**Early Years Research Group**

**Inhibition Control**

**Outline Training Plan**

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| Area | Outline  | Activity | Who? |
| 1. What is Executive Function?
 | 3 areas of EFInhibitory controlWorking MemoryAdaptability of thought | Early activity to get across EF? | AO |
| 1. What is Inhibitory Control?
 | Volckaerts4 areas:Predominant responseOngoing responsesExternal DistractorsOverall control/reflection |  | AO |
| 1. Outcomes
 | 1. What our quantitative data is beginning to tell us
2. What our qualitative data/anecdotal evidence is telling us
3. For us as a research group
 |  | AO |
| 1. Immersion
 | Some practical activities that get across what we mean |  | AO |
| 1. Teacher / TA Discussion
 | 1. Their own self-regulation – making explicit the process of stop leading to choices🡪 driving the decision to them focussing on their learning…so that eventually it becomes internalised.
2. Children in their class & behaviours they display
 |  | AO |
| 1. Use of characters and Stories
 | 1. ‘The Landing Gear’
2. Introducing the characters
3. How we taught them
4. Video of children using them
5. Successes/mistakes
6. Leading to children developing their own stories (like social stories) & how they adapted characters – Nora No!--> Sammy Stop
 |  | Janice |
| 1. Pre-teach activities
 | 1. Explicit teaching of different aspects of self-regulation through activities
2. Having a go at some activities
3. Strengths/pitfalls
4. Key themes
 |  | Lisa |
| 1. In the moment teaching
 | 1. Video examples
2. Strategies
3. Outdoor play and more deregulation
 | Skye | Lisa and janice |
| 1. Children evaluating their behaviours
 | 1. Use of video/pictures
2. Additional role play
3. Tools to support children
4. Language and discussion/developing own stories/choices
 | Zane | Janice |
| 1. Using the Visual Learning environment/ display
 | 1. Pictures of display – characters and process of choice
2. Supporting children with options of choice
3. Acting out using character tabards
4. Use of small play mini-me / puppets
5. Children performing /picking up their own stories and including photos on display
6. Creating a collective memory of stories.
 |  | Keith |
| 1. Emotions before control
 | 1. Children’s awareness of emotional de-escalation – fight/flight
2. Preparing children and discussing their safe place/activity
3. Signal for safe place
4. Language v visual – calm + gesture
 |  | Lisa and Janice |
| 1. Language & Culture
 | 1. Useful language to be aware of both +ve and –VE
2. Creating a culture within the setting of how these behaviours are important
 |  | All |
| 1. Wider issues
 | 1. CT/TA training – a programme over 3 terms with gap tasks?
2. How to involve whole school/transition?
3. Parental involvement/training
4. How this fits in with PACE/Thrive/Behaviour policies/BLP?
 |  | All |
| 1. Where next?
 | 1. Working memory
2. Adaptability of thought
3. Children self-regulation🡪 self-efficacy
 |  | All |