



Your Preschooler

Winter School Day Reminders



SNOW DAY WATCH

When a snow event is in the forecast be sure to tune into your local radio/TV station or website for information on delays, cancellations or early dismissals.

IU8 Preschool Classrooms will follow a local school districts weather decisions.

Below are IU 8 preschools with the teacher's name and the school district that should be followed for weather events.

Bedford County

- IU8 Preschool at Bedford Elementary (Robin Wilson) follows *Bedford Area SD*
- IU8 Preschool Bedford Elementary (Lynda Colley) *Bedford Area SD*

Blair County

- IU8 Preschool Ed Development Center (Robin Kessler) follows *Hollidaysburg SD*
- IU8 Preschool Morrison Cove Park (Michele Diehl) follows *Spring Cove SD*
- IU8 Preschool Morrison Cove Park (April Dull) follows *Spring Cove SD*

Cambria County

- IU8 Preschool at Bishop Carroll Classroom (Nichole Hoover) follows *Central Cambria SD*
- IU8 Preschool at Treasure Times (Stephanie Claar) follows *Central Cambria SD*
- IU8 Preschool at Penn Cambria Pre Primary (Amanda Magulick) follows *Penn Cambria SD*
- IU8 Preschool at GJCTC (Carly Lloyd) follows *Richland SD*
- IU8 Preschool at GTCTC (Janice Koenig) follows *Richland SD*
- IU8 Preschool at Learning Lamp in GJCTC (Nicole Holsopple) follows *Richland SD*
- IU8 Preschool at Johnstown City Center (Brenna Durst) follows *Greater Johnstown SD*

Somerset County

- IU8 Preschool at Learning Lamp (Amy Kirsch) follows *Somerset Area SD*
- IU8 Preschool North Star Middle School (Michal Dumbald) *North Star SD*

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IF your child attends Head Start or Pre K Counts program please follow your program's weather related protocol.



**REMEMBER
TO CHECK
YOUR
CHILD'S
BACKPACK
DAILY FOR
INFORMATION!!**

ARTICULATION: WHAT'S THAT?

Articulation is the formation of clear and distinct sounds in speech. Each letter of the alphabet has a specific sound it makes in all by itself and may have a different sound depending on where it is in a word. In addition, how we place our teeth, tongue and lips also contributes to how a sound is made. Articulation may seem to be complicated, however, it is something we have all developed. So how do we help our children learn how to say sounds and build their speech intelligibility?

The first step is knowing when children develop specific sounds. Some sounds are not expected to develop until the child matures and builds control over their facial components that produce the sounds for speech.

SPEECH ARTICULATION CHART

Speech Sound	position of word (beginning middle end)	age range of sound development
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/ m /	Mouth, snowman, drum	<2 to 3 ½ years
/ h /	Hat	<2 to 3 ½ years
/ w /	Water, awake	<2 to 3 ½ years
/ p /	Pig, popcorn, soap	<2 to 4 years
/ b /	Ball, rabbit, web	<2 to 4 ½ years
/ n /	Nose, pancakes, chin	<2 to 4 ½ years
/ ng /	Song, singer	2 to 4 ½ years
/ j /	Jump, pajamas, bridge	2 to 4 ½ years
/ k /	Kite, monkey, duck	2 to 4 ½ years
/ g /	Girl, wagon, frog	2 to 4 ½ years
/ d /	Dog, ladder, bed	2 to 5 years
/ f /	Fish, sofa, knife	2 to 5 ½ years
/ t /	Tie, sitting, coat	2 to 6 years
/ l /	Light, balloon, bowl	3 to 6 ½ years
/ s /	Sun, ice cream, pants	3 to 7 ½ years
/ r /	Red, strawberry, car	3 to 6 ½ years
/ wh /	When, everywhere	3 to 6 ½ years
/ ch /	Chair, ketchup, peach	3 ½ to 5 years
/ sh /	Shoe, sunshine, fish	3 ½ to 6 ½ years
/ v /	Van, every, give	3 ½ to 6 ½ years
/ z /	Zoo, lazy, size	3 ½ to 7 ½ years
/ th /	(voiced) the, bother, smooth	4 to 7 years
/ zh /	Measure, vision	4 to 7 years
/ th /	(unvoiced) thumb, bathtub, teeth	4 to 7 ½ years

LET'S ARTICULATE!

So now that we have an idea when sounds begin to naturally happen, what can we do now to foster the growth of these sounds? The **NUMBER ONE** means of helping our children develop speech is to **TALK** to them from the time they are born! Looking at your child, using facial expressions and varying tones in your voice are all your child needs to teach their little brains how to make those sounds. Say sounds like “ma”, “da” and “ba” and try to get your baby to say them back to you. Be sure to look at your baby when they do make sounds and talk back as if you are having a conversation. Talk to your baby every chance you get, while getting them bathed, dressed or fed. Play peek a boo, count their toes, clap hands and sing a song. When your child says words like “mama” or “dada” expand the words by saying back “mama is here” or “mama loves you”.

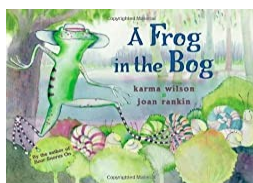
The other part of being able to speak sounds clearly is having good oral motor strength and movements. Below will be activities that focus on building the jaw, the lips, the tongue and cheeks. These will also help benefit children who have difficulty eating and chewing!



Sticky Frog : (find items at the dollar store)

What you need: Green construction paper, piece of felt, scissors, marker, party blow outs and Velcro pieces

How To: To make the sticky tongue for the frog gently roll out the blow out party favor and place some Velcro at the end. To make the Frog draw a circle on paper cut it out and fold in half. Make a “V” shaped notch at the center of the fold. Slide the party blow out through. Add some eyes and spots to your frog. Using the felt cut out little circles and draw flies on them.



Be sure to read a story about frogs such as;

A Frog in the Bog by Karma Wilson



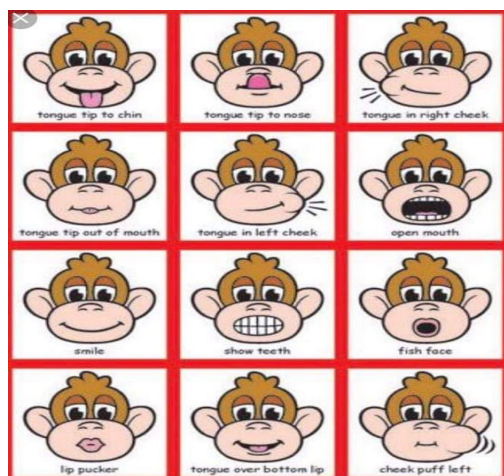
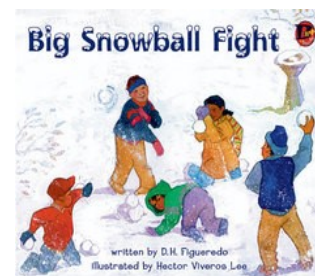
Snowball Race:

What you need: Cotton balls, straws and empty containers.

How To: The basics of this game can be customized in many ways. Individually you can set a timer to see how many cotton balls can be transferred into the container. You and a sibling could compete to see who can get more in your container. Alternative use colored pom poms and have the child separate them out according to colors!

Be sure to read a fun story about winter or snowball fights such as;

Big Snowball Fight by D.H. Figueredo



Spend sometime just making funny faces.

For the tongue exercises put some whipped cream or pudding on the corners of your mouth, or under your bottom lip or above your top lip and using your tongue try to lick it off.

You may also want to watch the YouTube series where a speech therapist guides you through oral motor activities and more.

<https://www.youtube.com/watch?v=TwscB0HZOss>

COZY UP WITH A GOOD BOOK THIS WINTER:



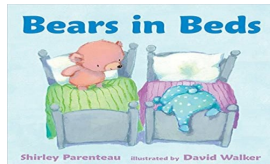
Early literacy skills are essential to a preschool aged child. What better way to develop this skill than reading to your child! The single best measure of primary reading success in kindergarten and primary grade levels is how much a child was read to before entering school. Reading to your child at least 15 minutes a day makes for future reading success. When it is just to cold and wet outside this winter 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!

Often we are too busy in the day to stop and read a story so make reading a part of the bedtime routine!

The following are book selections that will help develop specific speech sounds for children ages 3-5

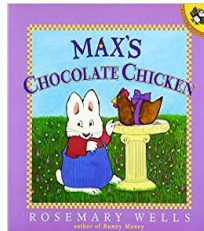
/b/ SOUND BOOKS:

- **Bears in Bed** By Shirley Parenteau
- **Brown Bear, Brown Bear What Do You See?** By Bill Martin



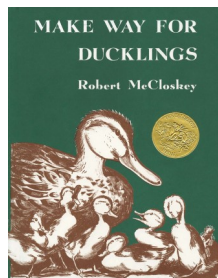
/ch/ SOUND BOOKS:

- **Chicka Chicka Boom Boom** By Bill Martin
- **Max's Chocolate Chicken** By Rosemary Wells



/d/ SOUND BOOKS:

- **GO, DOG, GO** By P.D. Eastman
- **Make Way for Ducklings** By Robert McCloskey



/f/ Sound books:

- **Fox in Socks** By Dr. Suess
- **The Rainbow Fish** By Marcus Pfizer

/g/ Sound Books:

- **Good Night, Gorilla** By Peggy Rathmann
- **The Grouchy Ladybug** By Eric Carle

/h/ Sound Books:

- **Horton Hears A Who!** By Dr. Suess
- **Hippos Go Berserk** By Sandra Boynton

/j/ Sound Books:

- **Five Little Monkeys Jumping on the Bed** By Eileen Christelow

/k/ Sound Books:

- **Cat in the Hat** By Dr. Suess
- **Good Dog, Carl** By Alexander Day

/l/ Sound Books:

- **Moo Baa La La** By Sandra Boynton
- **Little Elliot, Big City** By Mike Curato

/n/ Sound Books:

- **Noisy Nora** By Rosemary Wells
- **Night Noises** By Mem Fox

/p/ Sound Books:

- **Hop on Pop** By Dr. Suess
- **Polar Bear, Polar Bear What Do You Hear?** By Bill Martin Jr

/r/ Sound Books:

- **Arthur's Underwear** By Marc Brown
- **Rikki-Tikki-Tavi** By: Rudyard Kipling

/s/ Sound Books:

- **Stop, Train, Stop!** By Rev W. Awdry
- **Stella's Starliner** By Rosemary Wells

/sh/ Sound Books:

- **Sheep in a Jeep** By Nancy E, Shaw
- **Mrs. Wishy Washy farm** by Joy Cowley

/t/ Sound Books:

- **The Mitten** By Jan Brett
- **Ruby's Tea for Two** By Rosemary Wells

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/th/ Sound Books:

- Bears in the Bath By Shirley Parenteau

/v/ Sound Books:

- The Very Busy Spider By Eric Carle

/w/ Sound Books:

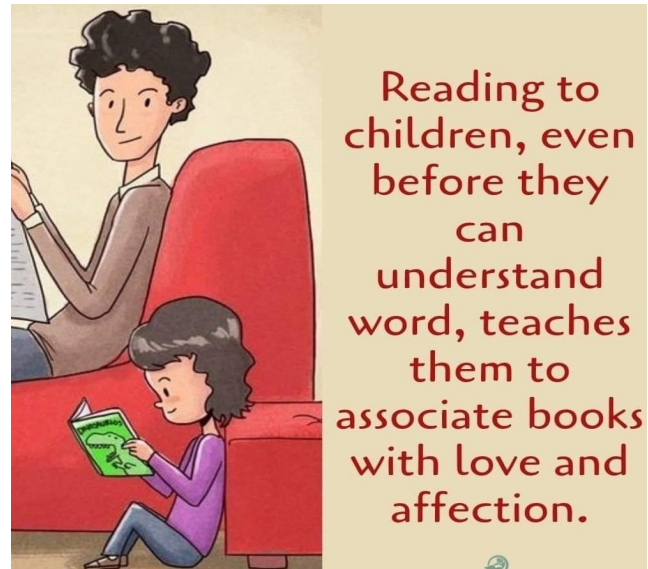
- Whistle for Willie By Nancy White Carlstrom
- Where The Wild Things Are By Maurice Sendak

/Y/ Sound Books:

- Yummy Yucky By Leslie Patricelli
- Little Blue and Little Yellow By Leo Lionni

/z/ Sound Books:

- If I Ran the Zoo By Dr. Suess
- Zomo the Rabbit By Gerald McDermott



Healthy Recipes : Mealtime = Family time

Family meal time is the cornerstone to helping children not only become better eaters, but providing them the foundation they need to be better people. This means no electronics in, around or near the table. Research shows children who eat dinner as a family just a few times a week tend to eat more fruits and veggies. Getting children involved in the food preparation may get them to try new things. In addition, eating together as a family builds a stronger relationships and opens up communication. This builds social skills as well. Try to keep family mealtime to a several time a week routine. Keep the kids involved from setting the table, making a menu, preparing and cleaning up.



BREAKFAST SUNDAES! Why wait for dessert until after dinner? Start the day with this fun yet healthy treat that will really offer an oral motor workout!

Ingredients: Waffle cone, favorite yogurt, fresh fruit, cheerios, sprinkles, granola (anything you like)

How To: placed chopped up fruit in the waffle cone along with a few cheerios, place yogurt on top and then top with remaining fruit, cheerios, sprinkles and more!



Grilled Cheese Roll Ups

GRILLED CHEESE ROLL UPS!

Ingredients: bread with crust cut off, cheese slices, melted butter

How To: have your pre-schooler use a rolling pin to flatten the bread. Place cheese on the bread and roll up and use a toothpick

to hold it together. Using a brush or spoon spread the melted butter on the bread. Parent, using a pan on medium heat place the rolls in the pan and turn until lightly brown and cheese is melted. Place on a plate to cool a bit. Enjoy with your favorite bowl of soup!



Pepperoni Pizza Twists

Pepperoni Twists Put a new twist on the dinner.

Ingredients: pizza dough, sauce, shredded cheese, Italian seasons, pepperoni, parmesan cheese, garlic powder, olive oil or melted butter

How To: You can use home-made or refrigerated pizza dough. Lightly flour the surface and using a rolling pin and flatten out the dough. Mix the garlic powder, Italian seasoning and parmesan cheese in a small bowl. Sprinkle about half of the seasoning on the dough. Sprinkle the cheese onto the dough. Spread out the pepperoni over the dough. Parent using a pizza cutter or a knife cut into strips. Twist each strip and place on a cookie sheet covered in foil. Brush the twists with the olive oil or butter and then sprinkle the rest of the parmesan cheese mixture.



Bake at 425 for 8—10 minutes. Serve with marinara or ranch dressing. Enjoy with a crunchy salad!



OREO MILKSHAKE This treat will give a real workout to the oral motor muscles and be delicious all at the same time.

Ingredients: ice cream, milk, oreos or other favorite cookies, hot fudge or chocolate syrup, whip cream.

How To: put cookies in a baggie and roll with a rolling pin to crush. Soften ice cream. Place ice cream and milk in a blender or place in a bowl and mix until well blended. Add in your cookies and mix. Take a glass and using a spoonful of chocolate swirl around inside. Pour your ice cream mixture into the glass and add your whip cream. Put a straw in and enjoy!



LET'S COMMUNICATE!



When we look at a child's ability to communicate we need to not only look at how clearly they are able to use words, but how they are able to use the proper parts of speech in their sentence structure and how they are able to interpret what is being said to them. How a child uses words to get express themselves is call *Expressive Language* and how a child interprets what is said to them is *Receptive Language*.

Let's look at **Receptive Language** first. Receptive Language is the ability to understand language. Children will develop receptive skills at different stages. The following will provide you a ball park at which your child will begin to develop their receptive skills;

Age 1-2:

- Is able to follow simple commands (e.g. sit on the chair)
- Point to simple named pictures
- Point to body parts (e.g. point to your nose)
- Responds to simple questions (e.g. where is your doll?)
- Responds to yes/no questions using gestures, head shakes or facial expressions

Age 2-3:

- Follows 2 step commands (e.g. get your doll and put it in the toy box)
- Identifies actions (e.g. run, walk, jumps)
- Understands prepositions (in, on, under)
- Understands simple contrasts (hot/cold, stop/go)

Age 3-4:

- Follows 3 step commands (e.g. get your ball, put it in the toy box and sit on the chair)
- Identifies primary colors (red, blue, yellow and green)
- Understands prepositions (in front of, behind)
- Understands more contrasting concepts (hard/soft, rough/smooth)

Age 4-5:

- Listen to simple stories and answer questions about it
- Understands even more contrast concepts (heavy/light, loud/quiet, same/different, long/short)

There are a variety of activities that you can do with your child to help build their receptive skills. One of the BEST and easiest to set a side at least once a day that you read to your child. Often times parents may say that their child isn't interested in reading a story. There are a few simple things

you can do to make reading time more engaging such as; use your child's name for the character in the book, use lots of expression when you read, change your voice for each character, talk about the pictures-point to items in the picture and name them, invite your child to find items too, use praise when they do well, ask open ended questions like "what do you think will happen next?" or "what will the lion do?".

Your child can develop receptive skills and many other developmental skills by participating in every day activities at home. When it is time to clean give your child a task. "Dust the table", "put your clothes in the laundry basket and put your shoes in the closet". Have your child help with setting the table "Put the napkins on the table" or taking care of a pet "put the dog food in the dog bowl".

When planning dinner have your child participate in the planning maybe by asking them "what vegetable would you like for dinner, corn or broccoli?" Allow your child to participate in making dinner by helping you prepare items by following recipe directions **see recipe section of the newsletter.

Play Simon Says; using body parts: Simon says put your hand on your head, close your eyes, put your hands behind your back.

Play with construction toys such as legos. These allow you and your child to talk about color, size, shape and more.

Play musical games using homemade instruments such as a shaker using an empty chip canister filled with rice or beans and taped shut—loud/soft and fast or slow

Play what is in the bag. Use a gift bag or even a pillow case and take items from around the house and place in the bag. Have your child reach in and feel an item and describe it by what they feel or tell your child to reach in the bag and find something bumpy or smooth.

Play dress up and pretend play. Dress up with your child and pretend to be someone else and tell your story. For example, pretend to be a chef on a cooking show, or using stuffed animals pretend to be a vet helping your animals. Encourage imagination and dialogue. Pretend to be a store owner or a hair dresser.

Draw, paint and color. Have your child make a picture related to something they did that day and then talk about the colors, the shapes and what is happening in the picture.



Many of us spend a lot of time in the car. This can be a perfect opportunity to focus and play a variety of games that will help build vocabulary and language skills.

Category Game:

Each player has an opportunity to choose a category and the other players have to come up with a word in that category. For example, if the category is animals each player names an animal. For older children make it a little more complex be more specific; name animals with tails.

Rhyme Time:

A great way to practice phonological awareness skills, the ability to work with sounds in spoken language, is having a rhyme time while driving. Have your child look out the window and find an object in their environment. For example, if they see a tree, others in the car must say a word that rhymes with tree such as; me, see, knee. The player who gives the most rhymes wins!

Guess It:

A player will be picking an object and gives three clues to describe it to the other players and then they can guess what it might be. For example; the first player chooses to describe an apple; the clues; it's a fruit, comes in red , green and yellow and grows on trees. The other players then guess what they think the item is. If no one can guess it then the player can give another clue. The person who guesses correctly first gets a point and then gets to pick the next item to give clues to.

Show Time:

On long trips watching a DVD may be an option. Stop the video ask questions

Who is that character? What do you think will happen next? Where does the story take place? When does this story take place? How does this character feel? How can you tell they feel this way? Who is your favorite character? Why? What is your favorite part in the movie?

When the movie is over have them retell the story. Be sure the tell the beginning, middle and end .

Communication continued:



The next piece is **Expressive Language**, the ability to use words, sentences, gestures and writing to convey meaning and messages to others. Expressive Language skills include being able to label objects in the environment, describe actions and events. The following is a ball park at which children will develop expressive language skills. This is a general guideline, remember each child is an individual and will develop at a rate that is appropriate to them. If you have concerns contact your pediatrician or contact your local early intervention program.

Age 1-2:

- Uses up to 50 words
- Combines 2 words into phrases; (e.g. my toy, don't want)
- May use both jargon (made up words) and words in conversation

Age 2-3:

- Has 200—500 intelligible words
- Answers simple "why, who, where and how many?"
- Combines up to 3 words phrases
- Uses pronouns (I, me, you, mine and my)

Ages 3-4:

- Combines 4 to 5 words in sentences
- Uses more complex sentences
- Asks questions (e.g. how come? Why?)
- Uses possessives (e.g. her, his, my)
- Uses more pronouns (e.g. he, she)
- Tells two events in correct sequence (e.g. put on coat then go outside)

Ages 4-5:

- Combines 5—8 words in a sentence
- Answers simple "when" questions
- Asks "when" questions
- Accurately talks about an event or experience (e.g. I saw Santa at school. I sat on Santa's lap and told him I want a bike for Christmas. I told Santa I was good and listen.)
- Compares objects (e.g. big/bigger, soft/hard)

Ages 5-6:

- States similarities and differences of objects

As we had mentioned on the previous page the **BEST** way to help children develop language and expressive skills is engaging your child in reading a story. This can be done from day one! The most important thing to remember when reading to your child is to ask *Open Ended Questions*. The best way to get kids to talk more is asking questions where they give their own answer. If you just ask yes/no questions you only require them to answer with a single word. Examples of open ended questions are; "What is the boy doing in the picture?", "How does the dog feel?" and "what do you think will happen next?". For younger children, picture books are ideal. You can ask "what do you see in the picture?" You can expand what your child's answer is; "you are right that is a cat. He is a black cat."

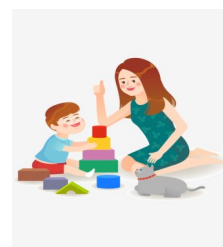
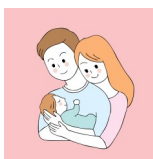
Pretend Play not only helps with receptive language it also is a fun way to develop expressive language. Children will build a scenario and this requires working on sequencing. You can encourage your child to build the scenario and sequencing by asking those open ended questions. If you and your child are pretending to cook dinner for everyone. You can ask "what does the recipe say we need to make the cake?" "Do we have all the ingredients or do we need to go to the store to get some things?"

Everyday Conversation is a great way to help expand your child's expressive language. There are some important things to always do such as having your child request an item before handing it to them. As parents we become really good at interpreting our child's wants and needs before they even ask. However, in order to get that expressive language moving we need to have the child use words. For example, if they are handing you their cup, ask them if they want a drink then ask them what they want to drink. You can offer them choices; "Would you like milk or water to drink?". If they answer milk, provide an example of a more complex response by saying "tell mommy, more milk please". Then as your child builds their expressive skills expand it even more "tell mommy, I would like more milk please". If your child is busy playing with their trains, you can ask them to narrate what they are doing. Repeat what they say "Your train is taking food to the town" "can you tell me what kind of food is it taking to the town?"

Anything you do with your child through out the day offers an opportunity to expand your child's expressive language. Even if your child is non verbal, hearing you speak to them and engage them is offering them an opportunity to learn. Many children need to hear a word or example over 50 times for it to become apart of their bank of words.

All the areas of speech from sound production, to receptive and expressive language skills are intertwined and are dependent on each other to develop oral communication. We need to put the phones down and start talking to our children on day one. Children develop speech and language skills at the fastest rates between ages birth to five. In addition, it is important to use inflection in your voice, singing, and rhyming. Be sure not to do too much "baby talk". It is important that your child be provided examples of proper speech sounds and language use.

There are a variety of YouTube videos that offer parent guided activities to promote everything from oral motor exercises, rhyming and language development. You may also find videos designed specifically for your child to participate with. You will also find specific apps located in the App section of this newsletter. Check out our newsletters recipe section, the activity of cooking hits all areas of speech and language development as does the book selection section. Finally, Pinterest also offers hands on activities that you can do with your child.



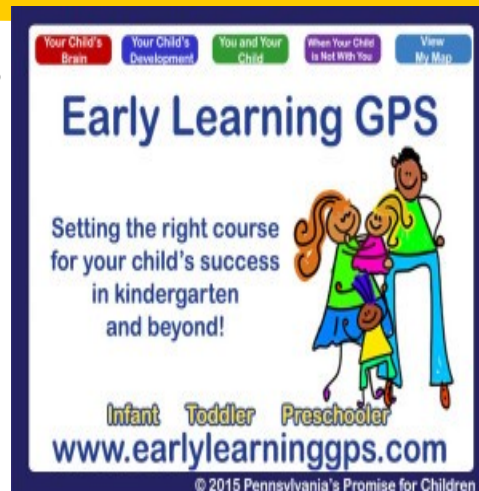
EARLY LEARNING GPS: What is it? It is an online question quiz that helps families learn the most important things they need to know and can do to help their young child grow. It is designed to create an engaging learning experience, but it is NOT a test. Families choose answers that best fit their situation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



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 its 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.

DOWN'S SYNDROME

Support groups connections throughout Pennsylvania go to:

www.globaldownsyndrome.org

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 Mal-fara, 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



LOCAL SUPPORTS:

- 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

SPECIAL NEEDS KIDS AND FAMILIES ONLINE SUPPORT GROUPS

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

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

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

WWW.complexchild.com



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 3:30 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 a Preschool Community and Family Connection

BLAIR COUNTY: Lights on the Lake, Lakemont Park, **November 18—January 8** see website for days and hours. **December 18 5:30 PM Light up Night Everett Rd East Freedom Quaint Corner Children's Museum and Discovery Center**; an interactive, hands-on children's museum and discovery center. 2000 Union Ave Altoona, Wednesday, Friday and Saturday 10am-5pm \$5 Adult/Children 3 and up 814-94496830 **Galatic ICE** located between the Altoona Curve Stadium and Lakemont Park check the website for open skating and iSkate nights for kids 13 and under. Check the website website www.galaticicerink.org **YMCA Hollidaysburg**: Sports Series for children (4-8) offers children an opportunity to learn about and participate in various sports through mini camps, try one or all. Call for more information on this or other fun family events(814) 695-4467 **Check out your local library for fun things to do this winter; everything from story hour to crafty days.**

BEDFORD COUNTY: Old Fashion Christmas Old Bedford Village throughout December check website for details **December 12 Run Run Rudolph, Santa Walk** 4:30pm Fairgrounds \$10 individual /\$20 Family includes Santa hat, cookies ,cocoa and Holiday lights **January 21st 11am-2pm Chili and Soup Festival**, Downtown Bedford . Purchase a wristband to sample chili and soup make by local chefs and restaurants. Stroll the streets to visit our many specialty shops. **February 18 & 25th Chocolate Walk**, Downtown Bedford, Stroll through town stopping at participating businesses for a chocolate experience . Look for Willie Wonka and the Golden Ticket in one of the business give a ways 11am till close. **Moon Glo Skating Rink** 12700 Bedford Rd NE, Cumberland, MD 21502The Moon Glo Skating Rink is an indoor recreational skating facility that is open from 7pm to 10pm on Fridays and Saturdays.

CAMBRIA COUNTY: **December 13** 12 Days of Christmas Carrolltown Borough 6:30-9:30 Community Light up Night **January 1** at 1pm –3pm **First Day Hike** at the Prince Gallitzin State Park,. Join the naturalist and hike the 2.2 mile campground trail, meeting at the second lot at Beaver Valley Road for some history of the lake and information on plants and animals. **February 11th Winter Blast!** Prince Gallitzin State Park 10am-2pm, everything from 5k Fun Run , sled riding, ice skating and more!

SOMERSET COUNTY: **Fire and Ice Festival**; "JURASSIC SOMERSET" **January 14TH** check website for details. **Terrace Lanes Bowling Center** 194 Revco Rd Somerset, PA 15501-7733 814-445-3539 Terrace Lanes, a great place to take your family and friends! Glow Bowling every Saturday night. Fun for all ages. Open year round, from 11am-11pm daily.

Remember to check out your local State Parks for Fun Family Events at : www.dcnr.state.pa.us/stateparks iceboating, skiing, sledding, ice fishing and much more ... Click on a state park near you and go to calendar and see all the fun offerings you can do with your family!

Check out your local library website for story times, craft days and more!!

JOIN THE CENTRAL PA AUTISM COMMUNITY'S FACE BOOK PAGE.... They offer many events and activities for any child with special needs.

TO REGISTER GO TO : safety.smart911.com



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

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.



IPod and iPad Fun and Learning

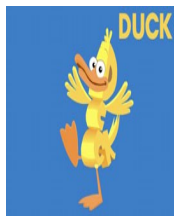
With new technology comes new learning opportunities for preschoolers and beyond. The iPhone and iPad offer children another opportunity to explore everything they see through direct interaction. Children are able to explore and use a large variety of applications to help them learn everything from their 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.

Applications for Speech and Language Development:



Articulate IT! This application provides the student the opportunity to work on a targeted sound(s). This can be measured in isolation or conversational speech. Parents can keep data recordings of the progress their child is making.



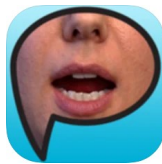
Build a Word

Little kids' voices guide you through the creation of a word. Kids can find the letters for animals like Frog and Duck, then they push the letters together to turn the word into an animated animal. Finally, shake the iPad to move on to the next word.



Peek-a-Zoo is a question based app that helps link sound and visual cues with vocabulary. Who is yelling? Who is sad? Children view animals smiling, crying, winking, eating and

more. Through questions kids are encouraged to identify emotions, label feelings and take note of specific actions. For children Prek to K \$1.99



Small Talk Oral Motor Exercises

The app is designed to help anyone who needs to build oral motor strength. The video breaks down the exercises to focus on the lips, tongue, cheeks, jaw and soft palate. The app will have video demonstrations and verbal directions to help you through. Free Download from the App store for iPad and iPhone

WH Questions Cards: Who, What, When, Where, Why



by Super Duper Publications This helps children learn how to correctly ask and answer WHO-WHAT-WHEN-WHERE-WHY questions with four entertaining learning games for each WH set of cards.



Speech with Milo: Milo takes your child through fun games that target parts of language; verbs, sequencing, prepositions and more. For children ages 3 – 5



Describe it to me: multi level game, created to help improve the receptive and expressive language skills.



Using I and Me Fun Deck: Select the cards you want your child to see and have them fill in the blank with "I" and "me". The prompts will include statements like "____ wrote the story about the lion."

Preschool Adventure Although it's best for young kids, Preschool Adventure (\$0.99) has a number of basic interactive and educational games. Kids can learn to match colors, count to 10, or learn basic shapes. There's also matching games and a game to learn about animal sounds and noises. Like most kids apps, Preschool Adventure nails it on the cuteness factor, with lots of bright, cleverly drawn characters

Kindergarten Readiness Gold-Award winner for "best educational app" at the 2014 Communicator Awards.

Help prepare your preschooler for kindergarten with the Kindergarten Readiness app (compatible with iPhone 4s and above). Get fun activities and games to practice the 30 essential skills your preschooler will need for this big step, with a comprehensive checklist (available in Spanish) in the areas of:

- early literacy and math skills
- cognitive development
- self-care and motor skills
- communication and social skills

Helping Establish Routines and

Behaviors; like BEDTIME !!

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

Family Fun Activities



One of the greatest predictors of a child's future success is how much interaction and stimulation their brain receives from the time they are born through age 5 and beyond. This stimulation of the brain can be done by holding an infant and talking/singing to them, reacting to their cries in a soft comforting manner and proper nutrition. The interactions with your child should always include talking with your child, reading to your child and playing with your child. In our very busy world we have become dependent on electronic devices such as phones and ipads to do the interaction for us. Science has shown us that although a child may learn information it does not stimulate the rapid connections in the brain the same way verbal communication, physical contact (hugs), nutrition and reading can. Below are some ideas that can be found on various sources such as "Pinterest" and "YouTube" to offer you some fun ideas and demonstrations on activities to help promote brain development



Snow Flake Bracelet activity can provide a variety of experiences; fine motor task of stringing the beads, cutting out the circle, counting, pattern practice and more! All the materials can be obtained at a local Dollar Store. **Materials:** plastic beads, string or yarn, card board (cereal box), markers, safety scissors and pencil.

How to: With parental participation and supervision measure out the string or yarn to fit slightly bigger than your wrist. Lay the beads out and decide on a pattern together talking about the colors and the color order. Count together how many beads that will be needed. Draw a circle on the card-board and help your child cut it out. Parents make a small hole at the top of the circle and loop the string through to attach the circle and string. Draw a snowflake with a pencil on the circle and have your child trace each line to make the snowflake. String the beads on each side in the decided pattern. Parent tie off the ends in a double knot. Wear and Enjoy! This is a good opportunity to talk about snow flakes and where they come from and how they are made.



Make a Family Tree for Valentine's Day. This can provide opportunity in counting, fine motor tasks and communication. **Materials:** Colored Paper, Marker, safety scissors, glue and a pipe cleaner.

How to: Begin with a discussion with your preschooler about all the members of their family. This could also include some extended family like grandparents as well. Have each family member trace and cut out their hand. Have an adult make hearts on the red paper and have each person cut out a heart and put their name and title on it (Sandy Mom, Joe Dad). Write your preschoolers name on the heart lightly if they are unable to do on their own yet and have them trace over it. Draw the base of a tree and cut it out. Have your preschool glue on the hands (leaves) and the hearts to the tree. Using a pipe cleaner or piece of yarn/string attach a loop at the top to hang your work of art for all to see.



Build a "Name" Snowman for your bedroom door. This activity provides children with an opportunity to practice counting skills, communication, literacy and fine motor tasks. **Materials:** paper plates, markers, colored paper, safety scissors, glue, left over Christmas paper, tape and cotton balls.

How to: Begin by measuring the bedroom door and cutting out a piece of left over wrapping paper and attach it to the door. Using the paper plates have the child write one letter on each plate that is in their first name. Begin by talking about the letters in their name, sounds the letter makes and words with that letter/sound. If your child cannot write the letters then lightly put them on the plates for your child to trace. Help your child cut out a hat, eyes, nose, "coal" (mouth) and arms. Using the back of the Christmas paper glue on the plates. Let dry and then add the rest of the snowman parts. Color the background blue and then glue on the snowflakes (cotton balls).



If you have an abundance of legos or duplo blocks and your children love to play with them then you have a treasure chest of learning opportunities. These can be used to learn letters, how to spell your name, how to spell words, recognize numbers, understand quantities. The possibilities are endless. If you have pinterest type in learning opportunities for preschoolers with legos.

Visit the Pinterest app for even more ideas