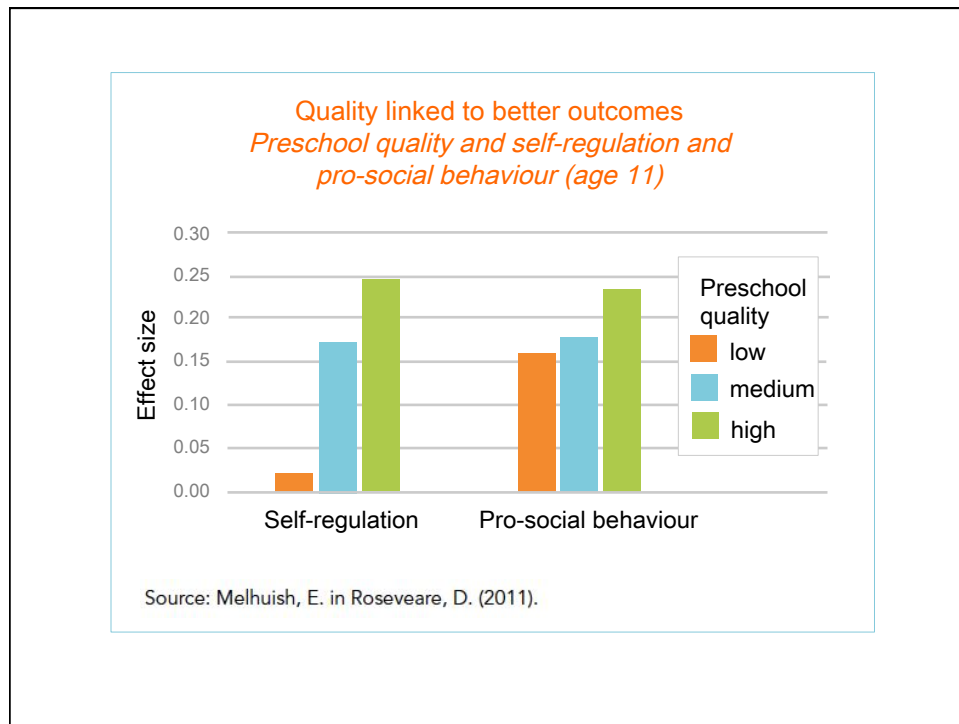


Supporting self-regulation in early childhood settings

Kerry McCuaig
Manitoba Child Care Association
November 22, 2012

- *Self-regulation may be far more important than IQ in determining what kind of grades children achieve in school but how often they go to class, how much time is spent on homework, how aggressive they are, how vulnerable they are to risky behavior, or even how much time they spend watching TV or playing video games, Stuart Shanker*
- *Parental sensitivity is central to self-regulation. Social disadvantage makes it harder for parents to build the good relationships with their children that influence children's self regulation. Kids, Families, Places, longitudinal study*



What matters

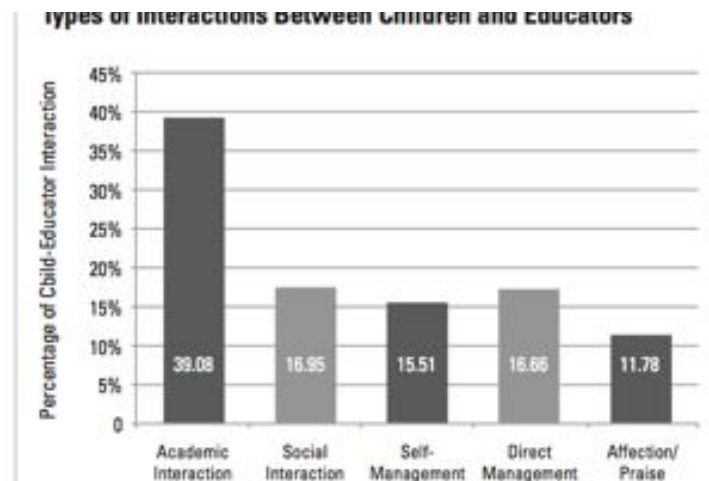
- 3 elements for good educational and social success
- **Good** Home Learning Environment (before school)
- **Good** ECE for longer duration
Good primary schools
- Those children with all 3 will out-perform those with 2 who will out-perform those with 1 who will out-perform those with 0
All other things being equal

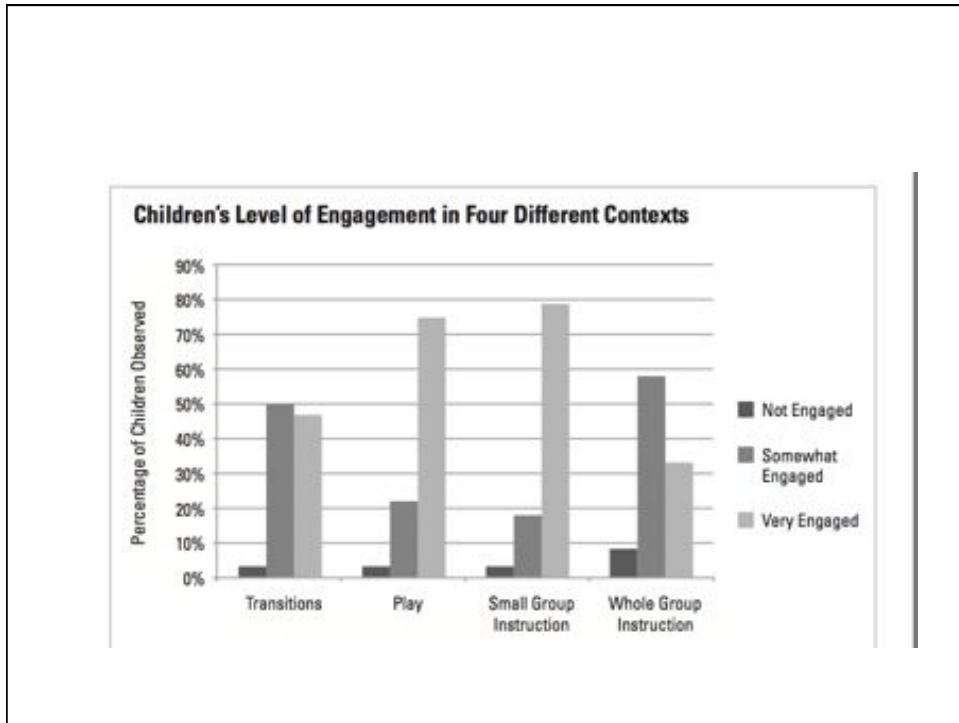
Effective early education

Five important areas:

- Quality of the adult-child verbal interaction.
- Knowledge and understanding of curriculum.
- Knowledge of how young children learn.
- Adults skill in helping children resolve conflicts.
- Helping parents to support children's learning at home.

Types of interactions between children and educators





Can even very young children decide when to sleep?



Does everyone need to sleep at the same time?



Can young children decided when to eat?



Can young children decide where to play?



If you can't explain to a parent
why you are doing,
what you are doing,
don't do it.

Discussion questions:

- Manitoba is going through a regulation review
 - What is working well? What regulations support the development of S-R?
 - What regulations hinder the development of S-R?
 - How should they be changed?