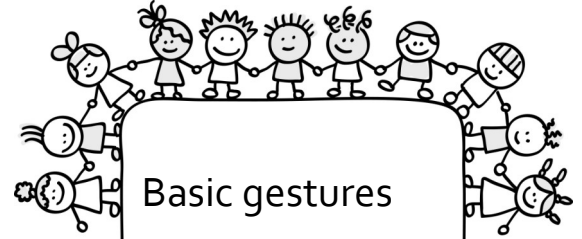


Date:



Dear Parents:

We are now starting our work on Emotional Self-Regulation. Our main goals are to help your child figure out how other people are feeling and how he feels. We don't want him to stop his emotions but, instead, we want him to understand them.

We will be working on three main things:

1. Gestures — how we use our bodies to make our ideas clearer to other people. Your child will learn to understand some basic gestures and how to use them (see the column to the right for more information).
2. Facial expressions – our faces tell a lot about how we are feeling. We are going to focus on just a small set of basic emotions for right now
3. Person and place — your child will learn that he should act differently with children versus adults and with people he knows well versus strangers.

Our focus over the next while is on the gestures only. Gestures are social signals. We introduced the idea of 'signals' in the Cognitive Self-Regulation unit. Now we will use it again with Emotional Self-Regulation. Suggestions for practicing with your child are in the right column on the next page. Pictures of the gestures are attached.

Extending his new skills into everyday life

We want to make sure your child can understand and use the five main gestures (shown in the right column) in every day life. Together with you, we want to make sure he knows what to do and gets lots of practice. Then we'll help him think about places where these skills are important and useful.

Please think about times and places where it would help your child to

Basic gestures

The basic gestures we are working on include:

- Pointing to get other people to look at something that is either close by or at a distance
- Shaking your head "no" to show that you disagree with something or don't like it
- Nodding your head "yes" to show you like or agree with something
- Waving "hello" to greet someone or waving "goodbye" to say farewell
- Giving "thumbs up" to show approval or that you like something

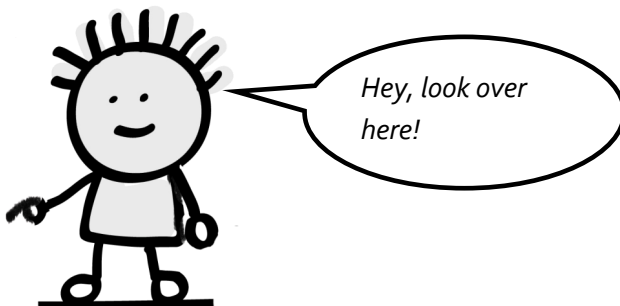
Some people find pointing rude. Please let us know if this is true for your family. We need to know another gesture you would use to say "look here" or "look there".

understand and use gestures better. Think of times and places **at home**. For example, shaking his head “no” can be helpful in getting a clearer idea if he doesn’t want something. How about when he’s out **in the community**. For example, if he is in a really noisy place, he can use gestures so you can understand him better.

Write down some ideas in each column on the chart below. Please send it back to us so we can start working on these things.

When and where I want my child to understand and use gestures:
(carefully describe the situation and what you would like to see your child do)

At home	In the community



Keeping gestures fun

When you use one of the five gestures, point it out to your child. Comment about how you used a signal with your body and how it helped you be clearer about what you meant.

Praise your child whenever he responds to your gestures. If he looks where you point, really celebrate with him. Tell him how smart he is to look for signals.

Prompt your child to use his body to say things. You can do it as a game where you both think of different ways to say “yes”. Try the other gestures too. Prompt him to say things with his body only—no words. You try too and make it fun.

Praise your child any time he uses one of the five gestures we are focusing on. When he uses any of them, you should really let him know how well he did and how he helped you understand.