





While You're Waiting
Supporting Preschoolers' Emotional and Behavioral Self-Regulation



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Office of Head Start
National Center on
Early Childhood Development, Teaching, and Learning


October 7, 2021
Supporting Preschoolers' Emotional and Behavioral Self-Regulation

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Host
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Approaches to Learning



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Webinar Features

Slide Deck Question & Answers FAQs (English & Spanish) Closed Captioning

Help Media Player Resource List Speaker Bios

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Viewer's Guide

Supporting Preschoolers' Emotional and Behavioral Self-Regulation

Head Start Early Learning Outcomes Framework (ELOF)

Viewer's Guide

Supporting Preschoolers' Emotional and Behavioral Self-Regulation

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Head Start Early Learning Outcomes Framework

		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	
PRESCHOOLER DOMAINS	Approaches to Learning	Social and Emotional Development	Language and Communication Literacy	Mathematics Development Scientific Reasoning	Perceptual, Motor and Physical Development	

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Approaches to Learning – What is it?


- Focuses on how children learn
- Refers to the skills and behaviors children use to engage in learning
- Incorporates emotional, behavioral, and cognitive self-regulation as well as initiative, curiosity, and creativity
- Includes executive functioning skills

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Approaches to Learning




Emotional and Behavioral Self-Regulation



Cognitive Self-Regulation



Initiative and Curiosity



Creativity

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Approaches to Learning



Emotional and Behavioral Self-Regulation



Cognitive Self-Regulation



Initiative and Curiosity



Creativity

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Emotional and Behavioral Self-Regulation ELOF Goals

- **Goal P-ATL 1.** Child manages emotions with increasing independence.
- **Goal P-ATL 2.** Child follows classroom rules and routines with increasing independence.
- **Goal P-ATL 3.** Child appropriately handles and takes care of classroom materials.
- **Goal P-ATL 4.** Child manages actions, words, and behavior with increasing independence.



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ELOF Goals

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Why are behavioral and emotional regulation skills important?



- Managing emotions is critical for academic achievement and mental health
- Supports performance on cognitive tasks
- Children who regulate emotions have greater social competence and better social skills and friendships
- Facilitates transition to kindergarten and school readiness

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How are you feeling?



How do you feel when a child is engaging in challenging behavior?

Enter your feeling words into the Q&A.


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Feelings Words



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Emotions

What strategies do **you** use to manage **your** emotions?


Enter your answer into the Q&A box.



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Red Light, Green Light

Trying to save money. Managed to save a little, and just got a big bill to pay.	Red Thoughts This is hopeless! I'll never save any money. I'm going to struggle, and it will be so awful.	Green Thoughts Thinking This is a setback, but it's not the end of the world. I'll have to plan for those types of bills in the future, perhaps start paying them off a bit at a time.
	I would feel sad and depressed.	Feeling I would feel OK and hopeful about the future.
	I would probably just give up trying to save.	Behaving I would work out how I forgot about those bills and plan for them in the future or pay them off a bit at a time.



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Red Light, Green Light

You are starting to lead circle time and one of the children, bothered by their neighbor, starts to scream and hit others.	Red Thoughts This is frustrating! I can never lead circle time in a smooth way!	Green Thoughts Thinking
	I would feel frustrated and disappointed.	Feeling
	I would probably just tell the children to go play and stop trying to lead circle times.	Behaving



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Developmental Progression of Emotional Regulation




Manages less intense emotions independently. May require adult support to manage more intense emotions.

Expresses emotions in ways that are appropriate to the situation. Looks for adult assistance when emotions are most intense. Uses a range of coping strategies to manage emotions.


Has expanding range of strategies for managing emotions. May look to adults for support but shows increasing skill in using strategies suggested by adults.

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Video: Manages Less Intense Emotions

Manages less intense emotions, such as mild frustration, independently. May require adult support to manage more intense emotions.



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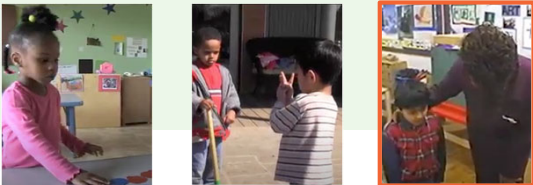
Video: Expanding Range of Strategies

Child has an expanding range of strategies for managing emotions, both less intense emotions as well as those that cause greater distress. May still look to adults for support in managing the most intense emotions but shows increasing skill in successfully using strategies suggested by adults.



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Developmental Progression of Emotional Regulation




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Video: Expresses Emotions

Expresses emotions in ways that are appropriate to the situation. Looks for adult assistance when emotions are most intense. Uses a range of coping strategies to manage emotions with the support of an adult, such as using words or taking deep breaths.



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Video: Supporting Young Children's Emotional Regulation

Which strategies would you use in your group?



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Supporting Emotional Regulation at Home



The **Hearts & Feelings Kit** is sent home with children and provides families with materials used in the classroom to support emotional regulation.

- Weighted stuffy
- Alone tent
- Books about emotions

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BASICS: Emotional and Behavioral Self-Regulation

- B** Behavioral expectations in advance
- A** Attend to and encourage appropriate behavior
- S** Scaffold with cues and prompts
- I** Increase engagement
- C** Create or add challenge
- S** Specific feedback

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Behavioral Expectations in Advance



"When I say your name, use your walking feet to walk to the small group table."

"Use a gentle touch."

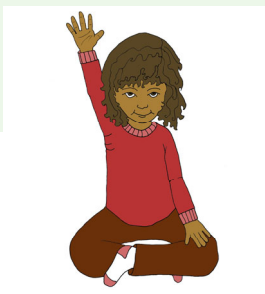
"We are going to let everyone have a three-minute turn with the sit and spin."

"Raise a quiet hand if you want a turn."

Horizontal lines for writing notes.

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Behavioral Expectations in Advance: Visual Supports



Horizontal lines for writing notes.

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Attend to and Encourage Appropriate Behavior



"I saw you take a deep breath before asking Gia to stop touching your paper. What a great strategy to keep calm!"

"Tua, when Jojo told you it was his turn to use the swing, I heard you ask for one more minute. And it worked! Can I give you a fist bump for that?"

"Asma, I heard you saying you were feeling excited. That is a such a great feeling word! What are you feeling excited about?"

"Theo, I hear you saying you are angry, but look at how calm you are staying—that is really hard to do."

Horizontal lines for writing notes.

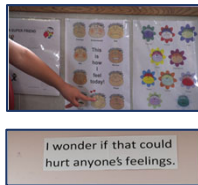
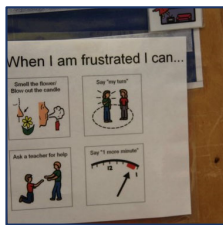
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Attend to and Encourage Appropriate Behavior: High Five



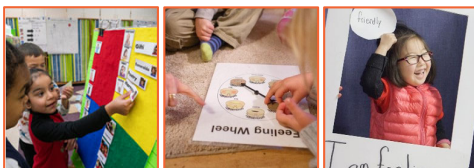
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Scaffold with Cues and Prompts




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Increase Active Engagement



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Create or Add Challenge




Advance
Use advanced feeling vocabulary beyond happy, sad and mad.

Increase
Increase solutions in the solution kit.

Extend
Extend time a child waits for a turn.

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Specific Feedback









“You used a really big feeling word: frustrated. Another word like feeling really frustrated is exasperated.”

“You have tried the same solution a few times. Try to find another one in the solution kit.”

“I heard you say that the girl looks happy in the picture but look at her mouth. It looks turned down. Can you think of another feeling word?”

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BASICS: Emotional and Behavioral Self-Regulation

-  Behavioral expectations in advance
-  Attend to and encourage appropriate behavior
-  Scaffold with cues and prompts
-  Increase engagement
-  Create or add challenge
-  Specific feedback

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Small Change Big Impact



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Small Change Big Impact

Counting Cards




Use a visual support to help a child wait their turn.


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Focus on Equity




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Video: Implicit Bias
How do our biases impact children?



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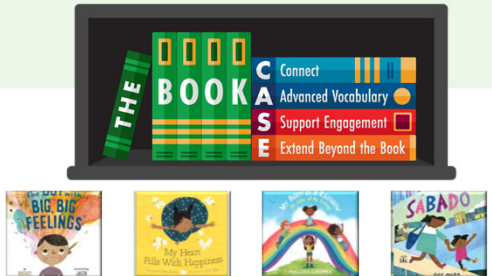


Reflection



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The BookCASE




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The BookCASE

Saturday by Oge Mora



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It's All About You!

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It's All About You!

Stay out of Oz



- Cement your shoes
- Take a deep breath
- Find your calm


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https://bit.ly/DTL_PUSHPLAY




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Live Q&A

If you have questions for us, put them in the Q&A and we'll do our best to answer your question!



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Thank You!

Join Us For Our Next Episode!

- Nov. 4, 2021 – Supporting Infants' and Toddlers' Emotional and Behavioral Self-Regulation
- Dec. 2, 2021 – Supporting Preschoolers' Cognitive Self-Regulation
- Jan. 12, 2022 – Supporting Infants' and Toddlers' Cognitive Self-Regulation




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<https://eclkc.ohs.acf.hhs.gov/mypeers>




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<https://eclkc.ohs.acf.hhs.gov/>




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We Want to Hear From You!

<https://bit.ly/3AoDJ4k>

For more information contact:
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(Toll-free 1-844-261-3752)

This training 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.

