



10 Co-Regulation Tips To Help Young Children Master Self- Regulation



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1

Music and Movement

One of the best things for young children's brain development, and for teaching them self-regulation, is to give them exposure to music and movement.

List of Songs



2

Games

Teacher-led games with rules and pretend play are a fun way for children to practice following directions. Games promote self-regulation, impulse control and self-control. An example of this kind of game is **Red Light, Green Light**. The amount of time spent in play predicts self-regulation skills.

Research





3

Slow Down

Slow down: Practice slowing your inner speed (children's pacing is slower than ours) and speaking speed. Do slow breathing exercises, Have brain breaks throughout the day, not just when behaviors escalate. A good guide that helps me is every 45-60 minutes having brain breaks. Combine this with water breaks, having children sip water throughout the day keeps the brain from overheating!

4

Practice Kindness

Practice Kindness: kindness tree throughout the day. Have children place precut out hearts on the kindness tree if you or other kids catch someone doing a kind gesture. What you focus on, you get more of it!



5

Practice Co-regulation

Practice co-regulation: Label the emotions, feelings, you see. What may have caused it and what can they do to help themselves?



6

Reflection Process

Ask children questions like, “how did that make you feel? Where in your body did you feel that?” If they said it made them feel so angry, chances are they are feeling a tightness in the chest or stomach and support children in growing self- awareness and emotional literacy- label a wide range of emotions not just the big buckets like sad, mad or happy. Use children’s books to teach emotional literacy.

Books & Tools






7

Self Reflection

Self-reflections: Introspection is key to improving your teaching craft. At the end of the teaching day asking some of the prompt questions- How did the activity go? Were the children engaged? What can I do differently next time? Was I able to connect with the children and respond or react when the behaviors happened? Next time the behaviors happen that trigger you SBA (Stop breathe and Anchor) yourself before saying or doing anything.

Unconditional Love

8



Words matter! Statements like “I like the way my friends are sitting down, or I love that you are listening to me”, this gives the message, “I like and love you when you listen to me and follow my directions”. This is compliance-based conditional love. Instead say “I noticed you came to the carpet right away. I appreciate you listening, I see you are using gentle hands Thank you for that”. This translates to unconditional love which leads to a trusting relation which is foundation of co regulation. It creates a school family based on we are in this together vs. you and me.



9

One Sense Brain Break

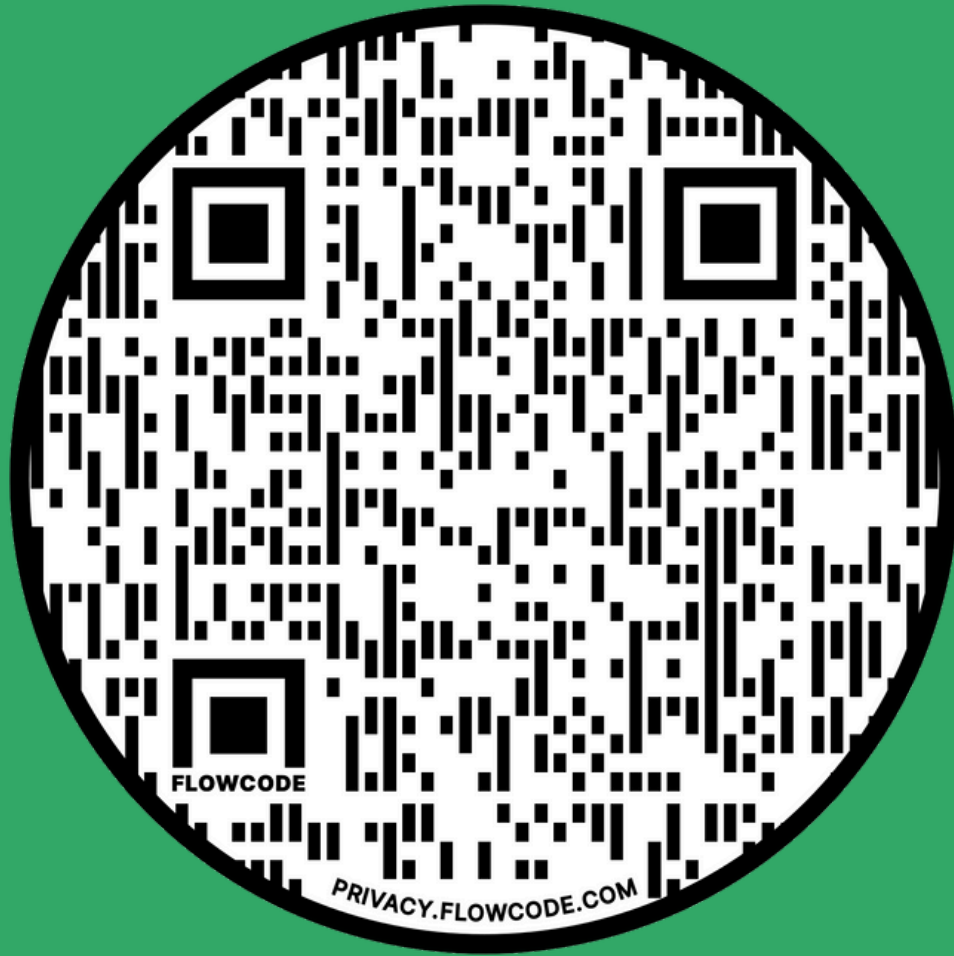
First, the teacher prompts the children to seek out three red items in their surroundings. Once found, the children remain silent and close their eyes. With eyes shut, they mentally visualize the three red objects they discovered. This activity offers a valuable opportunity for children to unwind and reset their minds, as they benefit from the calming effects of sensory engagement.

10

Remember:

1. The more we **connect** the less we correct!
2. **Connection** before curriculum!
3. **Connection** before compliance!





Thank You

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