**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 EF  Inhibitory control  Working Memory  Adaptability of thought | Early activity to get across EF? | AO |
| 1. What is Inhibitory Control? | Volckaerts  4 areas:  Predominant response  Ongoing responses  External Distractors  Overall 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 |