

## FIRST STEPS FAMILIES JANUARY 2013

The editor of First Steps Families is a mom that had a child in the First Steps program. Hopefully the information shared will provide you with helpful resources for your family. To conserve resources and to make sure you don't miss out on helpful information, please send your e-mail address to Connie Coovert at [cccoov2@uky.edu](mailto:cccoov2@uky.edu) to receive the newsletter electronically or call me at 859-257-6427 to arrange for a hard copy.

Connie



### CAN YOU HELP/

You are being invited to participate in a research study. The purpose of this project is to study family perceptions about their child's developmental evaluation that helped determine eligibility to First Steps. This study is being conducted by Pam Mattox, a graduate education student, under the direction of Dr. Jennifer Grisham-Brown from the Department of Special Education and Rehabilitation at the University of Kentucky. Participating in this study is voluntary and you may withdraw at any time. Participation in this study includes completing a survey about your experiences during your child's evaluation. There are no known risks from participating in this study and no identifying information will be collected. You may skip any questions you do not wish to answer. By participating in this study you will help support the study of family and professional partnerships in education. To access the survey go to or click on:

[https://uky.qualtrics.com/SE/?SID=SV\\_6roCeCnSf1fmhEN](https://uky.qualtrics.com/SE/?SID=SV_6roCeCnSf1fmhEN)

Your participation is greatly appreciated. If you have any questions about this research you may contact Pam Mattox at 606-780-9213 or [pamela.mattox@uky.edu](mailto:pamela.mattox@uky.edu). If you have any questions about your rights as a volunteer in this research, contact the staff in the Office of Research Integrity at the University of Kentucky at 859-257-9428 or toll free at 1-866-400-9428.

### SILLY SNOWMEN SONGS



Singing songs with your child is not only a great way to entertain, but also a fun way to teach music. Your kids will love to sing, dance, and move (and will learn language skills, motor skills, and more!)

There are many fun winter songs and finger plays to do with your little one.

#### **I Will Build a Snowman**

I will build a snowman (pretend to build a snowman)  
make him big and tall (pretend to pile snow on top)  
See if you can hit him  
with a big snowball (pretend to throw snowballs..)

#### **Chubby Snowmen**

A chubby little snowman had a carrot nose. (*point to nose*)  
Along came a bunny and what do you suppose? (*put 2 fingers up and "hop" them like a bunny*)  
That hungry little bunny, looking for his lunch (*rub your belly*)  
Ate that snowman's carrot nose, (*use your hand to "chomp" like a mouth*)  
Nibble, nibble, CRUNCH! (*clap hands- 2 softer and 1 loud for "CRUNCH!"*)

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## PARENT CONSULTANT

Connie Cooverrt  
229 Taylor Ed. Bldg.  
Lexington, KY 40506  
1-859-257-6427  
cccov2@uky.edu

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We are on the Web:  
[http://chfs.ky.gov/  
dph/firststeps.htm](http://chfs.ky.gov/dph/firststeps.htm)

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## Quotable Quotes



*"Anyone can give up, it's the easiest thing in the world to do. But to hold it together when everyone else would understand if you fell apart, that's true strength."*

*- Christopher  
Reeve*

## THE TIPPING POINT

WASHINGTON, D.C. - The U.S. Consumer Product Safety Commission (CPSC) is urging parents of young children to anchor and stabilize their televisions, furniture, and appliances to prevent tip-over related incidents. In a quest to reach a toy, TV or game remote, or other desired item, young children are using dressers and tables as climbing devices and the results are tragic.

"We know that low-cost anchoring devices are effective in preventing tip-over incidents," said CPSC Chairman Inez Tenenbaum. "I urge parents to anchor their TVs, furniture and appliances and protect their children. It takes just a few minutes to do and it can save lives."

Small children are no match for a falling dresser, wall unit or 50- to 100-pound television. Children involved in these tip-over incidents often sustain severe head and other injuries to the body as a result of being crushed by the product or trapped under its weight. In 57 percent of the reported fatalities and 39 percent of injuries, the victim was struck in the head by the falling item.

To help prevent tip-over tragedies, CPSC recommends the following safety measures in homes where children live or visit:

- Anchor furniture to the wall or the floor.
- Place TVs on sturdy, low bases, or anchor the furniture and the TV on top the base, and push the TV as far back on the furniture as possible.
- Keep remote controls, toys, and items that might attract children off of TV stands or furniture.
- Keep TV and/or cable cords out of reach of children.
- Make sure freestanding kitchen ranges and stoves are installed with anti-tip brackets.
- Supervise children in rooms where these safety tips have not been followed.

For more info go to [www.cpsc.gov/](http://www.cpsc.gov/)

## COMPARE YOUR CHILD'S SPEECH

Not all children develop speech at the same pace. While children do things in their own way on their own schedule, here are some general guidelines regarding speech development in young children. Parents can use these guidelines to determine whether or not a young child should be referred for an evaluation. The guidelines can also be used when discussing Individual Family Service Plan (IFSP) outcomes and Individualized Education Program (IEP) goals with the child's IFSP and IEP teams.

**Birth to 1 year** – Children should be able to coo, babble, smile, make eye contact, and look in the direction where sound is coming from.

**1 to 2 years** – He or she can point to objects, follow simple commands, and use one- or two-word combinations.

**2 to 3 years** – Children should have words for everything, be able to follow two-step commands, and direct attention to objects. The child's speech should be understandable most of the time.

**3 to 4 years** – He or she is able to answer simple "wh" questions (Who? What? Where? When?) and use sentences of four or more words. By this age, the child's speech is usually understood.

**4 to 5 years** – Children can use detailed sentences, communicate easily with others, name letters and numbers, and answer simple comprehension questions about a short story that has been read to them.

If you have concerns about your child's speech development, contact your local First Steps office or local school district.

For more information go to PACER Center 's website at [PACER.org/ec](http://PACER.org/ec)