

Self and Co-Regulation Instructional Strategies for Young Children



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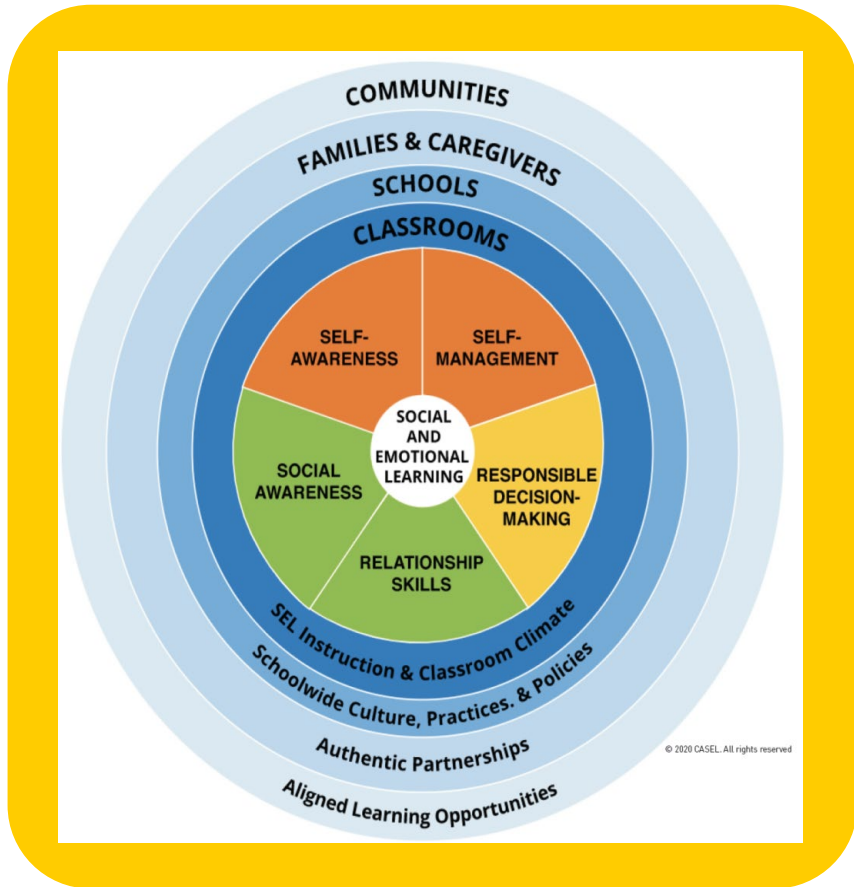


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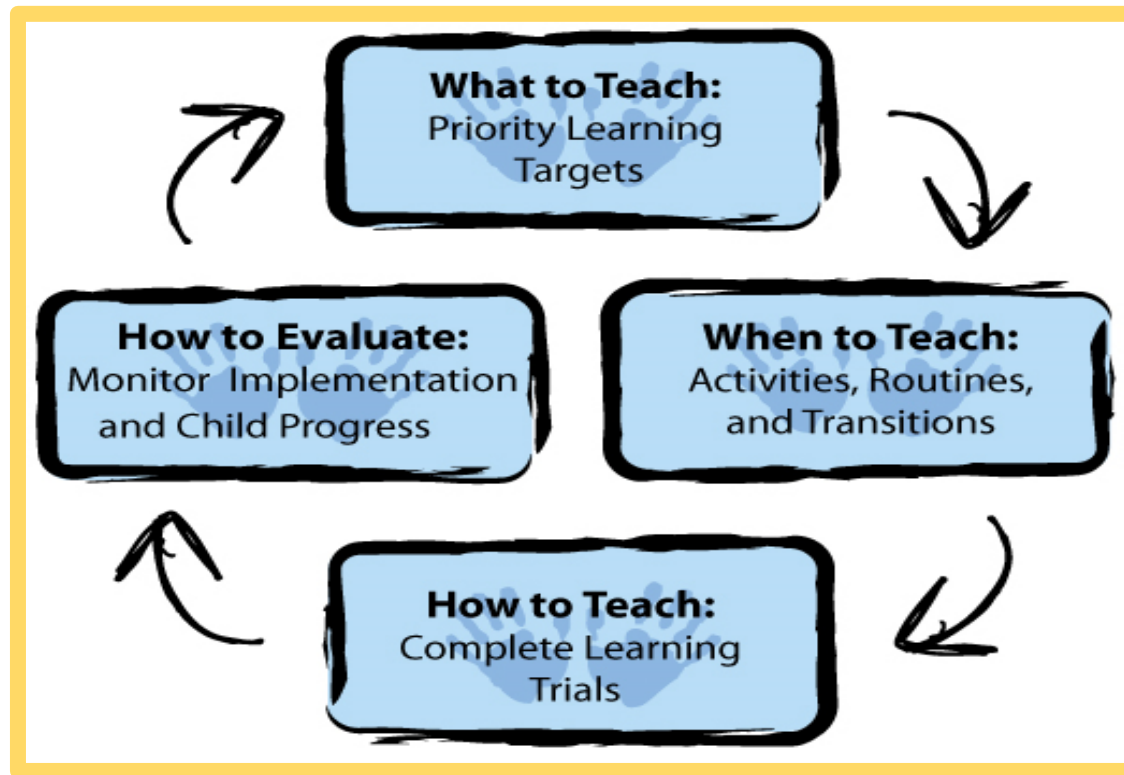
Agenda

- Social Emotional Development
 - Self Regulation
- When and How to Teach
- Trauma and The Brain
- Cultural Competencies
- Communication with Families

Collaborative for Academic, Social and Emotional Learning (CASEL) and the Pyramid Model



What are the Embedded Instruction Practices?



Source:

Anita Zucker Center for Excellence in Early Childhood Studies at the University of Florida.

<http://embeddedinstruction.net/learn-more/about-embedded-instruction/>

3R's of Early Learning

3R'S OF EARLY LEARNING: Foundation for Embedded Instruction



RELATIONSHIPS
Serve-and-return interactions



REPETITION
Making neural connections by embedding learning in everyday activities and routines



ROUTINES
Predictable activities in everyday routines that engage and motivate

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**Embedded
Instruction**
for Early Learning

<https://ceecs.education.ufl.edu/atoz/3rs/>

How to Teach

How to Teach

Antecedent → **B**ehavior → **C**onsequence

What do you do to elicit the behavior?

Show the
smell the
flower/blow
the pinwheel
visual.

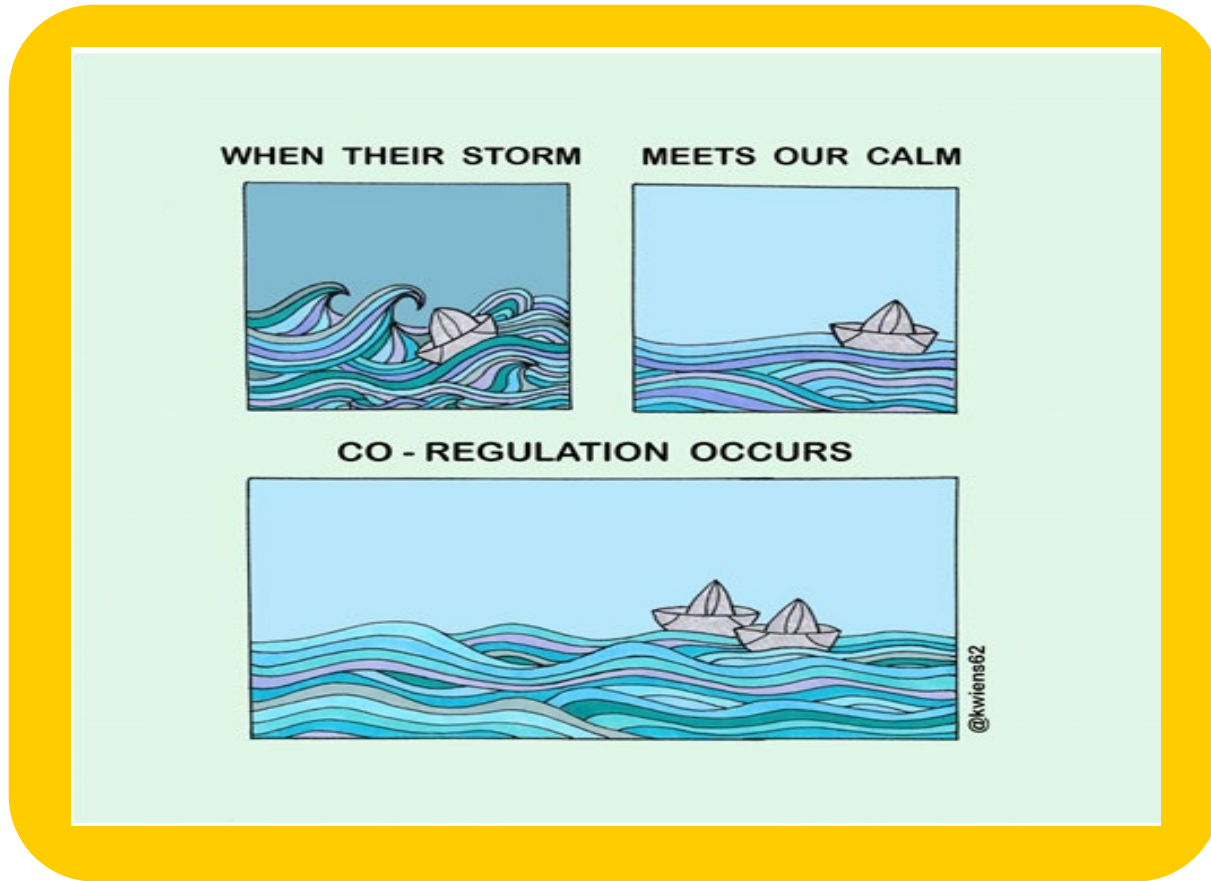
What do you want the child to do?

Take a
belly
breath

What do you do if the child does the behavior?

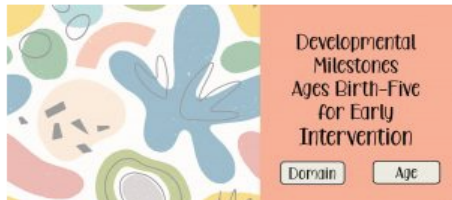
Say, you took
a good deep
belly breath!

What is Self-Regulation?



Developmental Milestones

Developmental Milestones



This interactive tool is designed to help Early Intervention professionals, families, and other early childhood professionals explore developmental milestones for children ages 0-5 by domain or by age. It may also be used as a reference to guide discussions about child development. It is not meant to be used for evaluation, screening, or diagnoses.

Social/Emotional: 4 years

Social/Emo
Recognizing their
emotions of other

Physical

Adaptive

0-12 months

- Smiles/Laughs at funny pictures
- Tells you that they are happy, sad, afraid, etc.
- Points to self in photo
- Enjoys doing new things and be a helper
- Plays "Mom/Dad, superhero, dog," etc.
- Is more and more creative with make-believe play
- Would rather play with other children than by themselves
- Plays well with other children
- Often can't tell what's real and what's make-believe
- Talks about what they like and what they are interested in
- Comforts others who are hurt or sad
- Calls attention to what they can do
- Is aware when an adult is happy or sad
- Initiates play or conversation
- Avoids danger (i.e. does not jump from tall heights)

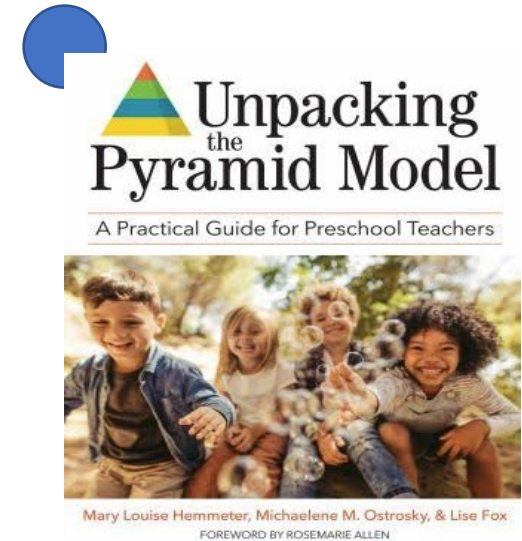
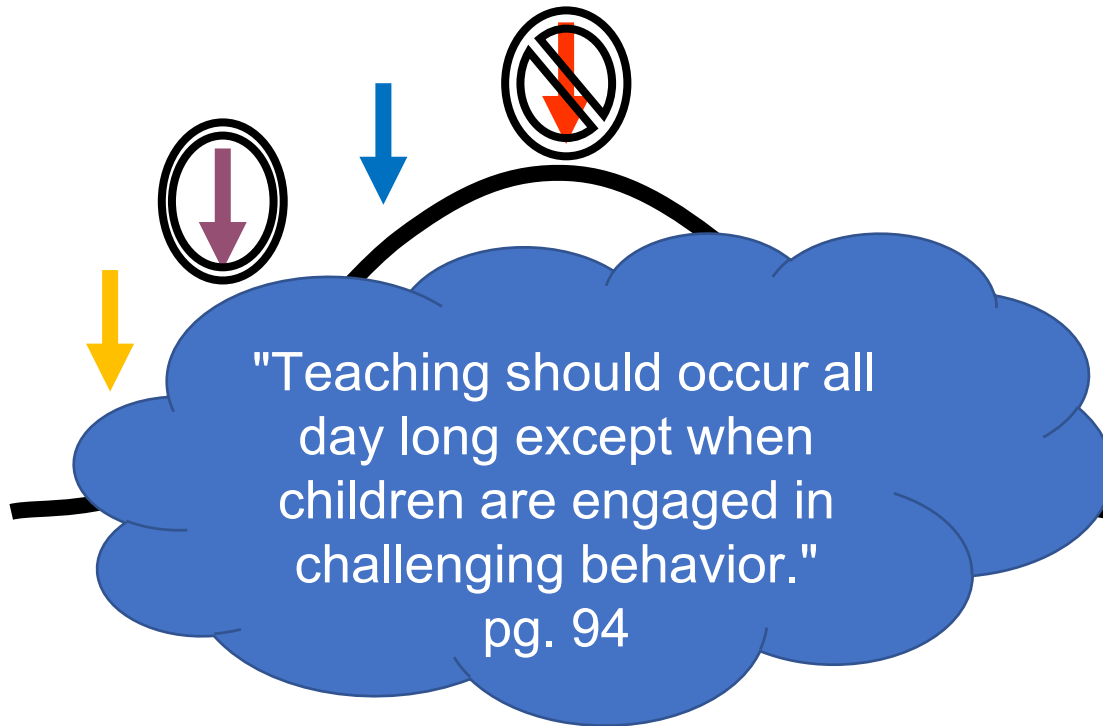


When to Teach: Embedding Schedules



When to Teach

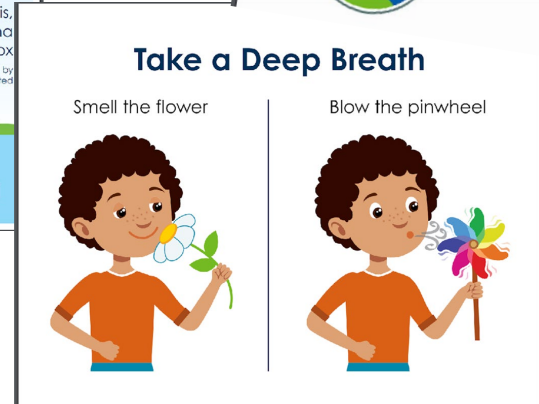
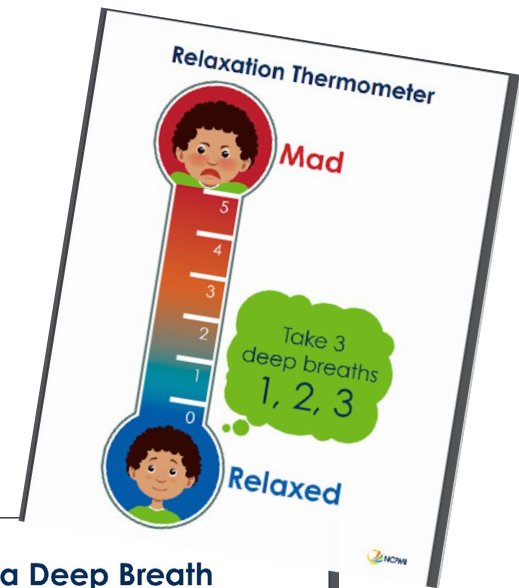
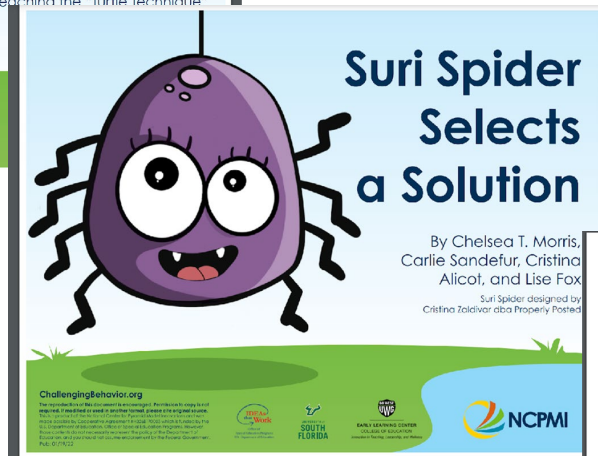
Identifying Teachable Moments



How to Teach



Favorite Resources



How to Teach: Tucker Turtle Small Group



How to Teach: Tucker Turtle Individual Review



How to Teach: Tucker Turtle Large Group Review



Breathing Strategies

The Big Idea: Practice belly breathing anytime, and use it as a calming strategy before, during, or after tantrums.

Teaching Belly Breathing

○ Handling Tantrums 🧑 Age 2 to 6 ⌚ 1-4 Min



The reasons behind tantrums can seem like small matters to adults, but to little ones they're very big deals! When meltdowns occur, it's great for both kids and adults to "Belly Breathe." Watch the video together anytime and have kids practice breathing along. Talk about times when belly-breathing might be useful. Then, when a tantrum occurs, give it a try.

Breathing Strategies



Controlled Breathing

Take a Deep Breath

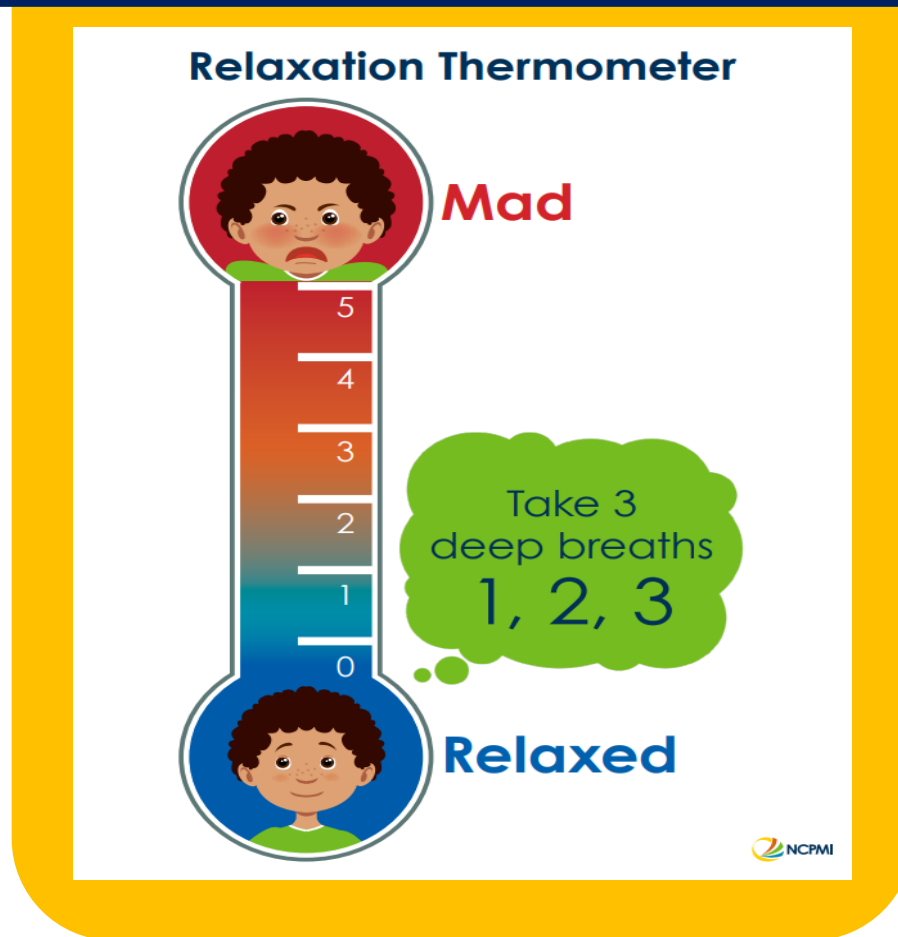
Smell the flower



Blow the pinwheel



Relaxation Thermometer



Considerations Trauma



Social Emotional Development



**CENTERS FOR DISEASE™
CONTROL AND PREVENTION**





Top and Bottom Functions of the Brain

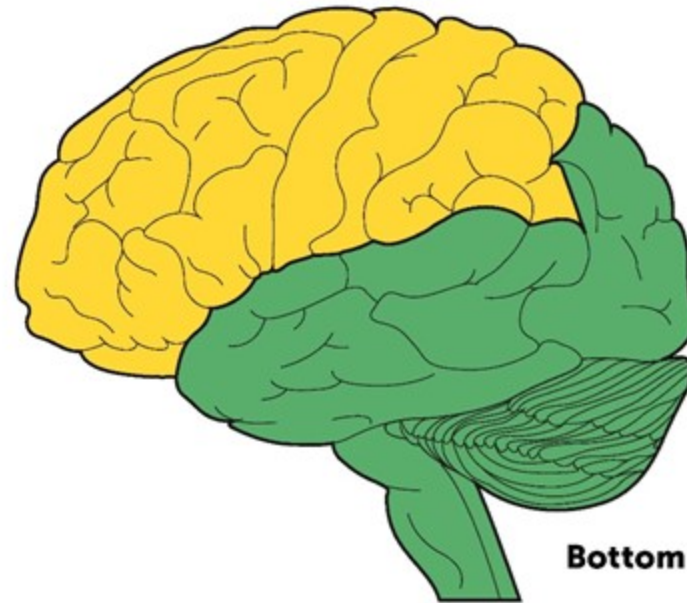
Bottom Functions

- Receive signals from the senses and use memories to interpret their meaning
- Feeling and perceiving functions (Siegel & Bryson, 2011)

Top Functions

- Take in and process information, then take action
- Adjust a plan
- Thinking and problem-solving functions (Siegel & Bryson, 2011)

Top Functions



Bottom Functions

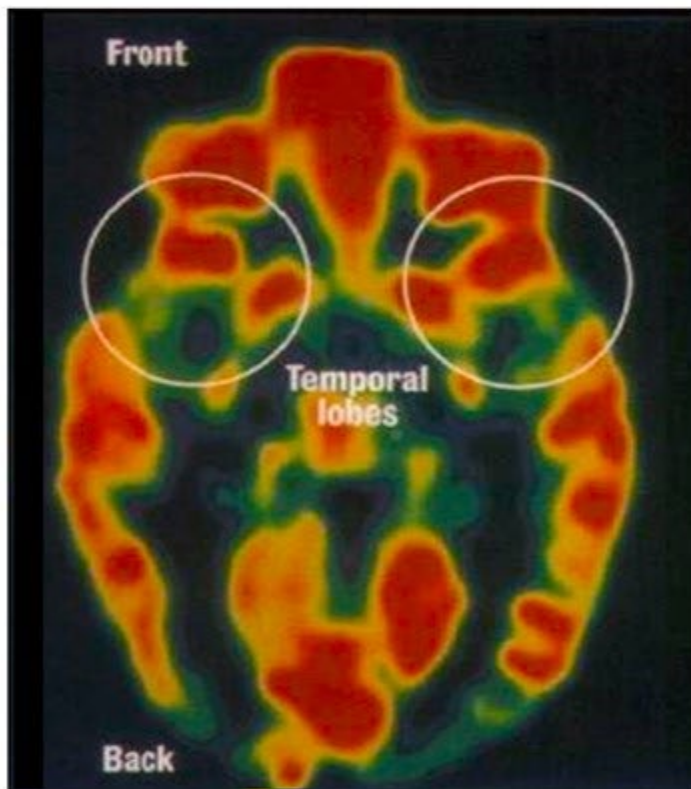
Hand Model of the Brain



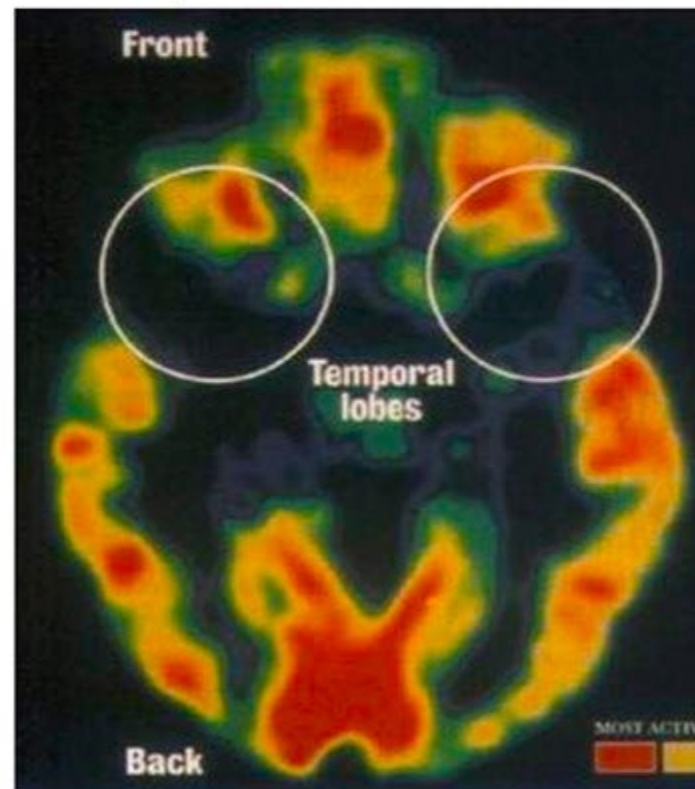


Brain Scan: Effects of Toxic Stress

Typically Developing Brain



Brain of Child Exposed to Neglect, Trauma, and Abuse



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So, What Can I Do?



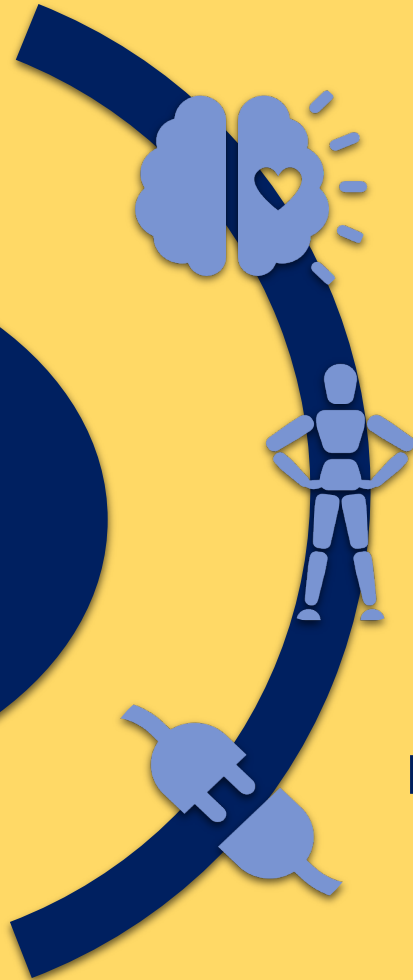
“Don’t just do
something –
**STAND
THERE!**”

Dr. Jeree Pawl



Cultural Competency

Reflecting on our Beliefs about Self- Regulation



I can control my
feelings and
desires.

I can control
my actions.

Do my actions
match my desires
or the rules and
norms?



Individualistic vs. Collectivistic Culture

POLL



Communication with Families




Introducing the Turtle Technique!

Dear Families,
 An important part of kindergarten readiness is having strong social-emotional skills. This includes knowing how to regulate emotions and calm down when upset or angry. Our classroom uses a self-regulation tool called the Turtle Technique that helps teach children to recognize their feelings, stop their bodies before they act, "tuck in" and take deep breaths, and calm down so that they can problem solve. These visuals are available in our room as reminders.

You can support your child's learning on his or her:

- Pointing out when you notice that your child is getting upset—"You look like you are getting frustrated, what would Tucker tell us to do?" "You look like you are getting frustrated, what would Tucker tell us to do?" "You look like you are getting frustrated, what would Tucker tell us to do?" "You look like you are getting frustrated, what would Tucker tell us to do?"
- Modeling the handout somewhere visible (on the refrigerator, on the child's bedroom door, etc.) and talking about appropriate ways to express feelings when upset or angry.

Please ask if you have questions about the Turtle Technique or how we address social-emotional development!



Taking a Break: Using a Calm Down Area at Home

A calm down area provides a child a place to calm down and take a break. It is a safe space that might be used when a child is feeling anxious, stressed, or overwhelmed. Parents can help children learn how to take a break down activities or situations that are challenging or scary. For little kids, young children might want to areas, frustration, and disappointment by becoming angry, shouting, or falling help from adults, or reacting in other challenging behaviors. Ask for simple and helpful strategies such as self-talk, deep breathing, or taking a break when they are feeling the need to take a break and calm down. The calm down area provides children with a place to let go of angry emotions and begin to feel calm and ready to engage with others again.

Getting Started
 The calm down area is a calm down space that one needs to create a lot of space. It might be a chair that your child prefers, a group of toys that your child likes to use in a bedroom, or an area where you place a basket of calming toys. The only requirement is that it is a safe area to go to, away from any work tables, and away from the child. When you create your calm down area, think of things that your child always can take down. They might be stuffed animals, a favorite pillow, a favorite toy, or books. Put these in the calm down area.

Show your child that you have created a calm down area and let your child know that they can use the area when they need to "tuck in." You might explain to your child that sometimes you go to a calm down space to help you feel better. "When I am feeling frustrated and not so good, sometimes I go down to the couch." Encourage your child to go to the calm down area when you have to go to the couch. You might add a visual.

Help Us Stay Calm

Strategies that help you and your child during challenging behavior

Stay Calm | Reflect | Re-Connect

When your child is engaged in challenging behavior or experiencing anger, stress, sadness or frustration, it is important to stay calm. If you express your anger and frustration, it might result in more challenging behavior from your child. Remaining calm will provide the safety and support your child needs as they learn how to calm themselves.

Step 1: Calm Yourself

Count until calm
 Connect with a friend
 Think something positive or fun about your child

Drink some water
 Have a snack
 Take deep breaths
 Ask for help


8 Tips to Help Children with Self-Regulation

Children are not born with self-regulation.

- 1. Stay Attentive**
 Pay attention to the signs a child is hungry, tired, or frustrated and respond accordingly and proactively.
- 2. Provide More Opportunities**
 As children grow, provide more opportunities for them to make their own decisions—such as what clothes to wear, what food to eat, and where to go—giving them several acceptable options.
- 3. Provide Encouragement**
 Provide reminders that help children make good choices and not become frustrated when they are not able to do what they want.
- 4. Address Problems**
 Anticipate problems by talking beforehand about what they can expect and what will be expected of them.
- 5. Get In Touch**
 Be empathetic and show you understand the perspective of their needs and feelings.
- 6. Provide Positive Affirmations**
 Talk about what children can do, not just what they can't do. Provide positive affirmations.
- 7. Create a Safe Space**
 Create a safe place where children can go when they need a break to calm themselves.
- 8. Teach Children to Work**
 Teaching children to work helps.

[familybehavior.org/implementation/family.html](https://www.familybehavior.org/implementation/family.html)

padlet



Tucker Turtle Takes Time to Tuck and Think at Home

A scripted story to assist with teaching the "Turtle Technique"

By Rochelle Lentini, Lindsay N. Citoux and Mary Louise Hemminger

NCPMI
 NATIONAL CENTER FOR PROMOTING CHILD PROGRESSIVE INITIATIVES

SOUTH FLORIDA
 UNIVERSITY OF SOUTH FLORIDA

Teachable Moments: How to Help Your Child Avoid Meltdowns

Backpack Connection Series

About This Series
 The Backpack Connection Series was created by NCPMI to provide a step-by-step guide for teachers and parents to work together to bring children's emotional and behavioral skills and social-emotional learning to life at home. Each Backpack Connection Series includes information about what children's learning at school and at home has to do with the strategies at home.

The Pyramid Model
 The Pyramid Model is a framework for promoting positive social-emotional development for all children and design effective interventions that support young children who might have persistent challenging behavior. It is a practice orientation that helps children with social-emotional learning through intentional teaching. Programs that work together with families to support young children's social-emotional learning should be based on the Pyramid Model. Learn more about the Pyramid Model at www.ncpmi.org.

More Information
 More information and resources are available on our website at www.challengingbehavior.org.

Try This at Home
 This is a copy to be used in your home. It is not to be used in a classroom setting. It is not to be used in a classroom setting. It is not to be used in a classroom setting. It is not to be used in a classroom setting.

Do you think your child is getting angry?
 What might your child need to prevent the behavior from occurring again?
 Are you calm enough to re-connect with your child?

Is it that hot getting a fan makes you angry?
 Acknowledge feelings
 Redirect to a new activity
 Talk and play with your child

Let's find a new way.
 All's find a new way.

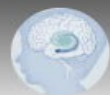
What are your child's calm?
 Acknowledge feelings

What are your child's calm?
 Acknowledge feelings

Building the Skills Adults Need for Life



Core Capabilities



How Children and Adults Can Build Core Capabilities for ...

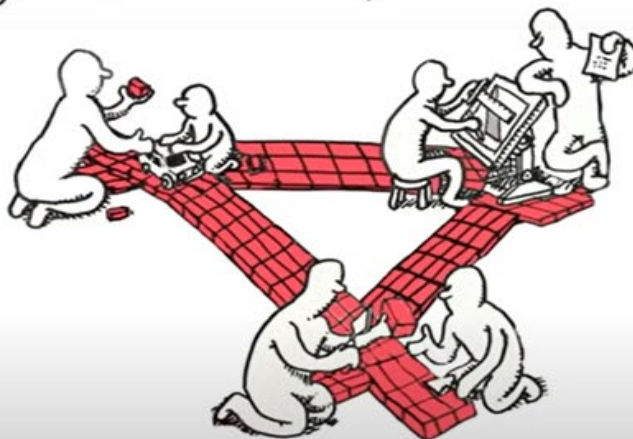


Watch later



Share

Building Core Capabilities for Life



Center on the Developing Child at Harvard University



0:09 / 5:34



YouTube



Additional Resources

www.eita-pa.org

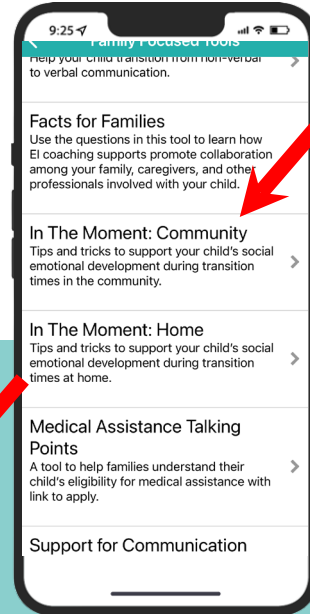
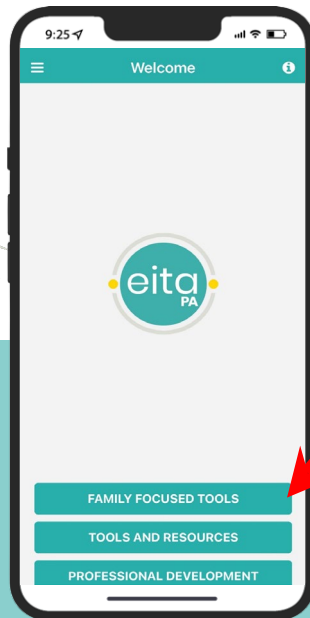
Social Emotional Interest Page

- Bits About Behavior Principles
- Supports to reduce expulsion and suspension
- National resources/websites



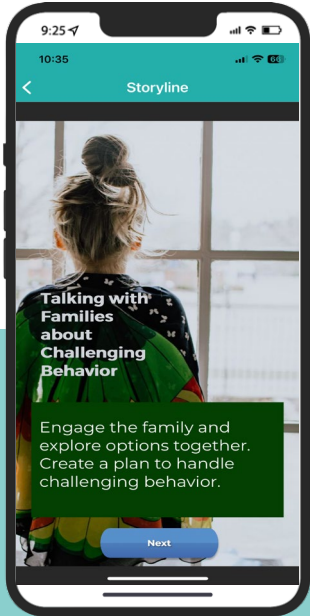
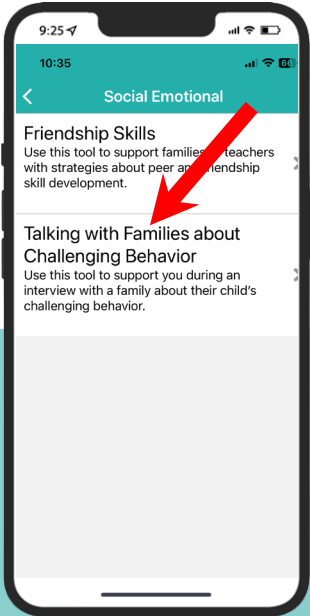
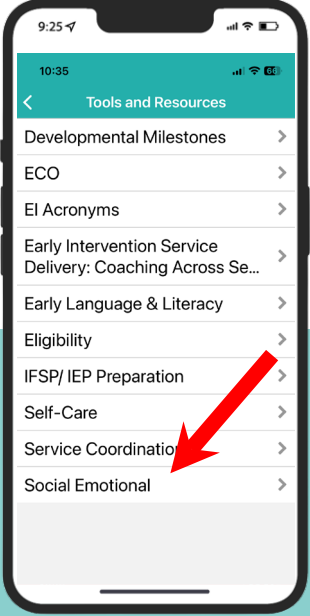
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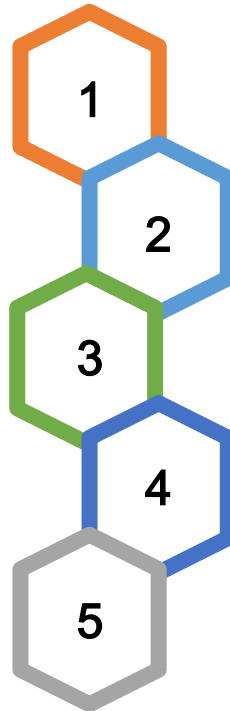


<http://tinyurl.com/self-co-regulation>

Social Emotional Mini-Series

Big 5 Classroom Practices

**Use of 5 to 1 Ratio of
Positive Attention**
October 11, 2024



**Use of Predictable
Schedules**
October 25, 2024

**Establish Routines
within Routines**
November 8, 2024

**Directly Teach Behavioral
Expectations**
November 22, 2024

**Directly Teach Peer
Related Social Skills**
December 6, 2024



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Citations

Hemmeter, M. L., Ostrosky, M., & Fox, L. (2021). Unpacking the pyramid model: A practical guide for preschool teachers. Paul H. Brookes Publishing Co.

Dunlap, G., Wilson, K., Strain, P., & Lee, J.K. (2022). Prevent teach reinforce for young children: The early childhood model of individualized positive behavior support (second). Brookes Publishing.

Zero to three. Early connections last a lifetime.
<https://www.zerotothree.org/>

Cultivate learning. Washington state university, College of education. Trauma informed practices national pilot, 2024
