

Suggested Presentation Timeline: Self-Regulation



This lesson outline is designed to be a teaching tool for early learning professionals who teach this information in a wide variety of settings. Therefore, please use the outline below as a guide and modify it as necessary to meet the needs of your audience and schedule.

Minutes 0 - 10 Welcome and Introductions

- Begin your presentation or workshop by creating a comfortable environment.
- Introduce yourself to your group / audience and orient them to the environment (restrooms, important announcements).

Minutes 10 - 40 Presentation of Topic

Provide your group with an overview of the topic you will be presenting. This brings all the participants together quickly as well as to engage the group in the learning. Here are some options for how to do this:

1. Tell a story that engages the audience.

Jacob is 14 months old. He loves to play at the playground. When the play area is fairly empty, he has a great time. He loves the slide and the swings. However, if there are too many other children on the slide or swings, he just melts down. Waiting to take a turn is too much and Jacob generally gets very upset. How can his mother help him learn to regulate his frustration?

2. Provide a definition of the topic / terms that are being discussed.

Definition of Self-regulation: Self-regulation is how a person manages his or her emotional states and how they behave when he or she experiences those emotions. (Lengua and Long, 2002)

3. Some educators find it helpful to begin with a general question. For example:

- When you think of the word self-regulation, what ideas come to mind?
- Think about your own ability to self-regulate. How would you describe this?

4. Provide an overview that introduces your audience to the research-based information about the topic.

When children are able to self-regulate, it means that they are usually able to control their own behavior, emotions, and thoughts. This is a skill that takes time to develop because it is a learned behavior, rather than an ability that is present at birth. As the brain develops during the first three to five years, so does the ability to self-regulate. Parents and caregivers play a critical role in nurturing their children's developing self-regulation skills.





Review the goals of what you intend to teach, describe what tools/resources they can expect to gain by attending the event, and present the Parenting Counts Program Curriculum.

Minutes 40 - 50 Applied Learning Activity

- Most audiences are ready for a change in activity after 20-30 minutes of lecture. Consider the composition of your group and decide what type of activity best meets their needs.
- Some educators choose to have participants work in pairs to maximize comfort with the topic, others opt for a group discussion to allow a variety of opinions to be heard and validated.
- Parenting Counts offers multiple video options that can be used during this time to encourage discussion or to continue the learning experience.

Minutes 50 - 60 Closure and Evaluation

- Closure: Be sure to recap the key messages of the presentation as well as provide tools that incorporate the learning into parenting practices.
- Evaluation: Please distribute an evaluation form as part of your presentation. It is important to give participants an opportunity to comment on the presentation as well as to provide you with an assessment of their learning.

