



October 7, 2021

Supporting Preschoolers' Emotional and Behavioral Self-Regulation

Viewer's Guide

This viewer's guide gives you ideas for creating learning environments for all preschoolers. The reflection questions and activities will help you think about ways to support children's learning. Helpful resources can be found in the Resources section of this guide.

Head Start Early Learning Outcomes Framework (ELOF)

<https://eclkc.ohs.acf.hhs.gov/interactive-head-start-early-learning-outcomes-framework-ages-birth-five>

Throughout the season, we'll be referring to the Approaches to Learning domain on the ELOF. Follow the link above to find the interactive ELOF. Here you can click on a domain then click on subdomains. Within each subdomain, you'll find goals. Each goal then outlines the developmental progression of skills for ages birth through five. This is an invaluable resource!

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



Need to access the ELOF on the go? Check out ELOF2GO, a mobile app that includes the ELOF developmental progressions here: <https://eclkc.ohs.acf.hhs.gov/school-readiness/article/elof2go-mobile-app>



National Center on
Early Childhood Development, Teaching, and Learning

This training was supported by the Administration for Children and Families (ACF) of the United States (U.S.) Department of Health and Human Services (HHS) as part of a financial assistance award totaling \$10,200,000 with 100% funded by ACF. The contents are those of the author(s) and do not necessarily represent the official views of, nor an endorsement, by ACF/HHS, or the U.S. Government. This resource may be duplicated for noncommercial uses without permission.

ELOF – Approaches to Learning for Preschool

Preschooler Approaches to Learning Sub-Domains



Goals for Sub-Domain: Emotional and Behavioral Self-Regulation

- Goal P-ATL 1. Child manages emotions with increasing independence.*
- Goal P-ATL 2. Child follows classroom rules and routines with increasing independence.
- Goal P-ATL 3. Child appropriately handles and takes care of classroom materials.
- Goal P-ATL 4. Child manages actions, words, and behavior with increasing independence.

Red Light, Green Light

For this example, use the Green Thoughts column to write down ways you can turn from red light thinking to green light thinking.

You are starting to lead circle time and one of the children, bothered by their neighbor, starts to scream and hit others.

Red Thoughts	Category	Green Thoughts
This is frustrating! I can never lead circle time in a smooth way!	Thinking	
I would feel frustrated and disappointed.	Feeling	
I would probably just tell the children to go play and stop trying to lead circle times.	Behaving	

Video Observations

Write down strategies you'd like to try that will support young children's emotional regulation.

Teacher Time 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

Write down ideas for: **Behavioral expectations in advance.**

Write down ideas for: **Attend to and encourage appropriate behavior.**

Write down ideas for: **Scaffold with cues and prompts.**

Write down ideas for: **Increase engagement.**

Write down ideas for: **Create or add challenge.**

Write down ideas for: **Specific feedback.**

Small Changes – Big Impact

Think of a child you work with who has a hard time waiting for their turn. When an adult says, “You can have a turn in 2-minutes,” the child flops to the ground and starts to cry. What are some modifications you can make to support this child’s emotional and behavioral regulation? We’ve given you some prompts to think of different types of modifications you can make.

Is this a challenge at home? What strategies does the family use?

Can you make any modifications to the physical or social environment?

Are there materials you can use to support the child?

Can you simplify the task?

In what ways can a peer help?

Give these modifications a try for 1 day. Is the child becoming more able to wait? Or is it just as hard as the first day? If the child is waiting, great! Keep going. After about a week where it’s successful, see if you can start to pull back, or fade away with the support. If it’s not working, try for at least another day or two. If it’s still not working, try another modification. If you find success, share with the child’s family!

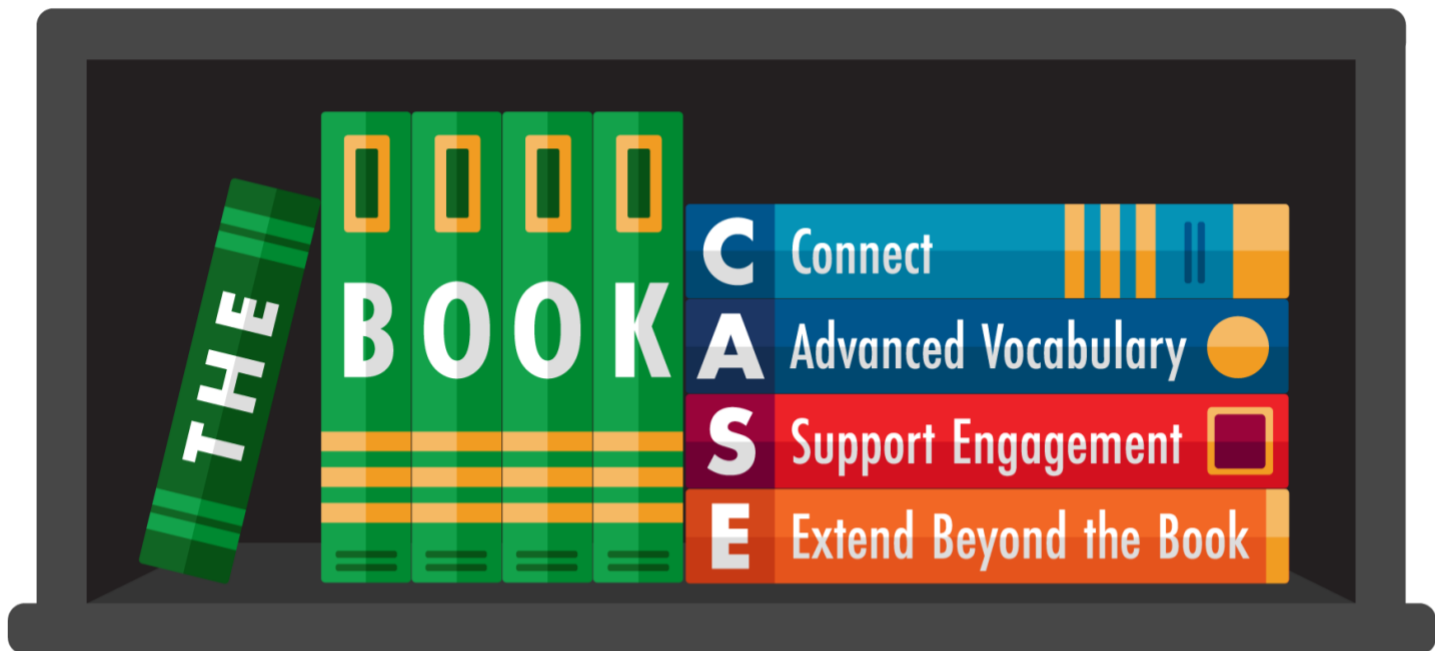
Focus on Equity

Five Questions with Dr. Walter Gilliam – Implicit Bias

<https://eclkc.ohs.acf.hhs.gov/professional-development/article/five-questions-child-development-experts>

After watching the video, you might have become more aware of some of your own biases. Take a minute to reflect on some of what you learned about yourself and write down changes you will make.

The BookCASE



Books are a great way to engage with children. There are books about many things in our world, too. So, matching books with themes and activities helps make learning experiences meaningful for children. Choosing books on topics that preschoolers are interested in is another way to help them feel included and that their interests are important.

Selected Books from the BookCASE



The Boy with Big, Big Feelings
Brittney Winn Lee (author), Jacob Souva (illustrator)

Meet a boy with feelings so big that they glow from his cheeks, spill out of his eyes, and jump up and down on his chest. When a loud truck drives by, he cries. When he hears a joke, he bursts with joy. When his loved ones are having a hard day, he feels their emotions as if they were his own. The boy tries to cope by stuffing down his feelings, but with a little help and artistic inspiration, the boy realizes his feelings are something to be celebrated. This book is relatable for any child, but especially for children experiencing anxiety and extreme emotions, or who have been diagnosed with autism or as a Highly Sensitive Person. (From www.bookshop.org)

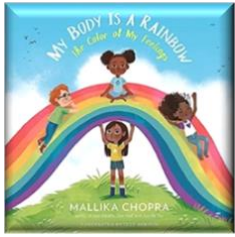


My Heart Fills with Happiness / sâkaskinêw nitêh miywêyitamowin ohci (Cree and English Edition)

Cree Edition by Monique Gray Smith (author), Cree Literacy Network (editor), Julie Flett (illustrator), Mary Cardinal Collins (translator)

The sun on your face. The smell of warm bannock baking in the oven. Holding the hand of someone you love. What fills your heart with happiness? This book serves as a reminder for little ones and adults alike to reflect on and cherish the moments in life that bring us joy. International

speaker and award-winning author Monique Gray Smith wrote *My Heart Fills with Happiness* to support the wellness of Indigenous children and families, and to encourage young children to reflect on what makes them happy. (From www.bookshop.org)

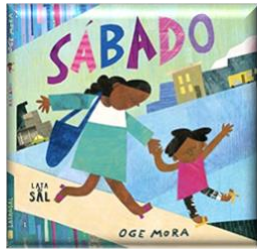


My Body is a Rainbow: The Color of My Feelings
Mallika Chopra (author), Izzy Burton (illustrator)

Our bodies can do amazing things – like climb trees, read books, and feel feelings. Sometimes it helps to use colors, words, and breath to learn about our bodies and to help us feel calm.

Wellness expert Mallika Chopra helps children imagine a rainbow of colors radiating from their body and combines this with breathing exercise to help children relieve worries, fears, and to feel happier and more peaceful. (From www.bookshop.org)

Exploring the BookCASE with *Saturday/Sabado*



Saturday/Sabado
Oge Mora (artist)

Join a mother and daughter on an up-and-down journey that reminds them of what's best about Saturdays: precious time together. In this heartfelt and universal story, a mother and daughter look forward to their special Saturday routine together

every single week. But this Saturday, one thing after another goes wrong--ruining story time, salon time, picnic time, and the puppet show they'd been looking forward to going to all week. Mom is nearing a meltdown...until her loving daughter reminds her that being together is the most important thing of all. (From www.bookshop.org)

Connect

This book is connected to the ELOF goal of emotional regulation as the characters in the story are full of excitement but end up experiencing a lot of disappointment as things don't go perfect on their special day.

Advanced vocabulary

There are many advanced vocabulary words in this story, but focus especially on emotion words like excited, hopeful, disappointed, frustrated, and loved. You can ask the children to show you on their faces, or in their bodies, what these emotions might look like.

Support engagement

Support engagement by asking children if there is a special day they have in their lives. It might be with a parent, a relative, or a friend.

Extend

Extend the learning from this book by having children create an emotion thermometer or relaxation thermometer. The relaxation thermometer pairs feelings from calm to irate with different colors from cool blues to red—the children can check in where they are on the thermometer and then use it to notice when they are getting “red” and then use a strategy to stop and calm down—like taking a deep breath. Then you can read the book again and children can identify where the characters are on the thermometer. Don't be surprised if, like in the book, the children use it at home with their parents too!

Explore the BookCASE on Your Own

The preschoolers in my learning environment love this book:

Make the CASE:

Connect:

Advanced vocabulary:

Support engagement:

Extend:

Explore the BookCASE on Your Own

The preschoolers in my learning environment love this book:

Make the CASE:

Connect:

Advanced vocabulary:

Support engagement:

Extend:

Books I would like to add to my learning environment:

Helpful Resources

ECLKC Resources

Head Start Early Learning Outcomes Framework and related resources

<https://eclkc.ohs.acf.hhs.gov/school-readiness/article/head-start-early-learning-outcomes-framework>

ELOF2GO and MiELOF

<https://eclkc.ohs.acf.hhs.gov/school-readiness/article/elof2go-mobile-app>

Approaches to Learning Effective Practice Guides

<https://eclkc.ohs.acf.hhs.gov/school-readiness/effective-practice-guides/approaches-learning>

Teacher Time: Help Me Calm Down! Teaching Children how to Cope with Their Big Emotions

<https://eclkc.ohs.acf.hhs.gov/teaching-practices/teacher-time-series/help-me-calm-down-teaching-children-how-cope-their-big-emotions>

15-minute In-service Suite: Stating Behavioral Expectations

<https://eclkc.ohs.acf.hhs.gov/video/stating-behavioral-expectations>

Head Start Center for Inclusion

These resources can be used in your learning environments and shared with families for use in their home environments.

Head Start Center for Inclusion – Visual Supports

<https://headstartinclusion.org/tools-and-supports/classroom-visuals-and-supports/>

Head Start Center for Inclusion – Tip Sheets

<https://headstartinclusion.org/tip-sheets/challenging-behavior-tips/>

National Center for Pyramid Model Innovations

Feeling Faces Playdoh Mats

https://challengingbehavior.cbcs.usf.edu/docs/FeelingFaces_mats.pdf

Taking a Break: Using a Calm Down Area at Home (English)

https://challengingbehavior.cbcs.usf.edu/docs/Calm-Down-Area_Tipsheet.pdf

Taking a Break: Using a Calm Down Area at Home (Spanish)

https://challengingbehavior.cbcs.usf.edu/docs/Calm-Down-Area_Tipsheet_SP.pdf

Mobile Apps

ELOF2GO Mobile App

<https://eclkc.ohs.acf.hhs.gov/school-readiness/article/elof2go-mobile-app>

Text4Teachers

<https://eclkc.ohs.acf.hhs.gov/teaching-practices/article/text4teachers>

Ready DLL Mobile App

<https://eclkc.ohs.acf.hhs.gov/culture-language/article/ready-dll-mobile-app>

Online Communities

MyPeers

<https://eclkc.ohs.acf.hhs.gov/about-us/article/mypeers-collaborative-platform-early-care-education-community>