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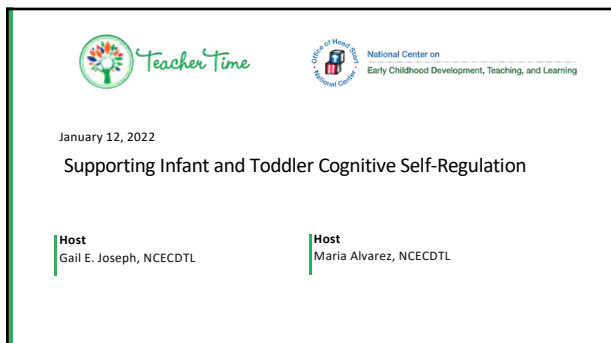
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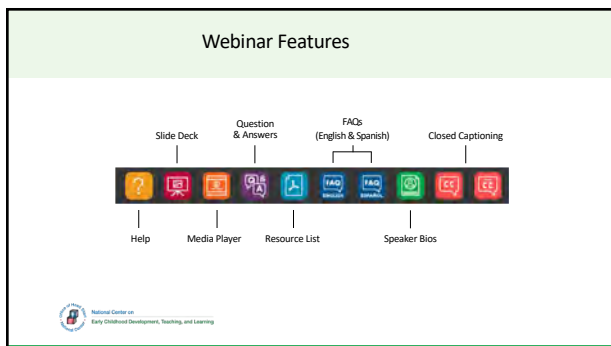
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**Viewer's Guide**

Supporting Infant and Toddler Cognitive Self-Regulation

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**Head Start Early Learning Outcomes Framework**

		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 Literacy	Mathematics Development Scientific Reasoning	Perceptual, Motor and Physical Development	

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**Approaches to Learning**



**Emotional and Behavioral Self-Regulation**



**Cognitive Self-Regulation (Executive Functioning)**



**Initiative and Curiosity**



**Creativity**

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Approaches to Learning



Emotional and Behavioral Self-Regulation    Cognitive Self-Regulation (Executive Functioning)    Initiative and Curiosity    Creativity

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What are cognitive self-regulation skills?



- Often referred to as executive functioning skills
- Skills include:
  - Sustained attention
  - Impulse control
  - Flexibility in thinking
  - Working memory
- For infants and toddlers, developed in context of consistent, responsive relationships.

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Why are cognitive self-regulation skills important?

- Acquire knowledge, learn new skills, and set and achieve goals.
- Learn to navigate experiences that are challenging, frustrating, or take time to accomplish.
- Support school readiness and life-long learning.



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**Cognitive Self-Regulation ELOF Goals for Infants and Toddlers**

- **Goal IT-ATL-3.** Child maintains **focus** and **sustains attention** with support.
- **Goal IT-ATL-4.** Child develops the ability to show **persistence** in actions and behavior.
- **Goal IT-ATL-5.** Child demonstrates the ability to be **flexible** in actions and behavior.



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**Cognitive Self-Regulation Focus Goal**

- **Goal IT-ATL-3.** Child maintains focus and sustains attention with support.
- **Goal IT-ATL-4.** Child develops the ability to show persistence in actions and behavior.
- **Goal IT-ATL-5.** Child demonstrates the ability to be flexible in actions and behavior.

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**Persistence**

When you want to give up, or start to get distracted or overwhelmed, what do you do to help yourself persist?

Enter your strategies in the Q&A



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### Developmental Progression of Persistence



**Shows increasing ability to continue interactions with familiar adults or toys for more than just a brief time.**

**Shows willingness to repeat attempts to communicate or repeat actions to solve a problem.**

**Shows increasing ability to stay engaged working towards a goal or solving a problem. Tries different strategies.**

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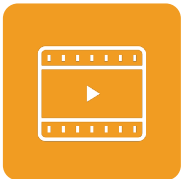
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### Goal: Shows Persistence Birth to 9 Months

**Shows increasing ability to continue interactions with familiar adults or toys for more than just a brief time.**

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### Developmental Progression of Persistence



**Shows increasing ability to continue interactions with familiar adults or toys for more than just a brief time.**

**Shows willingness to repeat attempts to communicate or repeat actions to solve a problem.**

**Shows increasing ability to stay engaged working towards a goal or solving a problem. Tries different strategies.**

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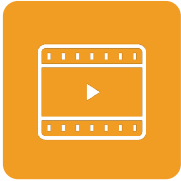
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**Goal: Shows Persistence 8 to 18 Months**

Shows willingness to repeat attempts to communicate or to repeat actions to solve a problem even with encountering difficulties.



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**Developmental Progression of Persistence**



**Shows increasing ability to continue interactions with familiar adults or toys for more than just a brief time.**

**Shows willingness to repeat attempts to communicate or repeat actions to solve a problem.**

**Shows increasing ability to stay engaged working towards a goal or solving a problem. Tries different strategies.**



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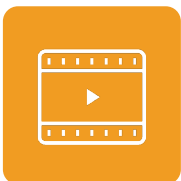
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**Goal: Shows Persistence 16 to 36 Months**

Shows increasing ability to stay engaged when working towards a goal or solving a problem. Often tries different strategies until successful.



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**BASICS: Cognitive Self-Regulation**

- 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**

**B** "We're going to go change your diaper and get ready for a nap."

"You are laughing so much! I can tell you like peek-a-boo. We have to finish after one more time, but let's play again later."

"It's time to get our coats and hats. Sometimes they can be hard to put on. Give it a good try, and if you need help, you can ask me."

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**Attend to and Encourage Appropriate Behavior**

**A** 

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Scaffold with Cues and Prompts



The image shows a blue LEGO block with a white letter 'S' on the left. To its right are two photographs. The top photo shows a teacher in a pink floral shirt sitting at a table with a young child, who is eating. The bottom photo shows the same teacher and child, with the child raising their hands in a gesture of excitement or participation.

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Increase Active Engagement



The image shows an orange LEGO block with a vertical slot on the left. To its right are two photographs. The top photo shows a child sitting on the floor, holding a yellow toy. The bottom photo shows a child sitting on the floor, playing with a basket of toys.

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Create or Add Challenge



The image shows a green LEGO block with a white letter 'C' on the left. To its right is a photograph of a child sitting at a table, reaching out towards a colorful stacking toy (a stack of three rings in green, blue, and purple).

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Specific Feedback



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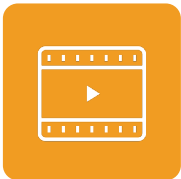
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Video: Toddler Water Play

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BASICS: Cognitive Self-Regulation

- 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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Small Change Big Impact



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Small Change Big Impact

### Communication Board



- Supports communication with adults and peers
- Supports language development
- Supports cognitive self-regulation (persistence)

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Focus on Equity



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Focus on Equity

“Yes Spaces” for Joy!



**Mike Browne**  
Sr. Community Engagement Manager  
Hilltop Children's Center

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Reflection



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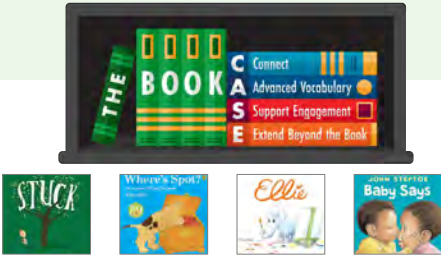
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The BookCASE



**C** Connect  
**A** Advanced Vocabulary  
**S** Support Engagement  
**E** Extend Beyond the Book

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The BookCASE

Baby Says by John Steptoe



The slide features a green header with the text 'The BookCASE'. Below the header, the title 'Baby Says by John Steptoe' is centered. Underneath the title are three small images: on the left, a black and white photo of a smiling man; in the middle, the cover of the book 'Baby Says' by John Steptoe, showing two children; on the right, a color photo of a young child sitting on a red sofa and playing with colorful blocks.

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It s All About You!

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The slide shows a blue watering can pouring water onto a small green plant in a pot. To the right of the illustration is a green rectangular box containing the text 'It s All About You!'. At the bottom left, there is a small logo for the National Center on Early Childhood Development, Teaching, and Learning.

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It s All About You!

10-Minute Tidy!



- Set a clock
- Tidy or get ready for 10-minutes
- Feel a sense of accomplishment!

The slide has a green header with the text 'It s All About You!'. Below the header, the title '10-Minute Tidy!' is displayed next to a small icon of a watering can. To the left of the text is a large illustration of a blue alarm clock. To the right of the clock is a bulleted list with three items: 'Set a clock', 'Tidy or get ready for 10-minutes', and 'Feel a sense of accomplishment!'.

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**PUSHPLAY**  
DTL On Demand

[https://bit.ly/DTL\\_PUSHPLAY](https://bit.ly/DTL_PUSHPLAY)

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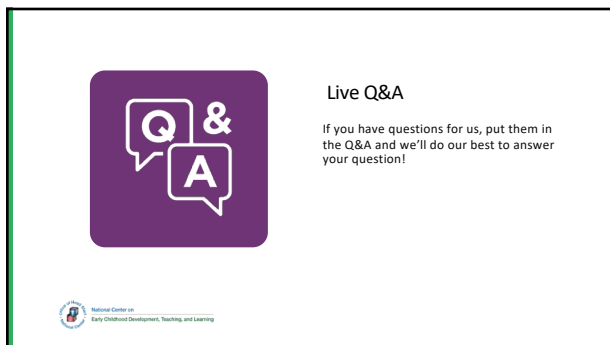
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**Live Q&A**

If you have questions for us, put them in the Q&A and we'll do our best to answer your question!

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**Thank You!**

**Join Us For Our Next Episode!**

Feb. 3, 2022 – Special Edition of Teacher Time!

Mar. 3, 2022 – Supporting Initiative and Curiosity in Preschoolers

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<https://eclkc.ohs.acf.hhs.gov/about-us/article/mypeers-social-network-early-childhood-professionals>  


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


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[http://bit.ly/iPD\\_ECLKC](http://bit.ly/iPD_ECLKC)  


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We Want to Hear From You

**Please take some time to complete the session evaluation.**

For more information contact:  
[ecdtl@ecetta.info](mailto:ecdtl@ecetta.info)  
(Toll-free 1-844-261-3752)

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