

Date:



Sorting people and places?

To help your child begin to understand that he needs to behave in different ways with different people, we are starting by sorting them out.

The most straightforward way to do this is decide if the person is an adult or child. Children can be more active and louder when around other children. They need to be quieter around adults.

The next feature that is important is whether the person is a stranger or not. That is a difficult concept for young children to understand so we used the distinction of whether the person lives at his house or not. It may not lead to completely accurate sorting of people but it is a simple place to start. Over time, we can refine the idea of what a stranger is.

Dear Parents:

The last area we are working on in spark* is adapting your behavior, thinking and emotions to different people and places.

We are helping your child use two main clues for figuring out how to act around different people:

- Whether the person is a grownup (adult) or child
- Where the person "lives in my house" (familiar person) or "does not live in my house" (stranger)

We used these features because they are simple, physical differences (see the information in the column to the right). We will help your child use these clues for deciding how to behave. Whether the person is a stranger or not and whether the person is an adult or child give clues to your child about his activity level, voice volume, the amount of emotional expression he can use and how well he needs to listen. For example, he can a louder voice with a child but not an adult. He needs to listen to adults who live at his house and follow their model.

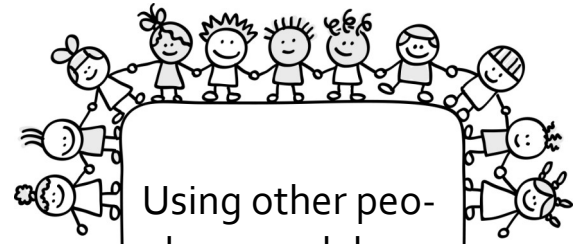
Please send in some photos of people who live in your house. If possible, we would like pictures of other people your child knows who live elsewhere, such as grandparents and other relatives as well as family friends and teachers. We will use them for sorting with your child so he understands the clues. A copy of the chart will be sent home.

The next thing we will work on is behaving and thinking differently in different places. Your child will be helped to decide whether his brain and his body need to be slow and quiet, fast and noisy or in between for different settings.

Please complete the list on the next page and send it back. List important settings/situations that are challenging for your child (a) at home, such as mealtime, bedtime and play and (b) in the community, such as in restaurants or at the mall. Be sure to describe how you expect your child to behave in terms of how quiet he needs to be and how slow

his movements need to be or how noisy he can be and how quickly he can move around.

We'll then put both people and setting information together. Your child will know the important clues. Now he can remember rules he knows as well as looking for models (see the column to the right for more information. .



Using other people as models

We have spoken of how you can model different ways of thinking and behaving to your child. We have also taught him to look at models when deciding how to do a task or activity.

Now we are putting this together. We are helping him to look at things going on and decide what to do in social situations. We want him to be able to look at what other people are doing and figure out what he might do. This can help him know that, for example, everyone is seated at the dinner table, so he should be seated too.

There will be situations where other children are misbehaving so we don't want your child to imitate that behavior. We'll work together to help him sort this out...just like with any other child.

Important situations or settings where it is important for my child to regulate his brain and body (carefully describe the situations AND how you want your child to behave)

At home	In the community

