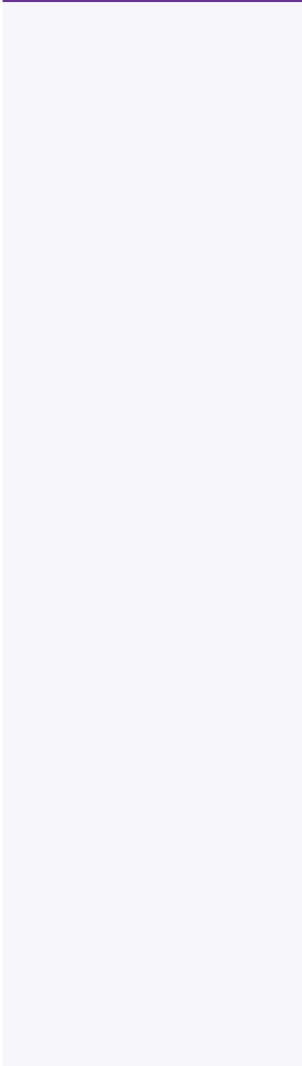




Developing executive function and self-regulation throughout the day

Here are some examples of when you might build opportunities to develop executive function and self-regulation into different learning experiences and interactions throughout the day for children aged 3-5. These examples show how you may start a conversation and illustrate a pause where the child can engage and steer the conversation



M o d e l	E a r l y c h i l d h o o d	W a r m u p
Planned and spontaneous experiences	<p>Help children name and understand feelings through stories and events.</p>	<p>'Damien's dog ran away. How is he feeling?' [child's response] 'Yes, you can see that he is feeling sad! Lots of people cry when they are feeling sad, just like this boy. What do you do when you are feeling sad?' [child's response] 'What do you think might help him feel better?'</p>
	<p>Join in interactions to help children practice the skills and strategies they have been learning.</p>	<p>'Sure, I can be the child! If I am the child, who are you?' [child's response] 'Ok! What would you like me to do to get ready?'</p>
	<p>Assist children in managing conflict or difficult situations and build their self-regulation skills.</p>	<p>'I would be angry too, if someone hid my shoes. How about you tell Luca how you feel. What could you say?' [child's response] 'Perhaps you can say, "It makes me feel angry not knowing where my shoes are".'</p>
	<p>Ensure children have access to spaces to help them self-regulate – such as a quiet space, cubby or tent.</p>	<p>'I noticed you came into the tent to get some quiet time. It's great that you felt comfortable doing that.'</p>
	<p>Acknowledge children's ability and effort.</p>	<p>'You have worked so hard building that sandcastle! I wonder what you are going to do next?'</p>

