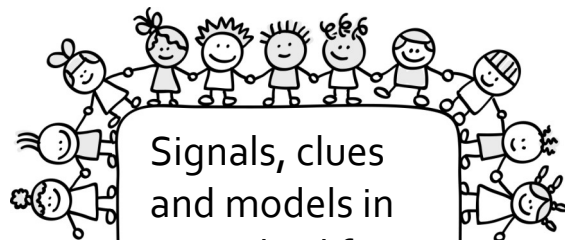


Date:



Signals, clues and models in everyday life

Signals, clues and models provide a lot of information every day.

Signals tell us when to cross the street. They also let us know when the car needs more gasoline. Holes in socks tell us that we need to buy new ones.

Clues also help guide our behavior. We have to put the pieces of information together, though. We can figure out that someone must have fed the dog because a dirty fork is in the sink.

Models provide us with an idea of what we want to do. A model can be found on the box of a toy or furniture that needs assembly. We can use the pictured model to guide our work. Models also can be seen in magazines that show images of what our homes or clothing should look like.

Dear Parents:

We are now on the last lesson in Cognitive Self-Regulation that deals with taking in information. Your child is using many of the strategies we presented in the last lessons. Now we're going to put them all together.

We're starting work on how to figure out what to do in a situation. The three main things we are focusing on are:

1. Signals—these are messages and signs that let us know what is expected of us. For example, traffic signals tell us to stop, turn or move on.
2. Clues—these are less obvious than signals. We usually have to put pieces together to figure out what clues mean. If you add up the clues, you will have a better idea of what to do. For example, if a person puts his coat and shoes on, these clues suggest that he might be going outside.
3. Models—these are things that, if we copy them, will help us finish a task or know how to do something. The models we use in these lessons are things like completed crafts and other tasks.

In everyday situations, encourage your child to look for signals, clues and models to guide his behavior. You can also point out the signals, clues and models you use. For example, you can show him how you know when to wait for traffic by looking for the "Don't Walk" signal.

Using these strategies in other places

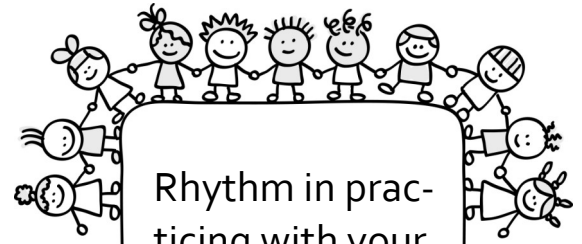
We want to help your child use signals, clues and models at other times and in other places. Of course, we need your help in identifying the situations that are important to you and your child.

Think about times and places **at home**. When should your child use signals, clues and models to figure out what to do? For example, he can figure out that, if the table is set, supper time is coming up pretty soon.

How about when he's out in the community. For example, at fast food restaurants, by noticing a line-up at the tills, we know that we should line up too.

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 figure out signals, clues and models to figure out what to do: (carefully describe the situation and what you would like to see your child do)	
At home	In the community



Rhythm in practicing with your child

Practicing new skills should have a rhythm. It's like breathing in and breathing out. Your child needs times when he has to think really hard and pay attention. Then he needs time when he can just relax.

When you are practicing with your child, keep this rhythm in mind. Have a period of time when you ask him to concentrate hard. Then let him do something less challenging.

Each time you practice, try to increase the amount of time your child pays attention. Keep going but try to stop just before he starts feeling frustrated. We want to keep learning positive and enjoyable.

Don't push him too hard or too long without having a break to 'breathe out'.



Let me see. Everyone is holding hands so I guess I need to too.