





Welcome to the Home Visiting Webinar Series!

While You Are Waiting
Download the **Participant's Guide**.
Use the **Guide** to take notes during the webinar.



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December 8, 2021

Strategies to Promote Cognitive Self-Regulation



Host
Joyce Escorcía, NCECDTL

Host
Roselia Ramírez, NCECDTL


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Meet Your Hosts!



Joyce Escorcía Roselia Ramírez



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Guest Speaker
Amelia Bachleda, Ph.D.
NCECDL

National Center on
Early Childhood Development, Teaching, and Learning

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Webinar Features

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

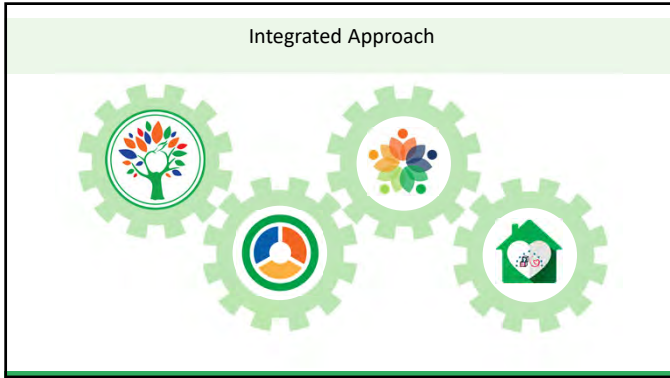
Help Media Player Resource List Speaker Bios

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Participant's Guide

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Pulse Check!

How familiar are you with the Head Start Early Learning Outcomes Framework Approaches to Learning domain?

Thumbs Up - Yes, I am familiar
Thumbs Down - No, I am not familiar

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		CENTRAL DOMAINS				
APPROACHES TO LEARNING		SOCIAL AND EMOTIONAL DEVELOPMENT	LANGUAGE AND LITERACY	COGNITION	PHYSICAL, MOTOR, AND PHYSICAL DEVELOPMENT	
• INFANT/TODDLER DOMAINS	Approaches to Learning	Social and Emotional Development	Language and Communication	Cognition	Perceptual, Motor, and Physical Development	
	Approaches to Learning	Social and Emotional Development	Language and Communication	Mathematics Development	Perceptual, Motor, and Physical Development	
• PRESCCHOOLER DOMAINS			Literacy	Scientific Reasoning		

Approaches to Learning

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Approaches to Learning Sub-Domains

Behavioral Self-Regulation

Imaginative and Creativity

Cognitive Self-Regulation

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Learning Objectives


- Describe cognitive self-regulation (executive function)
- Identify home visiting practices that support parents' promotion of executive function skill development
- Connect resources that home visitors can use to meet the needs of all children and families

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What is Cognitive Self-Regulation?

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Let's Play A Game!

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Measures of Self-Regulation

Switch Rules



Head Shoulders Knees Toes Knees Shoulders

Image credit: LEADS

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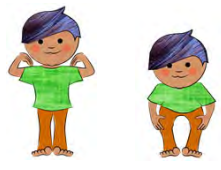
Measures of Self-Regulation

Switch Rules

Inhibitory Control - inhibit the dominant response, do the opposite

Working Memory - remember the rules of the task

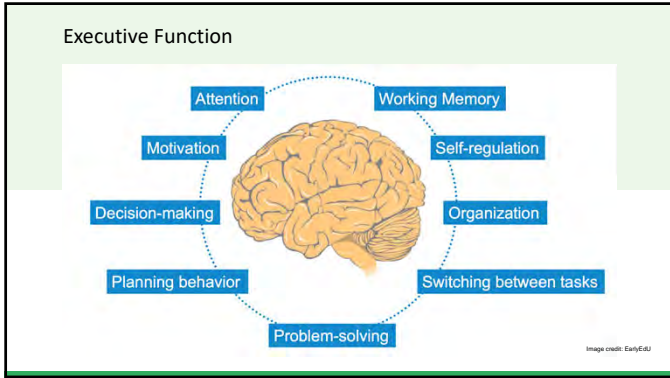
Focused Attention - focus attention on the directions given



Knees Shoulders

Image credit: LEADS


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Reflection

We Build Executive Function Skills in the Contexts that Are Meaningful and Motivating



- What does attentive, responsive care look like?
- Why is responsive care important for children's emotional and behavioral self regulation?

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Responsive Caregiving Provides Regulatory Support



- Builds emotional and social skills
- Foundation for cognition, problem solving, resilience, and learning

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Responsive Caregiving Provides Regulatory Support

Responsive care

Prefrontal cortex

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Responsive Interactions


- Encourage problem solving
- Support exploration
- Provide children with enough time to respond or try a new strategy
- Follow the child's lead and respond to their cues
- Have back-and-forth interactions
- Model productive behaviors

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Executive Function Skills Develop Over the Course of Development

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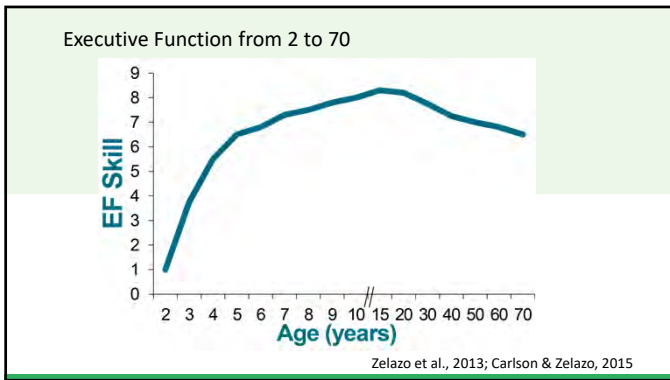


When do executive function skills fully develop?

- A) 3-6 years
- B) 6-12 years
- C) 12-18 years
- D) 18-25 years

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Strong Executive Function Skills in Parents:

Scaffolding and responsive care takes a lot of executive function skills!

- Focus
- Flexibility
- Support
- Control



Distefano et al., 2018

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Model and guide parents in developing their own executive function skills.



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Consider the impact of stress.

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What Builds Executive Function Skills?

"All successful programs involve repeated practice and progressively increase the challenge to executive functions....To improve executive functions, focusing narrowly on them may not be as effective as also addressing emotional and social development and physical development."

Diamond & Lee, 2011




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Stacking and Counting

Identify how this activity is helping the child to build early executive function skills.


- Maintaining focus
- Persisting in the activity
- Demonstrating flexibility




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Video Debrief





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Home Visiting Practices

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HSELOF Effective Practice Guides


Home Visitors

Home visitors can support parents in identifying, adapting, and trying the practices above during home visits and group socializations. Here are more ideas:

- Suggest ways to help their child stay engaged and attentive. For example, comment on what the child is doing or introduce a new aspect to the child's play or interaction.
 - "You might ask Lucy how she's going to put her baby doll to sleep now?"
 - "What do you think might happen to Dora's attention during block play if you added some noise 'blocks' such as empty food or water tins?"
- Assure parents that young children get real satisfaction from solving problems by themselves if they can and with "just enough" help if they can't. For example, "Let's wait for a minute. She's really working on it and doesn't seem frustrated." Or suggest that parents ask their toddlers or preschoolers, "What's else might work?" and offer an idea if the child needs it.
- Help parents recognize their child's (and their own) tolerance for frustration. Some children are frustrated with one failed attempt, while others learn able to persist no matter what. Sometimes it is harder for the adults to watch their child try and try and not succeed. Remind parents that we all learn from failures—even young children.
- Encourage and parents to find off-work activities and household projects for their preschoolers that involve remembering and following directions to complete simple tasks.

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Resource Highlight:

Supporting Early Brain Development: Building the Brain

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Early Brain Development

- What does the research say?
- What does it look like?
- Try this!
- Learn more

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Connecting at Home



- Make It Social
- Build Routines
- Follow Their Lead
- Be A Regulator

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Make It Social




Children learn best by interacting with you!

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Play and Self-Regulation

Through play, children learn:


- Strategies for approaching others
- Social consequences
- Social problem-solving
- Strategies for self-regulation



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Activity


Rule-Based Play




- Requires behavioral control
- Builds working memory
- Increases attention

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Mobile ELOF Anytime, Anywhere!




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Pulse Check!


Do you use the ELOF mobile apps?

Thumbs Up - Yes, I use them
Thumbs Down - No, I have not



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Build Routines



Routines help children feel comfortable and secure.

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Predictable Routines



Routines help children feel more comfortable and secure.

Children have the chance to repeat something again and again and learn from it.

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Sample Daily Schedules

<p>Children Under 12 Months of Age</p> <p>Wake 6:00-7:00 AM Feeding 7:00-8:00 AM Diaper Change 8:00-9:00 AM Play 9:00-10:00 AM Feeding 10:00-11:00 AM Diaper Change 11:00-12:00 PM Play 12:00-1:00 PM Feeding 1:00-2:00 PM Diaper Change 2:00-3:00 PM Play 3:00-4:00 PM Feeding 4:00-5:00 PM Diaper Change 5:00-6:00 PM Play 6:00-7:00 PM Feeding 7:00-8:00 PM Diaper Change 8:00-9:00 PM Play 9:00-10:00 PM Feeding 10:00-11:00 PM Diaper Change 11:00-12:00 AM Play 12:00-1:00 AM Feeding 1:00-2:00 AM Diaper Change 2:00-3:00 AM Play 3:00-4:00 AM Feeding 4:00-5:00 AM Diaper Change 5:00-6:00 AM Play 6:00-7:00 AM</p>	<p>Children 12-18 Months of Age</p> <p>Wake 6:00-7:00 AM Feeding 7:00-8:00 AM Diaper Change 8:00-9:00 AM Play 9:00-10:00 AM Feeding 10:00-11:00 AM Diaper Change 11:00-12:00 PM Play 12:00-1:00 PM Feeding 1:00-2:00 PM Diaper Change 2:00-3:00 PM Play 3:00-4:00 PM Feeding 4:00-5:00 PM Diaper Change 5:00-6:00 PM Play 6:00-7:00 PM Feeding 7:00-8:00 PM Diaper Change 8:00-9:00 PM Play 9:00-10:00 PM Feeding 10:00-11:00 PM Diaper Change 11:00-12:00 AM Play 12:00-1:00 AM Feeding 1:00-2:00 AM Diaper Change 2:00-3:00 AM Play 3:00-4:00 AM Feeding 4:00-5:00 AM Diaper Change 5:00-6:00 AM Play 6:00-7:00 AM</p>	<p>Children 2-4 Years of Age</p> <p>Wake 6:00-7:00 AM Feeding 7:00-8:00 AM Diaper Change 8:00-9:00 AM Play 9:00-10:00 AM Feeding 10:00-11:00 AM Diaper Change 11:00-12:00 PM Play 12:00-1:00 PM Feeding 1:00-2:00 PM Diaper Change 2:00-3:00 PM Play 3:00-4:00 PM Feeding 4:00-5:00 PM Diaper Change 5:00-6:00 PM Play 6:00-7:00 PM Feeding 7:00-8:00 PM Diaper Change 8:00-9:00 PM Play 9:00-10:00 PM Feeding 10:00-11:00 PM Diaper Change 11:00-12:00 AM Play 12:00-1:00 AM Feeding 1:00-2:00 AM Diaper Change 2:00-3:00 AM Play 3:00-4:00 AM Feeding 4:00-5:00 AM Diaper Change 5:00-6:00 AM Play 6:00-7:00 AM</p>
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Follow Their Lead



Following a child's lead can support their curiosity and provide playful moments.

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Tailored, Back-and-Forth Interactions

Tailored, back-and-forth interactions



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How might this strategy support dual language learners?



- Encourage use of words rather than gestures
- Repeat and expand
- Closed-ended and open-ended questions
- Self talk and parallel talk

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Follow the C.A.R.



Follow the child's lead and then:

- Comment and wait
- Ask a question and wait
- Respond by adding a little more

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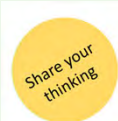
Be A Regulator



Children are still building the networks in their brains that regulate big feelings.

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Share Your Thinking



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Model persistence

Model Persistence

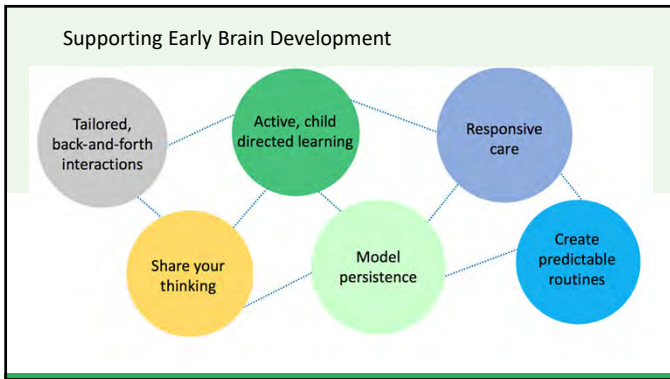
Leonard, Lee, & Schultz, 2017

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How might this strategy support cognitive self-regulation?

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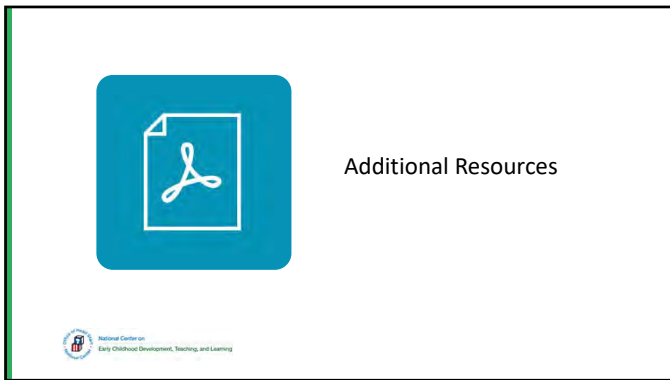
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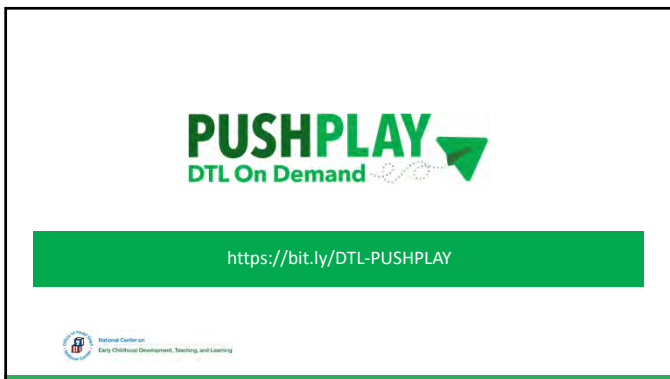
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<https://eclkc.ohs.acf.hhs.gov/mypeers>




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<https://eclkc.ohs.acf.hhs.gov/>



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http://bit.ly/iPD_ECLKC




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Questions and Answers




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We Want to Hear From You!


Please take some time to complete the session evaluation.

For more information contact:
ecdttl@ecetta.info
 (Toll-free 1-844-261-3752)

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Thank You!

Join Us for Our Next Episode!



February 9, 2022



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