



December 8, 2021

## Strategies to Promote Cognitive Self-Regulation

### HOME VISITING WEBINAR SERIES

## PARTICIPANT'S GUIDE

This guide summarizes the key components for our session today. It also has reflection questions and activities to stimulate your thinking about how you can implement the strategies, practices, and resources we explored.

### Head Start Early Learning Outcomes Framework (ELOF)

<https://eclkc.ohs.acf.hhs.gov/interactive-head-start-early-learning-outcomes-framework-ages-birth-five>

The Home Visiting Webinar Series will focus on the ELOF Approaches to Learning domain. Follow the link above to the Interactive ELOF. You'll see infant/toddler and preschool domains. Click on a domain to see the sub-domains. Click on a sub-domain to see the goals. Click on a goal to see the developmental progression of skills for that goal. This is an invaluable resource!

	CENTRAL DOMAINS				
	APPROACHES TO LEARNING	SOCIAL AND EMOTIONAL DEVELOPMENT	LANGUAGE AND LITERACY	COGNITION	PERCEPTUAL, MOTOR, AND PHYSICAL DEVELOPMENT
▲ INFANT/TODDLER DOMAINS	Approaches to Learning	Social and Emotional Development	Language and Communication	Cognition	Perceptual, Motor, and Physical Development
● PRESCHOOL DOMAINS	Approaches to Learning	Social and Emotional Development	Language and Communication	Mathematics Development	Perceptual, Motor, and Physical Development
			Literacy	Scientific Reasoning	



National Center on  
Early Childhood Development, Teaching, and Learning

This resource was supported by the Administration for Children and Families (ACF) of the United States (U.S.) Department of Health and Human Services (HHS) as part of a financial assistance award totaling \$10,200,000 with 100% funded by ACF. The contents are those of the author(s) and do not necessarily represent the official views of, nor an endorsement, by ACF/HHS, or the U.S. Government. This resource may be duplicated for noncommercial uses without permission.

## Learning Objective

What would you like to walk away with from this session?



### Learning Objectives

- Describe cognitive self-regulation (executive function)
- Identify home visiting practices that support parents' promotion of executive function skill development
- Connect resources that home visitors can use to meet the needs of all children and families



From this session today, I hope to:

- 1.
- 2.
- 3.

## Approaches To Learning Sub-Domains: (Key Points, Take-Aways)



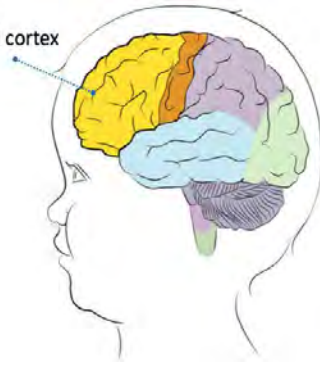
### Executive Function:



### Responsive Caregiving Provides Regulatory Support



Prefrontal cortex



### Responsive Interactions



Encourage problem solving

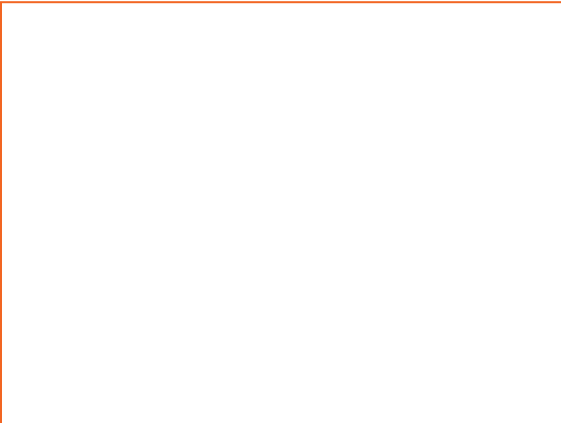
Support exploration

Provide children with enough time to respond or try a new strategy

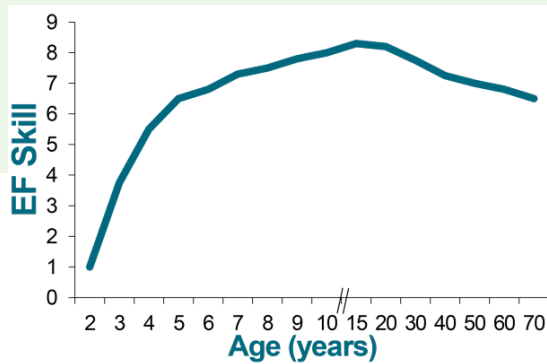
Follow the child's lead and respond to their cues

Have back-and-forth interactions

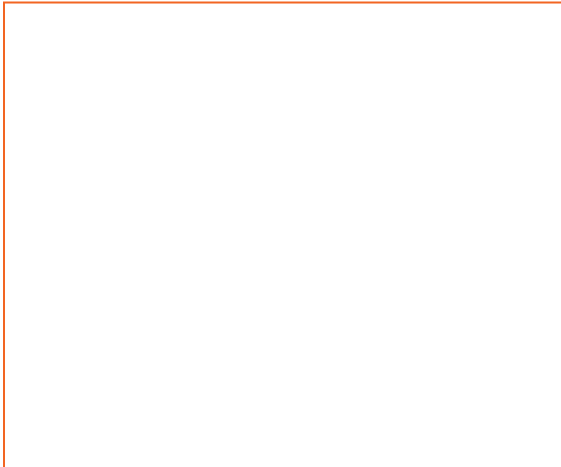
Model productive behaviors



### Executive Function from 2 to 70



Zelazo et al., 2013; Carlson & Zelazo, 2015



## Reflective Questions:

1) How can I support parents in developing their own executive function skills?:

---



---



---



---

2) What kinds of stress are the families on my caseload (I support) experiencing?:

---



---



---

---

3) What is something that I really enjoy learning about? Does it come easy for me to learn and why?

---

---

---

4) What is something that does not come easy for me to learn about? Why do I struggle?

---

---

---

---

## Video Observation: How is the activity helping to build executive functioning skills?



## Supporting Dual Language Learners: Vignette

Teacher Thomas works with three-year-old Maya, who does not yet use English Words.

**Panel 1:** Maya brings Thomas a crayon, a new tool she is beginning to explore.

**Panel 2:** Thomas names the crayon and shares in her delight. *A crayon!*

**Panel 3:** Maya says "cron" for crayon, and Thomas acknowledges her attempt by saying "yes" and repeating the whole word, "crayon." They then explore this new tool together. *Cron* *Yes, this is a crayon, Maya. Let's color together.*

**Panel 4:** Thomas asks an open-ended question of Maya, who is a very new English speaker. He knows she might not respond with English words and accepts her scribbles or gestures as her response. *What would you like to draw?*



## Connecting at Home:

How can I use these strategies to support early brain development at home?

# Make It Social



## Connecting at Home:

How can I use these strategies to support early brain development at home?

# Build Routines



National Center on  
Early Childhood Development, Teaching, and Learning

This resource was supported by the Administration for Children and Families (ACF) of the United States (U.S.) Department of Health and Human Services (HHS) as part of a financial assistance award totaling \$10,200,000 with 100% funded by ACF. The contents are those of the author(s) and do not necessarily represent the official views of, nor an endorsement, by ACF/HHS, or the U.S. Government. This resource may be duplicated for noncommercial uses without permission.



**Connecting at Home:**

How can I use these strategies to support early brain development at home?

**Follow  
Their Lead**



National Center on  
Early Childhood Development, Teaching, and Learning

This resource was supported by the Administration for Children and Families (ACF) of the United States (U.S.) Department of Health and Human Services (HHS) as part of a financial assistance award totaling \$10,200,000 with 100% funded by ACF. The contents are those of the author(s) and do not necessarily represent the official views of, nor an endorsement, by ACF/HHS, or the U.S. Government. This resource may be duplicated for noncommercial uses without permission.

**Connecting at Home:**

How can I use these strategies to support early brain development at home?

# Be A Regulator



## Helpful Resources:

### ELOF Resources

Head Start Early Learning Outcomes Framework and related resources (some, including the ELOF, are also available in Spanish)

<https://eclkc.ohs.acf.hhs.gov/school-readiness/article/head-start-early-learning-outcomes-framework>

Approaches to Learning Effective Practice Guides (also available in Spanish)

<https://eclkc.ohs.acf.hhs.gov/school-readiness/effective-practice-guides/approaches-learning>

### ECLKC Resources

Connecting Research to Practice: Tips for Working with Infants, Toddlers, and Their Families

<https://eclkc.ohs.acf.hhs.gov/teaching-practices/article/connecting-research-practice-tips-working-infants-toddlers-their-families>

Supporting English Language Development When Children Have Little Experience with English

<https://eclkc.ohs.acf.hhs.gov/sites/default/files/pdf/dll-english-language-development.pdf>

Daily Schedule for Children Under 12 Months of Age (webpage available in Spanish)

<https://eclkc.ohs.acf.hhs.gov/publication/daily-schedule-children-under-12-months-age>

Daily Schedule for Children 12-18 Months of Age (webpage available in Spanish)

<https://eclkc.ohs.acf.hhs.gov/publication/daily-schedule-children-12-18-months-age>

Daily Schedule for Children 2-4 Years of Age (webpage available in Spanish)

<https://eclkc.ohs.acf.hhs.gov/publication/daily-schedule-children-2-4-years-age>

The Importance of Schedules and Routines (also available in Spanish)

<https://eclkc.ohs.acf.hhs.gov/about-us/article/importance-schedules-routines>

Tips for Teachers: Follow the C.A.R. (from Engaging Children in Conversations, Birth to Five 15-minute In-service Suite)

<https://eclkc.ohs.acf.hhs.gov/sites/default/files/pdf/no-search/iss/language-modeling-and-conversations-birth-to-5/engagingconversation-teachtipscar-0-5.pdf>

Playing to Learn: Benefits of Play in Early Childhood

<https://eclkc.ohs.acf.hhs.gov/video/playing-learn-benefits-play-early-childhood>

Developing Self-Regulation in Young Children: Lessons from Research

<https://eclkc.ohs.acf.hhs.gov/video/developing-self-regulation-young-children-lessons-research>



Building the Brain: Supporting Children's Early Brain Development

<https://eclkc.ohs.acf.hhs.gov/video/building-brain-supporting-childrens-early-brain-development>

Early Essentials Webisode 5: School Readiness for Infants and Toddlers

<https://eclkc.ohs.acf.hhs.gov/video/early-essentials-webisode-5-school-readiness-infants-toddlers>

How the Brain Works (Video)

<https://eclkc.ohs.acf.hhs.gov/video/how-brain-works>

News You Can Use: Approaches Toward Learning (webpage available in Spanish)

<https://eclkc.ohs.acf.hhs.gov/school-readiness/article/news-you-can-use-approaches-toward-learning-part-1-foundations-school-readiness>

Ross Thompson: Children's Approaches to Learning

<https://eclkc.ohs.acf.hhs.gov/podcast/ross-thompson-childrens-approaches-learning>

Supporting Social and Emotional Learning Through Parent-Child Interactions

<https://eclkc.ohs.acf.hhs.gov/video/supporting-social-emotional-learning-through-parent-child-interactions>

15-minute In-service Suite: Behavior Has Meaning

<https://eclkc.ohs.acf.hhs.gov/video/behavior-has-meaning>

Sensitive Conversations with Families

<https://eclkc.ohs.acf.hhs.gov/podcast/sensitive-conversations-families>

Engaging with Families in Conversations About Sensitive Topics (also available in Spanish)

<https://eclkc.ohs.acf.hhs.gov/publication/engaging-families-conversations-about-sensitive-topics>

Head Start Heals Campaign

<https://eclkc.ohs.acf.hhs.gov/mental-health/article/head-start-heals-campaign>

Taking Care of Ourselves

<https://eclkc.ohs.acf.hhs.gov/family-support-well-being/article/taking-care-ourselves-stress-relaxation>

Dual Language Learners Toolkit

<https://eclkc.ohs.acf.hhs.gov/culture-language/article/families-support-their-children-who-are-dual-language-learners>

Managing Stress with Mindful Moments

<https://eclkc.ohs.acf.hhs.gov/mental-health/article/managing-stress-mindful-moments>

## Mobile Apps

ELOF@HOME

<https://eclkc.ohs.acf.hhs.gov/teaching-practices/article/mobile-tools-home-visitors>



National Center on  
Early Childhood Development, Teaching, and Learning

This resource was supported by the Administration for Children and Families (ACF) of the United States (U.S.) Department of Health and Human Services (HHS) as part of a financial assistance award totaling \$10,200,000 with 100% funded by ACF. The contents are those of the author(s) and do not necessarily represent the official views of, nor an endorsement, by ACF/HHS, or the U.S. Government. This resource may be duplicated for noncommercial uses without permission.

### ELOF2GO Mobile App

<https://eclkc.ohs.acf.hhs.gov/school-readiness/article/elof2go-mobile-app>

### Text4HomeVisitors

<https://eclkc.ohs.acf.hhs.gov/teaching-practices/article/mobile-tools-home-visitors>

### Ready DLL Mobile App

<https://eclkc.ohs.acf.hhs.gov/culture-language/article/ready-dll-mobile-app>

## Online Communities

### MyPeers

<https://eclkc.ohs.acf.hhs.gov/about-us/article/mypeers-collaborative-platform-early-care-education-community>

- Home Visiting Community
- Head Start Disabilities and Inclusion Network
- CLRP (Dual Language Learners)

