

Inside this issue:

KEEP THOSE SKILLS and ROUTINES MAINTAINED ALL SUMMER LONG!	2
Reading selections to promote positive behavior	3
Recipes for kids	3
Family Resources	4
Challenging Behavior Strategies	5
Procedural Safeguard Information	6
Family County Events/Connections	
Ipad and I Pad Options	7
Reward System Ideas	8

Your Preschooler
Summer Newsletter



Nature
Scavenger Hunt



Scavenger Hunt- Nature Walk
Can you find all 20?

bird	tree roots	ant	spiderweb
green leaf	acorn	flower	twig
stone	mushroom	egg	tall grass
stick that looks like a letter 'y'	fallen leaf	cloud	
flower	small rock	shell	
small insect	leaf	seed	
small animal	small object	small object	
small object	small object	small object	
small object	small object	small object	
small object	small object	small object	



Summer offers an opportunity to expand and continue a child's learning in a relaxed and enjoyable way. Summer time learning does not mean your child should be doing math worksheets or vocabulary lists. Summer is an opportunity to show children learning is everywhere and can be fun! Summer time learning should be a time to exercise the mind and body by discovering new hobbies, explore new places, learn about responsibility and sharing. Included are a few creative ideas that you may try with your preschooler or pre kindergartener.



Learning colors can occur in fun and active ways. One idea is playing outdoor color golf. Even if you do not have a play golf set this can be made with items around the home. This activity helps develop color recognition, gross motor, fine motor and communication skills.

What you need: Paper plates, markers, or paint doppers (bingo markers), plastic ball pit balls or tennis balls, toy golf club or plastic toy ball bat (most items can be found at a Dollar store)

How to: Have your preschooler color paper plates and ball to match. If you color a plate blue, make the ball blue. If you color a plate green, color the ball green. Place the plates around the yard and place a small rock or weight on the plate to keep it from blowing away. Give your preschooler the colored ball. Name the color then demonstrate how to use the golf club to bump the ball around the yard to find the plate of the same color. This could also be done with 2 or more children. Each child given a set of balls and each have to get the balls on the plates. You can even make it a race to see who gets the balls and plates matched first. Once completed have the children name each color.



GIANT OUTDOOR
PAPER PLATE
Memory Game

Make your outdoor memory game. All you need is some paper plates and your imagination. Decide what you would like your child to focus on. It could be shapes, letters, numbers and more.

Depending on your child's ability level you may want to start with 8 plates or as many as 20 plates.

How to: You and your preschooler make 2 of each plate. If you choose shapes make 2 plates with square and so on. You can also use pictures and match familiar items as in a traditional memory game. This activity addresses speech, motor and cognitive skills.

Going on a nature walk provides an opportunity to get exercise and work on those big motor skills. Identifying the items on the list and looking for them offers children the opportunity to work on speech, learn how to follow directions and have conversation. Decide with your child what you might find when you go on a nature walk. Decide what you might want to put on your list.

Take a recycled shopping bag with you to carry your items. Focus on finding one item at a time and once you and your preschooler find it talk about it. Talk about the color, the smell, the texture (how it feels), is it little or big, is the item light or heavy.

Once you and your preschooler have collected all the items on the list take your treasures home. Later that day or the next day try using those items in the MYSTERY BAG GAME. Place one of the items in a non see through bag. Have your preschooler reach in and feel the item and try to guess what it is. Have the list with you for the child to look at. When they think they know what is in the bag have them describe why it might be that item. Once your preschooler thinks they know what it is have them pull it out of the bag and see if they are correct. Continue until all the items have been identified.

What better way to spend a hot summer day than playing in the water! There are a variety of activities that can be done with some cool water and a spray bottle. (you can find a spray bottle at a dollar store or use an empty one from home after an adult cleans and rinses it very well from whatever had been in it. NEVER reuse a bottle without properly cleaning it!)

Write the letters of the alphabet using sidewalk chalk on the driveway or patio. Write each letter on piece of paper and put in a bag or bowl. Have your preschooler pick out a paper slip. Look at it together. Identify the letter and the sound it makes. Have your preschooler find it and spray it away. This activity will help with speech sounds, letter identification and fine motor strength by spraying. This can also be designed to help the child learn the letters of their name. Have all the letters of the alphabet written out on the outdoor surface. Write your child's name on a piece of paper. Read the letters together. Have your preschooler find them and spray them away.



Say and Spray
activity



BE SURE TO CHECK YOUR EMAILS FOR: LINKS, ACTIVITIES, AND UPDATED INFORMATION



KEEP THOSE SKILLS and ROUTINES MAINTAINED ALL SUMMER LONG!



Summer offers us longer days and a more relaxed approach to life in general. However, it is important to maintain the things your child has accomplished over the school year such as a sleep schedule, eating better, and educational achievements (learning letters, numbers, their name, handwriting and more). We will look over some of the newsletter topics from the school year and discuss how to keep the progress going through the summer months!

KEEP THE SLEEP SCHEDULE:

One of the easiest habits to get out of is a sleep schedule. Why is it important to keep the same sleep schedule as you had with your preschooler during the year? Think back how hard it may have been to get on that schedule and think about how cranky a child can be when they have a lack of sleep. This does not mean that every once in a while you can break the sleep schedule for some summer time fun. When you do, make it a point to let your child know that today is a special day because (name what is going on) and we will be staying up a little later. This defines the day as something special. For example, you may be having a family campfire and roasting hotdogs and marshmallows and afterwards catching lightning bugs or it is the 4th of July and we are staying up to see the beautiful fireworks in the sky. Children tend to be more physically active in the summer and may require a little extra sleep to help rejuvenate their growing bodies and minds. Lack of sleep can impact other things as well, such as, eating a little or too much, not being able to focus or cooperate. Preschoolers need between 10 –13 hours a sleep a day. This can be all night or combined with naps to reach that total number of hours of sleep. So how do we go to bed when it is still light out? Try using window treatments that blocks out light or place a blanket over the window to block out the light. Follow the same routine as you had when establishing the schedule. If you do keep the schedule, the start of the new school year will be an easy transition! **For more information check with your service coordinator or your child's teacher for the preschool newsletter on sleep and sleep schedules.**

KEEP UP THE GOOD BEHAVIOR

Even though summer is a time to relax and take it easy, behavioral expectations should remain the same. Consistency with behavior across all settings helps ensure a greater chance of success.

Modeling Behavior

Children are like sponges, they absorb everything they see and experience and this includes parental behavior. When you use good manners, good coping skills and appropriate speaking skills, children will emulate these. The following are a few examples;



- **Point out sharing behaviors:** Preschoolers when asked to share often feel like they are the only ones being requested to do so. When there are examples they see everyone shares; "Look Daddy shared his drink with Mommy. Daddy was good at sharing" or "Mikey I like how well you shared your cookie with your sister!"

- **Model calm down strategies:** Teach children how to self regulate when they are upset or frustrated, by your example helps them to see how to work through tough situations. "Mommy is really frustrated with this tablet not working. Would you help Mommy take 10 big deep breaths to calm down?"
- **Model how to say what your feelings are:** If you are really frustrated with your situation you may want to say "you are driving me crazy" instead express your feelings "Mommy is really frustrated." If you notice your child is upset, you may want to help them express themselves by saying " It looks like you might be sad" ; " Are you sad?" If you are wrong allow your child to correct you and describe what they are feeling. Once the feeling has been determined encourage your child to try something to feel better, moving onto a coping skill. See the last page for reward systems.

If you would need additional ideas and strategies when working with your preschoolers challenging behaviors contact your service coordinator for resources.

KEEP THE DAILY SCHEDULE IN PLACE:

One way to avoid conflicts and confusion in the summer is a daily routine, things that will happen each day and a daily schedule that outlines new items for the day. Preschoolers, in general, are creatures of habit and like to have predictability in their day. There are a variety of options for making a chart of things to do for the daily routine and daily schedule. You may want to try the FIRST THEN APP:

This app is \$14.99. First-Then Visual Schedule is an affordable user-friendly mobile application designed for caregivers to provide positive behavior support through the use of "visual schedules". First-Then was designed for individuals with communication needs, developmental delays, autism spectrum disorders or anyone who would benefit from a structured environment.

The app has a lot of features that will be beneficial to a child that needs a high level of structure. The app can be set for daily routines, events, specific steps to an activity and activity that requires transition.



The app will allow you to :

- customize sounds and pictures
- Check list feature
- Viewing screen options: full, split and list
- Print copies of schedules

Another option is to use a white board, chalk board or a poster board to set up a daily picture/word schedule of things that will occur each day. Then have picture/word cards that can be added for those special things (like going to play ground, going out for ice cream, mini golf or swimming) that may only happen once or on occasion.

Breaking the day down into parts helps with keeping the list simple. Have a morning routine, afternoon schedule and evening routine



MONDAY'S SCHEDULE

FIRST: Go to the store

THEN: Go home and put away items

FIRST: Eat lunch

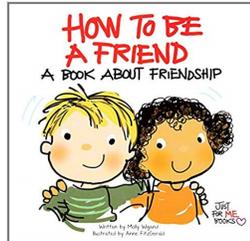
THEN: Go to the playground

The pictures above shows what a typical morning and night schedule would look like. The middle of the day can change as each day will be something new. To help your child prepare for what is going to happen that day provide a mini look at what will happen first and what will happen. This gives your preschooler a visual concrete reference so they know what to expect. Be sure to let them know what you expect when you do the pictured activity. Making expectations known before you do the task or go to the destination the less likely there will be behavioral issues.

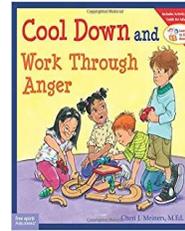
Summer Reading Fun!



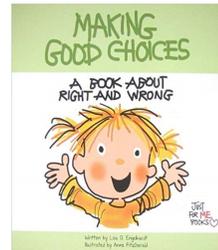
Early literacy skills are essential to a preschool aged child. What better way to develop this skill than reading to your child! The single best measure of primary reading success in kindergarten and primary grade levels is how much a child was read to before entering school. Reading to your child at least 15 minutes a day makes for future reading success. When it is just too hot or wet outside this Summer reading together is a great option. Whether a book has words or just pictures a great story can be told. Having your child guess what will happen next helps develop higher level thinking and reasoning skills. In addition, reading to your child helps promote speech and **language** development. Try subbing your child's name for the lead character in the story to make it more personalized. Utilize your local library and remember your local discount stores offer great selections at very low costs! The following selections offer children examples of appropriate behaviors.



By Molly Wigand
This is a book that introduces children how to make friends. It teaches children how to be a good friend and teaches what friendship is.



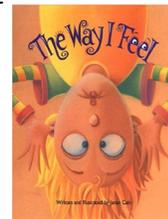
By Cheri Meiners, M. Ed.
It's never too early for children to learn to recognize feelings of anger, express them, and build skills for coping with anger in helpful, appropriate ways. Children learn that it is okay to feel angry—but not okay to hurt anyone with actions or words



By Lisa O Engelhardt
This selection helps children learn from their everyday choices and experiences to give them the skills and perspectives necessary to become compassionate, caring, and responsible adults.



By : Elizabeth Verdick
This book teaches children that there are polite words to use when you greet someone, ask for something and even to say NO.



By Jana Cain
This book uses strong, colorful, and expressive images which go along with simple verses to help children connect the word and the emotion. Your child will learn useful words, and you will have many chances to open conversations about what's going on in her/his life.

For additional selections on book ideas that cover every emotion and behavior check out Pinterest; Preschool Book Selections for behavior and emotions.



Healthier Recipes; Nutrition goes hand in hand with cognitive development, physical development as well as mood and behavior. A child's diet should consist of healthy foods that include a daily balance of fruits and vegetables, whole grains, lean proteins and fat-free and low-fat dairy products and limit intake of saturated fats, trans fatty acids, cholesterol, sodium, added sugars and refined grains. One way to get a picky eater to try new things is getting them involved in the cooking process. A child is more likely to try something new if they had a part in its making. The recipes below are designed to be simple and kid friendly to keep your little chefs involved as much as possible!

**** if your child has dietary restrictions you may not want to try the recipes as written ****



FROZEN RAINBOW PUDDING POPS

Ingredients:
Instant vanilla pudding mix
2 2/3 cups of milk
Liquid food coloring
Small paper cups and popsicle sticks (Dollar store)

How To:
Have your preschooler mix the pudding and milk until blended. It will be a little more runny than typical. Divide into 5 containers and add 6 drops of liquid food color. (food color can be found at the grocery store baking section). Your preschooler can mix the colors in using a spoon for each color. Then have your preschooler drop some of each color into the paper cup. Parent place foil over each cup and place a popsicle stick into each cup. Place in freezer for at least 2 hours. Take out of the freezer and let sit a minute then peel off the paper cup and ENJOY!

Kid Friendly Recipe: Goldfish Encrusted Chicken Nuggets



Goldfish Encrusted Chicken Nuggets

Ingredients: Gold Fish Crackers, 1/4 cup of milk, 1 egg, skinless boneless chicken breast and cooking spray.

How to: put egg and milk in a bowl and using a fork or whisk mix together well. If your preschooler is able, allow them to mix. Put crackers in a plastic bag and allow the air out as you close it. Using a rolling pin or hands crush the gold fish crackers. Allow your preschooler to help if they are able. Place the crushed goldfish on a plate. Parent cut the chicken into bite size pieces. Dip the chicken pieces one at a time in the egg/milk mixture and then roll in the crackers. Place in a baking dish sprayed with cooking spray. Parent place in a preheated 350 degree oven. Bake for 30 minutes. Remove and allow to cool a bit

before eating. Use your child's favorite dipping sauce on the side. These can be stored in an air tight container for up to 2 days in the refrigerator.



HIDDEN VEGGIE SAUCE

Ingredients: 2 Tsp Olive oil, 1 diced onion and 2 cloves of garlic, chop in to small pieces; 1 carrot, 1 zucchini, 1 bell pepper, 2 stalks of celery, 2 cans of no salt tomatoes chopped, 2 Tsp tomato paste, 1 1/2 tsp Italian seasoning, salt, pepper, chicken broth and 1 Tsp balsamic vinegar

How to: In a deep sauce pan parent add oil. Add onion, garlic, celery and carrots, cook until soft, stir often. Add tomatoes, tomato paste, Italian seasoning, bell pepper and zucchini. Add vinegar and 1/2 cup chicken stock. Bring to boil and simmer for 10 minutes. Place in blender until smooth. Place back in pot and add chicken stock until it is the consistency you like. Add salt and pepper to your taste. Add to pasta and enjoy!

EARLY LEARNING GPS: What is it? It is an online question quiz that helps families learn the most important things they need to know and can do to help their young child grow. It is designed to create an engaging learning experience, but it is NOT a test. Families choose answers that best fit their situation for customized tips and resources.

Where do I find it? The Early Learning GPS can be found at www.earlylearninggps.com

What topics are covered? The program is customized for your child and family, however, there are a variety of topics addressed from birth to kindergarten:

- Why the First Five Years; Brain Development, School Success, Saving for Future
- Help your child grow; Child Development, Fun Activities, Challenging Behavior, Kindergarten readiness, Family Voice Blog
- Choose a Quality Program; How PA ranks preschools/daycares, Head Start, Pre K Counts, Early Intervention
- Making Ends Meet; Child care assistance, Community Supports, Food Programs

The Link can be found by going to the WWW.IU08.org click on the tab SPECIAL EDUCATION....click on Preschool Early Intervention...click on RESOURCES.

The graphic features a blue border with a white background. At the top, there are five colored buttons: 'Your Child's Brain' (red), 'Your Child's Development' (green), 'You and Your Child' (blue), 'When Your Child is Not With You' (purple), and 'View My Map' (yellow). Below these is the title 'Early Learning GPS' in large blue letters. Underneath is the text 'Setting the right course for your child's success in kindergarten and beyond!' in blue. To the right is a cartoon illustration of a family: a man in a green shirt and blue pants, a woman in a pink shirt and blue skirt, and two children, one in a yellow shirt and one in a blue shirt. Below the illustration are the labels 'Infant Toddler Preschooler' and the website 'www.earlylearninggps.com'. At the bottom right, it says '© 2015 Pennsylvania Department of Education for Children'.

Making Family and Community CONNECTIONS

PARENT TO PARENT OF PENNSYLVANIA: links parents and family members of children with disabilities or special needs on a one-to-one basis according to conditions or concerns. Parent to Parent offers a connection to local support and mentor groups for family members of children and adults with: physical disabilities, developmental disabilities, special health care needs, behavioral/mental health needs, foster care or adoption and educational issues. **If interested see attached application.**

WHAT IS LICC?



LICC stands for Local Interagency Coordinating Council. It was established to provide information and trainings to families in the local community. It also provides child find activities to help locate children that need services. Each county has it's own LICC. Some counties meet monthly while others may meet quarterly. Preschool Early Intervention Programs, Infant/Toddler Early Intervention Programs, Department of Health and Head Start are part of these teams. Teams also may include parents, daycare providers, private preschool providers, and other agencies in the community that provide services to young children. The purpose is to get agencies and parents to discuss how everyone can work together to help all children in our communities. Each LICC has an agreement to outline how they will help families transition between programs, find children that need services and attend trainings. The agreement also provides information on how and where services are provided to children and their families. If you are interested in becoming a member of your county's LICC, please contact your service coordinator to get more information



AUTISM

- Autism Speaks; Blair County 943-9002
- ABOARD's Autism Connection of PA Bedford County; 766-2478
- Cambria County Autism Speaks; 322-1862
- Somerset Family, Social & Play Group 444-0620
- Central PA Autism Society on Facebook

DOWN'S SYNDROME

Support groups connections throughout Pennsylvania go to;

www.globaldownsyndrome.org

SPECIAL NEEDS KIDS AND FAMILIES ONLINE SUPPORT GROUPS

* The following site offers a list of support groups from A-Z;

<http://www.childrensdisabilities.info/peclists.html>

- The following site offers an on line magazine full of information regarding special needs, support groups, equipment exchange sites and more

WWW.complexchild.com

M.O.R.G.A.N PROJECT:

The M.O.R.G.A.N. Project stands for Making Opportunities Reality Granting Assistance Nationwide. This group, established by parents Robert and Kristen Malfara, supports families in their journey of raising a special needs child, be that child biological, adopted or within the foster care system. In addition to having a large library of resources and information on their website, the group also assists families with travel expenses for medical treatments and gifts of medical equipment that aren't covered by insurance, such as wheelchairs. It works to create a group of parents who are supportive of each other in difficult times.

YOU TUBE

- **Fathering Autism;** Offers an inside look at a family's struggles and triumphs through daily life.
- **Our Special Life:** This series looks into individual families and each unique life within, whether it is Down Syndrome, Food Allergies and more.

Challenging Behaviors: Many times there are behaviors that children have and families experience that are a little more challenging than the typical development. Sometimes children have behaviors that are a bit more extreme than typical. When your child exhibits any of the following behavior extremes or you are unsure of what to do in terms of your child's behavior contact your child's physician or your local behavioral agency.

The following are only some behaviors that may need a closer look to determine causes, strategies and preventative approaches:

- Anger that seems to dominate daily life
- Resentment
- Argumentative over any request or rule
- Throwing temper tantrums over even the smallest thing
- Deliberately saying hurtful things
- Physically aggressive to self or others



There are a variety of things that could cause a child to behave in the ways mention above such as; lack of sleep, not having proper nutrition, a chaotic home environment, or abuse. Other causes maybe medical such as; ADHD, mood disorder, anxiety or another diagnosis. To get the answers to what the cause is, it is best to meet with medical facilities that specialize in behaviors. Medications may be recommended, but that is not always the answer. There are behavior modification therapies that can also help. To see what would work best for your child talk to pediatrician and mental healthcare professionals.

The following are some strategies that can be used to help reshape the behaviors that may appear to be more challenging than typical.

The first step are to set up daily house rules. This allows your child to know what the general daily expectations are in the home. Always keep it short and simple language, as well as, making these achievable goals. These may include;

- * Using a quiet voice
- * Keep hands and feet to myself
- * Say please and thank you
- * Clean up after myself
- * Do not interrupt when someone is talking

Keep the list around the house for view and review. You may keep it on the wall in your child's bedroom, on the refrigerator and in play/TV area. If your child is not able to read the words, this can be accompanied by a picture of your child doing the required rules. A sample of this will be shared on the activity page of this newsletter.

REINFORCEMENT: Reinforcement is a great tool in dealing with extreme behaviors. The question then is the choice to use negative or positive reinforcement. There maybe times where a negative reinforcement maybe appropriate, but research has shown positive reinforcement provides greater motivation and success with children. Something as simple as a sticker chart rewarding good behaviors instantly recognizes good behavior and in turn the child is more likely to repeat the same desired behavior. As stated in an earlier part of this newsletter recognizing good behavior and providing attention to it allows your child to develop a sense of pride and attention the desired behavior to continue.

CONSEQUENCES: Most of us know that consequences can teach responsibility, accountability and problem solving, but what type of consequence works best and when.

Natural Consequences: these occur as a direct result of a child's behavior or action (a child refuses to eat-they will be hungry. **Logical Consequences:** these require involvement from someone else like a parent, teacher or care giver and are designed to help children replace undesired behaviors with appropriate behaviors.

While both types of consequences can be effective, natural do not always occur because of behaviors or a child may not yet understand. For more detailed information on consequences go to www.merakilane.com/dealing-with-oppositional-defiant-disorder and click on the 13 examples of logical consequences.

Besides recognizing good behaviors and having reward systems there are several other options to help when behaviors occur or may occur. One option is the **CALM DOWN CORNER**. Designating a space that your child can go when they are feeling overwhelmed and take a break can be very helpful. This could be a corner in the home that has a soft bean bag chair and some books, a small tent with some pillows and a blanket or their bed. When you see that your child is getting frustrated or overwhelmed offer them a chance to take a break and go to their quiet space. Be sure to help them recognize their feelings by saying " I see you are getting frustrated would you like to take a break?" or " Are you feeling sad, (any feeling)?" and if you guessed incorrectly let your child explain or correct you as this shows they are becoming in-tune with their emotions. **PROVIDING OPTIONS** is another means of helping your child with their behaviors. Often times kids will act out because they do not have a sense of control and offering options allows them to feel like they have control. The key is to provide only 2 -3 options that are creating an opportunity for the desired results or behaviors. When a child gets to choose the preferred option, they feel they made the decision and are much more willing to participate. This may look like; you want your child to have some quiet time before bed, "Before bedtime would you like to sit with mommy and read a book or would you like to brush your teeth first?" **AVOID POWER STRUGGLES** this can be one of the more challenging skills for adults. Having a child with constant extreme behaviors can be tiring and hard. Remaining calm and keeping it to the point is essential to avoid arguing with your child. Recognize the problem behavior, explain the logical consequence and remove yourself from the situation. **Engage in Positive Interactions** children who have difficult behaviors spend a lot of their day receiving negative feedback. Hearing all the things that you have done wrong, even though it is driven by a child's behavior, can lead to impacting a child's view on their self worth. No matter how disruptive and misbehaved your child can find ways to connect in a positive way. Be sure to offer praise whenever possible no matter how small the moment may be. Before the day ends be sure to highlight the good things that they did during the day. **GIVE WARNINGS BEFORE TRANSITIONS** is a simple way to provide your child with what is coming. Often times children with behavior issues do not do well when things in their world suddenly change. If your child is allowed to use the iPad for 45 minutes then helping them prepare and understand time will help avoid the outburst when that 45 minutes is suddenly over. Using a visual such as an egg timer or the stop watch on the cell phone will help them. In addition, giving them warnings as the time passed "in 15 minutes you will be finished with the iPad", "you have 5 more minutes to play on the iPad" or "you will be going to grandma's house today to play while daddy takes the car to get fixed and when the car is ready I will come and get you". Using a daily picture schedule helps a child know what is coming. If a change is going to occur they will be able to see what is going to happen and when. Children thrive on boundaries and consistency in their everyday lives. **Make Sleep a Priority** as sleep plays such a vital role in physical, cognitive and emotional development. Lack of restful sleep will increase the symptoms of extreme behaviors causing the person to become unable to focus, anxious, irritable and everything feels like an uphill battle. Quality sleep is essential for the entire family. **Exercise** provides an outlet for the built up energy. Exercise can be running around the yard, bike riding, playing at the park, anything that raises the heart rate and promotes deep breathing. Exercise also releases hormones in the brain that provide a feeling of happiness and well being.

Consistency, patience, love and praise can make all the difference. It is important to remember children's behavior will often reflect their environments and it is important to provide a safe, secure, positive, and inter active world for them. Always keep your expectations realistic for their abilities and age. If your child has a diagnosis this does not mean you make excuses for them, rather you keep expectations and believe in them and you. It will take more work, more patients and more love, but the end result will be a child who will be able to function well in the world in which they live.



FAMILY RIGHTS

PROCEDURAL SAFEGUARDS



The Procedural Safeguards Notice provides detailed information on your special education rights such as:

- Confidentiality
- Parent consent
- Prior written notice
- Procedures for filing a complaint
- Mediation Procedures
- Due process hearing procedures
- Resources

This document is very helpful in explaining your family's rights in detail. This document is about your rights and responsibilities.

Questions or concerns about Early Intervention services should first be addressed with your teacher/therapist, supervisor, program director, and then to the state.

Satellite Office Sites and Phone Numbers

Office hours are 8:00 AM to 4:00 PM

Altoona Office..... 814-940-0223

Duncansville Office.....814-695-5645

Ebensburg Office 814-472-7690

Richland Office.....814-262-7392

Somerset Office.....814-445-9734



COUNTY TO COUNTY ACTIVITIES FOR COMMUNITY AND FAMILY CONNECTIONS

Due to the Corona Virus State Wide Restrictions and Stay at Home Orders by Governor Tom Wolf there are no in person activities being shared in this summer newsletter.

- Check out the DCNR website for state park information on outdoor activities for families to do together, like fishing, swimming, hiking, boating and other outdoor recreation activities.
- Try virtual visit to one of the following parks, zoos or museums from the following links; Just copy and paste into your web browser

National Parks

* <https://www.travelandleisure.com/trip-ideas/national-parks/virtual-national-parks-tours>

Zoos, Aquariums and Safaris

* <https://helpwevegokids.com/national/article/family-life/the-20-best-virtual-zoo-and-safari-tours-for-kids/>

Up Close Animal Views from Zoos in their habitats

* <https://www.midgetmomma.com/virtual-zoo-tours/>

Take a Virtual Ride on some of Disney's most popular rides

* <https://www.romper.com/p/while-disney-world-disneyland-are-closed-take-your-kids-on-virtual-rides-22622893>



Smart911 provides the 9-1-1 callers and emergency responders with the exact information you need them to know when responding to your emergency. With Smart911, you can add key information about members of your household that would help anyone you care for in the event of an emergency, whether the call is from the home or any mobile phone. The following is information you can provide and enter when you register:

PEOPLE: Names, physical descriptions, and photos will help responders act quickly if a child goes missing, or help identify individuals in an emergency.

PHONES: mobile phones don't provide an address for the caller. By adding all phones for your household, 9-1-1 will have a better idea where you are when you need help.

ANIMALS: Keep all members of your household safe by including pets, livestock, or service animals that responders need to be aware of.

MEDICAL INFORMATION Such as:

1. MEDICAL CONDITIONS: If a family member has epilepsy, diabetes, asthma or some other condition responders will know how to effectively treat the person

2. ALLERGIES: Alerting the 9-1-1 responder to serve allergies like a bee sting. Food or latex could save a life

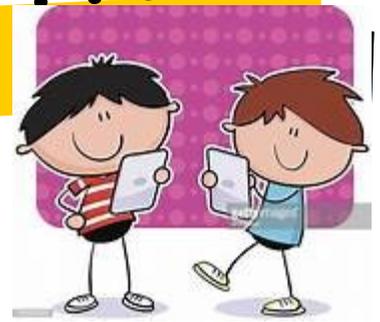
3. DISABILITIES AND EQUIPMENT: Alerting responders to special equipment or approaches needed to work with someone will better help the responder work with the individual. This may include information about a wheelchair or how to interact with someone with Autism.

4. MEDICATIONS: Knowing what medications an individual is using allows the responders to assess correctly or avoid dangerous medication interactions during treatment.

TO REGISTER GO TO : safety.smart911.com



Technology



IPod and iPad Fun and Learning

With new technology comes new learning opportunities for preschoolers and beyond. The iPhone and iPad offer children another opportunity to explore everything they see through direct interaction. Children are able to explore and use a large variety of applications to help them learn everything from their colors, letters, numbers and more. Many applications are also designed for the specific learning needs of children. Applications typically cost about \$.99, however, there are hundreds of free downloads to choose from. Listed below are a variety of applications that would be appropriate for preschool aged children between the ages of 3 and 5. All applications can be found on iTunes or in the App Store.

Even though technology is a fabulous tool for learning it should be a secondary means. The first approach to teaching children is direct contact, by reading to children, talking with children and interactive play are the best means of educating.



This app is \$14.99. First-Then Visual Schedule is an affordable user-friendly mobile application designed for caregivers to provide positive behavior support through the use of "visual schedules". First-Then was designed for individuals with communication needs, developmental delays, autism spectrum disorders or anyone who would benefit from a structured environment.

The app has a lot of features that will be beneficial to a child that needs a high level of structure. The app can be set for daily routines, events, specific steps to an activity and activity that requires transition.

The app will allow you to :

- customize sounds and pictures
- Check list feature
- Viewing screen options: full, split and list
- Print copies of schedules
- File sharing

Check the apps website for a variety of available apps
<https://www.goodkarmaapplications.com/first-then-visual-schedule.html>

FTVS HD: First Then Visual Schedule
First Then Visual Schedule
Visual Schedule Planner
Scene Speak
 First Then - Android

FREE APPS!

Model Me Going Places: is a great visual teaching tool for helping your child learn to navigate challenging locations in the community. Each location contains a photo slideshow of children modeling appropriate behavior. Easy to use tap forward through the slide show and has audio (English) presentation.
 LOCATIONS:- Hairdresser -Mall -Doctor -Playground - Grocery Store - Restaurant

Autism Emotions: Uses a slideshow with a audio or music to describe and demonstrate emotions.



This app provides you with American sign language step by step demonstrations from the basics of the alphabet, numbers and word categories to tutorials. The app also provides interactive memory games and Deaf Voice which allows you an inside look at individual personal experiences.



ABBY -BASIC SKILLS PRESCHOOL; Counting, letters, shapes, and patterns offers an increase of skill level for each area of learning. This app also offers a full version for purchase with 16 additional games and activities.



Meet Tiny, the lovable mealtime friend who encourages young children to try new foods! This app's playful approach can even turn picky-eating struggles or other types of feeding difficulties into a fun game, as a picture of your child's own food gets uploaded into Tiny's plate for her to "eat" - kids want to eat foods as they see Tiny enjoying the very same things!



BREATH THINK DO WITH SESAME; This app is designed for preschoolers to help them distress with an adorable monster from Sesame Street.



Meditations for Kids; meditation exercises guide kids to move, stretch, or make noises. Others simply take kids on a journey in their minds. They cover different topics such as being brave in the dark, coping with stress, or learning how to reduce fidgeting. Each recording lasts roughly five minutes

Reward System

Another means of recognizing positive behavior is by setting up a reward system. A reward system can be associated with any behavior such as potty training to controlling a child's temper. Reward systems tend to catch the interest of the child thus reinforces good behavior. In order for a Reward System to work the objective must be clear and consistent.

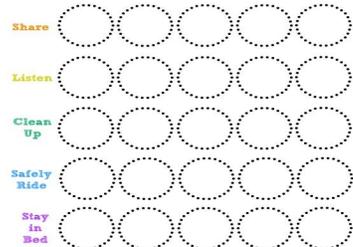
1. Begin with setting the objective; let's use sitting down at the dinner table to eat a meal, as an example. Talk to your preschooler about what you would like them to strive for. "I would like to see you sit down in your chair at the table and eat your dinner with Mommy and Daddy."
2. Explain what this behavior looks like, Sitting in the chair at the table, using utensils to eat, eat your meal and use a nice inside voice, (As the child masters the small steps it can be expanded with more detail like using please and thank you/no thank you and so on)
3. Create the reward system. For example, if your child likes stickers you can make a chart that clearly marks each time the child is successful or drop a marble in a "good job jar". Decide with your child how things will be measured. Decide on the end reward with your child so they stay motivated. Keep it simple, like an extra hour of tablet time, or a trip to get an ice cream or going to pick out a new book at the library. Decide with your child if this is measured weekly or monthly or if they hit a certain level in their "good job jar".
4. Focus on one or two behaviors at a time. Having more than this can overwhelm some children and make them feel as they do not have some control and as a result they may shut down. Once a behavior is achieved on a consistent basis create a new objective.
5. ALWAYS BE CONSISTENT AND IMMEDIATE in your positive response. Preschoolers have no real sense of time, so by offering the sticker or marble right away acknowledges the good behavior and will encourage your child to do it again!

STICKER CHARTS

This is the simplest reward system to begin with. Preschoolers are often easily motivated by stickers. Using a blank piece of paper or poster board write your child's name and objective (desired behavior) on it. Allow your preschooler to help decorate it as this will give them a sense of ownership for the chart. Decide with your preschooler where it should be hung. Preschoolers enjoy displaying their achievements! Take your child to pick out stickers that will be used on the chart. Stickers can be found at dollar stores, department stores (Walmart) and card stores. The stickers are to only be used for the chart. Remember when your child displays the desired behavior immediately offer them a sticker to put on their chart. The sooner you recognize the behavior with verbal praise accompanied by the sticker the more likely the child will make the connection and repeat the desired behavior. The following are examples of very simple charts to more complex. For more ideas check out Pinterest!



I am Happy & Helpful



Not all children are motivated by stickers. Some children maybe more focused on an end reward. For example, if your child enjoys playing on the tablet or watching a certain TV show you may use a reward jar. The jar may have various levels of achievement that may encourage your child to display desired behaviors. Remember to only focus on one or two behaviors at a time. Be Consistent!! It is essential that you clearly explain what you want to see in terms of the desired behaviors. Be clear in explaining how the reward jar works!! The following are some examples of a reward jar and more ideas can be found on Pinterest and other web outlets.



The jar can have the child's name on the lid or a photo of the child attached to it. If you are doing this with multiple children in the home it will make jar identification easier.

You can use anything to fill the jar, however, something with more volume to it will fill the jar faster. This is important for a preschooler as it will allow for a quicker result. Pom poms would be a good option as would fuzzy balls. Both can be found at a dollar store or craft store.

Label the jar with a level of success as seen or label it with reward options. For example the first line may read 10 extra minutes of tablet time. Next line might say pick 2 bed time stories. Next line might say go to the library. These can vary according to the interests and motivators for your child. You may also include removing a pom pom if your child does not follow the desired behavior. For example, if the child does

not share a toy and has a temper tantrum a fuzzy will be removed. The idea is to see how high up the jar you can go each day. Once the jar is full you can choose to empty it and start again or move to a new objective. If you are choosing to give the jar another go with the current levels be sure to review the rewards with your child and see if they may want to change them. This is a good idea to keep them motivated. The following are some examples of rewards to earn.

Reward Coupons for Kids



Tips for success: 1. Have your child participate in the decisions and creation of the reward system, this creates a personal ownership of it. 2. Be CONSISTENT! 3. Be Positive! 4. Be quick to recognize and acknowledge the desired behavior! 5. Once your child has mastered the behavior move on to something new.