



**What Is My Child Learning?**

Your child is learning rules for how to be a good listener.

**Why Is This Important?**

Being good listeners helps children be better learners. Following the Listening Rules helps children listen and pay attention in class.

**Ask your child: What are the Listening Rules in your class?** (Read each rule below and do the action along with your child.)

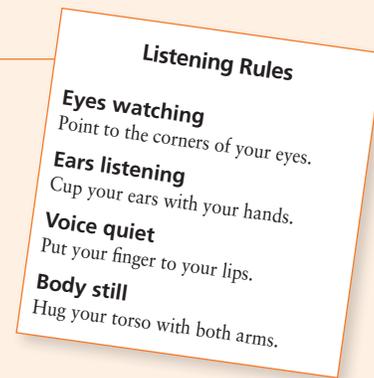
**Eyes watching:** Point to the corners of your eyes.

**Ears listening:** Cup your ears with your hands.

**Voice quiet:** Put your finger to your lips.

**Body still:** Hug your torso with both arms.

**Why is it important to follow the Listening Rules?** Possible answers: *It helps you learn. It is respectful.*



**Practice at Home**

Before giving directions for daily activities, such as getting ready for school, setting the table, or getting ready for bed, remind your child to use the Listening Rules. For example:

**You need to use your Listening Rules now.** Do the actions for each rule along with your child, then give the directions: **Please put a placemat and a knife and fork on the table for each person.**

**Activity**

Go through each of the Listening Rules with your child. Then tell your child to use these rules for this activity. When your child is ready, read the following riddle: **I'm round. I'm red. You can pick me off a tree and eat me. What am I?** Have your child write or draw the answer below.

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**What Is My Child Learning?**

Your child is learning that you need to use your eyes, ears, and brain when you focus attention on something. Your child is also learning that saying things to yourself (self-talk) can help you pay attention.

**Why Is This Important?**

Being able to focus attention helps children be better learners.

Ask your child: **What can you do to help you focus attention?** Possible answers: Look at what you want to focus on. Use an attent-o-scope.

**Can you show me how to make and use an attent-o-scope?** (See directions at right.)

**What words can you say to yourself to remind you to pay attention?** Possible answers: Focus, listen, pay attention, look carefully.

**Practice at Home**

Before giving your child important information, let your child know that you really need his or her focused attention. Then ask your child to repeat what you said. For example:

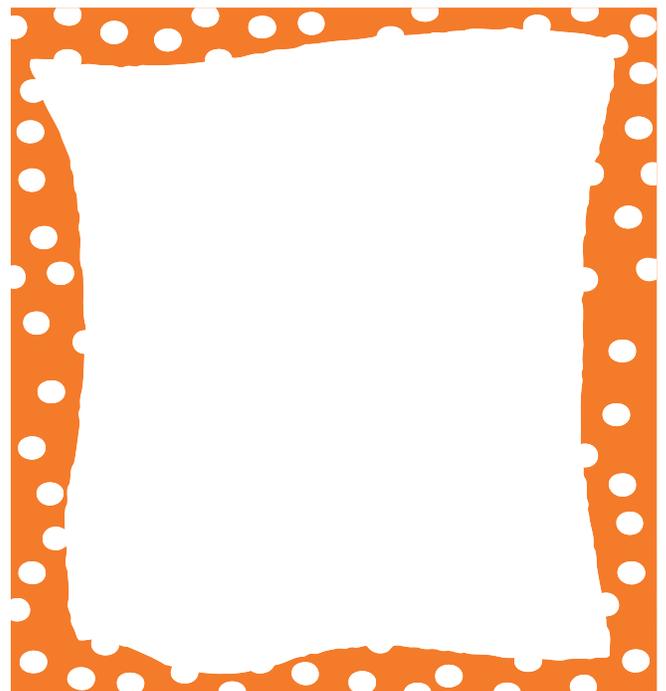
**This is important. I need you to focus your attention.** Pause for your child to focus. **Please give this note to your teacher. It tells her that I'm picking you up early from school today to go to the dentist. Now please repeat what I said.**



1. Cup hands around each eye like binoculars.
2. Say "Focus" or "Listen" to switch on the attent-o-scope.
3. Put down the attent-o-scope, but pretend it is still there.

**Activity**

1. Have your child pick an object in the room without telling you what it is.
2. Have your child give you one hint at a time about the object. Try to guess what it is.
3. Between guesses, give your child time to focus attention on the object so he or she can think of another hint.
4. After you guess what it is, have your child write the word or draw a picture of the object in the box provided.



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**What Is My Child Learning?**

Your child is learning that repeating directions to him- or herself helps to remember what to do.

**Why Is This Important?**

Being able to listen, remember, and follow directions helps children be better learners.

Ask your child: **What parts of your body do you need to use to listen and follow directions?** Possible answers: Ears, eyes, brain.

**What can you do to help you remember directions?** Possible answers: Listen. Focus my attention. Repeat the directions to myself.

**Why does it help to repeat the directions to yourself?** Possible answers: It helps me remember. It helps me learn and know what to do.

**Practice at Home**

Before giving directions for daily tasks that require more than one step, prompt your child to listen and focus. Give your child the directions. Have your child repeat the directions to you, then to him- or herself as many times as needed until the task is complete. For example:

**You need to listen and focus on these directions. Wait for your child to focus. Please go to your room and get a pair of socks and a clean shirt. Now repeat what you have to do out loud.**

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**Activity**

Choose an object, such as a sock, cup, small toy, or hairbrush. Have your child leave the room you are in so he or she cannot see you, and then hide the object in a corner of the room on the floor, behind something else.

Give your child the following directions to find the item. Then have your child repeat the directions before looking for it. Remind your child to repeat the directions if he or she starts to look somewhere not mentioned in the directions.

1. It is somewhere on the floor.
2. It is close to a wall.
3. It is behind something else.

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**What Is My Child Learning?**

Your child is learning that self-talk is when you talk to yourself in a quiet voice or in your head. Your child is also learning to use self-talk to focus on a task, ignore distractions, and remember directions.

**Why Is This Important?**

Self-talk is an important learning tool children can use to help themselves listen, follow directions, focus, ignore distractions, and stay on task.

Ask your child: **What is self-talk?** *Second Step* answer: When you talk to yourself in a quiet voice or in your head.

**What can self-talk help you do?** Possible answers: Focus attention, follow directions, ignore distractions.

**When are times that you use self-talk?** Possible answers: When there are distractions. When I repeat directions to myself so I can remember them. When I'm trying to focus on my work. When I switch on my attent-o-scope.

**What can you say to yourself to help you focus?** Possible answers: Pay attention. Focus. Listen.

**Practice at Home**

When your child becomes distracted while doing daily tasks, remind him or her to use one or more of the self-talk words from your discussion above. For example:

**I see you are having trouble focusing on getting ready for bed. What can you say to yourself to help you stay on task?** Wait for your child to respond. **What is the first thing you need to do?** Wait for your child to respond. **What is the next thing you need to do?**

**Activity**

Check off one task and one distraction from the lists below, or come up with your own. Then have your child complete the task using self-talk to ignore the distraction.

Tasks	Distractions
<input type="checkbox"/> Match socks pairs from a clothes pile	<input type="checkbox"/> Play music
<input type="checkbox"/> Tie shoes	<input type="checkbox"/> Talk on the phone
<input type="checkbox"/> Put toys away	<input type="checkbox"/> Have others in the room doing something else
<input type="checkbox"/> Read a book	<input type="checkbox"/> Walk around your child
<input type="checkbox"/> Wipe the table	<input type="checkbox"/> Tap your foot/snap fingers
<input type="checkbox"/> Other: _____	<input type="checkbox"/> Other: _____

Self-talk words your child used to ignore the distraction and stay on task:

\_\_\_\_\_

\_\_\_\_\_

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**What Is My Child Learning?**

Your child is learning that being assertive is the best way to ask for help at school. When you are assertive, you face the person you're talking to, stand up straight, use a calm, firm voice, and use respectful words.

**Why Is This Important?**

Being able to ask for help assertively helps children be better learners. When children don't understand something, it helps them continue to learn rather than being stuck.

Ask your child: **What is a good way to ask your teacher or an adult for help?** *Second Step* answer: *In an assertive way.*

**Can you show me how it looks and sounds to ask for help assertively?**

(Your child should be facing you, sitting or standing up straight, and using clear, calm, and respectful words, such as "Can you please help me?")

**Be Assertive**

- Face the person you're talking to.
- Keep your head up and shoulders back.
- Use a calm, firm voice.
- Use respectful words.

**Practice at Home**

Notice if your child is getting frustrated with a difficult or new task (such as cleaning a messy room, reading a book, or writing words). First, give your child time to try to figure it out alone. If your child is still stuck, remind him or her to ask you for help. For example:

**I see that you are starting to feel frustrated trying to write those words. If you would like some help, you can say: "Excuse me. Can you please help me write these words?"** Wait and let your child ask you assertively for help. Make sure that you give him or her the needed help soon after being asked.

**Activity**

Help your child practice asking for help at school. Pretend that you are a teacher. You are busy writing a note on your calendar. Your child needs help with a math problem. Before asking you for help, your child needs to wait until you have finished what you are doing. Then have your child practice saying these words to ask you for help:

**Excuse me. Can you please help with this math problem?** Check the steps that your child remembered to do:

- Waited until you finished what you were doing before asking for help.
- Faced you.
- Stood up straight.
- Used clear, calm, respectful words.

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**What Is My Child Learning?**

Your child is learning how to pay attention to other people’s faces and bodies to figure out what they are feeling.

**Why Is This Important?**

Children who can identify feelings tend to get along better with others and do better in school than those who can’t.

Ask your child: **Can you show me what a surprised face and body look like?** (Have your child model “surprised.” Model back “surprised” for your child.)

**Can you show me what a disgusted face and body look like?** (Have your child model “disgusted.” Model back “disgusted” for your child.)

**Practice at Home**

Name feelings as you, your child, or others are experiencing them. For example:

- **I’m feeling very *worried*. I need to find my coat quickly or else I’m going to be late for work.**
- **I can see by the way your lips are pressed together and your shoulders are tense that you are feeling *frustrated* that you can’t get your shoes tied.**
- **I can tell by Aunt Jane’s big smile that she is very *happy* you gave that picture to her!**

**Activity**

Have your child identify your feelings.

<p><b>1.</b> Make an <i>angry</i> face for your child.</p> <ul style="list-style-type: none"> <li>• Ask: <b>What am I feeling?</b></li> <li>• Have your child draw your angry face and/or write the word “angry” in the box.</li> </ul>	
<p><b>2.</b> Make a <i>surprised</i> face for your child.</p> <ul style="list-style-type: none"> <li>• Ask: <b>What am I feeling?</b></li> <li>• Have your child draw your surprised face and/or write the word “surprised” in the box.</li> </ul>	

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**What Is My Child Learning?**

Your child is learning how to show care and concern for another person by listening, saying kind words, and helping that person. This is called *showing compassion*, and it makes people feel better.

**Why Is This Important?**

Being able to show compassion helps children get along with others.

Ask your child: **What does *showing compassion* mean?** Possible answer: Showing you care about others.

**What are some ways you can show care and concern or compassion for others?** Possible answers: Listening to them. Saying kinds words. Helping them.

**When is a time someone might need you to show someone compassion?** Possible answers: When someone is feeling sad, lonely, tired, or frustrated.

**How do you feel when someone shows you compassion?** Possible answers: Happy, special.

**Practice at Home**

Help your child notice when someone else could use some help or a kind word. For example:

- **Your father has a lot of dishes to do after dinner. Do you think he could use some help?**
- **It sure looks like Mrs. Sanders could use some help picking up the trash. Can you do that?**

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**Activity**

Help your child think of something kind to say to someone else at home (or someone your child can easily call on the phone) as a way to show “compassion.” Fill in the details below for your child. Then help your child do it!

I can show compassion to \_\_\_\_\_

\_\_\_\_\_

I will say: \_\_\_\_\_

\_\_\_\_\_

After I showed compassion, I think this person felt \_\_\_\_\_

\_\_\_\_\_

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### What Is My Child Learning?

Your child is learning that some feelings are strong and need to be managed. You can manage strong feelings by saying “Stop,” naming the feeling, then using belly breathing and positive self-talk to calm down.

### Why Is This Important?

When children have strong feelings, they have a harder time thinking clearly and paying attention. When children are calm, they are able to learn.

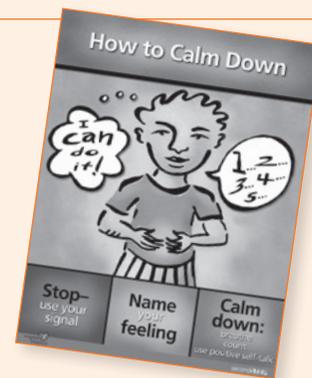
Ask your child: **When you are having a strong feeling, what should you do first?** *Second Step* answer: Put my hands on my tummy and say “Stop.”

**What should you do next?** *Second Step* answer: Name my feeling.

**Then what can you do to calm down?** Possible answers: Belly breathe or take belly breaths. Count. Use positive self-talk.

**Can you show me how to do belly breathing?** (Let your child lead you through belly breathing.)

**When you are feeling angry, what can you say to yourself that will help you calm down?** Possible answers: Relax. It will be okay.



### Practice at Home

When you notice your child having strong feelings, remind your child to say “Stop,” then name his or her feeling. Then practice belly breathing with your child. Help your child think of positive self-talk to use to remain calm. For example:

**I see you’re having a strong feeling. Remember to say “Stop.”** Wait for your child to say stop. **What are you feeling?** Help your child name the feeling, if needed. **Now let’s belly breathe together.** Practice belly breathing with your child. **What can you say to yourself that will help you keep calm?**

### Activity

Help your child to think of a time when he or she has a strong feeling and what he or she needs to do to calm down. Fill in your child’s responses in the blanks below.

I get a strong feeling and need to calm down when:

\_\_\_\_\_

Stop! I am feeling \_\_\_\_\_

Practice belly breathing.

Positive things I could say to myself:

\_\_\_\_\_

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**What Is My Child Learning?**

Your child is learning how to manage worried feelings using different Ways to Calm Down, such as belly breathing, using self-talk, and counting. Your child is also learning that it helps to talk to a trusted grown-up.

**Why Is This Important?**

When children have strong feelings of worry or anxiety, it is hard for them to focus attention and learn.

Ask your child: **How does your body feel when you're worried?** Possible answers: Butterflies in my tummy. Hot. Sweaty. Shaky.

**How can you calm down when you are feeling worried?** Possible answers: Take belly breaths. Self-talk. Talk to a grown-up. Count.

**What can you say to yourself that will help you calm down when you feel worried?** Possible answers: It will be okay. I will ask my teacher for help. I will ask my dad for help.

**If you are feeling worried about something at school, who is a grown-up you can talk to?** (Help your child identify a trusted adult at school.)

**If you are feeling worried about something at home, who is a grown-up you can talk to?** (Help your child identify the adult(s) he or she can talk to at home, if necessary.)



**Practice at Home**

When you notice your child is worrying, help him or her name the feeling, then practice one or more of the Ways to Calm Down learned in class. Then ask your child to talk to you about what is worrying him or her. For example:

**I can tell by the way your eyebrows are scrunched together that you are worried. Let's take some belly breaths together. Stop and breathe together. Can you tell me what is worrying you?**

**Activity**

Help your child think of a time that might cause worried feelings. Help him or her think of what to say to a trusted adult to ask for help in that situation. Fill in your child's responses in the blanks below.

I feel worried when:

\_\_\_\_\_

What I could say to ask an adult for help:

\_\_\_\_\_

Now have your child practice using these words to ask you for help.

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### What Is My Child Learning?

Your child is learning the Problem-Solving Steps, including how to say the problem and then think of solutions for that problem.

### Why Is This Important?

Being able to solve problems helps children get along better with other children. Children who can solve problems are less aggressive and have fewer conflicts.

Ask your child: **What should you do if you are having a strong feeling before you try to solve a problem?** *Second Step* answer: **Calm down.**

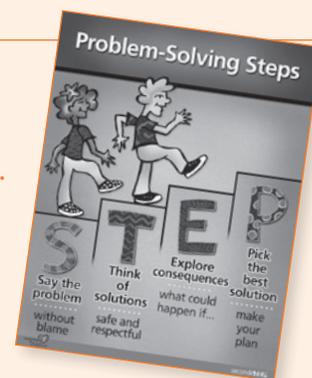
**What are some ways you can calm down?** Possible answers: **Belly breathe. Count. Tell myself to calm down.**

**What's the S Problem-Solving Step?** *Second Step* answer: **S: Say the problem.**

**What's the T Problem-Solving Step, and what does it mean?** *Second Step* answer: **T: Think of solutions. Come up with safe and respectful ideas to solve the problem.**

**What's the E Problem-Solving Step, and what does it mean?** *Second Step* answer: **E: Explore consequences. Think about what could happen if you make a certain choice.**

**What's the P Problem-Solving Step?** *Second Step* answer: **P: Pick the best solution.**



### Practice at Home

When problems come up during the day, such as lost toys or disputes with siblings, help your child say the problem. Then come up with ideas to solve the problem together. For example:

Your child is having trouble tying his or her shoes. **You seem very upset. Let's calm down and solve this problem together.** Belly breathe with your child. **What is the problem?** Help your child choose words that state the problem. **You are having trouble tying your shoes. Let's think about what you can do to solve that.** Help your child think of ideas, such as try again, ask for help, or find a different pair of shoes that don't have laces. For each idea, ask: **What could happen if you do that?** Then try one of the solutions!

### Activity

Help your child fill in the words for each of the Problem-Solving Steps.

**S:** \_\_\_\_\_

**T:** \_\_\_\_\_

**E:** \_\_\_\_\_

**P:** \_\_\_\_\_

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**What Is My Child Learning?**

Your child is learning that inviting others to play and using the Fair Ways to Play are good ways to make friends. The Fair Ways to Play are sharing, trading, and taking turns.

**Why Is This Important?**

Learning how to invite others to join in, and then having several different ways to play with others, helps children make and keep friends.

Ask your child: **What can you say to another child to invite him or her to play with toys with you?** Possible answer: *Do you want to play with me?*

**What are three fair ways you can play with toys with each other?** *Second Step* answers:

1. **Sharing or playing together.** What can you say? *May I share that toy with you?*
2. **Trading.** What can you say? *Would you like to trade this toy for that one?*
3. **Taking turns.** What can you say? *May I have a turn, please?*



**Practice at Home**

Remind your child to invite others to play. For example:

**I see that your sister is very interested in what you're doing with your blocks. She could help you build your huge tower. Can you invite her to play with you?**

Remind your child to use the Fair Ways to Play with playmates. For example:

**I see you are having trouble playing together. What would be a Fair Way to Play with that toy?**  
Wait for one or both of the children to respond. If they can't remember the Fair Ways to Play, remind them:  
**You can play together with the toy, you can play with different toys and trade after three minutes, or you can take turns with the toy. I can set the timer for you.**

**Activity**

Have your child draw a line from each picture to the words that match that picture best. Then have your child practice saying the words for each picture out loud.

**Sharing:**

We can read this book together.

**Trading:**

You can play with my toy for a while, while I play with yours.

**Taking Turns:**

You can play with the toy first this time. I will play with it first next time.



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