Developing Self-Regulation in a TK Classroom

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New Teacher Center
Outcomes

Participants will be able to:

- Articulate what self-regulation is and its importance in learning and life

- Identify strategies and techniques to support the development of self-regulation skills with young children
Agenda

- Welcome, Connector, Overview

- Self-Regulation: Overview and Importance

- Strategies and techniques to support the development of self-regulation skills
Collaborative Norms

- Equity of Voice
- Active Listening
- Respect for All Perspectives
- Safety and Confidentiality
- Respectful Use of Electronics
Poll
Select a norm you want to intentionally focus on today

- Equity of Voice
- Active Listening
- Respect for All Perspectives
- Safety and Confidentiality
- Respectful Use of Electronics

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Connector

- As you watch the video, jot down some notes as you watch.....

  What is the student doing?

  What is the adult doing?

- In partners, discuss and post key ideas on the Nearpod Collaborate Board on your device
What did you notice the students and adults doing?

Collaborate!

What did you notice the students and adults doing?
Think About It…

How do challenges with self-regulation show up in your classroom or program?

Think about one child who you would like to keep in mind during our session.
Self-Regulation Overview
Self-regulation is the capacity to control one’s impulses, both to stop doing something, if needed and to start doing something, if needed. It underlies intentional and thoughtful behaviors.
Requires the skills and ability to:

- Identify one’s physical state to be able to then calm or arouse one’s physical state
- Identify, express, and manage feelings in age appropriate and healthy ways
- Manage one’s thoughts and engage in cognitive processes such as problem solving
Executive Functions

- **Inhibitory Control**
  - Resisting habits, temptations

- **Working Memory**
  - Holding & manipulating information in mind

- **Cognitive Flexibility**
  - Ability to adjust to change
Emotional Regulation

The ability to label feelings, express feelings safely, and regulate one’s internal reactions to situations so as to not be overwhelmed by feelings in negatively perceived situations.
Behavioral Regulation (Cognitive)

Capacity to ‘read’ social situations and adjust behaviors accordingly to meet the demands of environmental and social interactions

Ability to reflect and plan…controlling and remembering on purpose
It’s a Matter of Equity

- Self-regulation and Empathy
- Learning Skills
- Opportunity and Income
Article Jigsaw

Read: (5 min)

All groups: Read introduction on page 46
A: What is self-regulation?
B: How Does Self-Regulation Develop?
C: Supporting SR in a Kindergarten Classroom
D: Providing Scaffolding

Share each section (2 min each)
Revisit “My Student”

Add possible causes for your student’s self-regulation challenges
Strategies for Supporting Development of Self-Regulation
## CA Preschool Foundations

| 2.0 Self-Regulation | Standard 4: Interpersonal Communication  
Standard 7: Practicing Health-Enhancing Behaviors |
<table>
<thead>
<tr>
<th></th>
<th></th>
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</thead>
<tbody>
<tr>
<td><strong>At around 48 months</strong></td>
<td><strong>By the end of kindergarten</strong></td>
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</table>
| 2.1 Need adult guidance in managing their attention, feelings, and impulses and show some effort at self-control. | **Standard 4: Interpersonal Communication**  
4.1 Show how to express personal needs and wants appropriately. |
| 2.1 Regulate their attention, thoughts, feelings, and impulses more consistently, although adult guidance is sometimes necessary. | **Standard 7: Practicing Health-Enhancing Behaviors**  
7.1 Express emotions appropriately. |
Stages of Self-Regulation

Stage 1. Being regulated by another person (teacher or peer regulation)

Stage 2. Regulating another person (other-regulation)

Stage 3. Regulating themselves, independently from others (self regulation)
Give One, Get One

1. Move around the room and find a partner.
2. Exchange an idea: “Give one, Get one.”
3. Record idea on page.
4. Move to a new partner after exchanging ideas.
5. When you fill in your grid, return to your table.
Effective Strategies in Self Regulation

Post a couple of the best strategies you received from your colleagues

Collaborate!
# Strategies and Techniques

<table>
<thead>
<tr>
<th>Sensory Strategies</th>
<th>Calming Techniques</th>
<th>Thinking Strategies</th>
</tr>
</thead>
<tbody>
<tr>
<td>Drink</td>
<td>Deep breathing</td>
<td>Self-talk</td>
</tr>
<tr>
<td>Bathroom</td>
<td>Worry dolls</td>
<td>Thinking good thoughts</td>
</tr>
<tr>
<td>Wall push-up</td>
<td>Tense and relaxing muscles</td>
<td>Use your imagination</td>
</tr>
<tr>
<td>Palm press or tickles</td>
<td>Worry stones</td>
<td>Big problem vs. little problem</td>
</tr>
<tr>
<td>Wiggle cushion</td>
<td>Worry/feeling book</td>
<td>Brain break</td>
</tr>
<tr>
<td>Lap pad</td>
<td>Counting to 10</td>
<td>I-messages</td>
</tr>
<tr>
<td>Worry stone</td>
<td>Asking for help</td>
<td>Talk about it</td>
</tr>
<tr>
<td>Clay</td>
<td>Yoga</td>
<td></td>
</tr>
<tr>
<td>Ball chair</td>
<td>Breathing</td>
<td></td>
</tr>
<tr>
<td>Chair push-ups</td>
<td>Stretching</td>
<td></td>
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<tr>
<td>Movement break</td>
<td>Cool-down Kit</td>
<td></td>
</tr>
<tr>
<td>Arm squeezes</td>
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</tr>
</tbody>
</table>
Non-Automatic Pilot Games

- Peg-Tapping Game
- Day-Night Task
- “Simon-Says, Do the Opposite”
- Say “ten” fifteen times
- Say ”joke” 15 times
- Select computer games carefully

(inhibit what children would do automatically and instead follow changing rules)
Attachment

How do you make children feel safe and connected in your classroom?

Trust → Connection → Safety → Love → Inner Peace
Revisit “My Student”

Add strategies to try with your student
Closure
How much did today's session help deepen your understanding of Self-Regulation?

- Very Helpful
- Helpful
- Somewhat
- Not at all
- Not sure
The Process

Attachment
  Security and connection

Self-regulation and Resilience
  Calm, focus, delayed gratification, grit

Empathy
  Noticing the experience of others

Character and Service
  Gives effort to make life better for self and others

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