

Definitions of Self-Regulation:

- "Conscious control of thoughts, feelings, and behaviors...the ability to stop, think, and then act" (McClelland & Tominey, 2015).
- "Self-regulation is defined from an applied perspective as the act of managing cognition and emotion to enable goal-directed actions such as organizing behavior, controlling impulses, and solving problems constructively" (Murray, Rosanbalm, & Christopoulos, 2016).
- "Self-regulation refers to the capacity to monitor, direct, and flexibly adapt one's behaviors and activities to achieve certain goals or meet the demands imposed by others" (Bukatko & Daehler, 2012, p. 451).
- Self-regulation refers to several complicated processes that allow children to appropriately respond to their environment (Bronson 2000).

Subcomponents: *attention/focus, regulation, interaction, recall, and problem-solving*

Foundational	Emerging	Functional	Strengthening	Generative
<p><i>Attention/Focus</i></p> <ul style="list-style-type: none"> • Alert during daily activities • Orients (e.g., turns, looks, reaches, moves toward) to sensory stimuli (e.g., auditory, visual, tactile) • Notices people and things in the environment <p><i>Regulation</i></p> <ul style="list-style-type: none"> • Uses self-soothing strategies when underaroused-overaroused (e.g., uses adult for comfort/closeness, familiar object like blanket or thumb) • Prefers sameness, stability, predictability, familiar, easy • Reacts to stimuli <p><i>Interaction</i></p> <ul style="list-style-type: none"> • Responds to familiar adult's non-verbal communications (e.g., their affect, tone, body language) • Responds to familiar adult's "bid" for interaction • Plays a passive (responder) role during simple communicative and social exchanges 	<p><i>Attention/Focus</i></p> <ul style="list-style-type: none"> • Seeks and tolerates a variety of sensory experiences • Begins to ignore distractions <p><i>Regulation</i></p> <ul style="list-style-type: none"> • Makes effort to inhibit (stop) actions and behaviors; less reactionary • Aims to regulate emotion during new and changing situations <p><i>Interaction</i></p> <ul style="list-style-type: none"> • Follows the lead of others & does what they are doing • Engages in brief reciprocal interactions w/adults-peers • Experiments with cause and effect - become initiators - active agents • Takes action to engage with things and people in the environment (e.g., reaches, turns, seeks to influence) • Uses cues from adults to know how to respond • Follows situational and gestural cues in unfamiliar activities 	<p><i>Attention/Focus</i></p> <ul style="list-style-type: none"> • Determines what to give attention to <p><i>Regulation</i></p> <ul style="list-style-type: none"> • Begins to resist impulses • Able to become calm; bring self under control • Begins to be able to stop themselves and respond less on autopilot • Persists during tasks with reasonable demands <p><i>Interaction</i></p> <ul style="list-style-type: none"> • Initiates interactions with familiar adults and/or peers • Engages in pretend play (e.g., takes on roles/identities with imaginary objects/people and reenacts events) 	<p><i>Attention/Focus</i></p> <ul style="list-style-type: none"> • Gets, keeps, and shifts attention as required/needed • Begins to ignore distractions and pay attention despite internal and external distractions <p><i>Regulation</i></p> <ul style="list-style-type: none"> • Reflects on and talks about strategies to calm self, to delay gratification, and to regulate arousal <p><i>Interaction</i></p> <ul style="list-style-type: none"> • Identifies and understands someone else's feelings • Participates in new and changing situations • Plays cooperatively with peers by sharing, taking on roles and identifies, and that lead to mutual benefit 	<p><i>Attention/Focus</i></p> <ul style="list-style-type: none"> • Keeps several things in their mind at the same time <p><i>Regulation</i></p> <ul style="list-style-type: none"> • Adapts to changes in demands and/or priorities • Makes plans before taking action • Moves and acts deliberately; standing back to read cues, empathize, <p><i>Interaction</i></p> <ul style="list-style-type: none"> • Plays games with rules; negotiates social situations with peers • Takes on the perspective of others

<p><i>Recall</i></p> <ul style="list-style-type: none"> Remembers how to activate familiar toys Remembers simple games or actions <p><i>Problem Solving</i></p> <ul style="list-style-type: none"> Takes action to maintain stability, regularity and congruence Meets internal physical needs (e.g., hunger, thirst, rest) 	<p><i>Recall</i></p> <ul style="list-style-type: none"> Recalls information immediately and with a context Remember labels for objects/people/events not present Remembers strategies that worked before <p><i>Problem Solving</i></p> <ul style="list-style-type: none"> Stops being interested in only what is familiar and prefers/seeks novelty and variation Tries alternatives when first action doesn't work Practices, explores, experiments Seeks out activities that challenge (e.g., will choose even moderately hard activities where they may fail) 	<p><i>Recall</i></p> <ul style="list-style-type: none"> Follows single and/or simple directions Recalls information on the same day, without contextual cues Dramatizes remembered events <p><i>Problem Solving</i></p> <ul style="list-style-type: none"> Uses simple strategies to solve common problems 	<p><i>Recall</i></p> <ul style="list-style-type: none"> Recalls information from memory, understands, and uses/acts upon the information <p><i>Problem Solving</i></p> <ul style="list-style-type: none"> Uses more complex strategies to solve a common problems (e.g., negotiates, brainstorms, seeks input) 	<p><i>Recall</i></p> <ul style="list-style-type: none"> Knows the consequences of choices and actions Remembers, follows, and completes multi-step directions Remembers sequences of words and numbers <p><i>Problem Solving</i></p> <ul style="list-style-type: none"> Considers alternatives Solves problems by 1) recognizing the problem, 2) thinking of possible solutions, 3) carrying out solutions, and/or 4) evaluating the outcome
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References and Sources

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