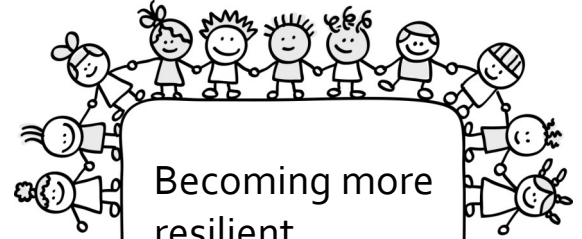


Date:



## Dear Parents:

We've moved on to add control of the feet. Your child is now learning that he can control his feet too. They can move fast or slow or in between. They can stomp or tiptoe or in between. Feet can also move like different animals—hopping like kangaroos or waddling like ducks. It's lots of fun and he's learning self-regulation at the same time!

### Practicing self-regulation at home

Practice different speeds and types of foot movements at home. You can use some of the songs and rhymes we sent home or use some of your own favorites. Try varying the way you move when walking to the store or the car with your child. How about tiptoeing to bed?

Try different ways throughout the day. Be sure to ask your child how he wants to move. Remember you can use the pictures of different kinds of moving if he just wants point to what he chooses. Just be sure to make it fun. Get other family members or friends involved and play movement games in the yard or park.

### Controlling feet in everyday life

It's time for your child to learn when and where to use his foot control skills. When should use his fast feet? When should he use his soft feet? Think of some times and places where your child move more slowly or quietly or quickly.

We need to help him know when and where different speeds and intensities of foot movement are appropriate. That way, he can figure out when he needs to self-regulate. In order to begin working on this, we need to know what is important for your child and your family.

Think about situations **at home**. When should your child move faster or slower or more quietly? Now think about when your child is out **in the**

### Becoming more resilient

One important thing for your child to learn is to become more resilient. That means that he can cope with distractions and still stay self-regulated. He can ignore or tolerate things that normally worry him or make him feel tense.

This is a lifelong skill for everyone but we can start now with your child. He can learn to handle changes without falling apart. He can also learn to recover from disappointments and meltdowns.

So far we've worked on helping your child self-regulate his hands, breathing and feet. We improve his resilience by practicing self-regulation in everyday situations. We also help him by praising and encouraging him. That will help him focus more on the positive .

community. For example, you may want him to use his in-between walking at the mall and not his running feet! Add as many ideas as you want to the form below. Once you have written in at least a few ideas in each column, please send it back to us so we can start working on these things.

Please don't work on the things you put on the list just yet. We want to try them out and see what strategies work best. We'll send the list back to you with some ideas and suggestions.

**How I want my child to control his feet in these places:** (carefully describe the situation and what you would like to see your child do)

At home	In the community



### Praising and encouraging

Try your best to praise your child's efforts to self-regulate more than correcting him.

Catch him controlling his hands or feet or using his turtle breathing. Say, "Look at how you controlled your \_\_\_\_\_. You really know how to do it!"

If he forgets to control his hands or feet or to use his turtle breathing, you can remind him. But, remind him in a positive way. Keep it playful by acting as if you caught him—"Oops, I think you forgot something!" Then help him remember what to do by asking him, "What could you do to help yourself?" That way you can avoid telling him what to do. Remember that telling him to do something doesn't help him learn on his own. He needs to think for himself and remember what he can do.

