



**Self Regulation**

**Workshop**

**Thursday 1st February**

# Aims of the Session

- To explore what self regulation is
- To recognise the impact self regulation can have on all areas of learning
- To recognise what self regulation may look like at school and some examples of how we support the development of this
- To know some practical ways to support self regulation at home

# What does self-regulation look like?

**bounce back** when things get difficult



**monitor** what they are doing and **adapt**

**concentrate** their thinking



be patient for what they want



regulate strong feelings



plan what to do next





“Self-regulation in its simplest form refers to the ability to control our impulses. When we self-regulate, we can stop doing something even if we don’t want to, and we can start to do something that is required of us even if we’d rather not.”

Thompson (2014)

<https://www.youtube.com/watch?v=WRx3eOWC2I4>



## Self-Regulation vs Self-Control

self-control



preventing **strong emotions**

self-regulation



managing **stress + recovery**  
to have strong impulses  
less often

**Self-regulation may look different for different children and at various stages of development, but a self-regulated child is likely to show degrees of:**

- Adaptability
- Problem Solving
- Creativity
- Positivity
- Resilience
- Patience
- Perseverance
- Determination
- Self-motivation



**Self regulation is central  
to a child's ability to  
learn in the early years  
and beyond.**



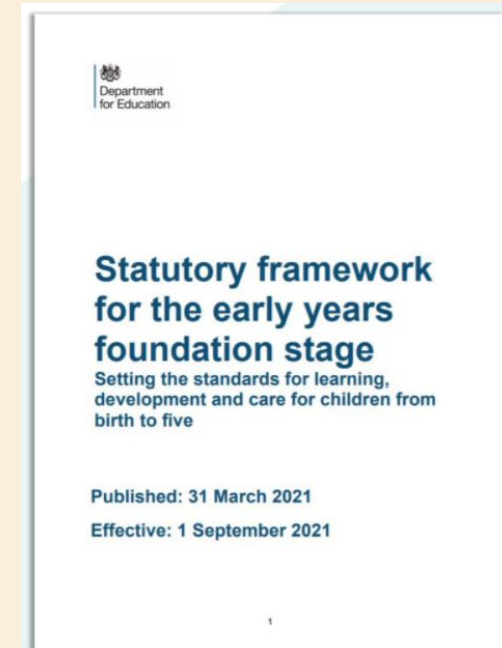


# Self regulation is supported by the 3 basic elements:

- Working **memory**
- Inhibitory **control**
- Cognitive **flexibility**

# The Statutory Framework for Early Years Foundation Stage suggests by the end of Reception children should be able to:

- Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly
- Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate
- Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions



# Examples of how we support the development of self-regulation

- Through the use of co-regulation
- Following the Jigsaw PSHE curriculum
- Use of routines and structure to encourage independence
- Incorporate choices into routines, so that children are asked to be active agents in their learning, eg. choice of activities & resources
- Encourage children to feel comfortable to make mistakes and promote a growth mindset

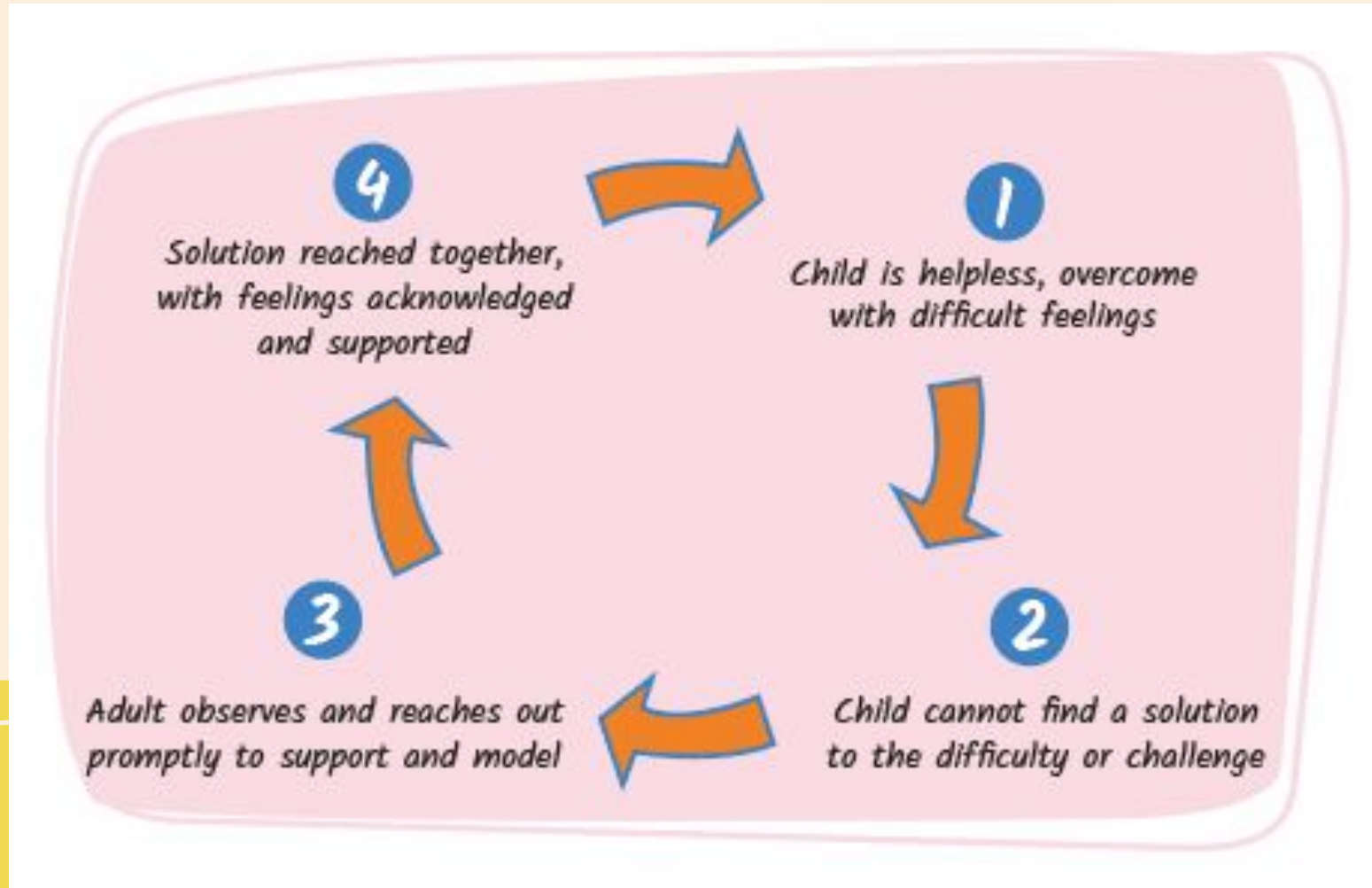
# What is co-regulation?

“Self-regulation grows out of co-regulation, where adults and children work together toward a common purpose, including finding ways to resolve upsets from stress in any domain and return to balance.”  
(Birth to 5 Matters)



# What is co-regulation?

Co-regulation is an ongoing cycle of observation, interaction and collaboration:



# An environment of connection

There needs to be a solid framework into which co-regulation sits comfortably. This means that each day we provide:

- A predictable and enjoyable daily routine and schedule
- Careful observation of children's emotional cues
- Plenty of fresh air and physical activity – research demonstrates over and over that fresh air and exercise helps children's self-regulatory abilities



## Playing games together

- Board games encourage children to develop their patience and turn taking
- Gives children opportunities to experience not winning a game
- Playing games like I-Spy and Simon Says encourages children to listen carefully and follow instructions
- Hide and seek requires children to practice waiting and being patient

## Use of language

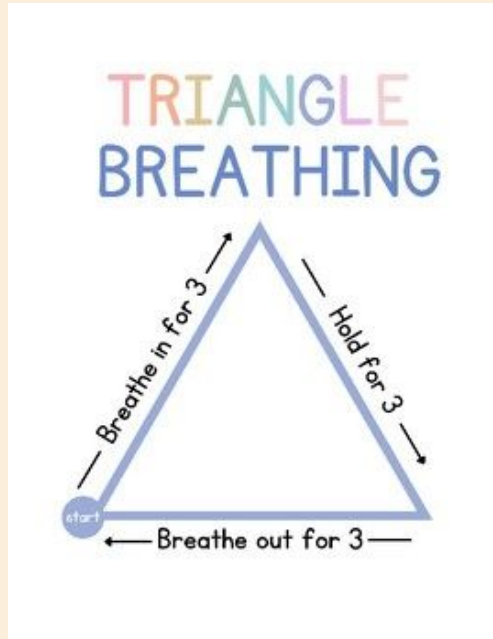
- Using positive language and promoting a growth mindset by encouraging your child to have a go at things they find challenging or are new experiences
- It might be helpful to use phrases such as “I know it can feel scary when we try something for the first time” in order to recognise and support your child’s feelings if they are upset

## Working together

- Activities that promote teamwork and cooperation such as working together to build a Lego model or throwing and catching a ball
- Making something creative together and having a shared vision for what this might look like- including drawing a design and choosing appropriate materials

# Mindfulness

- Breathing techniques can be useful for calming children down if they feel stressed, angry or anxious. This could be blowing bubbles or by using the breathing triangle technique.



- Yoga can support children to move mindfully and support their self regulation. We love the Cosmic Yoga videos available on YouTube.