

Fostering Self-Regulation in Young Children



Learning Objectives

- Participants will learn how children develop self-regulation skills
- Participants will understand the importance of supporting children's development of self-regulation skills
- Participants will learn how to plan instruction to teach self-regulation skills



What pushes your hot button?

- Traffic
- Someone cutting the line
- Social media drama
- Teaming challenges
- Unpredictable changes to your day



What is self-regulation?

A complex process that allows individuals to consciously control their thoughts, emotions, and actions.



Executive Functioning



Retrieved from <https://developingchild.harvard.edu/science/key-concepts/executive-function/>

The Importance of Self-Regulation Skills



Self-regulation allows us to integrate all three aspects of executive function into behavior.

Factors That Influence Self-Regulation Skills

- Child's developmental stage
- Environmental circumstances
- Individual differences



Characteristics of Self-Regulation



Co-Regulation

Supportive, nurturing, safe, and responsive relationships with caregivers.



Co-Regulation Coaching



Children with Disabilities



The Role of Social-Emotional Development



“One’s emerging ability to effectively label, express, and regulate emotions, and to interact meaningfully with others by engaging in activities such as sharing, taking turns, delaying gratification, and smoothly making transitions between tasks” (Edward, 2017, p.4).



The Pyramid Model



Nurturing and Responsive Relationships

“Children develop best when they have secure, consistent relationships with responsive adults and opportunities for positive relationships with peers” (Copple & Bredekamp, 2009, p.13).



Practices to Create A Caring Community

- Adults model social behaviors with others
- Teachers assist another adult through teaming
- Classroom jobs emphasize cooperation
- Materials are available that encourage cooperation



High Quality Supportive Environments

- Provide positive feedback
- Follow a predictable schedule and routine
- Teach rules and expectations



Give Positive Feedback at a Ratio of 5:1

- For every 1 negative, you need to give 5 positives
- Examine classroom expectations and practices
- It all starts with strong relationships!

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"I like how Bonnie's not stepping on my last nerve."



The Pyramid Model (Blue Tier 1)



Retrieved from <https://www.youtube.com/watch?v=RQLvVdbaJWw>

Follow a Predictable Schedule



“The schedule and how it is implemented is one of the single most important factors in preventing challenging behaviors” (Grisham-Brown, Hemmeter, Pretti-Frontczak, 2017).

Avoid Scheduling Pitfalls

- Making changes on a whim
- Not discussing changes with children
- Inconsistent routines
- Too many transitions
- Too much unengaged time



Activity: Group Problem Solving

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"OK, now that we all agree, let's all go back to our desks and discuss why this won't work."



Classroom Rules and Expectations

- Begin by teaching behavior expectations
- Observe routines to see when children need more information
- Establish rules for routines and activities
- Use a behavior matrix to guide your teaching



Establishing Classroom Rules

- 3-5 rules
- Observable language that is positively stated
- Age appropriate
- Visual and posted at eye level



Behavior Matrix Across Routines, Slide 1

	Arrival	Circle	Center Play	Snack
Be respectful	<ul style="list-style-type: none">• Greet peers and adults	<ul style="list-style-type: none">• Accept who sits by you• Invite someone to sit next to you	<ul style="list-style-type: none">• Take turns	<ul style="list-style-type: none">• Accept who sits by you• Talk to friends about the day
Be safe	<ul style="list-style-type: none">• Keep hands to yourself• Walk in classroom	<ul style="list-style-type: none">• Keep hands/feet to yourself• Sit on your bottom	<ul style="list-style-type: none">• Keep hands/feet to yourself• Use materials appropriately	<ul style="list-style-type: none">• Keep hands/feet to yourself• Put an appropriate amount of food in mouth



Behavior Matrix Across Routines, Slide 2

	Arrival	Circle	Center Play	Snack
Be a team player	Get off bus	Sit on bottom	Attend to activity	Put trash in trash can
	Hang up belongings	Eyes on teacher	Participate	Push in chair when done
	Go to table	Raise hand to talk		



Behavior Matrix Across Settings

Program Expectations	Classroom Rules	Playground Rules	Hallway Rules
Be respectful	Soft touch	Take turns	Inside voice
Be safe	Walking feet	Sit on bikes, slide, and swings	Walking feet
Be a team player	Help a friend	Help a friend	Stay together

Tim Andrews, National Training Institute, 2016



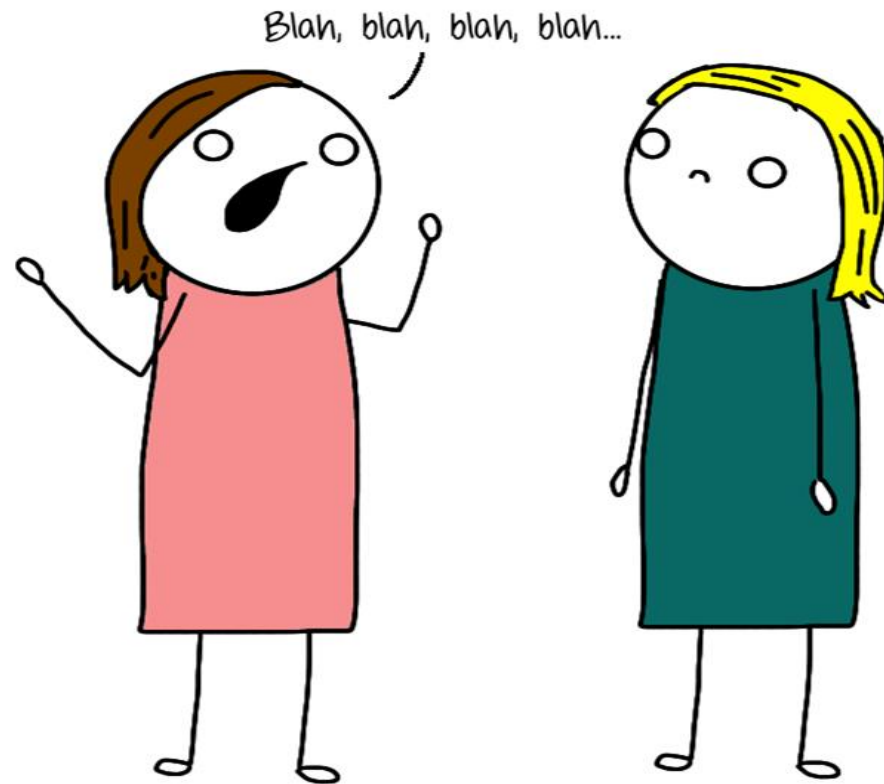
Benefits of Using A Behavior Matrix

- Allows for individualization of the expectations in each classroom, routine, or activity
- Makes expectations explicit for everyone
- Acts as a guide when teaching
- Provides information for visitors

Tim Andrews, National Training Institute, 2016

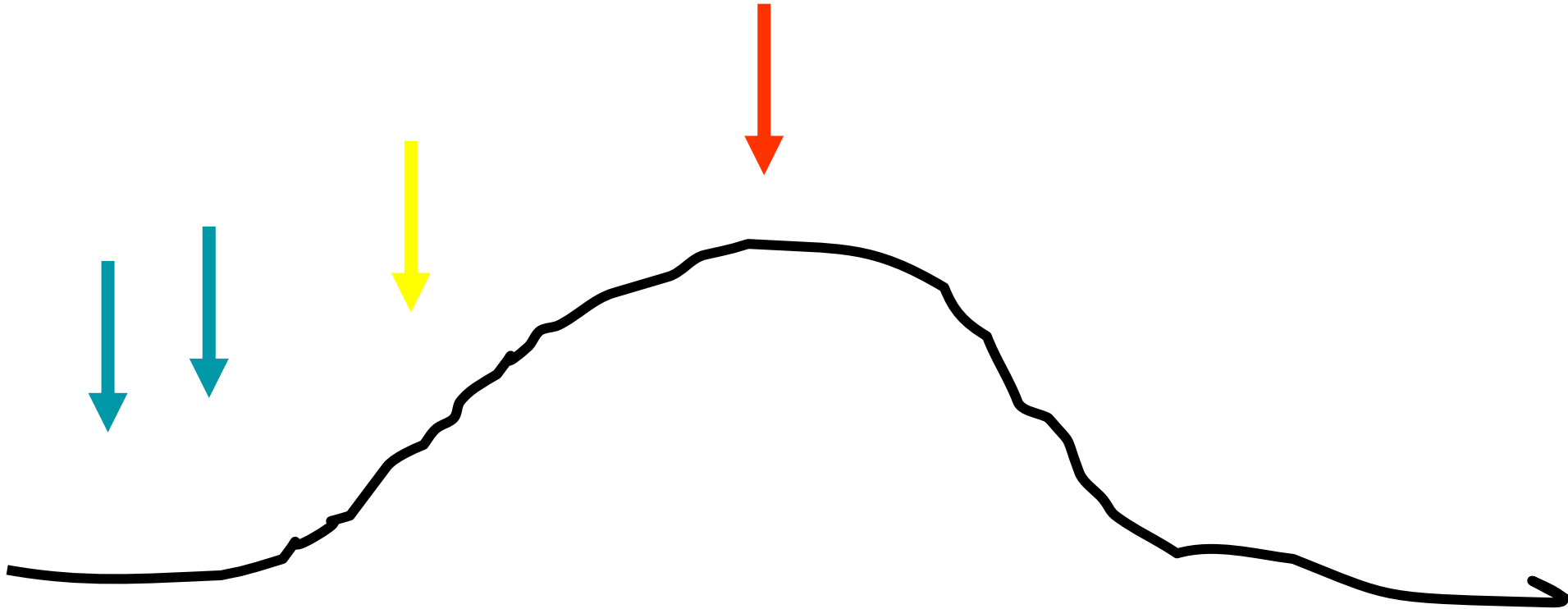


Teaching Behavior Expectations



When **NOT** to Teach Social Skills

Identifying teachable moments



Teaching Rules in Context



Retrieved from <https://www.youtube.com/watch?v=oYUXZQ9FlB8>

Direct Teaching

INS5. Practitioners embed instruction within and across routines, activities, and environments to provide contextually relevant learning opportunities.

(Division for Early Childhood, 2014)



When To Teach

- Plan
- Practice
- Play



Systematic Instruction

INS6. Practitioners use systematic instructional strategies with fidelity to teach skills and to promote child engagement and learning.

(Division for Early Childhood, 2014)



Individualized Support



Retrieved from <https://www.youtube.com/watch?v=gv25iBZSw7o>

Exit Ticket

Share something you plan to

- try
- investigate
- share

