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| **Supporting Children’s Self-Regulation Skills**  Self-regulation is the ability to control one’s own attention, emotions, and behaviors. Self-regulation is foundational to learning because it allows students to cope with the demands of the classroom. Teachers can support the development of students’ self-regulation skills by utilizing key strategies in their instruction and interactions with their students. |

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| **Interaction and Instruction (I&I) Strategies** | **Description** | **Aligned CLASS® Dimensions** |
| 1. **Provide choice with support** | Give children opportunities to make their own choices and be ready to support children who have difficulty making those decisions. |  |
| 1. **Use prompts, cues, and visuals** | Prepare pictures and use verbal cues throughout the day to help children make decisions, verbalize their thoughts, or understand instructions. | image.pngimage.png |
| 1. **Provide clear commands and follow-up support** | Provide clear expectations for what children should do, and support children who need help following instructions. | image.pngimage.png |
| 1. **Promote active engagement** | Encourage children to be active participants during instructional, whole group, and play times. |  |
| 1. **Support children to handle their emotions** | Help children recognize and verbalize their feelings throughout the day. |  |

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| 1. **PROVIDE CHOICE WITH SUPPORT** | **Description:** Give children opportunities to make their own choices and be ready to support children who have difficulty making those decisions. | | | | **Aligned CLASS Dimensions:** | | |
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|  | **Choose one of the following resources and individualize to your needs. Determine which aspects you’d like to use (or not).** | | | | | |
| * [Following Children's Lead](https://eclkc.ohs.acf.hhs.gov/video/following-childrens-lead)   Describes strategies that demonstrate how teachers can engage children in learning by following children’s lead by building on children’s interests; providing children with choices; and encouraging children to express ideas. | | * [Materials to Support Learning](https://eclkc.ohs.acf.hhs.gov/video/materials-support-learning)   Provides opportunities for teachers to select and then use materials so that all children have access to quality teaching and learning. | | | | |
|  | **Select one-two video(s) to watch focusing on what the teacher says and does related to *providing choice with support*.**  **How do the children respond?** | | | | | |
| * [Providing Individualized Transition Cues](http://csefel.vanderbilt.edu/modules/module1/presenters-ppt/V1_3.MPG) | | | * [Solution Kit Examples](http://csefel.vanderbilt.edu/modules/module2/presenters-ppt/V2_14a.MPG) | | | |
|  | **Ideas for SMART goals. Pick one Do strategy to try as is or modify to better fit your goals.** | | | | | |
| * To prevent misbehavior and proactively address peer conflicts, teach and support social problem solving by following at least 6 out of 8 practices in the Supporting Social Problem-Solving Suite Handout 2: [Fidelity checklist](https://aeiionline.org/wp-content/uploads/sites/5/2020/03/02_sps_fidelitychecklist.pdf). * Provide children several choices for how they could engage with materials at small groups. Leave the activities as open-ended as possible while still being clear with children about the learning objectives (e.g., children create a seasonal picture and talk about the weather instead of creating a standard craft). * Have an activity or choice of activities ready for children who finish any activity early (e.g., puzzles, books, materials that children can access on their own). | | | | | | |

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| **2. USE PROMPTS, CUES, AND VISUALS** | **Description:** Prepare pictures and use verbal cues throughout the day to help children make decisions, verbalize their thoughts, or understand instructions. | | | | **Aligned CLASS Dimensions:** | | | | |
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|  | **Choose one of the following resources and individualize to your needs. Determine which aspects you’d like to use (or not).** | | | | | | | |
| * [Schedules and Routines](https://eclkc.ohs.acf.hhs.gov/video/schedules-routines)   Introduces one feature of a well-organized classroom—the use of a daily schedule and established routines. | | * [Creating Classroom Rules](https://eclkc.ohs.acf.hhs.gov/video/creating-classroom-rules)   Describes how to create and enforce classroom rules through a process called GUIDE: **G**enerate, make **U**nderstandable, **I**nstruct, **D**etermine consequences, **E**ncourage. | | | * [Classroom Transitions](https://eclkc.ohs.acf.hhs.gov/video/classroom-transitions)   Focuses on strategies that promote smooth transitions between classroom activities and routines. | | | |
|  | **Select one-two video(s) to watch focusing on what the teacher says and does related to *using prompts, cues, and visuals.***  **How do the children respond?** | | | | | | | |
| * [Providing Individualized Transition Cues](http://csefel.vanderbilt.edu/modules/module1/presenters-ppt/V1_3.MPG) | | | * [Self-Regulation Literacy and Movement Game](https://aeiionline.org/advancing-effective-interactions-and-instruction-2/tools-resources/for-use-in-professional-development/standalone-player/?v=1_5ah83eie&t=Self-Regulation+Literacy+and+Movement+Game) | | | | | |
| * [Stop/Go Teaching Rules](http://csefel.vanderbilt.edu/modules/module1/presenters-ppt/V1_5.MPG) | | * [Learning Opportunities during Daily Routine](https://aeiionline.org/advancing-effective-interactions-and-instruction-2/tools-resources/for-use-in-professional-development/standalone-player/?v=1_u6wv490a&t=Learning+Opportunities+during+Daily+Routine) | | | * [Acting Out Stories](https://www.youtube.com/watch?v=JG2vCyyVnbs) | | | |
|  | **Ideas for SMART goals. Pick one Do strategy to try as is or modify to better fit your goals.** | | | | | | | |
| * To prevent misbehavior and proactively address peer conflicts, teach and support social problem solving by following at least 6 out of 8 practices in the Supporting Social Problem-Solving Suite Handout 2: [Fidelity checklist](https://aeiionline.org/wp-content/uploads/sites/5/2020/03/02_sps_fidelitychecklist.pdf). * Discuss/teach and then post 3-5 class rules, and then review the rules at least 5 times across the day so that children are aware of what to do. * Create and post a visual schedule of the day’s activities and refer to it throughout the day so that children know what is expected now and what is coming next. * In whole group, ask children to “turn and talk” with a peer to allow all children to participate while avoiding long wait times that arise when going around the circle allowing every child to answer. | | | | | | | | |

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| **3. PROVIDE CLEAR COMMANDS AND FOLLOW-UP SUPPORT** | **Description:** Provide clear expectations for what children should do, and support children who need help following instructions. | | | **Aligned CLASS Dimensions:** | | | |
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|  | **Choose one of the following resources and individualize to your needs. Determine which aspects you’d like to use (or not).** | | | | | |
| * [Creating Classroom Rules](https://eclkc.ohs.acf.hhs.gov/video/creating-classroom-rules)   Describes how to create and enforce classroom rules through a process called GUIDE: **G**enerate, make **U**nderstandable, **I**nstruct, **D**etermine consequences, **E**ncourage. | | * [Classroom Transitions](https://eclkc.ohs.acf.hhs.gov/video/classroom-transitions)   Focuses on strategies that promote smooth transitions between classroom activities and routines. | | * [Supporting Self-Regulation Through Games](https://aeiionline.org/advancing-effective-interactions-and-instruction-2/tools-resources/for-use-in-professional-development/professional-development-workshop-suites/workshop-suite-supporting-self-regulation-through-games/)   Presents a series of games and fun, playful activities that can be used throughout the day to foster children’s self-regulation skills. | | |
|  | **Select one-two video(s) to watch focusing on what the teacher says and does related to *providing clear commands and follow-up support.***  **How do the children respond?** | | | | | |
| * [Self-Regulation Literacy and Movement Game](https://aeiionline.org/advancing-effective-interactions-and-instruction-2/tools-resources/for-use-in-professional-development/standalone-player/?v=1_5ah83eie&t=Self-Regulation+Literacy+and+Movement+Game) | | * [Stop/Go Teaching Rules](http://csefel.vanderbilt.edu/modules/module1/presenters-ppt/V1_5.MPG) | | * [Transition: Putting Things Away by Group](https://aeiionline.org/advancing-effective-interactions-and-instruction-2/tools-resources/for-use-in-professional-development/standalone-player/?v=1_v0plqf7s&t=Transition+by+Putting+Away+Things+by+Group) | | |
|  | **Ideas for SMART goals. Pick one Do strategy to try as is or modify to better fit your goals.** | | | | | |
| * Discuss/teach and then post 3-5 class rules, and then review the rules at least 5 times across the day so that children are aware of what to do. * Create and post a visual schedule of the day’s activities and refer to it throughout the day so that children know what is expected now and what is coming next. * Each day next week, clarify behavior expectations by: discussing and role-playing the expectations for 1 interest area in morning meeting and then praising children who are demonstrating the expectations during center time. | | | | | | |

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| **4. PROMOTE ACTIVE ENGAGEMENT** | **Description:** Encourage children to be active participants during instructional, whole group, and play times. | | | **Aligned CLASS Dimensions:** | | | | |
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|  | **Choose one of the following resources and individualize to your needs. Determine which aspects you’d like to use (or not).** | | | | | | |
| * [Giving Children Responsibilities](https://eclkc.ohs.acf.hhs.gov/video/giving-children-responsibilities)   Describes strategies for engaging children by giving them more responsibilities by offering meaningful roles; letting them lead; encouraging them to help each other. | | * [Materials to Support Learning](https://eclkc.ohs.acf.hhs.gov/video/materials-support-learning)   Provides opportunities for teachers to select and then use materials so that all children have access to quality teaching and learning. | | * [Supporting Self-Regulation Through Games](http://aeiionline.org/advancing-effective-interactions-and-instruction-2/tools-resources/for-use-in-professional-development/professional-development-workshop-suites/workshop-suite-supporting-self-regulation-through-games/)   Presents a series of games and fun, playful activities that can be used throughout the day to foster children’s self-regulation skills. | | | |
|  | **Select one-two video(s) to watch focusing on what the teacher says and does related to *promoting active engagement.***  **How do the children respond?** | | | | | | |
| * [Self-Regulation Literacy and Movement Game](https://aeiionline.org/advancing-effective-interactions-and-instruction-2/tools-resources/for-use-in-professional-development/standalone-player/?v=1_5ah83eie&t=Self-Regulation+Literacy+and+Movement) | | * [Acting Out Stories](https://www.youtube.com/watch?v=JG2vCyyVnbs) | | * [Shape in a Bag](http://vzaar.com/videos/4501659) | | | |
|  | **Ideas for SMART goals. Pick one Do strategy to try as is or modify to better fit your goals.** | | | | | | |
| * To prevent misbehavior and proactively address peer conflicts, teach and support social problem solving by following at least 6 out of 8 practices in the Supporting Social Problem-Solving Suite Handout 2: [Fidelity checklist](https://aeiionline.org/wp-content/uploads/sites/5/2020/03/02_sps_fidelitychecklist.pdf). * Have an activity or choice of activities ready for children who finish any activity early (e.g., puzzles, books, materials that children can access on their own). * Before you start your day, brainstorm what early, subtle signs of disengagement might look like in some of your children. During whole or small group time, look for these early signs of disengagement and try re-engaging at least 1 child in a positive way. Note the impact of your action! * During book reading, acknowledge children who want to share or speak. If you can’t get to everyone, note that you are aware of them and let them know they will have a turn next (e.g., “I see that Hannie has something to share. Hannie, can you save that for just a moment until after we finish this sentence? Thank you!”). * In whole group, ask children to “turn and talk” with a peer to allow all children to participate while avoiding long wait times that arise when going around the circle allowing every child to answer. * Before starting whole group time, introduce a new self-regulation game to prepare children for the next activity. Use the [Action Planning Form](https://aeiionline.org/wp-content/uploads/sites/5/2020/03/02_selfreg_actionplan.pdf) to plan games/ideas. | | | | | | | |

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| **5. SUPPORT CHILDREN TO HANDLE THEIR EMOTIONS** | **Description:** Help children recognize and verbalize their feelings throughout the day. | | | **Aligned CLASS Dimensions:** | | |
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|  | **Choose one of the following resources and individualize to your needs. Determine which aspects you’d like to use (or not).** | | | | |
| * [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)   Includes information about how to communicate to children that all emotions are okay; teach emotional literacy; use relaxation techniques; and help children manage anger and handle disappointment. | | * [Emotional Literacy](https://eclkc.ohs.acf.hhs.gov/professional-development/article/earlyedu-alliance-higher-education-learning-modules)   Learn about practices to teach children emotional vocabulary and help them identify emotions. Discover strategies to talk with families about emotional literacy. | | | |
|  | **Select one video to watch focusing on what the teacher says and does related to *supporting children to handle their emotions.***  **How do the children respond?** | | | | |
| * [Problem Solving during Center Time](https://aeiionline.org/advancing-effective-interactions-and-instruction-2/tools-resources/for-use-in-professional-development/standalone-player/?v=1_ra134v6v&t=Problem+Solving+during+Center+Time) | | | | | |
|  | **Ideas for SMART goals. Pick one Do strategy to try as is or modify to better fit your goals.** | | | | |
| * When introducing your next study, start by asking children what they know about this topic already, what experiences they have had with the topic, and what they are curious about. Write down children’s ideas in a “KWL” chart and follow up by incorporating ways that they can find the answers to their questions into lessons over the next several weeks. * Acknowledge children’s emotions, both positive and negative (“You look frustrated. May I help you with that?”; “Wow, you sound really excited to see your grandma today! Tell me more.”). | | | | | |

**Sample Action Plans:**

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| Action Plan: Provide choice with support (I&I Strategy) | |
| KNOW  Week of 10/07/19 | Learn strategies about how teachers can engage children in learning by following children’s lead.  Resource: [Following Children's Lead](https://eclkc.ohs.acf.hhs.gov/video/following-childrens-lead)  As you are reviewing this resource, consider ways to build children’s interests; provide children with choices; and encourage children to express ideas. |
| SEE  Week of 10/07/19 | Watch: [Providing Individualized Transition Cues](http://csefel.vanderbilt.edu/modules/module1/presenters-ppt/V1_3.MPG) |
| DO  Week of 10/14/19 | Three times this week provide children several choices for how they could engage with materials at small groups. Leave the activities as open-ended as possible while still being clear with children about the learning objectives (e.g., children create a seasonal picture and talk about the weather instead of creating a standard craft). |
| Follow Up  Week of 10/21/19 | Feedback provider:   * Will observe small group (10/17 from 9:30-10:30) * Will look/listen for how the teacher engages children in learning by following children’s lead (10/17 from 9:30-10:30) * Will have a reflective conference with teacher following observation (10/24/19 from 2:15 - 3:00) |

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| Action Plan: Explore connect Support children to handle their emotions (I&I Strategy) | |
| KNOW  Week of 10/07/19 | Learn information about how to communicate to children that all emotions are okay; teach emotional literacy; use relaxation techniques; and help children manage anger and handle disappointment.  Resource: [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)  As you are reviewing this resource, think about ways to help children cope with their big emotions. |
| SEE  Week of 10/07/19 | Watch: [Problem Solving during Center Time](https://aeiionline.org/advancing-effective-interactions-and-instruction-2/tools-resources/for-use-in-professional-development/standalone-player/?v=1_ra134v6v&t=Problem+Solving+during+Center+Time) |
| DO  Week of 10/14/19 | Once a day this week, acknowledge children’s emotions, both positive and negative (“You look frustrated. May I help you with that?”; “Wow, you sound really excited to see your grandma today! Tell me more.”). |
| Follow Up  Week of 10/21/19 | Feedback provider:   * Will observe center time to watch for opportunities for teachers to help children cope with their emotions. (10/17 @ 10:00) * Will have a reflective conference with teacher following observation (10/24 @ 11:00) |