



While You're Waiting...
Supporting Preschoolers' Cognitive Self-Regulation



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Supporting Preschoolers' Cognitive Self-Regulation

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Webinar Features



Help Media Player Resource List Speaker Bios



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Viewer's Guide

Supporting Preschoolers' Cognitive 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 Literacy	Mathematics Development Scientific Reasoning	Perceptual, Motor and Physical Development

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Approaches to Learning

Emotional and Behavioral Self-Regulation

Cognitive Self-Regulation

Initiative and Curiosity

Creativity

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Cognitive Self-Regulation ELOF Goals

- Goal P-ATL 5. Child demonstrates an increasing ability to **control impulses**.
- Goal P-ATL 6. Child maintains **focus and sustains attention** with minimal adult support.
- Goal P-ATL 7. Child **persists** in tasks.
- Goal P-ATL 8. Child **holds information in mind** and manipulates it to perform tasks.
- Goal P-ATL 9. Child demonstrates **flexibility in thinking** and behavior.



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Cognitive Self-Regulation: Webinar Focus

- **Goal P-ATL 5. Child demonstrates an increasing ability to control impulses.**
- Goal P-ATL 6. Child maintains focus and sustains attention with minimal adult support.
- Goal P-ATL 7. Child persists in tasks.
- Goal P-ATL 8. Child holds information in mind and manipulates it to perform tasks.
- Goal P-ATL 9. Child demonstrates flexibility in thinking and behavior.




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Self-Regulation Skills: Hot and Cold

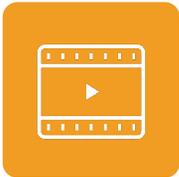


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One Marshmallow or Two?



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Marshmallow Test



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What are your marshmallows?



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Impulse

How do you keep yourself from engaging impulsive behavior?

Enter your strategies in the Q&A



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Why are cognitive regulation skills important?

- Children's ability to regulate these emotions facilitates their transition to kindergarten and school readiness by supporting the ability to acquire academic information
- Children aren't born with these skills—they are born with the potential to develop them.



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Developmental Progression of Cognitive Self-Regulation



Sometimes controls impulses independently, while at other times needs support from an adult.

Engages in impulsive behaviors but inhibits them when supported by an adult.

Stops to transition, delays having desires met, waits to communicate, refrains from responding impulsively

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Video: Impulse Control – Ringing Bell
Child demonstrates an increasing ability to control impulses.



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Developmental Progression of Cognitive Self-Regulation



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Video: Impulse Control – Standing in Line
Child demonstrates an increasing ability to control impulses.



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Developmental Progression of Cognitive Self-Regulation

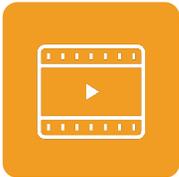


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Video: Impulse Control – Cleaning Up

Child demonstrates an increasing ability to control impulses.



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Developing Cognitive Self-Regulation Skills



- Children experience rapid growth in the preschool years
- Growing language and social and emotional skills allow children to use their words
- Predictable environment and reliable responses are key

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BASICS: Cognitive 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 we go outside, someone might already be using the tricycle. If that happens, we can use our words and our waiting muscles for a turn."

"We have to share the glue. If you want a turn with the glue, you can say 'please pass the glue.'"

"I am going to call on someone who is raising their hand quietly."

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Behavioral Expectations in Advance




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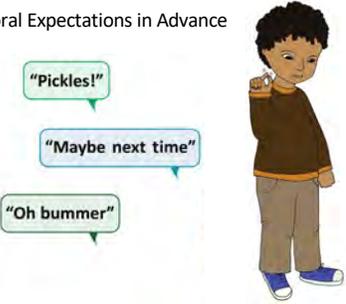


Behavioral Expectations in Advance: Practice Ahead



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Behavioral Expectations in Advance



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Attend to and Encourage Appropriate Behavior



Praise children's attempts to regulate or control their impulses.

"Jeremy, thank you for remembering to raise your hand so everyone gets a turn."

"It is hard to wait for a turn, but you are really good at it."

"I heard you ask for Jewel to please pass the glue, and now you are adding sparkles all over your picture!"

"Whoa! It is so hard to look with our eyes sometimes, especially at something so cool, but you are doing great. Elbow bumps for you my friend!"

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Attend to and Encourage Appropriate Behavior



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Scaffold with Cues and Prompts



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Scaffold with Cues and Prompts

Assist a child who is frustrated by providing just enough help.

For example, say "You are working so hard on that puzzle! Would that piece fit if you turned it a little bit?".



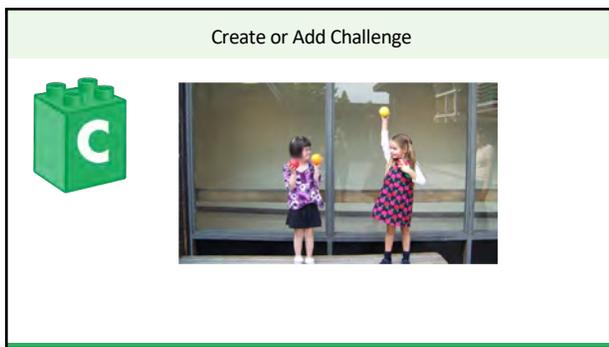
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Specific Feedback



“I saw you put your hands behind your back when I said look with your eyes – that is a great strategy!”

“You are raising your hand, but I still hear talking. I am looking for people with quiet voices and hands raised. YES! Gigi, you have a quiet hand, you can come up next.”

“I see you using the “all done bucket” That is a great way to help yourself wait for your friends to finish their small group activities.”

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BASICS: Cognitive 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

All Done Bucket



Supports children who finish an activity early.

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Focus on Equity

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 Focus on Equity

"Yes Spaces" for Joy!

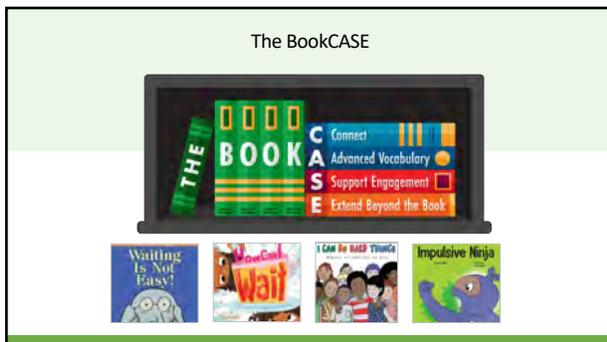


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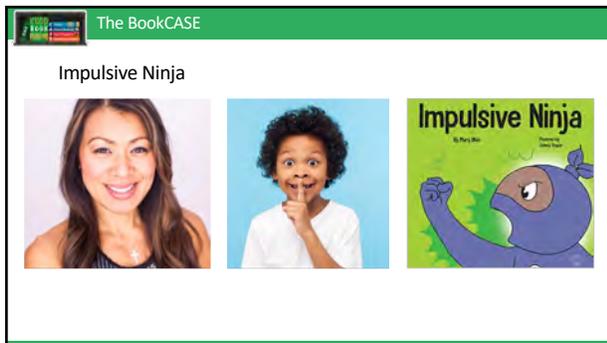
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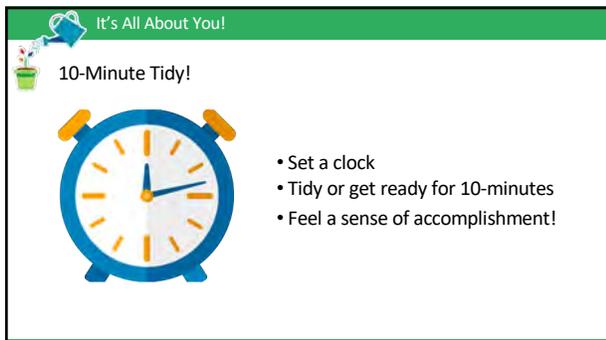
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Live Q&A

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!

Jan. 12, 2022 – Supporting Infants' and Toddlers' Cognitive Self-Regulation

Feb. 3, 2022 – Supporting Initiative and Curiosity in Preschoolers



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<https://eclkc.ohs.acf.hhs.gov/about-us/article/mypeers-social-network-early-childhood-professionals>



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http://bit.ly/iPD_ECLKC

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We Want to Hear From You

Please take some time to complete the session evaluation.

For more information contact:
ecdtl@eretta.info
 (Toll-free 1-844-261-3752)

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