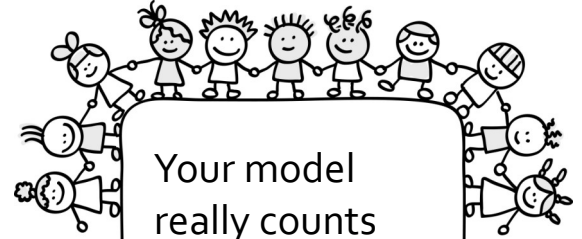


Date:



## Your model really counts

You can act as a model for your child in using the strategies he's learning. This can be done in two main ways:

1. Positive model— you can say out loud to yourself that you need to remember where to start a task (on the left side and/or at the top). You can also cover up distractions and comment out loud how that can help you. Using your 'finder finger' is also a good model for your child to see. Comment how it helps you look with your eyes and work systematically.
2. Negative model— forget to use a systematic approach and miss something. Ask your child to help you. Then work together to fix things up.

## Dear Parents:

Our new focus is on Cognitive Self-Regulation. Your child will be learning how to use his thinking more effectively.

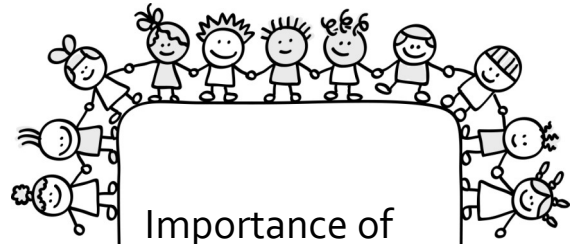
The first area we will work on is taking in information. A key thing we will work on right now is being "systematic" - don't be afraid of using that word with him, we are! Your child will learn that, when we work left to right, we won't miss anything. Also, he should start at the top and work to the bottom. The strategies we work on in these lessons will help him be more likely to take in information more carefully and accurately.

Some of the strategies we will use are:

- Putting a green 'go' dot at the top left corner of a task or activity to remind your child where to start.
- Covering up things that may distract him from working systematically. We use sticky notes to cover other pictures or words on a page if they are distracting.
- Using his 'finder finger'. This is his index finger on his right hand. We use it to look at things in an organized way. By pointing with his 'finder finger', he can help himself look at only one thing at a time. It also helps him keep from getting distracted.
- Looking with your eyes. This is something we emphasize when he uses his 'finder finger'. It helps him coordinate his eyes and pointing and thinking.

## Using the strategies in other places

Encourage your child to use the four strategies outlined above. Remember, do not tell him what to do. Ask him, "What could you do to help yourself?" If he can't figure out what to do, you can show him.



Just like before, we are also going to work on extending these strategies to other times and places. Think about situations **at home**. When should your child be systematic? For example, being systematic in putting his toys away will make it easier to find them next time. Think about when your child is out **in the community**. For example, he might help you be systematic in finding everything on the grocery list at the store. 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.

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

At home	In the community

## Importance of the emotional climate around your child

Children learn better when they are with people they can trust. When we accept him and help him feel safe, he can relax.

When he senses a positive mood and optimism, he's likely to be more curious and interested.

When we show and tell him we have confidence in his abilities, he'll try harder and be more resilient.

When children feel that they are respected and can count on our support, they'll strive for more challenges.

When they feel they belong and are treated fairly, they'll be more likely to respect other people and try to help them.



*My finder finger helps me look and be systematic.*