



December 2, 2021

## Supporting Preschoolers' Cognitive Self-Regulation

### Viewer's Guide

This viewer's guide gives you ideas for creating learning environments for all preschoolers. The reflection questions and activities will help you think about ways to support children's learning. Helpful resources can be found in the Resources section of this guide.

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

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

Throughout the season, we'll be referring to the Approaches to Learning domain on the ELOF. Follow the link above to find the interactive ELOF. Here you can click on a domain then click on subdomains. Within each subdomain, you'll find goals. Each goal then outlines the developmental progression of skills for ages birth through five. 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
PRESCHOOLER DOMAINS	Approaches to Learning	Social and Emotional Development	Language and Communication	Mathematics Development	Perceptual, Motor and Physical Development
			Literacy	Scientific Reasoning	



National Center on  
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Need to access the ELOF on the go? Check out ELOF2GO, a mobile app that includes the ELOF developmental progressions here: <https://eclkc.ohs.acf.hhs.gov/school-readiness/article/elof2go-mobile-app>

## ELOF – Approaches to Learning for Preschool: Cognitive Self-Regulation

### Preschooler Approaches to Learning Sub-Domains

**Emotional and Behavioral Self-Regulation**

**Cognitive Self-Regulation (Executive Functioning)**

**Initiative and Curiosity**

**Creativity**

### Goals and Sub-Domain: Cognitive Self-Regulation (Executive Functioning)

Goals P-ATL 5. Child demonstrates an increasing ability to control impulses.

Goals P-ATL 6. Child maintains focus and sustains attention with minimal adult support.

Goals P-ATL 7. Child persists in tasks.

Goals P-ATL 8. Child holds information in mind and manipulates to perform tasks.

Goals P-ATL 9. Child demonstrates flexibility in thinking and behavior.

## Video Observations

Write down strategies you'd like to try that will support young children's cognitive self-regulation.

## 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

Write down ideas for: **Behavioral expectations in advance.**

Write down ideas for: **Attend to and encourage appropriate behavior.**

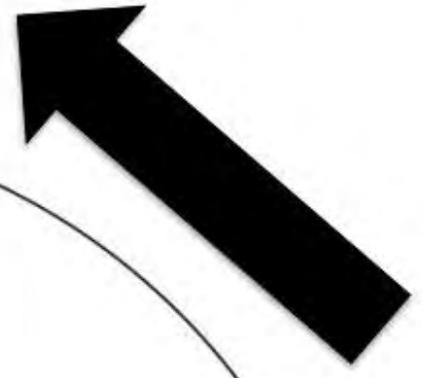
Write down ideas for: **Scaffold with cues and prompts.**

Write down ideas for: **Increase active engagement.**

Write down ideas for: **Create or add challenge.**

Write down ideas for: **Specific feedback.**

# Voice Volume Chart



# Voice Volume Chart

## Classroom Voice Volume Chart



**“Pickles!”**

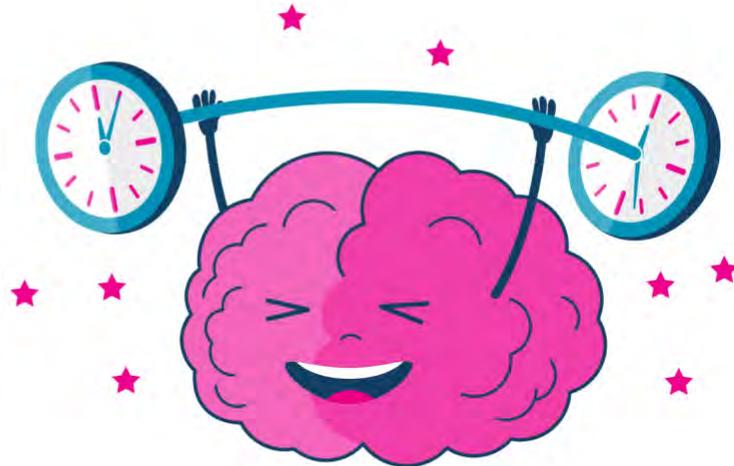
**“Maybe next time”**

**“Oh bummer”**





I used my  
**waiting**  
**muscles!**

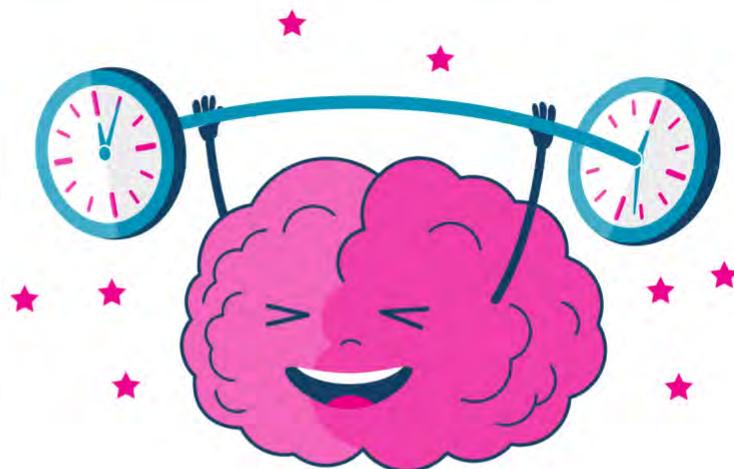


Given to: \_\_\_\_\_

Given by: \_\_\_\_\_



I used my  
**waiting**  
**muscles!**



Given to: \_\_\_\_\_

Given by: \_\_\_\_\_



# Small Change – Big Impact

## All Done Bucket

During this segment, we talked about creating a bucket of activities for a child, or children, for when they complete an activity, but not all children are finished. Having an activity at the ready supports children staying engaged. Below is a list of ideas for activities to put in an “All Done” bucket. What ideas would you add?



- Books
- Puzzles
- Sorting Games
- Geoboards
- Lacing cards
- 
- 
- 

## Try it Out!

Think of a child in your program who regularly finishes their small group task before the rest of the group. Why is this? Do they need more support? More challenge? Different materials? Use the prompts below to think about modifications you can make so that the child is able to participate longer or remain actively engaged in an activity when they are finished and waiting.

**Can you make any modifications to the physical or social environment?**

**Are there materials you can add to support the child?**

**Can you create challenge or simplify the task?**

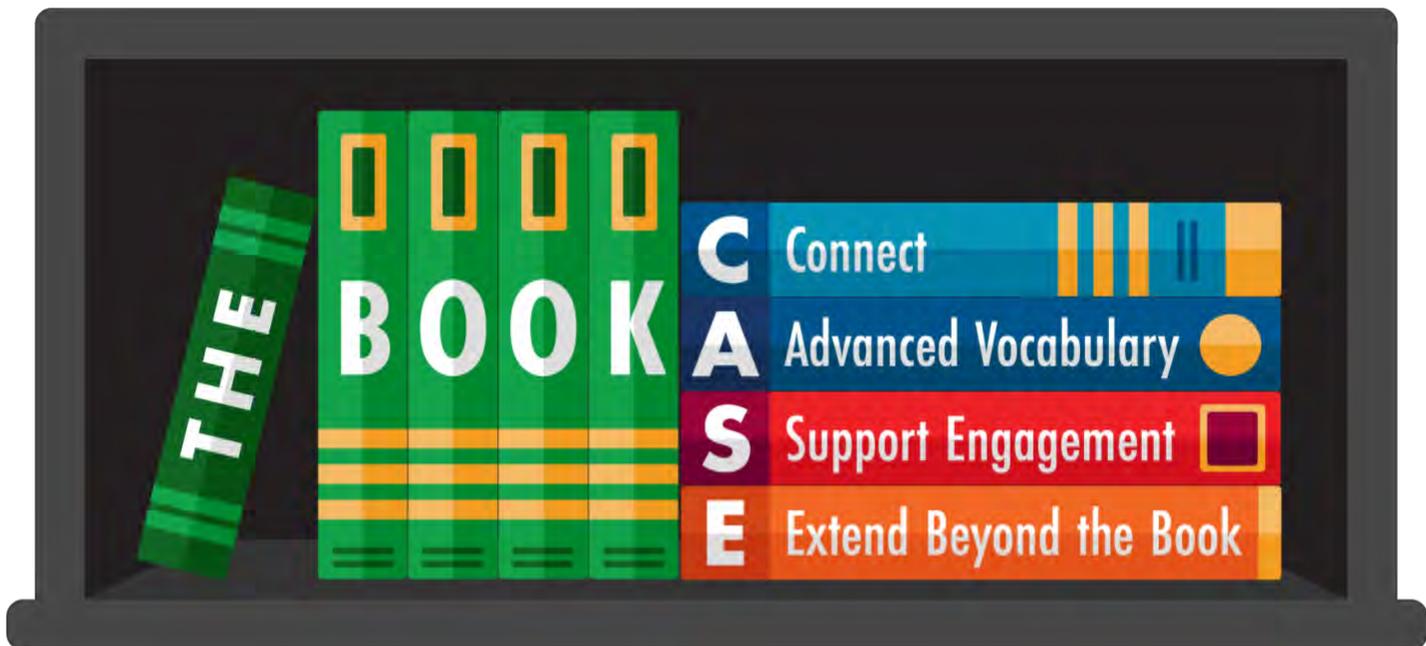
**In what ways can a peer help?**

Give these modifications a try for 1 day. If the child is staying with the task longer, great! Keep going. If it's not working, try for at least another day or two. If it's still not working, try another modification. If you find success, share with the child's family!

## Focus on Equity

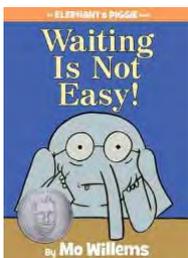
After watching the interview, write down your reflections on how you can create more “yes spaces” in your teaching environment.

# The BookCASE



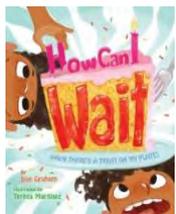
Books are a great way to engage with children. There are books about many things in our world, too. So, matching books with themes and activities helps make learning experiences meaningful for children. Choosing books on topics that preschoolers are interested in is another way to help them feel included and that their interests are important.

## Selected Books from the BookCASE



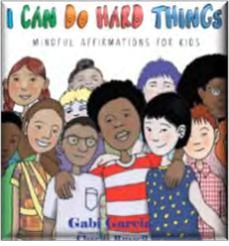
***Waiting Is Not Easy!***  
Mo Willems (author and illustrator)

Gerald is careful. Piggie is not. Piggie cannot help smiling. Gerald can. Gerald worries so that Piggie does not have to. Gerald and Piggie are best friends. In *Waiting Is Not Easy!*, Piggie has a surprise for Gerald, but he is going to have to wait for it. And Wait. And wait some more... (From [www.bookshop.org](http://www.bookshop.org))



***How Can I Wait When There's a Treat on My Plate?***  
Dan Graham (author), Teresa Martinez (illustrator)

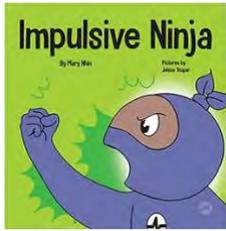
It's hard for some kids to wait for something that they *really* want! A marshmallow now or ice cream later? In this lively, rhyming picture book, twins Dell and Pete face a series of humorous choices that test their ability to stay strong in the face of temptation. Includes a Note to Parents and Caregivers that explores techniques to help kids build impulse control and learn to delay gratification. (From [www.bookshop.org](http://www.bookshop.org))



*I Can Do Hard Things: Mindful Affirmations for Kids*  
Gabi Garcia (author), Charity Russell (illustrator)

What kids tell themselves matters! It becomes their inner voice. It can help them connect with their power within. Mindful affirmations can help children tune out the streams of messages they get about how they should be in the world so they can listen to their own inner voice. Children can learn to tap into their inner strength and find the encouragement they need. *I Can Do Hard Things* reflects the beautiful diversity and connection in our world. (From [www.bookshop.org](http://www.bookshop.org))

## Exploring the BookCASE with *Impulsive Ninja*



*Impulsive Ninja*  
Mary Nihn (author), Jelena Stupar (illustrator)

From the series, Ninja Life Hacks, *Impulsive Ninja* is about learning to pause, think, and self-regulate. In this book, *Impulsive Ninja* learns how to use an underused superpower to respond to frustration, criticism, and anger.

### Connect

The title of the book tells it all in terms of the **connection** to the ELOF Goal about having increasing ability to control impulses.

### Advanced vocabulary

There are many advanced vocabulary words in this story, such as impulse and patience.

### Support engagement

Support engagement by asking children open-ended questions and have them move their body like the impulsive ninja character does.

### Extend

Teach the children the game Statue! Children line up and when the teacher turns with their back the children try to sneak up closer to the adult. When the adult turns around to face the children, they have to freeze like a statue. This can go in several rounds until a child reaches the adult. Having to be quiet, move slow and stop on a dime is all about practicing and reinforcing those impulsive ninja skills!

## Explore the BookCASE on Your Own

The preschoolers in my learning environment love this book:

**Make the CASE:**

Connect:

Advanced vocabulary:

Support engagement:

Extend:

**Books I would like to add to my learning environment:**

# Helpful Resources

## ECLKC Resources

### Head Start Early Learning Outcomes Framework and related resources

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

<https://eclkc.ohs.acf.hhs.gov/es/preparacion-escolar/articulo/marco-de-head-start-sobre-los-resultados-del-aprendizaje-temprano-de-los-ninos> (Spanish)

### ELOF2GO and MiELOF

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

### Approaches to Learning Effective Practice Guide: Cognitive Self-Regulation

<https://eclkc.ohs.acf.hhs.gov/school-readiness/effective-practice-guides/cognitive-self-regulation> (English)

<https://eclkc.ohs.acf.hhs.gov/es/preparacion-escolar/effective-practice-guides/autorregulacion-cognitiva> (Spanish)

### 15-minute In-service Suite: Problem Solving in the Moment

<https://eclkc.ohs.acf.hhs.gov/video/problem-solving-moment> (English)

<https://eclkc.ohs.acf.hhs.gov/es/video/resolver-los-problemas-al-momento> (Spanish)

### Developing Self-Regulation in Young Children: Lessons in Research

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

## Head Start Center for Inclusion

<https://headstartinclusion.org/>

*These resources can be used in your learning environments and shared with families for use in their home environments.*

Head Start Center for Inclusion: Social Stories – Download the *Staying Close When We Go Shopping* social story for a family to read with their child. Staying close is important for safety when out in public, and it requires impulse control to stay close!

<https://headstartinclusion.org/tools-and-supports/social-stories/>

## Mobile Apps

### ELOF2GO Mobile App

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

### Text4Teachers

<https://eclkc.ohs.acf.hhs.gov/teaching-practices/article/text4teachers>

### 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>

- Teacher Time Community
- Head Start Disabilities and Inclusion Network
- Culturally and Linguistically Responsive Practices Community