



While You Are Waiting

1. Introduce yourself in the Q&A box (your name, current role, location)
2. Please download the Leader's Digest from the resource widget 



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November 16, 2021


Using the 5Rs to Promote Self-Regulation Skills in Young Children

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Host
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Integrated Approach



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Webinar Features

Slide Deck Question & Answers FAQs (English & Spanish) Closed Captioning

Help Media Player Resource List Speaker Bios

National Center on Early Childhood Development, Teaching, and Learning

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New Resource

Learning Leader's Digest

National Center on Early Childhood Development, Teaching, and Learning

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Learning Objectives

- Identify ways to leverage the 5Rs to improve support for children's emotional and behavioral self-regulation skills
- Discuss strategies that strengthen teaching practices
- Explore the Assess, Plan, Act approach

National Center on Early Childhood Development, Teaching, and Learning

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How familiar are you with the 5Rs practices for early learning leaders?



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NCECDTL's 5Rs for Learning Leaders


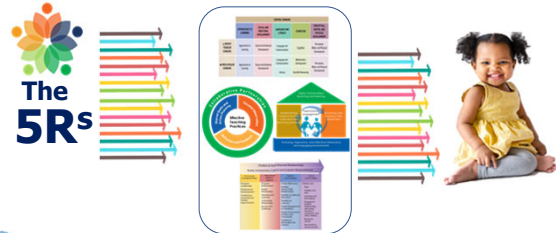


-  Relationships
-  Reasons
-  Resources
-  Reflective Dialogue
-  Recognition



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The 5Rs as a catalyst for effective practice



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The 5Rs as a catalyst for effective practice

The 5Rs

National Center on Early Childhood Development, Teaching, and Learning

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Head Start Early Learning Outcomes Framework
Ages Birth to Five

The Head Start Early Learning Outcomes Framework

Research informed descriptions of what young children should know and be able to do

CHILDREN & FAMILIES

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Education Managers use the HSELOF to:

- Inform curriculum, teaching, and assessment practices
- Identify staff training and development needs
- Identify program priorities
- Communicate about program planning and implementation

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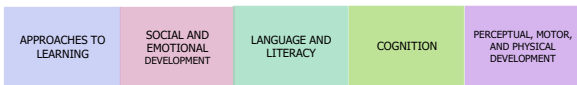
Making connections to the Head Start Program Performance Standards

- School readiness goals §1302.102(a)(3)
- Curricula §1302.32(a)(1)(ii) and §1302.35(d)(1)(ii)
- Assessment §1302.33(b)(1)
- Required professional development §1302.92(b)(5)
- Teaching practices §1302.31(b)(1)(ii)



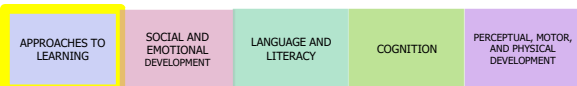
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HSELOF DOMAINS



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HSELOF DOMAINS



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Approaches to Learning

REGULATION
Emotion
Behavior
Cognitive

INITIATIVE
and
CURIOSITY

CREATIVITY

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Approaches to Learning

REGULATION
Emotion
Behavior
Cognitive

INITIATIVE
and
CURIOSITY

CREATIVITY

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Activity

How are **YOU** feeling?

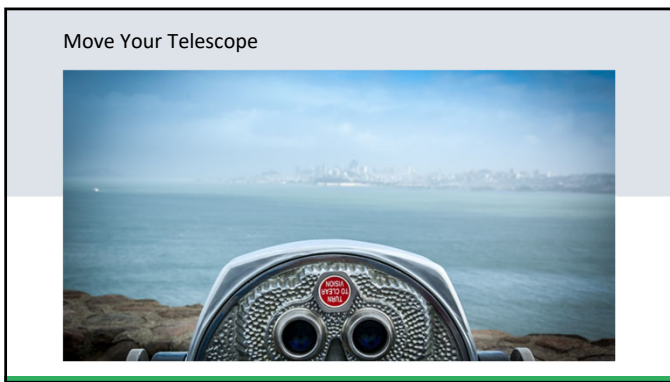
How are you feeling in your role as a learning leader?

Enter your feeling words into the Q & A.


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What strategies do you use to help education staff manage stressful moments?

Share your ideas in Q & A.



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Staff wellness and effective practice



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APPROACHES TO LEARNING Goals for **Infants and Toddlers**

IT-ATL 1. Child manages feelings and emotions with support of familiar adults.

IT-ATL 2. Child manages actions and behavior with support of familiar adults.



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APPROACHES TO LEARNING Goals for **Preschoolers**

P-ATL 1. Child manages emotions with increasing independence.

P-ATL 2. Child follows classroom rules and routines with increasing independence.




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APPROACHES TO LEARNING Goals for **Preschoolers**

P-ATL 3. Child appropriately handles and takes care of classroom materials.


P-ATL 4. Child manages actions, words, and behavior with increasing independence.



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Do you attend Teacher Time webinars?



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BASICS

- 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

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Behavioral Expectations in Advance



We can support young children's emotional regulation skills by stating the behavioral expectations in advance.

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Attend to and Encourage Appropriate Behavior



All the children in our care are learning to regulate their behavior and emotions – let's catch them and encourage them when they are doing it!

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Scaffold with Cues and Prompts



When children need some help with managing their emotions, we can scaffold their behavior with cues and prompts.

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Increase Engagement



Provide multiple ways for children to communicate and engage in activities.

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Create or Add Challenge



Advance, increase, or extend learning/practice of a skill.

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Specific Feedback



When children are learning emotional and behavioral regulation skills, or any skill for that matter, we can help them learn by understanding what they are doing and what they can do more of.

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BASICS

- B** Behavioral expectations in advance
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- I** Increase engagement
- C** Create or add challenge
- S** Specific feedback

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Leading for Equity and Belonging


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Video


Dr. Walter Gilliam
 Professor of Child Psychiatry and
 Psychology, Yale University Child Study
 Center

Director, The Edward Zigler Center in
 Child Development and Social Policy




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VIDEO PLACEHOLDER



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What can you do to address implicit biases?

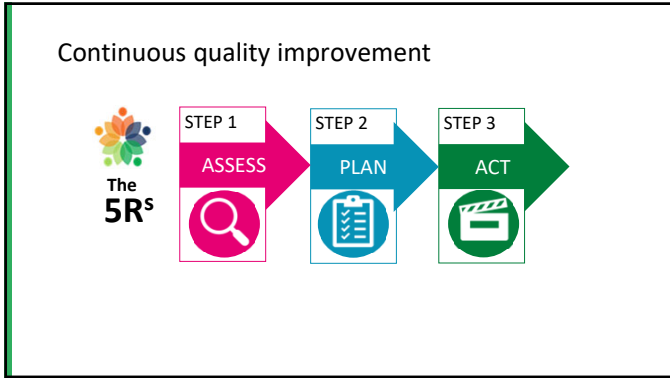


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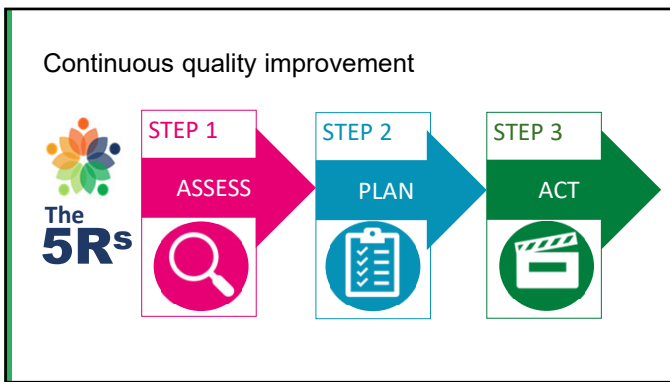
ELOF Implementation Guide
ASSESS-PLAN-ACT
Approach



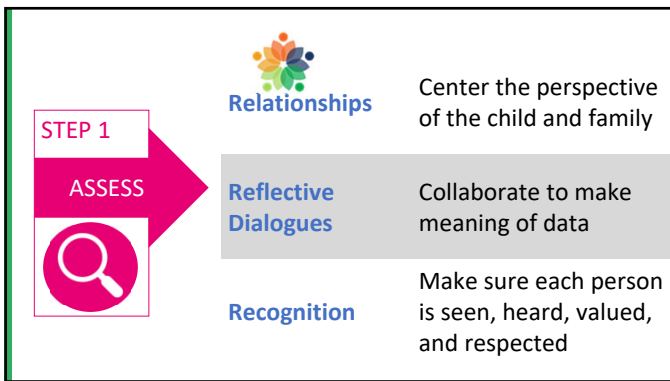
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STEP 2
PLAN



Reasons Ensure that social and emotional and trauma care needs inform the work

Resources Provide peer learning opportunities

Reflective Dialogues Identify data that can be used to measure progress

43

STEP 3
ACT

Resources Go the extra mile to be present and available for staff

Reflective Dialogues Help education staff identify when they are effective

Recognition Celebrate small wins

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1 idea you plan to use or share?




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Thank You!

Join Us For Our Next Episode!

Next Education Managers Webinar:
Using the 5Rs to Support Children's Cognitive Regulation
Date: January 11, 2022

MyPeers: Continue the conversation on www.mypeers.org