?" - Ms. Eloah

"Hum..." Henry started to count from the left to the right from the top row to the bottom row. "1,2,3,4,5,6,7,8,9,10,11,12... 12 eggs."

"If there are 12 eggs, how many tadpoles are going to hatch from them?" - Ms. Eloah

"12 tadpoles!!!" - Henry



The simple act of taking notes and writing down what children say provides us with even more information about what Henry knows. From this teacher's anecdotal record, we can see that Henry knows some characteristics of living things, he knows that frogs lay a lot of eggs at one time, they will turn into tadpoles (which demonstrates his understanding of the life cycle), he can count to at least twelve, and he understands cardinality. From one simple moment captured by a photo and taking some notes, we see that Henry has a vast amount of knowledge in the domains of science, literacy, and mathematics.

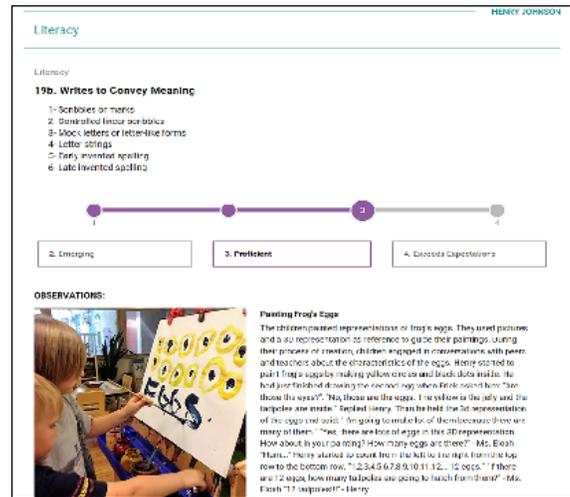
3. APPLY STANDARDS



- Science
 - 25. Demonstrates knowledge of the characteristics of living things
- Mathematics
 - 20. Uses number concepts and operations
 - a. Counts
- Literacy
 - 19. Demonstrates emergent writing skills
 - b. Writes to convey meaning
- Physical
 - b. Uses writing and drawing tools
- Arts
 - 33. Explores the visual arts

Through the photo and the anecdotal notes, the teacher has solid evidence of what Henry is proficient in. We indicate this knowledge by aligning Henry's work with the early learning standards and deciding his proficiency in the domains.

4. TAKE DOCUMENTATION TO CREATE AN ASSESSMENT PORTFOLIO FOR EACH CHILD



Through documentation, we are able to clearly show children meeting standard objectives. This information provides teachers with an understanding of what children currently know and helps teachers create learning goals.

5. CREATE DISPLAYS TO SHARE STUDENT WORK WITH CHILDREN, FAMILIES, AND STAKEHOLDERS.



Creating a display of children's work serves many purposes. First, it shows children that their work is important and valuable. It is respected. It also gives children the opportunity to revisit their work to observe and build on their previous experiences. The displays are aesthetically pleasing, this in turn sparks families and visitor's attention toward what the children are learning in the classroom. With just a simple click of a camera, a pencil and paper, teachers have the ability to gain a deeper understanding of what children know and how they learn.

Free Vision Screenings for VPKs

Contributer: Preserve Vision Florida

Did you know?

- One out of 20 preschool-age children has vision problems.
- One out of 4 school-age children has vision problems.
- Children are frequently unaware of signs of vision problems.
- Approximately 80% of what a child learns is learned visually.





sAcross Hillsborough County!

Preserve Vision Florida, a 62 year-old nonprofit organization dedicated to vision screening and education, will be holding free vision screenings at Hillsborough County VPKs beginning in October 2018.

Identifying a vision issue early through screening is important. Making sure a child with a vision issue sees a doctor and has the opportunity to follow through the entire process to glasses is key to the ultimate success of that child.

Preserve Vision Florida takes your child's vision seriously. If there is a concern after the screening, a letter of referral is sent home to the family. Our team will work with the family to schedule a doctor's appointment, ensure glasses were received if prescribed and then a final touch base to see how the child is doing with their new glasses!

Let's give the children of Hillsborough County the best advantage with clear vision!



Incorporating Visuals as Adaptations in the Early Childhood Classroom

Shabel V. Santiago, M.S., Inclusion Program Manager
The Early Childhood Council of Hillsborough County, Inc.



The use of visuals in the early childhood classroom is a minor adaptation that can support children with special needs. A visual adaptation is the use of pictures to communicate information which can be seen or used in the environment to supplement or support learning. Examples of visual adaptations are a visual schedule, choice boards, and visual instructions.

As you walk into a classroom, a quick glimpse around will usually reveal a classroom schedule. The schedule helps teachers, children, and families know and understand the everyday happenings of the classroom. In many instances we may see a schedule with the time of activities posted on a bulletin board. This type of schedule meets the needs of the teacher and the families but how does this help our little ones that don't know how to tell time?

Young children in early care are learning the routine of the day through consistent repetition. While some pick up on the routine fairly quickly others may need more assistance in understanding what is happening next. A toddler and preschooler cannot tell time but they can learn routines and they can identify pictures. Putting together a visual schedule with pictures of the daily routine such as arrival, circle time, centers, snack, outside play, lunch, nap/rest, story time, is very helpful to our young ones learning to navigate their day. Visual schedules should be placed in the classroom at eye level and accessible to the children in the classroom. Teachers may choose to put a visual schedule in their main circle time given it is an open accessible area. The visual schedule should be introduced to the children at the beginning of the year and referred back to often throughout the day. There are several ways a teacher can show the change in the schedule and teach children the sequence of activities. A teacher may choose to take down the picture that represents an activity once that activity is completed. Another method in using the visual schedule is moving an icon such as a bus, car, or star along the visual schedule to indicate where children are in their day. The visual schedule can be used



in a left to right method which also promotes early literacy skills. A teacher can also assign a schedule helper to move the schedule along throughout the day which builds self-confidence. There are multiple benefits to using a visual schedule in the classroom not only for one child but all children!

The use of visual adaptations in the classroom help young children who may have delays in their receptive or expressive language. Receptive language refers to the language a child is hearing and how the brain is processing the information. Expressive language refers to the organization of thoughts and expressing it in a verbal manner. A child that is nonverbal can use pictures to express wants and needs. They can also use individualized picture cards in large group or small group activities so they are not excluded. For instance, pictures cards can be made prior to a story time representing various events or characters from the book. Picture cards from the book would allow a child participation in an after book reading conversation by allowing them to point or hold up a picture to communicate elements of the story. Visuals or picture cards can be individualized to a child's needs. The goal is incorporating the visual adaptation for communication and participation in all activities and routines.

Visual adaptations also provide support to children with social emotional delays that may have difficulty with challenging behavior. A child with a communication delay may also engage in challenging behavior if they are unable to express themselves or get their needs met. The use of visuals can be used to prompt a child with the positive expected behavior in the classroom and learning new social skills. In addition, the use of pictures representing feelings can help a child express what they are feeling when they are mad, sad, scared, or frustrated. A choice board is another type of visual adaptation or strategy that can also be used to empower children to make choices and reduce conflict. A choice board essentially presents 2-3 pictures options representing activities or materials for a child to pick. Choice boards can allow children to pick books for story time or which center they are

going to play in with their friends.

Pertaining to instruction, visual adaptations allow teachers to break down instruction and directions for activities for a child that struggles to understand 2-3 step directions. A child with cognitive or language delays may only process the first step of 3 part directions. Visual instructions help break down the steps and serve as a reminder of what they need to do next. A great example of this is hand washing. There are multiple steps to handwashing that we don't realize.... 1) Turn on water 2) Wet hands 3) Get soap 4) Rub hands to make bubbles 5) Rinse 6) Dry hands 7) Turn off water. These steps can be overwhelming for a 3 year old that is only given the directions verbally. A simple chart can be made with the picture steps of handwashing and posted right next to the classroom sink as a reminder of the directions.

Finally, a few tips to help in the development of some of these visual adaptations. It is very important to take into consideration the developmental age of the child(ren) in your classroom to which you are using visual adaptations. Children go through different stages of symbolic understanding. As young toddlers they understand more concrete representations meaning that they actually need the object to make choices; a physical toy truck or doll must be presented for a choice. As the child develops so does their symbolic understanding. Children will develop to understand the photograph of the object, then a cartoon drawing of the object, and then eventually the text representation. Once you determine which type of pictures will best meet your child's needs then you can take out the camera, use your cell phone camera, look for pictures in magazines, find images online, etc. to begin making your visual adaptations!

Reference:

Lentini, R., Vaughn, B., & Fox, L. (2005). Teaching Tools for Young Children with Challenging Behavior. University of South Florida.



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