EARLY CHILDHOOD SELF REGULATION
EMOTIONAL SELF-REGULATION IN EARLY CHILDHOOD

- Emotional Self regulation is ability to direct personal actions, emotions and allow children to appropriately respond to their environment.
- Self regulation is the foundation for children’s behavior to be accepted socially in different situations and places such as school, society, work and etc...
- Children in the preschool learn to wait quietly or raise their hand before speaking.
SELF REGULATION

- Learning to actively control emotions and behavior begins in early childhood.
- Children start to internalize rules that other give them and making their own choices.

**Learning self regulation in early childhood can develop:**
- Success and better behavior
- Mental processing
- Problem solving
- Better social development and resistance to risky behavior such as temptation and aggression.

Here is an example:
https://www.youtube.com/watch?v=wJRtbcChy0Y

Why self regulation is important and how teachers and parents can help children?
https://www.youtube.com/watch?v=VSCMD0Et9rw
EMOTIONAL SELF REGULATION FAILURE IN EARLY CHILDHOOD

- Children may show inappropriate behavior at class.
- Children who interrupt, grab, push, refuse to share or just won’t cooperate.
- Children can not direct their own behavior.
- Difficult behavior can limit children’s chance for success in school.

- In children, emotional dysregulation can be caused by many things including:
  - Psychological trauma
  - Chronic maltreatment (i.e. abuse and neglect)

- Dysregulation can be present in children diagnosed with disorders such as ADHD, as well as those within the autistic spectrum.
**RISKS IN SELF REGULATION**

- Children and adolescents who exhibit poor self-regulation skills are at greater risk for peer rejection, social problems, delinquency, and obesity.
- Truancy, peer victimization, and substance use.
Adolescents who do not regulate their emotions and behavior are more likely to engage in risk-taking and unhealthy behaviors.

When a child’s capacity for self-regulation does not develop normally, he/she will be at risk for many problems- from persistent tantrums to impulsive behaviors to difficulty regulating sleep and diet.
Teachers can take the “Tools of the Mind” approach created by Dr. Elena Bodrova and Dr. Deborah Leong.

This program is designed to educate teachers on different ways to scaffold learning so children are “masters of their own behavior.”

It also improves self-regulation by aiding children to move from task to task fluidly, instead of learning by repetition children learn on purpose, and increases their ability to pay attention.

Source
School and programs can help children to:
- Self regulate their behavior.
- Demonstrate appropriate behavior.
- Interact in positive ways.

Techniques for solving inappropriate behavior and guiding children:
- Establishing positive relationship between children and their families.
- Supportive guidance approach.
- Explore how to teach social skills which promote helping behavior.

Source
Zone of Proximal Development- The *Tools of the Mind* approach applies this theory by focusing on levels of what the child can do alone, and what he or she can do with guidance.

Scaffolding- *Tools* teachers use “scaffolding” writing exercises to help children plan and draw out what they want to write. They also engage in make believe play to introduce new concepts.
**Tools of the Mind**

- **Learning Plans.** This activity helps kindergarten children begin to monitor and evaluate their performance in learning activities. These plans help children remember which center to go to, which “must do” activity and work product to do in that center, and which centers they have not visited yet. In this way, Learning Plans help children stay on task when they finish with something in a given center. They also have a box for a child’s study buddy to mark when work is finished, and in this way provide a means for children to begin to learn to review their own work by practicing “other-regulation.” Finally, these plans help children reflect on their own learning. At the end of each week, during an individual Learning Conference with the teacher, the child, with the teacher’s help, sets a learning goal that is placed at the bottom of the next week’s Learning Plan.

- **Play Plans.** In this activity, preschool children learn to plan and monitor their own performance by drawing or writing about who they are going to be (i.e. a doctor, a baker) and what they are going to do in that role. Children are expected to follow their plans for the beginning of their play. The plan starts on paper, but is modified and negotiated with other children as each new make-believe situation evolves. The Play Plan has several functions: it helps children stay in their roles, which is critical for the development of self-regulation, and helps them decide whether or not they acted the way that they had planned. It also forms the basis for learning how to change and modify plans, and makes the rules of what is going to happen explicit, so that children can regulate one another.
• **The Freeze Game.** This activity also helps children gain experience in monitoring and regulating their performance. In this activity, children dance to music and are shown a picture of a stick figure in a particular position. When the music stops, the children freeze in that position. As the year progresses, the game becomes more difficult and involves additional steps.

The *Tools* curriculum also includes activities in which the development of self-regulation is embedded in academic content. These activities include:

• **Buddy Reading.** This activity exercises self-regulation by requiring children to take turns and develop the ability to remain in the role of “reader” or “listener” for the entire activity. *Tools* teachers use visual representations of lips and ears to support self-regulation in this activity.

Source: [Tools of the Mind](https://toolsofthemind.org)
Scaffolding Writing. Invented by Tools in 1995, Scaffolding Writing embeds self-regulation/EF in the writing process. Children plan what they are going to write prior to writing. They then plan the message out by drawing a line to stand for every word. They then go back and depending on the child’s developmental level, they will represent each word with initial sounds, Initial and ending sounds, until they reach the point of representing every sound using phonetic/estimated spelling. Many kindergarten children begin to use spelling or word patterns in their writing, leading to conventional spelling. In preschool, children add on to stories or write about what they see when they observe objects in science. In kindergarten, children summarize chapters the teachers have read to them in a fictional story and they write facts they want to remember after listening to fact books. Scaffolding Writing develops planning skills and the ability to monitor one’s writing. Children reread their writing to their study buddy, encouraging self-monitoring for meaning by listening to your thoughts as you read.

Source: Tools of the Mind