

Delving Deeper... Self-Regulation

What is self-regulation?



- Learning from Research (p. 54)
- Domains of Self-Regulation (p. 55)

Re-thinking how we think about behavior (p. 1-2)

http://www.edu.gov.on.ca/eng/literacynumeracy/inspire/research/ww_struggle.pdf



On the EduGAINS site,

<http://www.edugains.ca/newsite/Kindergarten/primaryresources/selfregulation.html>

the following videos can be found:

Renowned expert, Dr. Stuart Shanker:

- What strategies and practices are educator teams repeating, rethinking and removing to support children's self-regulation?
- What does self-regulation look like and sound like?
- Providing children choice leads to engagement which results in positive emotions
- Self-regulation is not about compliance with external authority

Supporting self-regulation

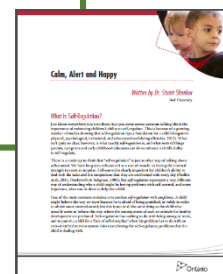


- Supporting the Development of Self-Regulation (p. 56)
- Educator Team Reflections (p. 57, 58)
- Ways in which children might demonstrate their learning (p. 154-180)
- Examples of educators intentional interactions with children (p. 154-180)

Calm, Alert and Happy by Dr. Stuart Shanker

<http://www.edu.gov.on.ca/childcare/Shanker.pdf>

- How self-regulations develops
- Role of stressors



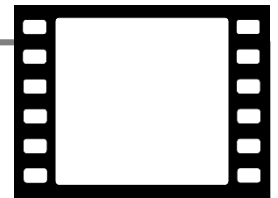
Comparing Different Programs to "Teach" Self-regulation

<https://selfregulationinstitute.org/reframed-volume-1-issue-1-july-2017-self-regulation-self-control-practice-shanker-self-reg/>

Dr. Stuart Shanker talks about three key steps:

<http://www.edu.gov.on.ca/childcare/selfRegulate.html>

See the video entitled: Enhancing Children's Self-Awareness



On the EduGAINS site, <http://www.edugains.ca/newsite/Kindergarten/primaryresources/selfregulation.html> the following videos can be found:

Renowned expert, Dr. Stuart Shanker:

- Challenges of enhancing the self-regulation of every child
- Supporting development of self-regulation
- A play-based approach to learning is important in developing children's self-regulation
- Play-based learning creates a passion for learning

Educators reflecting in the classroom:

- How are educator teams repeating, rethinking and removing to support children's self-regulation?
- Engaging the children in the visual flow of the day supports their self-regulation
- Engaging the children in co-constructing the learning supports self-regulation
- Rethinking and reflecting on classroom structures to support children's self-regulation
- Rethinking and repeating supporting self-regulation: one educator team's reflection

Self-Regulation and the Learning Environment



- Self-Regulation and the Learning Environment (p. 57-58)
- Re-thinking the Learning Environment (p. 29-34)

On the EduGAINS site,

<http://www.edugains.ca/newsite/Kindergarten/primaryresources/selfregulation.html>

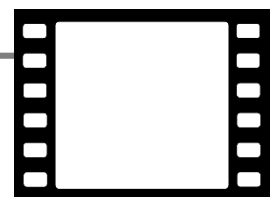
the following videos can be found:

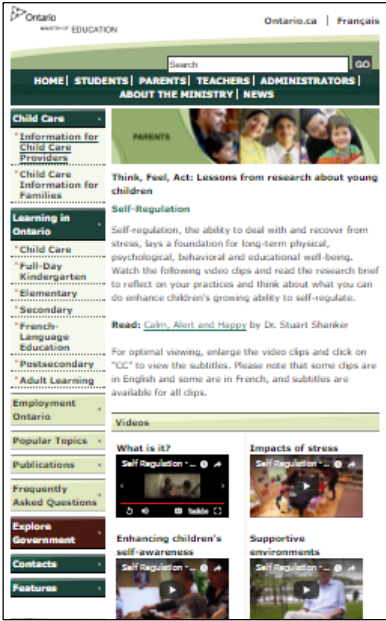
Educators reflecting:

- Engaging the children in co-constructing the learning supports self-regulation (1st video)
- What do you observe about how the environments throughout the video support the development of children's self-regulation?
- Engaging the children in co-constructing the learning supports self-regulation (2nd video)

Classroom educators and children:

- Listening in on children negotiating the learning environment
- Reflections on play-based learning: how one Full-Day Early Learning-K team co-constructed the learning with each other, and with the children and as a result made the learning more visible





Resources for Parents

Think, Feel, Act has supportive texts and videos for parents:

Calm, Alert and Happy by Dr. Stuart Shanker

<http://www.edu.gov.on.ca/childcare/Shanker.pdf>

- How self-regulations develops
- Role of stressors

Short Videos featuring Dr. Stuart Shanker:

<http://www.edu.gov.on.ca/childcare/selfRegulate.html>

- What is it?
- The impact of self-regulation
- Enhancing Children's Self-Awareness
- Supportive Environments

Self-Regulation and the English Language Learner



- English Language Learners (p. 100-101)
- Equity and Inclusivity (p. 101- 102)
- Healthy relationships (p. 102-103)
- Literacy Behaviours: What are we learning from research? (p.64-65)
- Understanding the importance of first languages (p. 69)

Supporting Students with Refugee Backgrounds

http://www.edu.gov.on.ca/eng/literacynumeracy/inspire/research/cbs_refug_ees.pdf



Culturally Responsive Pedagogy

http://www.edu.gov.on.ca/eng/literacynumeracy/inspire/research/CBS_ResponsivePedagogy.pdf

Dr. Jean Clinton – Teaching Strategies that Address Trauma and Resilience

<https://thelearningexchange.ca/projects/jean-clinton/>



Benefits of a bilingual brain

<https://ed.ted.com/lessons/how-speaking-multiple-languages-benefits-the-brain-mia-nacamulli>

