

What is Self- Regulation ?

- **Definition**

- Intrinsic and extrinsic processes responsible for identifying, supervising, evaluating, and altering emotional reactions (Thompson, 1994).

- **Function**

- To manage arousal, control behaviors and reactions, and thereby define and adjust interactions to fit both individual and social demands.
- If unable to master the task of emotion regulation, “deleterious emotional arousal and the misleading identification and misdirection of emotions” (Kostuik & Fouts, 2002) can result, possibly leading to socially inappropriate behaviors and a limited ability to adapt to spontaneous experiences

Temperament style

- ▶ **Easy children** are calm, happy, adaptable, regular in sleeping and eating habits, positive in mood and interested in new experiences.
- ▶ **Difficult children** are often fussy, irregular in feeding and sleeping habits, low in adaptability, fearful of new people and situations, easily upset, high strung, and intense in their reactions.
- ▶ **Slow to warm up children** are relatively inactive, reflective, tend to withdraw or to react negatively to novelty, but their reactions gradually become more positive with experience.

Parenting Style

- ▶ **Authoritarian**
- ▶ **Authoritative**
- ▶ **Permissive**
- ▶ **Uninvolved**

Developmental Tasks of Infancy

Sources of developmental tasks :

- ▶ Tasks that arise from physical maturation
- ▶ Tasks that from personal sources.
- ▶ Tasks that have their source in the pressures of society.

Developmental Task :

- ▶ Maturation of Sensory and Motor Functions
- ▶ Social Attachment
- ▶ Sensorimotor Intelligence
- ▶ Object Permanence
- ▶ Emotional Development
- ▶ Psychosocial Crisis

The importance of Self Regulation

- ▶ *The growth of self-regulation is a cornerstone of early childhood development that cuts across all domains of behavior.*
- ▶ Shonkoff, J. P., & Phillips, D. A. (2000). From neurons to neighborhoods: The science of early childhood development. National Academy of Sciences.

Role of responsive cares

Effective regulation of the infant is only possible within a supportive caregiving system. . . . By providing appropriate and changing stimulation in response to perceptions of infant state, moods, and interests, caregivers not only help keep arousal within manageable bounds, but they also entrain the infant's own capacities for regulation."

Responsive caregivers guide Toddlers' self- Regulation

- ▶ *toddlers require responsive and consistent involvement by caregivers to remain regulated. . . . [Toddlers] are not capable of self regulation, but within a supportive relationship, they are capable of 'guided self-regulation*

Infant States of Arousal

- Regular sleep
- Irregular sleep
- Periodic sleep
- Drowsiness
- Alert inactivity
- Waking activity

Milestones

Months	Milestones
Birth -12	Begins to be able to calm self for brief periods by sucking, staring, etc Continually needs help to avoid danger By 12 mos, may begin to “expect to be stopped”
12-24	Begins to express desire for individuality “No” & tantrums are frequent expressions of desire to be independent Follows “rules” about 45% of the time Shows concern when things don’t look “right” - e.g., broken toy, damaged stuff May show pride in action (e.g., cleaning up a mess)
24-36	Is able to follow internalized rules some of the time, but has a hard time with “transfer” Uses social referencing to regulate behavior Still relies on caregivers for help in following rules or containing impulses - may act out if no one is watching May exhibit guilt
36-48	Has internalized rules involving “dos” & “don’ts” May argue about what s/he is supposed to do Negativism wanes and child complies about 80% of the time Uses private or inner speech to help remember rules & standards

Indicators of Self-Controls

1. Control of impulses
2. Tolerance of frustration
3. The ability to postpone immediate gratification
4. The initiation of a plan that is carried out over a period of time

Sequence of self control Development

- **Birth to approximately 12 months:** Voluntary motor acts evolve from earlier reflexive activity. This activity can be modulated but not always consciously.
- **12 to about 24 months:** increased motor and language skills makes it possible for the child to respond to the demands of adults. Children at this age are susceptible to control by others.
- **Approximately 24 months:** marks the actual beginnings of self-control due to the ability to recall instructions and behaviors
- **Approximately 36 months:** With age, the ability to delay gratification begins to emerge.

Responsive Care giver lead to Self Regulation

- ▶ Think about how your own temperament style meshes with your child's temperamental style.
- ▶ Be attuned to your child's temperament and encourage her to accomplish tasks at her own pace.
- ▶ Make your expectations clear. Setting limits will help your child develop self control.
- ▶ Encourage children to work with you on generating solutions to problems.
- ▶ Make communication a priority. Be open to discussion; take time to explain your decisions and motives and listen to your children's point of view.
- ▶ Make them aware that their opinions are respected, but remain firm in your decisions.
- ▶ Respect each child's individual strengths and don't compare children.

Supporting Self-Regulatory Skills

- ▶ Provide a structured and predictable daily routine and schedule
- ▶ Change the environment by eliminating distractions: turn off the T.V., dim lights, or provide a soothing object (like a teddy bear or photo of Mom) when you sense a child is becoming upset
- ▶ Role play with the child how to act or what to say in certain situations
- ▶ Teach and talk about feelings and review home/classroom rules regularly
- ▶ Allow children to let off steam by creating a quiet corner with a small tent or pile of pillows

- ▶ Encourage pretend play scenarios among preschoolers
- ▶ Stay calm and firm in your voice and actions even when a child is "out of control"
- ▶ Anticipate transitions and provide ample warning to the child or use picture schedules or a timer to warn of transitions
- ▶ Re-direct inappropriate words or actions when needed
- ▶ In the classroom or at play groups pair children with limited self-regulatory skills with those who have good self-regulatory skills as a peer model
- ▶ Take a break yourself when needed, as children with limited self-regulatory skills can try an adult's patience