ECC-116 Lesson 4

 “Developing Young Children’s Self-Regulation through Everyday Experiences” reading

 “Shanker Sef-Reg” video

**This week you are asked to get involved in an online discussion on Blackboard.**

**First read the article “Developing Young Children’s Self-Regulation through Everyday Experiences” reflecting on what you are reading by writing down your understanding of what self-regulation is and summarizing the key points.**

I believe self-regulation is when a child is capable of understanding their own experience trough understanding their own thoughts, emotions, and behaivours. They have developed their own strategies to manage, to response and to actively engage in the information of their experience. Prior to self-regulation the child is depend on co-regulating behaivour with an adult.

**Watch the video found at this link**[**https://self-reg.ca/self-reg/**](https://self-reg.ca/self-reg/)

**Then once you have completed your own individual work above join the discussion in blackboard and share:**

* + - **One aspect of the article that stood out for you and share why you chose this with the group**

“Withdrawing direct support as a child begin to demonstrate new skills”

I chose this aspect as it made me think more about the time of withdrawing the direct support. Do we support to long or to short??? Every child is unique and I feel this is an area where I could benefit observing this aspect deeper.

* + - **One way you see educators helping children self-regulate in practicum/work/at home (were these mentioned in the article?) discuss an example from your experiences with your group members (remember confidentiality!)**

“Look where I am pointing” is a clue strategy used at our centre. To either bring attention to or focus of, a story book, a bird sitting in a tree, to look at a friend’s art technique, and a teacher modeling how to hop on foot. A hopeful, directional, and re-directional clue used every day.

* + - **Identify any tools (posters, signs, strategies, resources etc) for helping children self-regulate that you have seen used with children in your experiences and share with your group members.**

“Glitter Jar”

Our group of 16 children joins the two teachers to sit on the carpet.

While one teacher is giving the children a lesson on “Calming our brain and body” the other teacher demonstrates with glitter jar how our brain and body react.

We all engage in a question and answer session on the topic.

 Then break down to 4 groups of 4 small circles on the carpet.

Each group has one glitter jar. Through turn taking each child has the opportunity to shake and calm the glitter jar. When they hear the quite sound of the bell they then pass along the glitter jar to their friend.

**Finally respond to at least two other people’s post and expand on what they have shared**

Submitted April 21, 2020.