

Stop, Think, Act: Supporting Executive Functioning and Self-Regulation from Birth Through Early Childhood

Tuesday, July 21, 2015 12:45pm - 1:45pm

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DESCRIPTION

In recent years, executive functioning and self-regulation have been hot topics in early childhood education. The research is finally catching up to what educators have known for years: Self-regulatory skills such as paying attention, following directions, and getting along with others are key for early learning, but what can we do to ensure children have the self-regulatory skills they need for school success? In this presentation, we will focus on how self-regulation develops from birth through the early childhood years. In addition, we will discuss why self-regulation is important for early learning, with an emphasis on specific strategies early childhood educators can use to effectively promote these skills in group care and home-based settings.

OBJECTIVES

Participants will be able to:

1. Learn about how self-regulation develops from birth through the early childhood years.
2. Become familiar with research highlighting the importance of self-regulation for social and academic success.
3. Receive specific strategies for promoting self-regulation in group care and home-based settings for infants, toddlers, and preschoolers.

WHAT DID YOU LEARN FROM THIS PRESENTATION?

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HOW CAN YOU USE THIS INFORMATION IN YOUR WORK?

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EXPLORE RELATED RESOURCES

- Read **Executive Function**, Training Module, Center for the Developing Child Harvard University at: http://deltraining.com/courses/Executive_Function/content-frame.htm
- Read **Foundations of School Readiness: Social and Emotional Development** at: <http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/ehsnrc/docs/nycu-social-emotional-development.pdf>
- Read **Core Concepts in the Science of Early Childhood Development**, Center on the Developing Child Harvard University at: http://developingchild.harvard.edu/resources/multimedia/interactive_features/coreconcepts/
- Read **School Readiness Goals for Infants and Toddlers in Head Start and Early Head Start Programs: Examples from the National Resource Center** at: <http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/ehsnrc/school-readiness/nycusocialemo.htm>
<http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/ehsnrc/docs/20-tipsheet.pdf>
- Read **In Brief: Executive Function: Skills for Life and Learning**, Center on the Developing Child Harvard University at: <http://developingchild.harvard.edu/resources/briefs/>
- View **Baby Brain Map** at: <http://www.zerotothree.org/child-development/brain-development/baby-brain-map.html>
- Take **Brain Quiz** at: <http://www.zerotothree.org/child-development/brain-development/brain-quiz.html>
- Read **The Science of Early Childhood Development** at Center for the Developing Child Harvard University at: <https://shar.es/1qrTXV>