



We have created the Power Packs™ Self-Regulation Edition app to provide simple, yet, powerful ways for adults to teach self-regulation skills during everyday experiences and interactions. The app contains many ideas for adults to promote children's vocabulary, curiosity, independence, and wonder, all as they relate to supporting self-regulation in preschoolers.

Building My Vocabulary

Ideas for what adults can say, do, and ask, in order to teach children word meaning and when to use words to label people, places, and/or events. Ideas also create opportunities for children to inform, direct, ask questions, and express anticipation, imagination, affect, and emotions.



- Children's vocabulary acquisition is a key predictor of later school success, yet, by 3 years of age, there is a 30 million word gap between children from the wealthiest and poorest families.
- Children acquire approximately nine to ten new vocabulary words per day from the age of 18 months to six years old.
- There is a strong correlation between vocabulary acquisition, emergent reading and writing, and pre-academic skills.
- If children do not have a strong vocabulary, they will have difficulty developing the necessary skills to read and write; and if they are not familiar with the vocabulary in the text, they will have difficulty with comprehension.
- Vocabulary has also been found to be one of the strongest predictors of early literacy and mathematics.

Navigating My Space

Idea for what adults can say, do, and ask, in order to teach children how to explore and act upon objects and toys. Ideas also create opportunities for children to sense where their bodies are in space, and to know where their bodies are in relation to other people or objects.



- Children with stronger motor abilities in early life, are better able to navigate spaces across their lifespan, and this is correlated with greater academic achievement.
- Research shows that visual-spatial integration (cognitive skills that support processing and interpreting meaning from visual information in the environment) is most strongly linked to achievement.
- Motor skills, including those that help children navigate the environment, develop at the same time and influence other kindergarten readiness skills.
- Motor skills, including spatial thinking, are important predictors of STEM (science, technology, engineering and mathematics), general knowledge, attention, and reading success.

Caring For Myself

Ideas for what adults can say, do, and ask, in order to teach children how to care for themselves and to get their physical and emotional needs met. Ideas also create opportunities for children to participate and gain independence across a variety of daily routines such as feeding, dressing, and toileting.



- Adaptive/self-help skills provide children with the functional capabilities they will need throughout their lifespan.
- Adaptive/self-help skills are central to promoting independence and self-confidence in children.
- Adaptive/self-help skills can mitigate the consequences of learned helplessness when teachers and caregivers do not have high expectations for young children, particularly those with disabilities.
- Children with higher cognitive functioning (including kids with autism) are more likely to struggle with adaptive/self-help skills.
- Learning is most meaningful and long-lasting when children are self-motivated and/or know how to obtain help.



Experiencing My World

Ideas for what adults can say, do, and ask, in order to teach children how to find balance both physically and emotionally, and to make sense of what they experience. Ideas also create opportunities for children to make plans, follow directions, understand consequences, and work to solve problems.

- Roughly 20 percent of children (and 30 percent of low-income children) heading into kindergarten do not possess the social-emotional skills that will help them be "ready" to learn.
- Kindergarten teachers tend to agree that social-emotional skills are the most critical readiness factor.
- Self-regulation skills, such as focusing and getting along with others, are central to a child's successful academic performance, as well as performance of everyday tasks.
- Self-regulation skills predict academic success more than cognitive skills and family background.
- Self-regulation skills do not develop on their own, but rather are learned and must be put to practice often and intentionally.