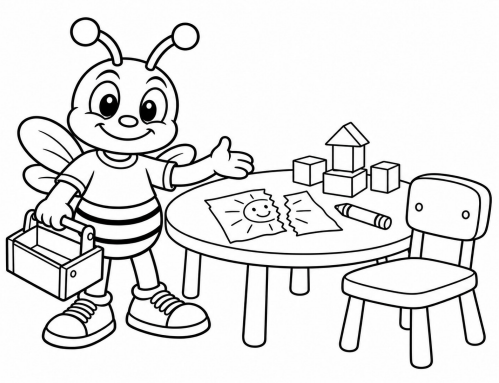
Homer needs help

Name: _____



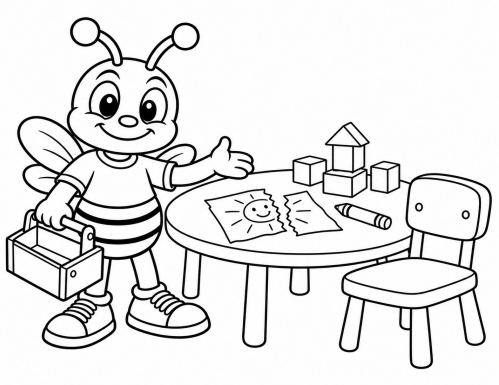
A grown-up reads one direction at a time. Pointing can replace circling.

Grown-up:

At home: Point to the torn paper together. Practice saying or showing “Help, please.”

Ask for help

Name: _____



1. Homer’s paper tears while he is drawing. What could he do?

LEARN FEEL CONNECT SOLVE

Practice saying “Can you help me fix my paper?”

2. Draw what Homer could use to fix his paper.

Show it: Homer cannot open his lunch box. What could he say to a grown-up?

Point, act, draw, tell, or use your communication tool. A grown-up can help.

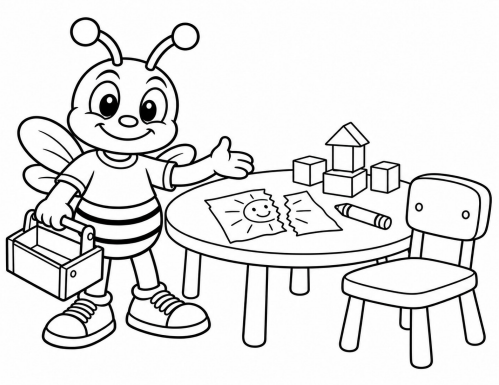
Try it together at home · optional

Pretend you cannot open a container. Practice asking for help.

No written response or return needed.

Two friends, one marker

Name: _____



1. Homer and Flora both want the blue marker.

LEARN FEEL CONNECT SOLVE

Practice asking “Can I use it after you?” or finding another blue marker.

2. Draw what the friends could do. Tell how it helps both friends.

Show it: Homer cannot find the crayons. What could he say to ask for help?

Point, act, draw, tell, or use your communication tool. A grown-up can help.

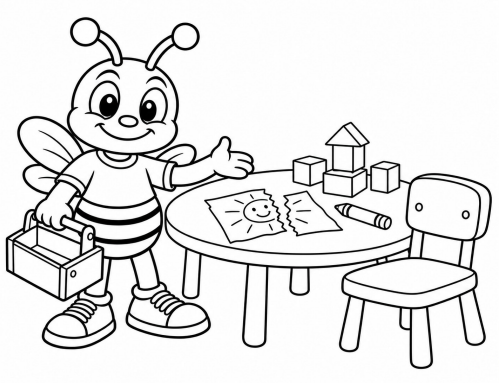
Try it together at home · optional

Share crayons or another item. Practice asking for a turn.

No written response or return needed.

What can Homer try?

Name: _____



1. It is raining. Homer is sad that recess will be inside.

LEARN FEEL CONNECT SOLVE

He could take a slow breath, tell a grown-up how he feels, or choose an indoor game.

2. Draw or write what Homer could try. Add one more idea.

Show it: Homer’s zipper is stuck. What could he try? Who could help?

Point, act, draw, tell, or use your communication tool. A grown-up can help.

Try it together at home · optional

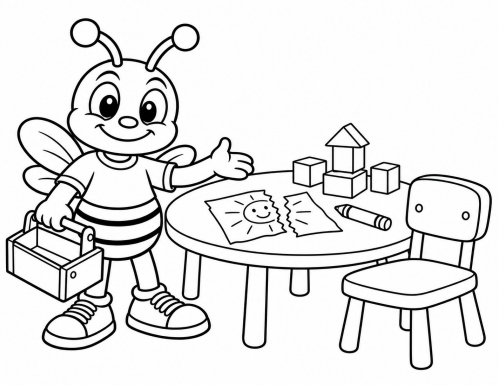
Pretend a zipper is stuck. Think of two things to try, including asking for help.

No written response or return needed.

Color and Talk

Name: _____

Color Homer.



Talk: What could Homer use to fix his torn paper?

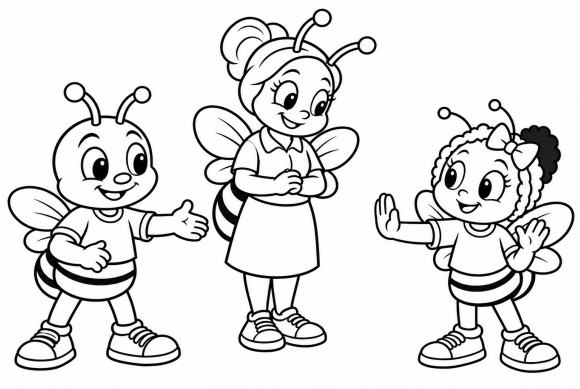
Point, show, or tell. A grown-up can help.

At home: Pretend you cannot open a container. Practice asking for help.

My Body, My Space, My Voice

Name: _____

Homer asks for a high five. Flora says, “No, thanks.” Homer can give her space.



1. Color and notice. Color Homer and Flora. Leave the space between them open. Show how Homer respects no.

2. Show a respectful greeting.

Point to the space between them. Show a wave with your own hand.

Draw an idea, or tell a grown-up.

Homer Needs Help · try a new situation

A story character wants a hug. The other story character says no. Point to who gives space. If hugging continues, point to a helper.

My idea: _____

Point, show, draw, or tell. A grown-up can record your words. Coloring is optional.

Try it together · optional

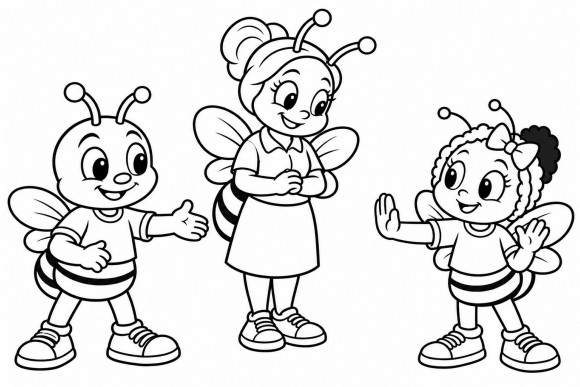
Ask before a playful hug or high five, honor the answer, and name two grown-ups a child can tell when a boundary is ignored.

No written response or return needed.

My Body, My Space, My Voice

Name: _____

Homer asks for a high five. Flora says, “No, thanks.” Homer can give her space.



1. Color and notice. Color Homer and Flora. Leave the space between them open. Show how Homer respects no.

2. Ask and hear the answer.

Practice “Would you like a high five?” “No, thanks.” “Okay.” Read the fictional dialogue aloud; no real touch.

Draw an idea, or tell a grown-up.

Homer Needs Help · try a new situation

One story character wants a hug; the other does not. Show ask, answer, and respect. What if the hug continues?

My idea: _____

Point, show, draw, or tell. A grown-up can record your words. Coloring is optional.

Try it together · optional

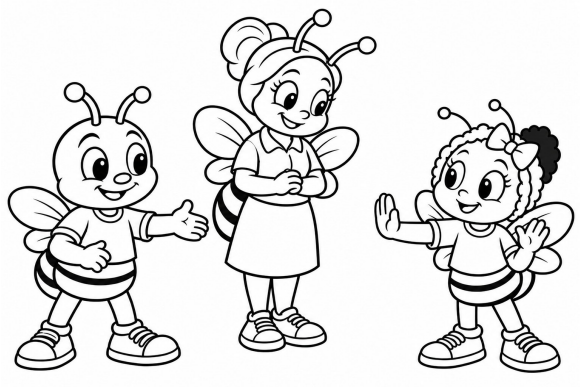
Ask before a playful hug or high five, honor the answer, and name two grown-ups a child can tell when a boundary is ignored.

No written response or return needed.

My Body, My Space, My Voice

Name: _____

Homer asks for a high five. Flora says, “No, thanks.” Homer can give her space.



1. Color and notice. Color Homer and Flora. Leave the space between them open. Show how Homer respects no.

2. Respect the boundary.

Flora does not want a high five. Draw or tell a respectful reply. If stop is ignored, what should an adult do?

Draw, write, or tell your idea.

Homer Needs Help · try a new situation

A familiar friend wants a hug; the other child does not. Show a boundary and respectful reply. What should an adult do if it is ignored?

My idea: _____

Point, show, draw, or tell. A grown-up can record your words. Coloring is optional.

Try it together · optional

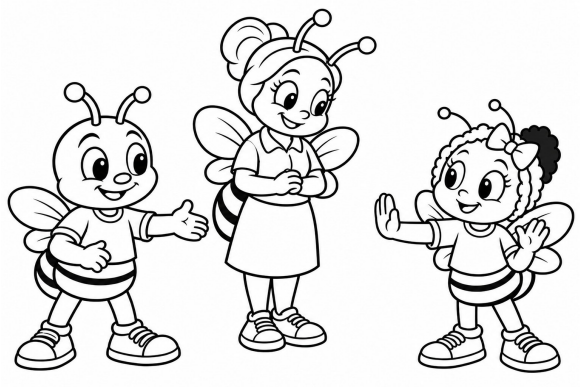
Ask before a playful hug or high five, honor the answer, and name two grown-ups a child can tell when a boundary is ignored.

No written response or return needed.

My Body, My Space, My Voice

Name: _____

Homer asks for a high five. Flora says, “No, thanks.” Homer can give her space.



1. Color and notice. Color Homer and Flora. Leave the space between them open. Show how Homer respects no.

2. Compare the choices.

One friend prefers a wave. Another keeps reaching after no. What is different? What adult help is needed?

Draw, write, or tell your idea.

Homer Needs Help · try a new situation

One friend wants a hug and the other prefers a wave. Compare respecting that choice with continuing after no. Name a useful adult response.

My idea: _____

Point, show, draw, or tell. A grown-up can record your words. Coloring is optional.

Try it together · optional

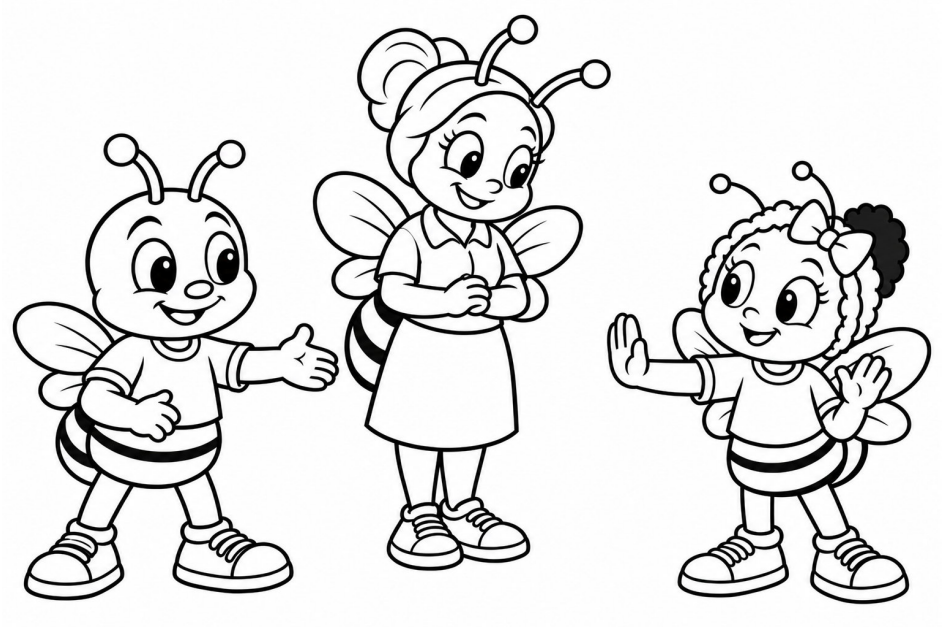
Ask before a playful hug or high five, honor the answer, and name two grown-ups a child can tell when a boundary is ignored.

No written response or return needed.

My Body, My Space, My Voice

Name: _____

Color the story. Talk about the next step.



What could happen next?

How can Homer greet Flora while respecting her answer? Add a wave or friendly words.

You may color, point, show, draw, or tell. An adult can help. Use made-up characters.

Try it together · optional

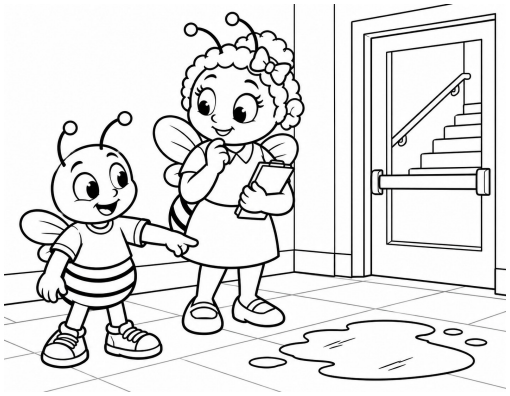
Ask before a playful hug or high five, honor the answer, and name two grown-ups a child can tell when a boundary is ignored.

No written response or return needed.

Safe, Unsafe, or Unsure?

Name: _____

Homer sees spilled water near the stairs. He is unsure what to do. A teacher is nearby.



1. Color and notice. Color Homer and the teacher. Circle the puddle. Point to the adult who can help.

2. Show getting help.

Point to the teacher. Say or show “Help, please.”

Draw an idea, or tell a grown-up.

Homer Needs Help · try a new situation

In a pretend story, a door blocks the usual way out. Point to a grown-up who can help.

My idea: _____

Point, show, draw, or tell. A grown-up can record your words. Coloring is optional.

Try it together · optional

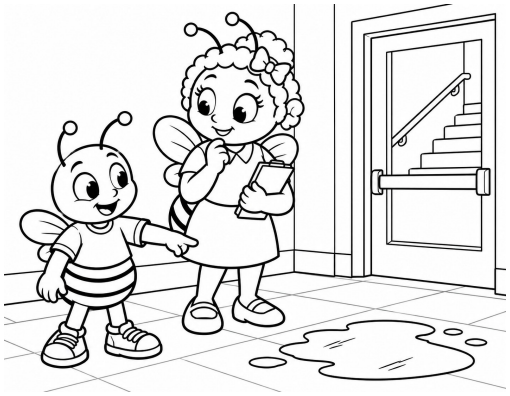
Practice “I am not sure. Can you help me?” during an everyday puzzle. Remind children that they can tell without being certain.

No written response or return needed.

Safe, Unsafe, or Unsure?

Name: _____

Homer sees spilled water near the stairs. He is unsure what to do. A teacher is nearby.



1. Color and notice. Color Homer and the teacher. Circle the puddle. Point to the adult who can help.

2. Tell what you see.

Show “There is water by the stairs. I need help.” An adult can help with the words.

Draw an idea, or tell a grown-up.

Homer Needs Help · try a new situation

In a pretend story, a closed door blocks the usual exit. Show or say a help request.

My idea: _____

Point, show, draw, or tell. A grown-up can record your words. Coloring is optional.

Try it together · optional

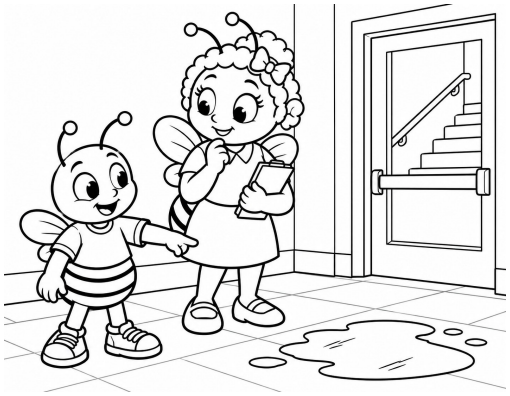
Practice “I am not sure. Can you help me?” during an everyday puzzle. Remind children that they can tell without being certain.

No written response or return needed.

Safe, Unsafe, or Unsure?

Name: _____

Homer sees spilled water near the stairs. He is unsure what to do. A teacher is nearby.



1. Color and notice. Color Homer and the teacher. Circle the puddle. Point to the adult who can help.

2. Report a concern.

Tell the teacher what Homer saw and where. Homer does not need to prove it is dangerous.

Draw, write, or tell your idea.

Homer Needs Help · try a new situation

In a pretend story, the usual exit is blocked. Tell what you know and ask for help.

My idea: _____

Point, show, draw, or tell. A grown-up can record your words. Coloring is optional.

Try it together · optional

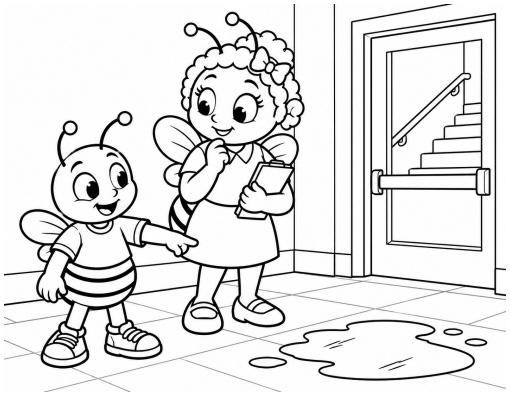
Practice “I am not sure. Can you help me?” during an everyday puzzle. Remind children that they can tell without being certain.

No written response or return needed.

Safe, Unsafe, or Unsure?

Name: _____

Homer sees spilled water near the stairs. He is unsure what to do. A teacher is nearby.



1. Color and notice. Color Homer and the teacher. Circle the puddle. Point to the adult who can help.

2. Tell facts and uncertainty.

Homer sees water near the stairs but does not know where it came from. What can he report? What should the adult do?

Draw, write, or tell your idea.

Homer Needs Help · try a new situation

In a pretend story, the usual exit is blocked and you do not know why. Tell known facts, describe the uncertainty, and name the adult's job.

My idea: _____

Point, show, draw, or tell. A grown-up can record your words. Coloring is optional.

Try it together · optional

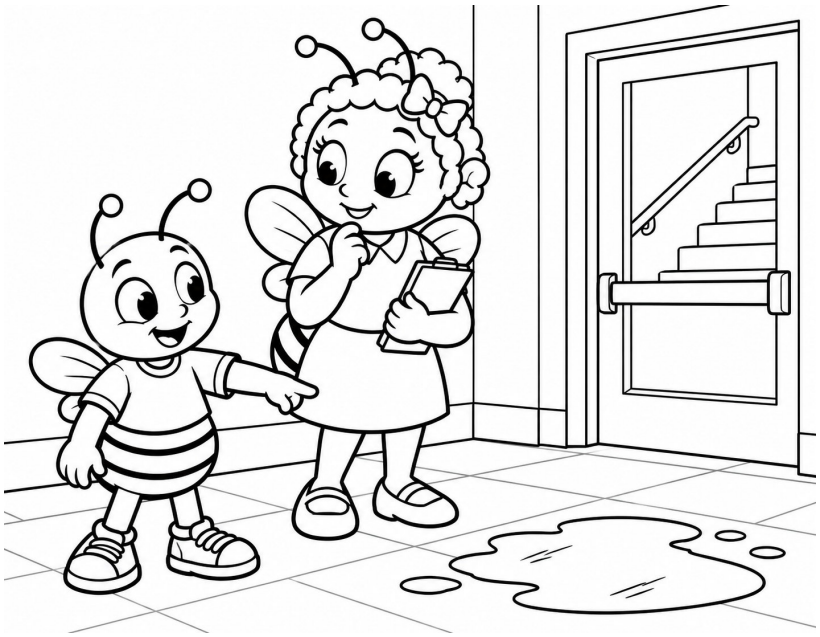
Practice "I am not sure. Can you help me?" during an everyday puzzle. Remind children that they can tell without being certain.

No written response or return needed.

Safe, Unsafe, or Unsure?

Name: _____

Color the story. Talk about the next step.



What could happen next?

What could Homer tell the teacher? Draw or tell the words.

You may color, point, show, draw, or tell. An adult can help. Use made-up characters.

Try it together · optional

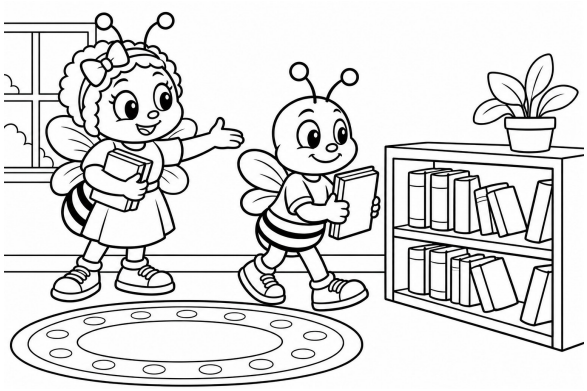
Practice “I am not sure. Can you help me?” during an everyday puzzle. Remind children that they can tell without being certain.

No written response or return needed.

Ready Body + Follow Directions

Name: _____

The teacher says, “Put the book on the shelf.” Homer can repeat, “Book, shelf.”



1. Color and notice. Color the book. Point to where it goes.

Tune in your brain

Eyes are watching. Ears are listening. Voices quiet. Body calm.

Then hear the words and repeat the important parts to yourself.

2. Hear it. Say it. Try it.

Repeat “Book, shelf.” Put a real book on the shelf with help. Point to the picture to check.

Draw an idea, or tell a grown-up.

Homer Needs Help · try a new situation

New task: put a card in the basket. Use one picture cue and show that the step is done.

My idea: _____

Point, show, draw, or tell. A grown-up can record your words. Coloring is optional.

Try it together · optional

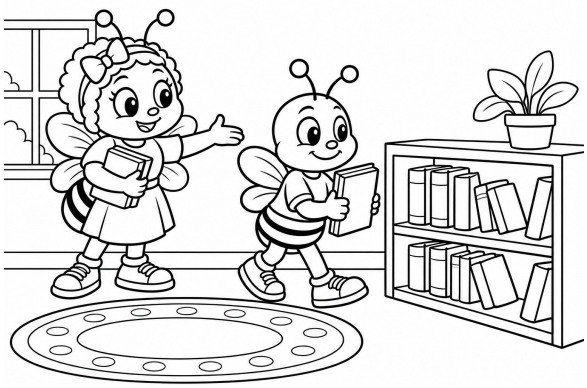
Try a familiar direction. Say the important words together, such as “Shoes, coat, door.” Your child may whisper, repeat silently, point to pictures, or use fingers. Start with one or two steps; add a third when useful. Check each step and make asking again welcome.

No written response or return needed.

Ready Body + Follow Directions

Name: _____

The teacher says, “Put the book on the shelf. Then return to the rug.” Homer repeats, “Book, rug.”



1. Color and notice. Color the book and the rug. Trace a path: book to shelf, then Homer to rug.

Tune in your brain

Eyes are watching. Ears are listening. Voices quiet. Body calm.

Then hear the words and repeat the important parts to yourself.

2. Keep first and next.

Show two fingers. Say “Book, rug.” Try both steps and check. Ask again if a part is missing.

Draw an idea, or tell a grown-up.

Homer Needs Help · try a new situation

New task: touch the desk, then put a card in the basket. Show first and next; ask again if needed.

My idea: _____

Point, show, draw, or tell. A grown-up can record your words. Coloring is optional.

Try it together · optional

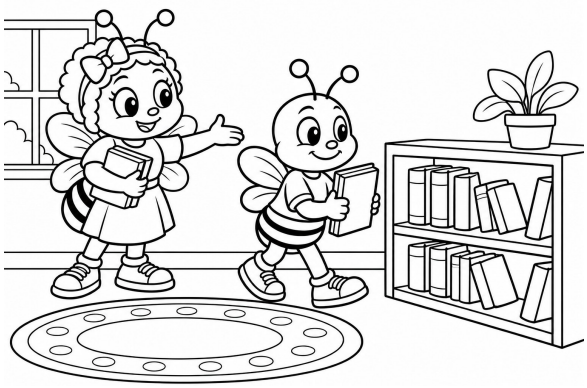
Try a familiar direction. Say the important words together, such as “Shoes, coat, door.” Your child may whisper, repeat silently, point to pictures, or use fingers. Start with one or two steps; add a third when useful. Check each step and make asking again welcome.

No written response or return needed.

Ready Body + Follow Directions

Name: _____

The teacher says, “Put the book on the shelf. Then return to the rug.” Homer repeats, “Book, rug.”



1. Color and notice. Color the book and the rug. Trace a path: book to shelf, then Homer to rug.

Tune in your brain

Eyes are watching. Ears are listening. Voices quiet. Body calm.

Then hear the words and repeat the important parts to yourself.

2. Tune in and repeat.

The teacher says, “Get your pencil and workbook. Open to page 10.” Repeat “Pencil, workbook, page 10.” Draw or number the three steps below.

PENCIL WORKBOOK PAGE 10

Draw, write, or tell your idea.

Homer Needs Help · try a new situation

New task: touch the desk, put a card in the basket, then point to the door. Choose a holding tool and check each step.

My idea: _____

Point, show, draw, or tell. A grown-up can record your words. Coloring is optional.

Try it together · optional

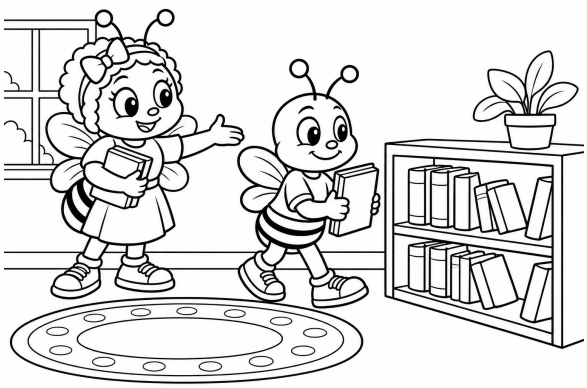
Try a familiar direction. Say the important words together, such as “Shoes, coat, door.” Your child may whisper, repeat silently, point to pictures, or use fingers. Start with one or two steps; add a third when useful. Check each step and make asking again welcome.

No written response or return needed.

Ready Body + Follow Directions

Name: _____

The teacher says, “Put the book on the shelf. Then return to the rug.” Homer repeats, “Book, rug.”



1. Color and notice. Color the book and the rug. Trace a path: book to shelf, then Homer to rug.

Tune in your brain

Eyes are watching. Ears are listening. Voices quiet. Body calm.

Then hear the words and repeat the important parts to yourself.

2. Use self-talk and check.

Repeat “Pencil, workbook, page 10.” Homer has a pencil and workbook, but opened page 1. Circle the part to check. Draw or tell how he can repair it.

PENCIL WORKBOOK PAGE 10

Draw, write, or tell your idea.

Homer Needs Help · try a new situation

New task: touch the desk, put a card in the basket, then point to the door. Check each step; if one was missed, repair it.

My idea: _____

Point, show, draw, or tell. A grown-up can record your words. Coloring is optional.

Try it together · optional

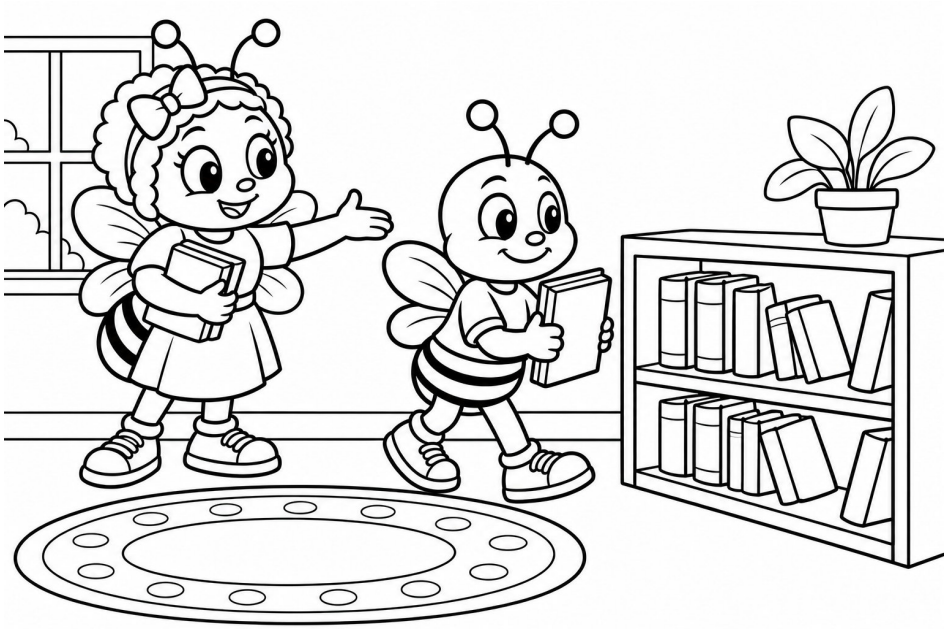
Try a familiar direction. Say the important words together, such as “Shoes, coat, door.” Your child may whisper, repeat silently, point to pictures, or use fingers. Start with one or two steps; add a third when useful. Check each step and make asking again welcome.

No written response or return needed.

Ready Body + Follow Directions

Name: _____

Color the story. Talk about the next step.



What could happen next?

What can Homer repeat to remember the direction? Draw the steps or tell a grown-up.

You may color, point, show, draw, or tell. An adult can help. Use made-up characters.

Try it together · optional

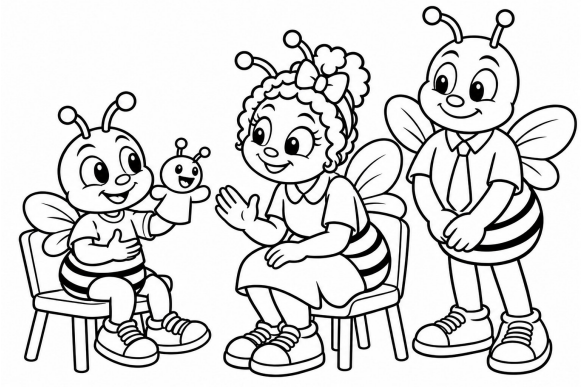
Try a familiar direction. Say the important words together, such as “Shoes, coat, door.” Your child may whisper, repeat silently, point to pictures, or use fingers. Start with one or two steps; add a third when useful. Check each step and make asking again welcome.

No written response or return needed.

Touching Safety + Keep Telling

Name: _____

In the made-up story, Pip says, “I need help.” Homer notices that the teacher listens and helps.



1. Color and notice. Color the story picture and the listening grown-up. Point to another grown-up who could help.

2. Show telling.

Point to a grown-up. Say, sign, or show “I need help.”

Draw an idea, or tell a grown-up.

Homer Needs Help · try a new situation

A story character says, “Something happened and I am not sure what to call it.” Point to a helper and show telling.

My idea: _____

Point, show, draw, or tell. A grown-up can record your words. Coloring is optional.

Made-up story practice only. No personal story needed. Adults are responsible for helping.

Try it together · optional

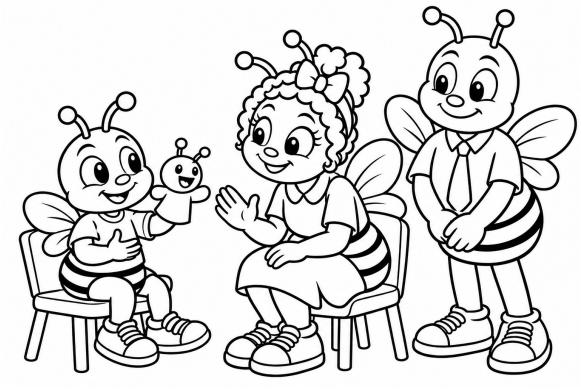
Use the lesson wording: “Private parts are the parts of our body covered by a swimsuit.” Remind your child: “You can tell me about any touch that worries or confuses you. I will listen and help.”

No written response or return needed.

Touching Safety + Keep Telling

Name: _____

In the made-up story, Pip says, “I need help.” Homer notices that the teacher listens and helps.



1. Color and notice. Color the story picture and the listening grown-up. Point to another grown-up who could help.

2. Pip can still tell.

Pip could not say stop. Show telling anyway. The grown-up says, “This is not your fault.”

Draw an idea, or tell a grown-up.

Homer Needs Help · try a new situation

A story character is unsure about a touch and could not leave. Show telling; if the first adult does not help, choose another.

My idea: _____

Point, show, draw, or tell. A grown-up can record your words. Coloring is optional.

Made-up story practice only. No personal story needed. Adults are responsible for helping.

Try it together · optional

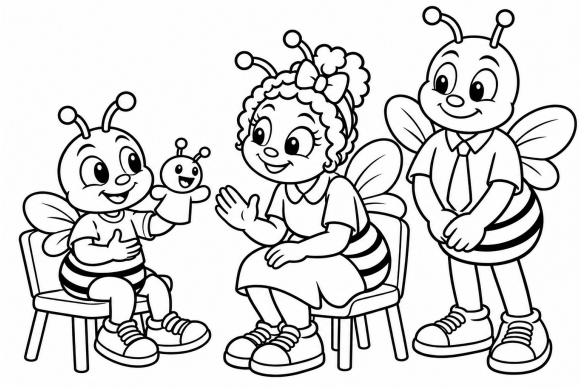
Use the lesson wording: “Private parts are the parts of our body covered by a swimsuit.” Remind your child: “You can tell me about any touch that worries or confuses you. I will listen and help.”

No written response or return needed.

Touching Safety + Keep Telling

Name: _____

In the made-up story, Pip says, “I need help.” Homer notices that the teacher listens and helps.



1. Color and notice. Color the story picture and the listening grown-up. Point to another grown-up who could help.

2. Keep telling until helped.

Pip told one adult but still needs help. Draw or tell what Pip could say to another grown-up.

Draw, write, or tell your idea.

Homer Needs Help · try a new situation

A story character is unsure what to call a touch. Show telling and what to do if the first adult does not help.

My idea: _____

Point, show, draw, or tell. A grown-up can record your words. Coloring is optional.

Made-up story practice only. No personal story needed. Adults are responsible for helping.

Try it together · optional

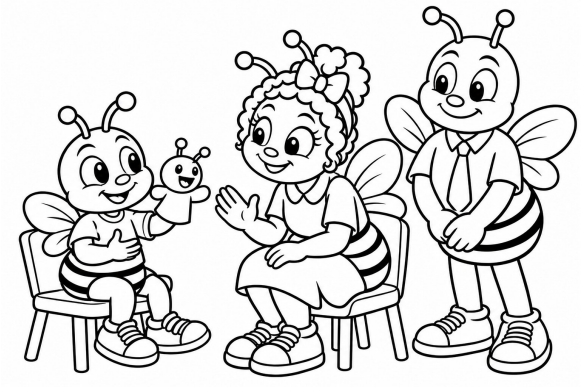
Use the lesson wording: “Private parts are the parts of our body covered by a swimsuit.” Remind your child: “You can tell me about any touch that worries or confuses you. I will listen and help.”

No written response or return needed.

Touching Safety + Keep Telling

Name: _____

In the made-up story, Pip says, “I need help.” Homer notices that the teacher listens and helps.



1. Color and notice. Color the story picture and the listening grown-up. Point to another grown-up who could help.

2. Respond without blame.

Pip told later and says, “It was my fault.” What could Homer say? Name two helpers and what an adult should do.

Draw, write, or tell your idea.

Homer Needs Help · try a new situation

A story character is unsure what happened and told later. Give a response without blame, choose two adults, and describe adult follow-through.

My idea: _____

Point, show, draw, or tell. A grown-up can record your words. Coloring is optional.

Made-up story practice only. No personal story needed. Adults are responsible for helping.

Try it together · optional

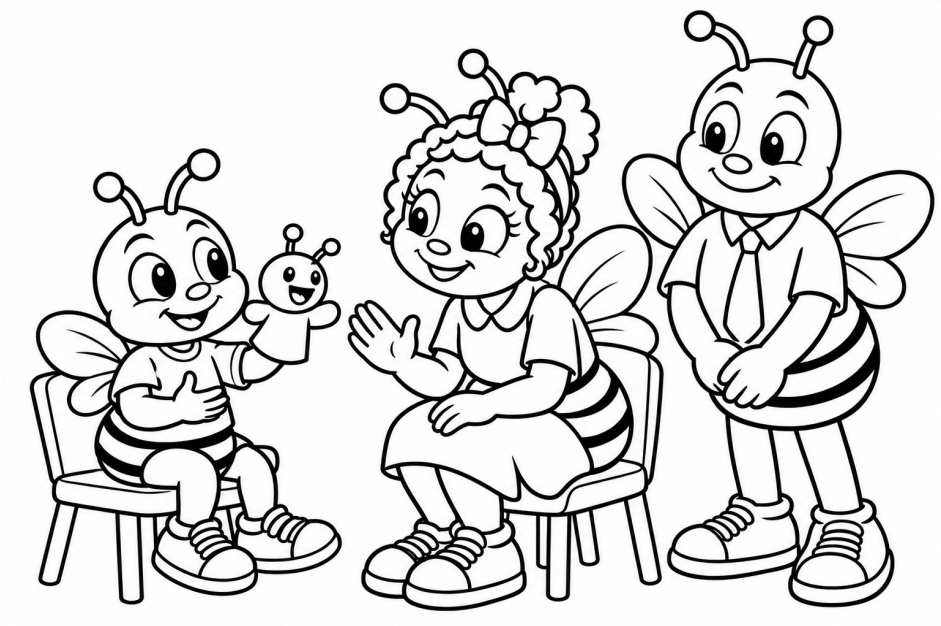
Use the lesson wording: “Private parts are the parts of our body covered by a swimsuit.” Remind your child: “You can tell me about any touch that worries or confuses you. I will listen and help.”

No written response or return needed.

Touching Safety + Keep Telling

Name: _____

Color the story. Talk about the next step.



What could happen next?

What could the listening adult say? Draw or tell the words.

You may color, point, show, draw, or tell. An adult can help. Use made-up characters.

A child can tell even if they could not say no, leave, or tell right away. It is not the child’s fault.

Try it together · optional

Use the lesson wording: “Private parts are the parts of our body covered by a swimsuit.” Remind your child: “You can tell me about any touch that worries or confuses you. I will listen and help.”

No written response or return needed.