



Great Torrington C of E Primary School



Early Years Research

How do we develop strategies
to self-regulate?



What is Executive Function?

- 3 Aspects
 - Working Memory
 - Self-Regulation
 - Planning Ahead

What is Self-Regulation?

- Volckaerts- 4 areas

Inhibition of a
Predominant
Response
(Before it
happens)

Interruption of
an Ongoing
Response
(During/whilst it
is happening)

Managing
External
Distractors
(Keeping focus)

Impulsivity
Control Overall
(Reflecting after
it has
happened)

What does it feel like to be
unregulated?

Describe this, but don't use the words
right, across, circle, vertical, up.



Your children and self-regulation

Think about...

- What are the unregulated behaviours that you see?
- How do you currently support your child to self-regulate?



The Landing Gear?

- Developing child centred approaches

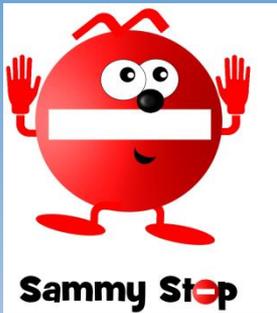


- Not a Behaviour Management system
- Trying to affect positively their learning behaviours to underpin and work alongside sanctions/rewards/school system

Our Aims

We want children to:

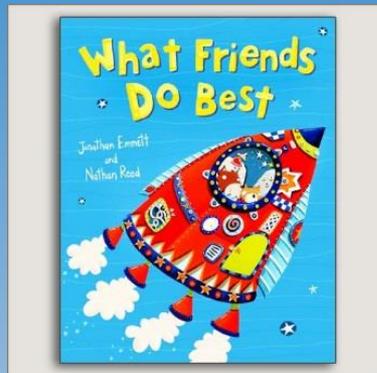
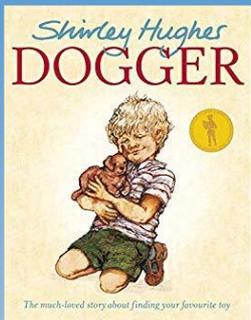
- Recognise what they need and when from their emotional toolkit.
- Recognise “in this situation, this is how I can regulate.” “This is a suitable choice.”
- Recognise the four responses we identified and be able to use these, regardless of language ability.



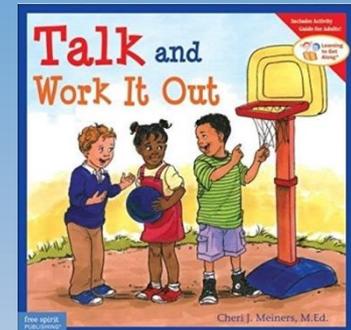
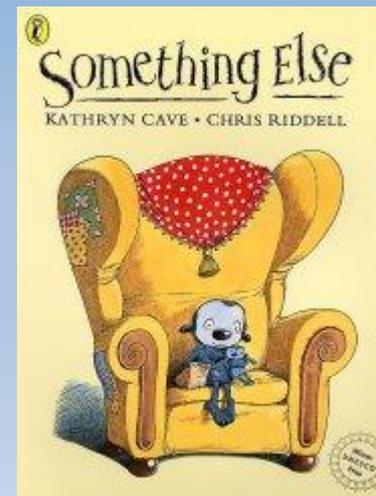
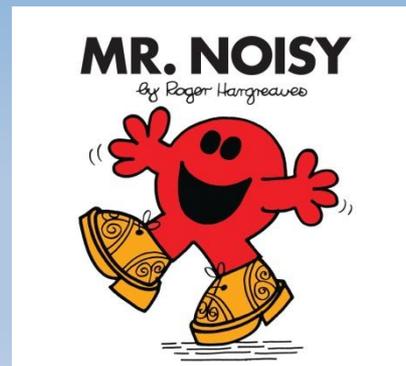
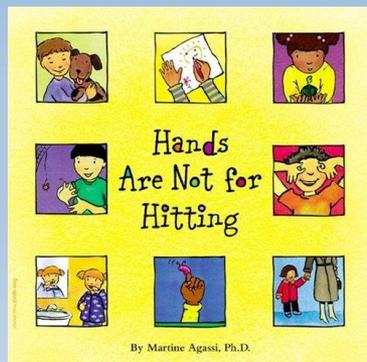
How do we teach/get children to understand self-regulation?

- Need help to regulate and become increasingly independent.

➤ Stories



Your own story boards of a similar event that your child experienced.



How do we teach/get children to understand self-regulation?

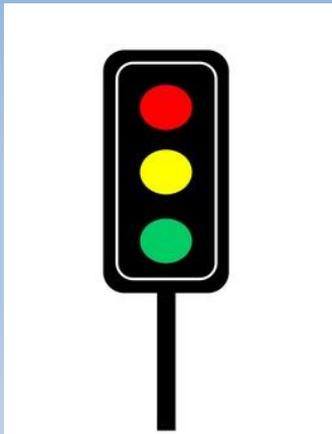
- Role play – direct teaching of strategies from real scenarios.



- Model 'steering' yourself towards the best choice. Do this physically first e.g. obstacle courses to make this abstract idea more tangible.



Games - The waiting game



How do we teach/get children to understand self-regulation?

➤ Songs



Together

1. We are here together, together, together,
We are here together, **everyone.**

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Out of the Ark Music

A screenshot of a music player interface. It shows a play button, a stop button, and a volume control slider. The text 'Out of the Ark Music' is visible in the center.

A cartoon illustration of three white rabbits sitting in a green field under a bright yellow sun. The rabbits appear to be sleeping. There are small pink flowers scattered around them.

The Grand Old Duke of York

An illustration of the Duke of York, a man in a red and blue uniform, standing next to a castle. Below him are ten small figures of men in red and blue uniforms, representing his army.

Sometimes distraction is best, especially at an early age and bursting into song can do the trick!

How do we teach/get children to understand self-regulation?

Language

- “I’m wondering what you could choose to do to help in this situation.”
- “Could this work...or...?”
- “I like how you...?”
- “I can see that was really difficult for you, but what a good choice to...?”
- Explicit modeling of own choices and feelings.
- You are heading towards a ‘not helpful’ choice. You need to turn your behaviour around (link Dani Driver).

How do we teach/get children to understand self-regulation?

Language

- Stop
- Think. I wonder what Charlie Choice might suggest?
- Calm
- Breathe
- I'm listening
- Use your words
- Explain what happened from your point of view (what did your eyes see/heart feel?)

Teaching the strategies

➤ In the moment



Teaching the strategies

- Pre-teach – safe places, calming/distracting activities, angry box,



making the right choices...

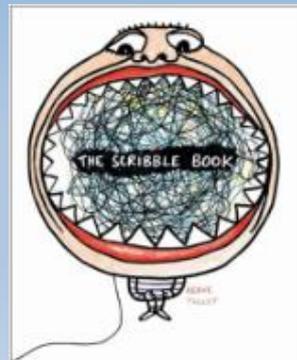
Think about the choices we make every day. What will you eat? What will you play? Who will you play with? What clothes will you wear?

Knowing how to make a good decision is important, but how do you know which is the right thing to do when you have lots of choices?

Think about a time when you have had to make a choice. What were the choices? How did you decide the right thing to do?

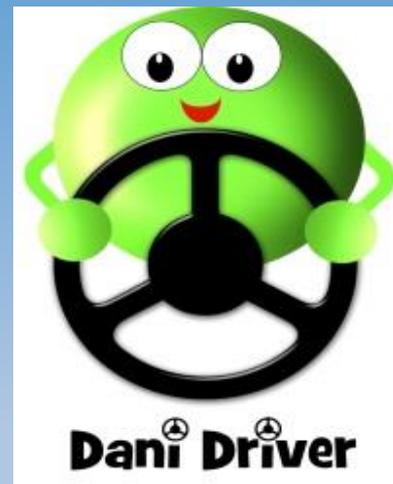
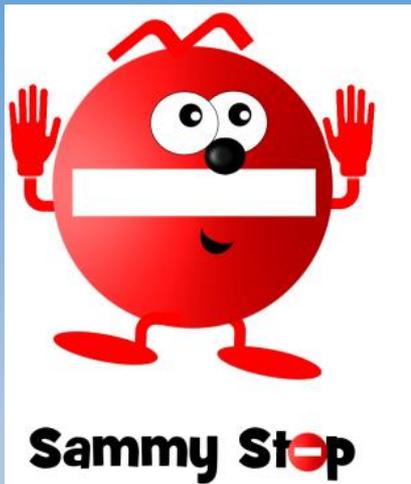
- Post Teach - might need to wait
Drawings, talking.

- Review & skill development



How do we teach/get children to understand self-regulation?

- Gesture
- Story characters & cards





Recognise I am not regulating



Stop my usual less helpful response

What are my choices?

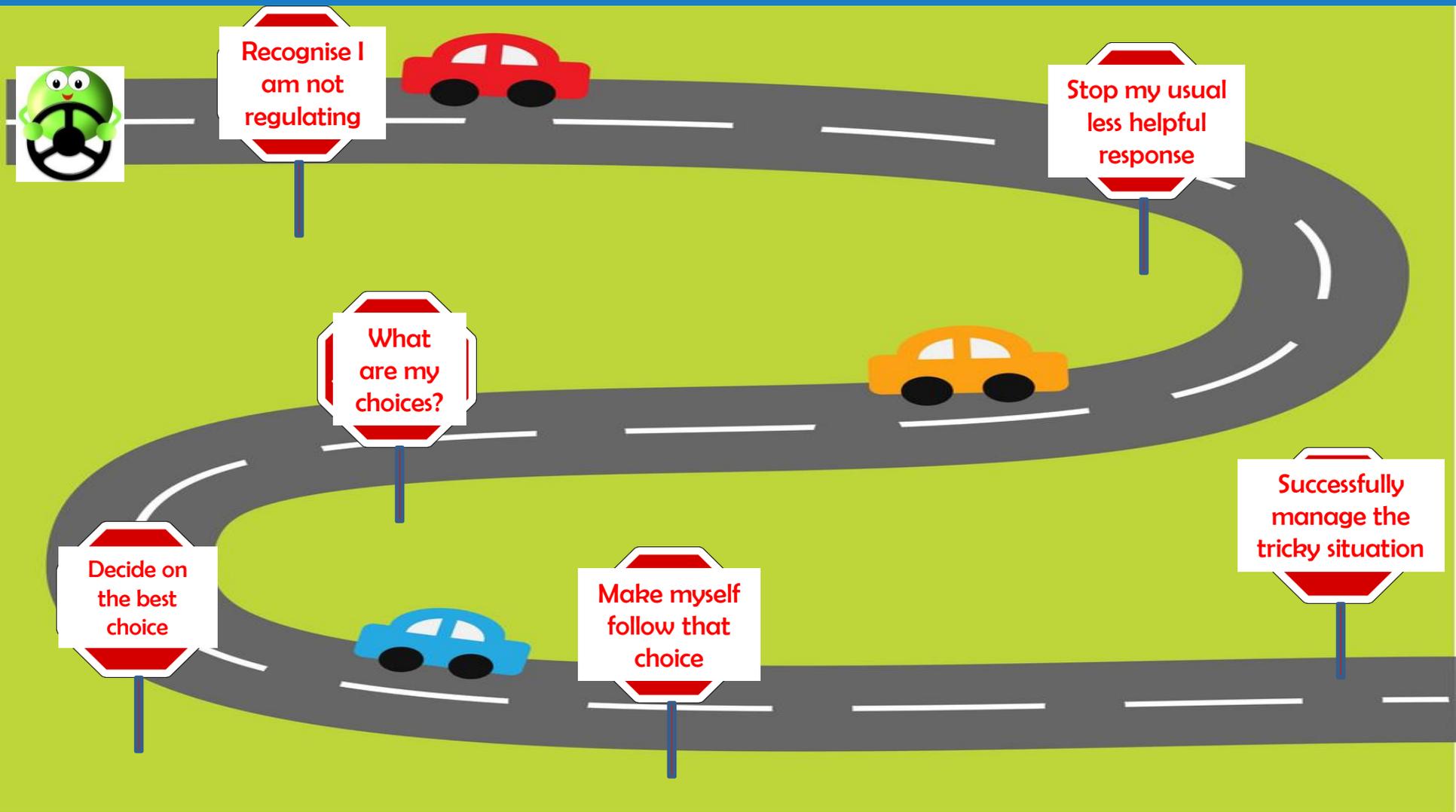


Decide on the best choice



Make myself follow that choice

Successfully manage the tricky situation



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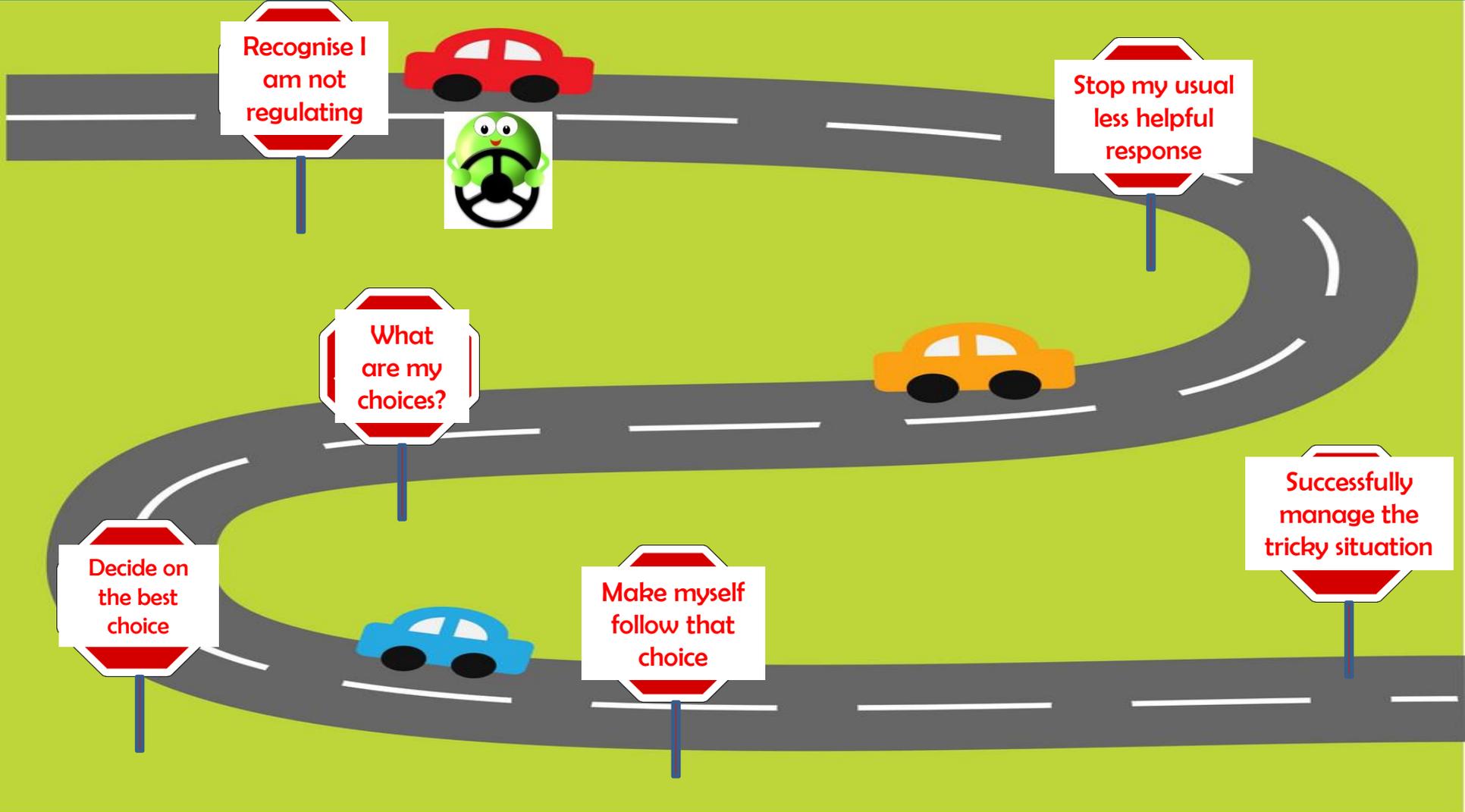


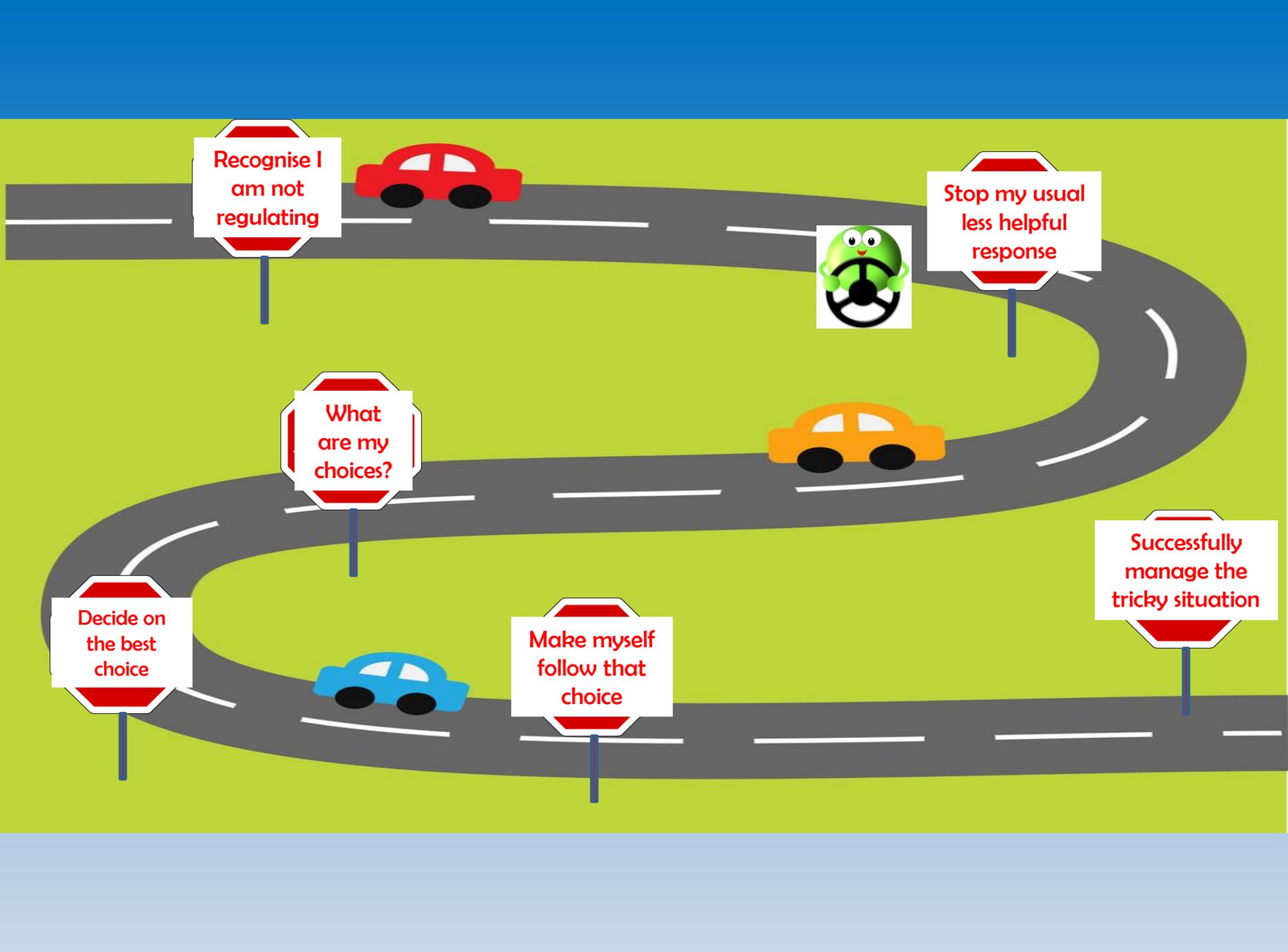
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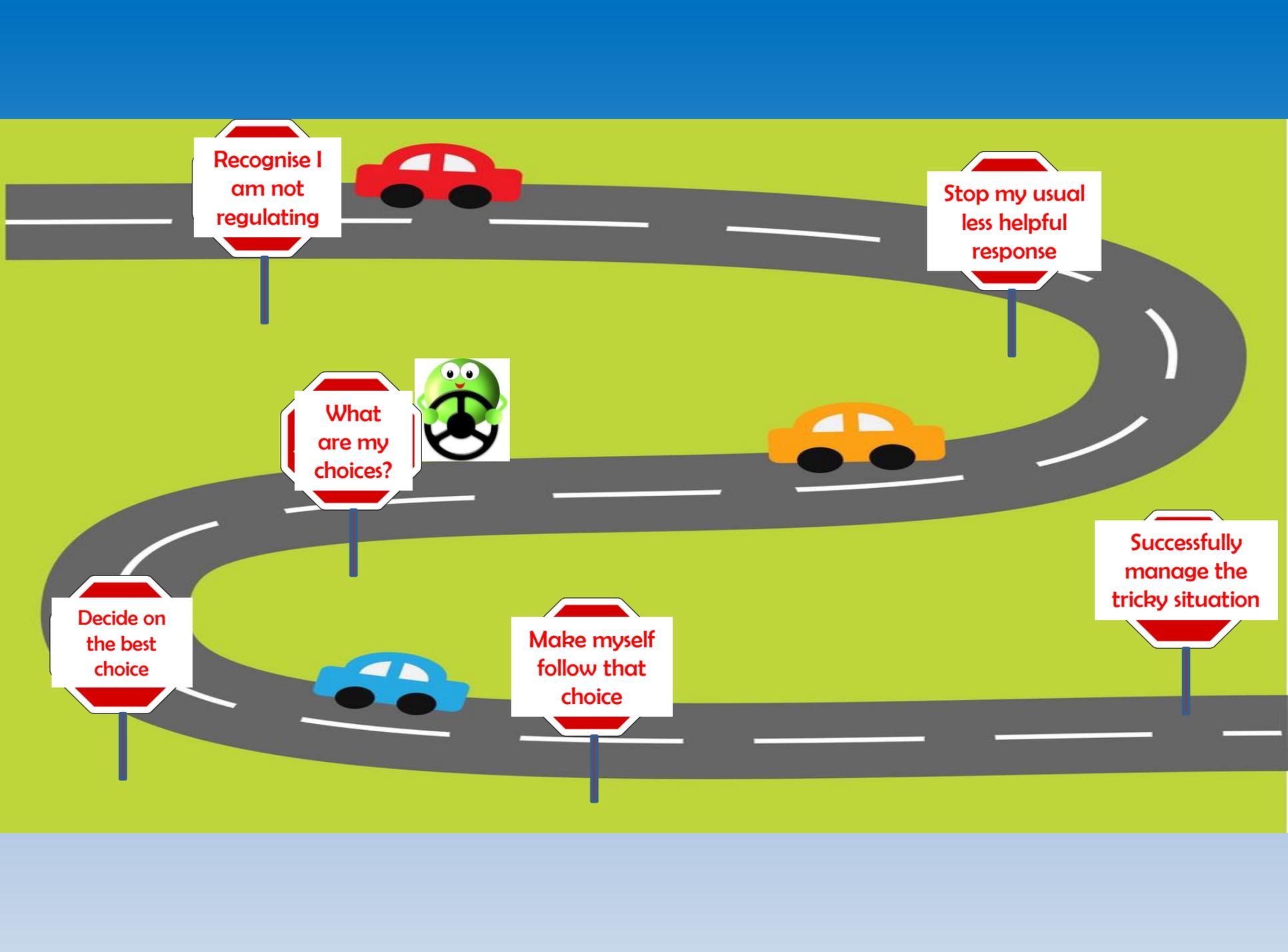
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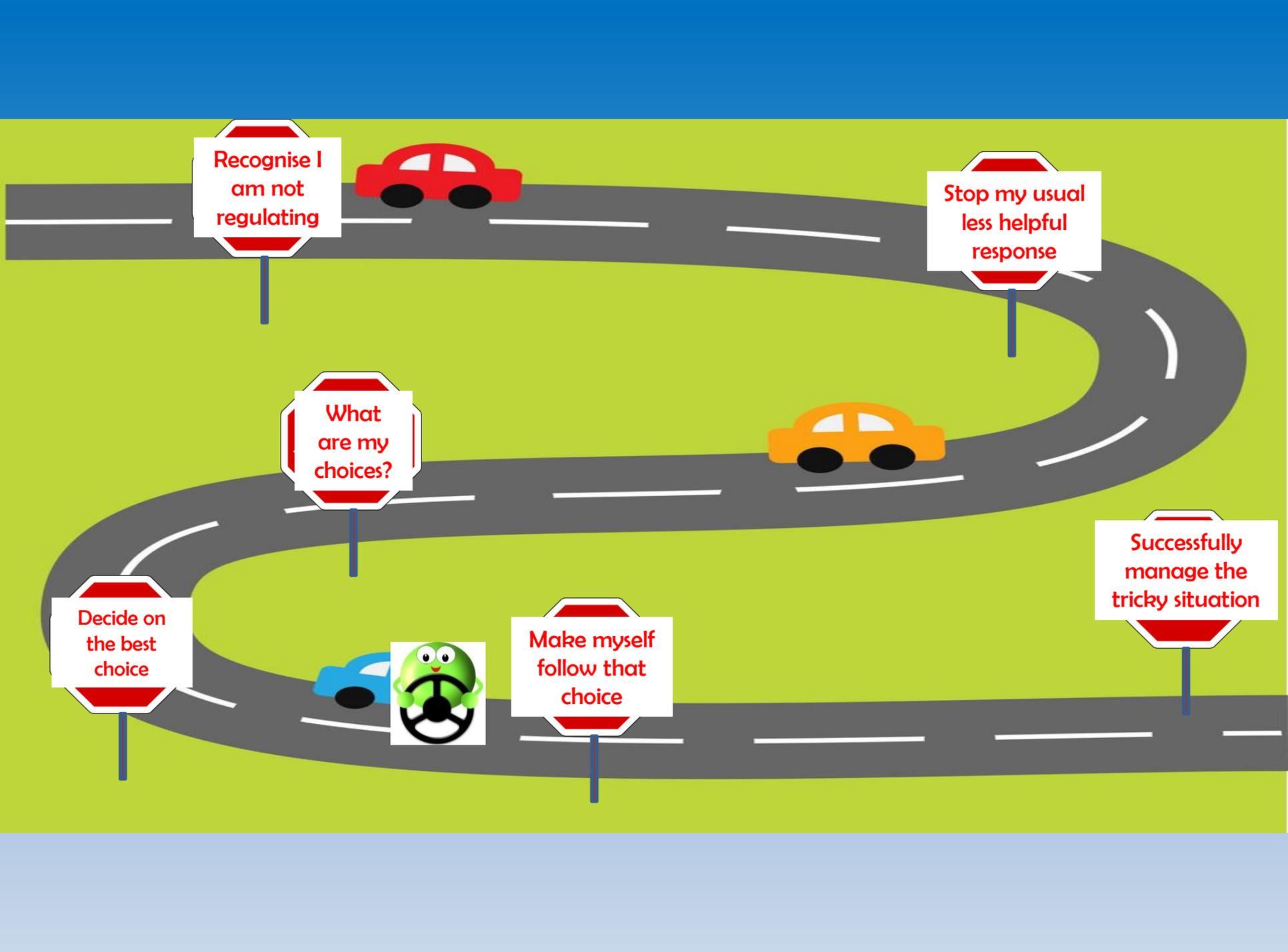
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Prerequisite skills for self-regulation

- Stop and think
- Ability to recognise physical signs
- Understanding of 'better choices'
- Know positive choices for each situation
- Have strategies they can access
- Have strength of will to follow more difficult path
i.e. going from 'knowing' to 'doing'
- Understanding of and ability to use relevant language
- Listening and attention skills
- Theory of mind. Understanding that different people have different thoughts/ideas.

Environment - Working Walls



Environment

Praise - catching the children 'in' rather than catching them 'out'.



My book of great choices



Reward good choices with marbles in a jar or stars on the wall.



Developing skills for
self-regulation



Executive function in young
children

Supporting the
development of inhibitory
control.

Janice Harris

Look out for this booklet coming home soon.