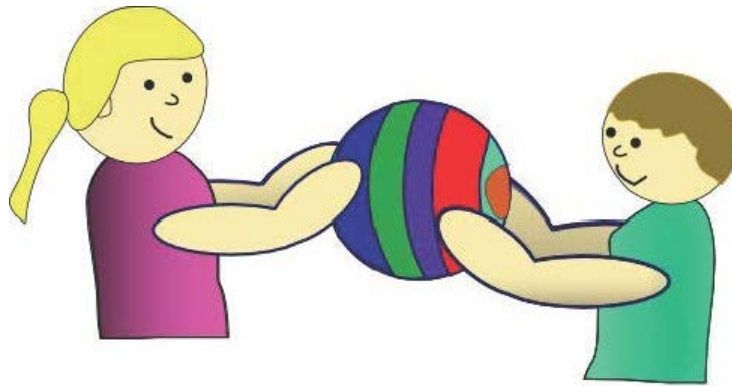




## ***Self-Regulation by Young Children***

California Kindergarten Association



Children manage behavior with support from familiar adults. Children use experiences to help them learn to regulate thoughts, emotions, and behaviors. If someone else (parent, teacher) remembers for the child, the child does not learn to self-regulate.

The socio-emotional aspect of self-regulation refers to their controlling emotional expressions (positive or negative) and interacting with others in increasingly more complex ways in accordance with social rules. It also is the ability to adapt to emotionally challenging situations, to inhibit behaviors perceived as inappropriate.

**Developmentally Appropriate Guiding Principal #8:** *Development and learning result from the interaction of biological maturation and the environment, which includes both the physical and social worlds that children live in.* A teacher does not wait for children to mature or “be ready” for particular skills, concepts, or knowledge, but instead stimulates development through organized, appropriate activities and environment and through time for children’s reflection about these experiences.

**Developmental Stages:** Whitebread & Basilio present stages of Early Development of Cognitive Self-Regulation and Early Development of Social-Emotional Regulation. [Click here](#) for a one-page summary of development.

### **Research**

- Children develop self-regulatory behaviors in the first five years of life and teachers and parents play an important role. Find out more in “[Developing Young Children’s Self-Regulation through Everyday Experiences](#)” in *Young Children*, National Association for the Education of Young Children, July 2011.
- Whitebread, David & Marisol Basilio, (Feb-Apr 2012) [The Emergence and Early Development of Self-Regulation](#). (Vol. 16, No. 1). Cambridge University. They offer new findings on self-regulation as well as stages of development.
- Researchers have found that children who self-regulate do better in school. Zimmerman, B.J. (2000). Attaining self-regulation: A social cognitive perspective. In M. Boekaerts, P. Pintrich, & M. Zeidner (Eds.) [Self-Regulation: Theory, Research, and](#)

[Applications](#). San Diego, CA: Academic.

## [Lesson Plans and Activities](#)

### Resources

- Responsive Classroom – *Rules Talk: Promoting Positive Behavior Every Day* offers ideas to focus on helping children to assume more responsibility for their own behavior instead of punishing rule-breakers. [Click here](#) for more information.
- Tips for Teachers & Parents – HighScope Educational Research Foundation is a nonprofit research, development, training, and public outreach organization for teachers & parents. Its mission is to lift lives through education using active participatory learning. Everyday objects can be children's learning tools. Parents and teachers can encourage children to make plans, carry them out, and talk about what they learned from their experiences. They can be more predictable in their routines so children know what to expect. And they can use the steps of conflict resolution to help children resolve disputes with siblings and friends. HighScope's website is <http://www.highscope.org/>. (Search for "conflict resolution".)
- Family Routine Based Support Guide from Team Tennessee Project B.A.S.I.C. offers families and teachers ideas to support young children who are having challenging behavior. [Click here](#) for the full guide.
- Tips & Strategies for Parents from ConnectABILITY, a website and virtual community dedicated to lifelong learning and support for people who have an intellectual disability, their families and support networks. [Click here](#) and search for "self-regulation" or "modifying your expectations" or "calming strategies."
- [Center on the Social, Emotional Foundation for Early Learning](#) – Develops training and materials for teachers and parents that reflect evidence-based practices for promoting children's social and emotional development and preventing challenging behaviors. Its website has scripted stories for encouraging various social and emotional skills. For posters to remind children of self-regulation strategies, [click here](#).
- Tips for Parents from Kid Sense Child Development – [Click here](#) for ways to tell your child may have problems with self-regulation.
- Print & Media Resources for Parents & Teachers – [Click here](#) for a list of resources.
- Books and Technology for Children – [Click here](#) for a list of resources.

### Videos & Media

- United Way offers 5 Tips For Promoting Self -Regulation in Preschool Children: A Parent's Guide at <http://www.tuw.org/5-tips-promoting-self-regulation-preschool-children-parents-guide>.
- PBS offers Setting Limits: Helping Children Learn Self-Regulation at <http://www.pbs.org/wholechild/parents/building.html>.
- Responsive Classroom has a number of YouTube videos modeling children setting classroom rules. Go to YouTube and search "Responsive Classroom Rules."
- For parents and teachers of children with autism, here is a website with strategies to teach self-regulation at <http://www.friendshipcircle.org/blog/2011/11/30/what-is-self-regulation/>