

2018 TK CONFERENCE LOS ANGELES



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Developing Self-Regulation in a TK Classroom

Kitty Dixon, Sr VP, Innovation
Betsy Fox, Director, Early Learning Partnerships
New Teacher Center



Outcomes



Participants will be able to:

- **Articulate what self-regulation is and its importance in learning and life**
- **Identify strategies and techniques to support the development of self-regulation skills with young children**





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Agenda



- Welcome, Connector, Overview
- Self-Regulation: Overview and Importance
- Strategies and techniques to support the development of self-regulation skills

Collaborative Norms

- Equity of Voice
- Active Listening
- Respect for All Perspectives
- Safety and Confidentiality
- Respectful Use of Electronics

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Poll

Select a norm you want to intentionally focus on today

- Equity of Voice
- Active Listening
- Respect for All Perspectives
- Safety and Confidentiality
- Respectful Use of Electronics

Connector

- As you watch the video, jot down some notes as you watch.....

What is the student doing?

What is the adult doing?

- In partners, discuss and post key ideas on the Nearpod Collaborate Board on your device

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What did you notice the students and adults doing?

Collaborate!

What did you notice the students and adults doing?

Think About It...

Developing Self-Regulation in a TK Classroom
TK Conference 2018-08-07
Kitty Dixon and Betsy Fox, New Teacher Center
My Student

Child you will keep in mind during this session: (name, descriptor, success areas, challenge areas)	
Possible causes for self-regulation challenges:	
Strategies you will try:	When:
Further Resources you might need:	
Other:	

How do challenges with self-regulation show up in your classroom or program?

Think about one child who you would like to keep in mind during our session.

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Self-Regulation Overview





Self-regulation is the capacity to control one's impulses, both to stop doing something, if needed and to start doing something, if needed. It underlies intentional and thoughtful behaviors.

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Requires the skills and ability to....



- **Identify one's physical state** to be able to then calm or arouse one's physical state
- **Identify, express, and manage feelings** in age appropriate and healthy ways
- **Manage one's thoughts** and engage in cognitive processes such as problem solving

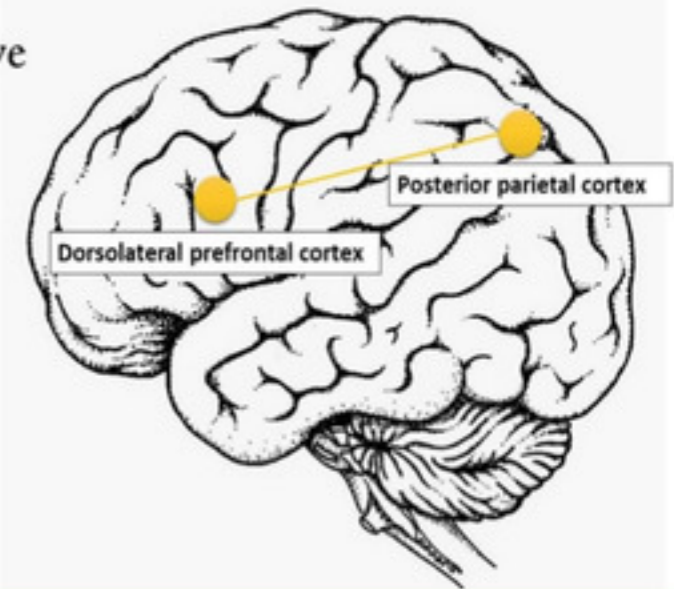
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Executive Functions

- **Inhibitory Control**
 - Resisting habits, temptations
- **Working Memory**
 - Holding & manipulating information in mind
- **Cognitive Flexibility**
 - Ability to adjust to change

Central Executive Network

- Supports sustained focus and working memory
- Engages in tasks that require careful rational thought and conscious control
- Involved in suppression of impulses



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Emotional Regulation

The ability to label feelings, express feelings safely, and regulate one's internal reactions to situations so as to not be overwhelmed by feelings in negatively perceived situations



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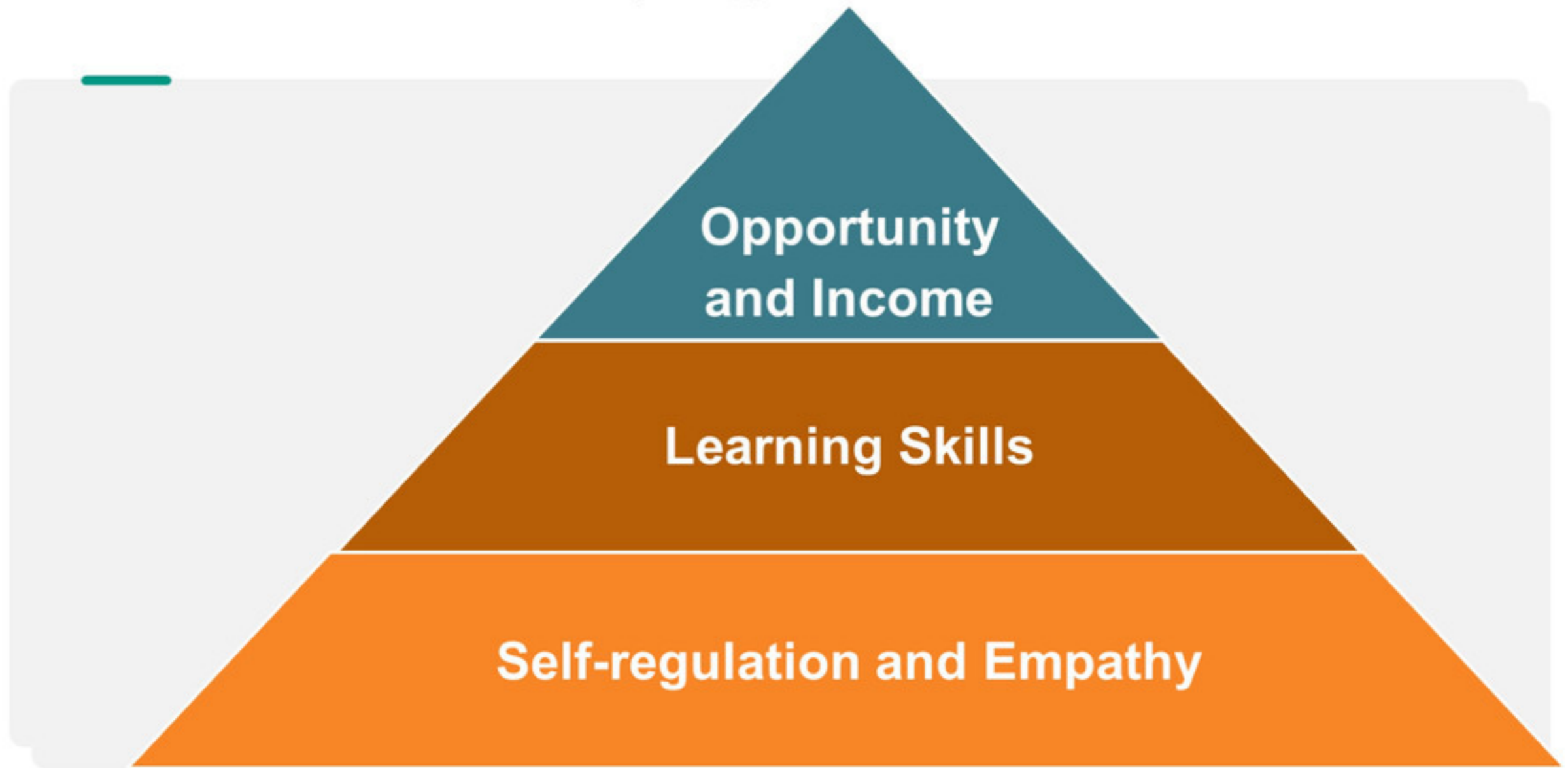
Behavioral Regulation (Cognitive)

Capacity to 'read' social situations and adjust behaviors accordingly to meet the demands of environmental and social interactions

Ability to reflect and plan...controlling and remembering on purpose

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It's a Matter of Equity



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Article Jigsaw



Read: (5 min)

All groups: Read introduction on page 46

A: What is self-regulation?

B: How Does Self-Regulation Develop?

C: Supporting SR in a Kindergarten Classroom

D: Providing Scaffolding

Share each section (2 min each)

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Revisit “My Student”

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My Student

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(Name, description, success areas, challenge areas)

Possible causes for self-regulation challenges:

Strategies you will try:	When:
--------------------------	-------

Further Resources you might need:

Other:

**Add possible causes
for your student’s
self-regulation
challenges**

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Strategies for Supporting Development of Self-Regulation



CA Preschool Foundations



2.0 Self-Regulation		Standard 4: Interpersonal Communication Standard 7: Practicing Health-Enhancing Behaviors
At around 48 months	At around 60 months	By the end of kindergarten
2.1 Need adult guidance in managing their attention, feelings, and impulses and show some effort at self-control.	2.1 Regulate their attention, thoughts, feelings, and impulses more consistently, although adult guidance is sometimes necessary.	Standard 4: Interpersonal Communication 4.1 Show how to express personal needs and wants appropriately. Standard 7: Practicing Health-Enhancing Behaviors 7.1 Express emotions appropriately.

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Stages of Self-Regulation



Stage 1. Being regulated by another person (teacher or peer regulation)

Stage 2. Regulating another person (other-regulation)

Stage 3. Regulating themselves, independently from others (self regulation)

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Give One, Get One

1. Move around the room and find a partner.
2. Exchange an idea: “Give one, Get one.”
3. Record idea on page.
4. Move to a new partner after exchanging ideas.
5. When you fill in your grid, return to your table.



Effective Strategies in Self Regulation

Post a couple of the best strategies you received from your colleagues

Collaborate!

Effective Strategies in Self Regulation

Strategies and Techniques

Sensory Strategies	Calming Techniques	Thinking Strategies
<ul style="list-style-type: none">· Drink· Bathroom· Wall push-up· Palm press or tickles· Wiggle cushion· Lap pad· Worry stone· Clay· Ball chair· Chair push-ups· Movement break· Arm squeezes	<ul style="list-style-type: none">· Deep breathing· Worry dolls· Tense and relaxing muscles· Worry stones· Worry/feeling book· Counting to 10· Asking for help· Yoga· Breathing· Stretching· Cool-down Kit	<ul style="list-style-type: none">· Self-talk· Thinking good thoughts· Use your imagination· Big problem vs. little problem, Brain break· I-messages· Talk about it· 5 Pt. Scale

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Non-Automatic Pilot Games

- Peg-Tapping Game
- Day-Night Task
- “Simon-Says, Do the Opposite”
- Say “ten” fifteen times
- Say “joke” 15 times
- Select computer games carefully



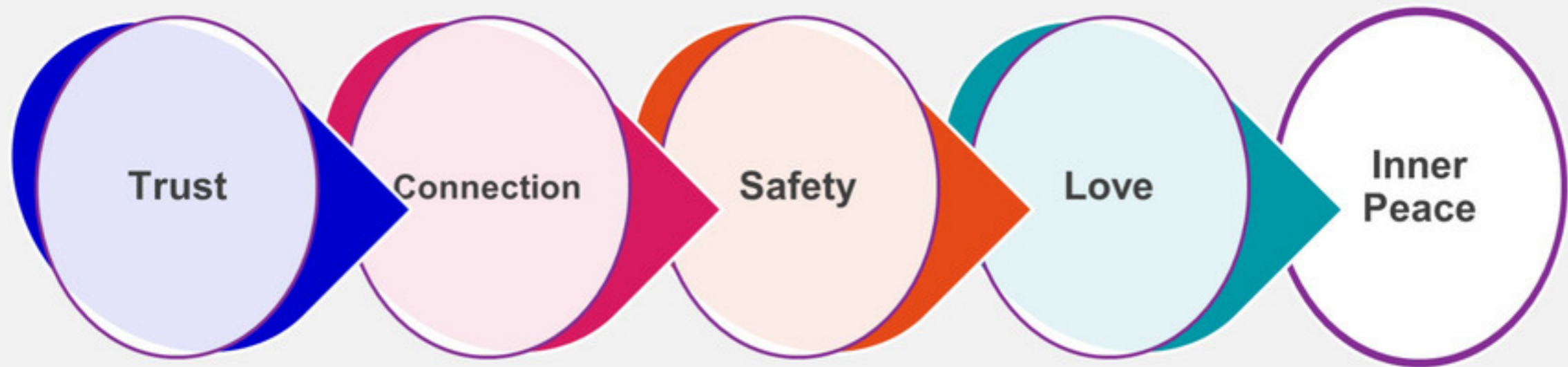
(inhibit what children would do automatically and instead follow changing rules)

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Attachment



How do you make children feel safe and connected in your classroom?



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Further Resources you might need:	
Other:	

Add strategies to try with your student

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Closure



Poll

How much did today's session help deepen your understanding of Self-Regulation?

Very Helpful

Helpful

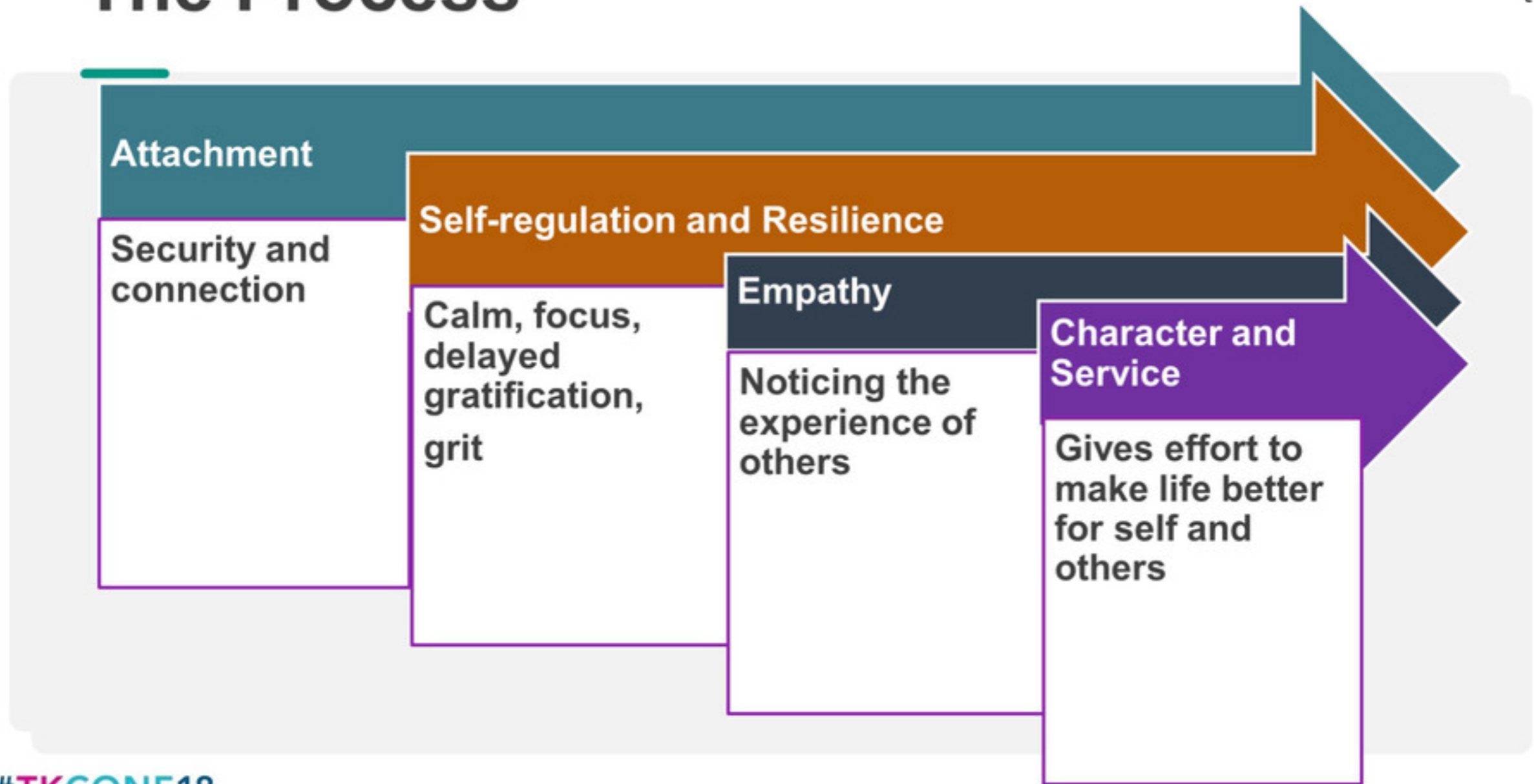
Somewhat

Not at all

Not sure



The Process



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