



Helping Your Children Develop Self-Regulation

What is Self-Regulation?

Self-regulation is a complex process that allows children to appropriately _____ to their environment.

“It includes being able to resist highly emotional reactions to upsetting stimuli, to calm yourself down when you get upset, to adjust to a change in expectations, and to handle frustration without an outburst.”
(<https://childmind.org/article/can-help-kids-self-regulation>)

Self-regulation is an active, intentional process.

It develops _____:

- Progresses from infancy onward
- Takes lots of practice and repeated learning opportunities
- Needs to be intentionally taught

Self-regulation skills include the ability to:

- | | |
|----------------------------|--|
| -Stay on task | -Cooperate with others |
| -Ignore distractions | -Demonstrate empathy |
| -Inhibit impulsivity | -Take turns |
| -Plan one's actions | -Follow directions |
| -Reflect on one's thinking | -Communicate thoughts and needs verbally |

What happens when children are unable to self-regulate? _____ or _____!

1	2	3	4	5	6	7	8	9	10
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The Keys to Supporting Children's Self-Regulation: Remain calm and give children what they need!

Remaining calm:

- Take deep breaths
- Think positive thoughts
- Be mindful of your body
- Get curious, not furious!

What Children Need

- C _____
- C _____
- C _____



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NEXT STEPS: After providing the 3 C's, you can:

1. _____ **Appropriate Behavior**
 - Practice your own self-regulation skills
 - Use self-talk and parallel talk with children
2. **Provide** _____ **and** _____
 - All young children need predictable schedules
 - Give warnings before transitions that help children prepare for the next activity
3. **Have realistic** _____
Consider developmental delays in emotional regulation skills
4. _____ **then** _____ **self-regulation skills** (Scaffolding)
5. **Help children** _____ **on their feelings and learn to** _____ **themselves**
6. **Play games that build** _____ **-** _____ **skills**

Resources:

Danielle Maxon, LCSW – www.daniellemaxon.com/blog/2016/1/10/tame-never-ending-tantrums

Dr. Becky Bailey – consciousdiscipline.com

Dr. Dan Siegel – “mindsight” drdansiegel.com

Dr. Ross Greene - livesinthebalance.org

Center on the Developing Child, Harvard University. <http://developingchild.harvard.edu/>

Florez, I. (2011). Developing young children's self-regulation through everyday experiences. *Young Children*, 66 (4),46-51

Gillespie, L. G., & Seibel, N. (2006). Self-regulation: A cornerstone of early childhood development. *Beyond the journal: Young Children on the web*. Retrieved from <http://journal.naeyc.org/btj/200607/Gillespie709BTJ.pdf>

Rice, M. Understanding the importance of self-regulation for preschoolers. Retrieved from <http://www.ttacnews.vcu.edu/2012/02/>

<http://fpg.unc.edu/sites/fpg.unc.edu/files/resources/reports-and-policy-briefs/PromotingSelf-RegulationIntheFirstFiveYears.pdf>

Games to Develop Self-Regulation: <https://self-regulationintheclassroom.wikispaces.com/Games+and+Exercises>

<https://move-with-me.com/self-regulation/3-mind-body-activities-kids-can-use-to-self-regulate-when-stressed-or-emotional/>