

Coaching & Mentoring: Translating Self-Regulation Research into Practice in Two Early Childhood Education and Care Settings



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FROM VISION TO ACTION

Acknowledgements:

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Self-Regulation:

- Fundamental to success in education and later life



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- Refers to the capacity to control urges, impulses and natural reactions, as needed



Self-Regulation:

- Fundamental to success in education and later life
- Refers to the capacity to control urges, impulses and natural reactions, as needed, such as
 - to stop doing something even if you do not want to OR
 - to start a task even when you do not want to



A well regulated child can:

- Wait their turn



A well regulated child can:

- Wait their turn
- Resist the temptation to grab a desired object from another child



A well regulated child can:

- Wait their turn
- Resist the temptation to grab a desired object from another child
- Tidy up after playing with little prompting



A well regulated child can:

- Wait their turn
- Resist the temptation to grab a desired object from another child
- Tidy up after playing with little prompting and
- Persist with a challenging task



Domains of Self-regulation



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Domains of Self-regulation

- Social and Emotional



Domains of Self-regulation

- Social and Emotional
- Behavioural



Domains of Self-regulation

- Social and Emotional
- Behavioural
- Cognitive



Self-Regulation & The Early Childhood Setting

Preschool Situational Assessment Toolkit (PRISIST)



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Self-Regulation & The Early Childhood Setting

Preschool Situational Assessment Toolkit
(PRERSIST)

No-Cost, Embedded Approach

Self-Regulation, executive function, school readiness



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Self-Regulation & The Early Childhood Setting

Preschool Situational Assessment Toolkit
(PRISIST)

No-Cost, Embedded Approach

Self-Regulation, executive function, school readiness

LIFE READINESS!



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What is the PRSIST Program?

- PRSIST Talks

The screenshot shows the PRSIST Program website interface. At the top is a navigation bar with links for Home, About, PRSIST Talks, Adult Practices, Child Activities, Assessment, Resources, and Contact. Below the navigation bar is a list of nine PRSIST Talks. The third talk, '3. How children learn to self-regulate', is highlighted in blue. To the right of the list is a video player showing a woman with glasses speaking in a classroom setting. A 'HD Enabled' button is visible in the top right corner of the video player. At the bottom of the list is an 'Enable Accreditation' button and the NSW logo.

1. The nurture of self-regulation

2. The importance of self-regulation

3. How children learn to self-regulate

4. Activities to support self-regulation

5. Being a detective – Assessing self-regulation

6. Understanding children's development

7. Creating supportive learning environments

8. The role of play in self-regulation

9. The Emotional Environment and Conflict Resolution

3. How children learn to self-regulate

Enable Accreditation

NSW



What is the PRSIST Program?

- PRSIST Talks
- 11 Adult Practices



1. Monitor children's development
2. Safe, secure, supported
3. Model self-regulation
4. Provide encouragement
5. Children lead & choose
6. Problem solving & persistence
7. Communicate expectations
8. Conflict resolution
9. Responding to emotions
10. Sense of community
11. Effective communication

Adult Practices

This section outlines a collection of core principles, and associated practices, to support children's self-regulation. Each principle is described (e.g., engage children in problem solving), contextualised in a real-life scenario to illustrate its importance (e.g., a child reticent to engage in an activity for fear of being incorrect), and specific practices are provided related to the principle (e.g., open-ended questioning).

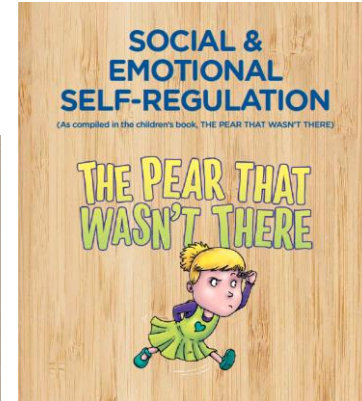
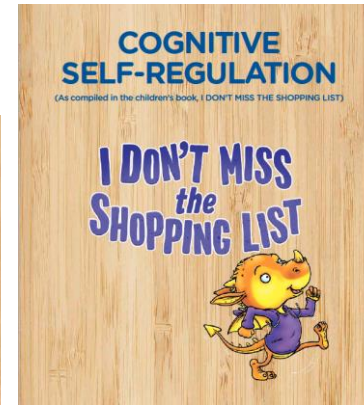
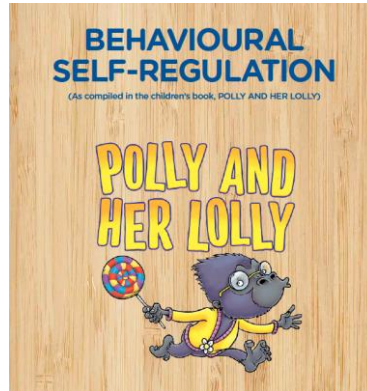
How and when should you implement these practices? It is preferable to embed these practices daily and in routines. The more you do these, the more pronounced the benefit is likely to be.

Who should engage in these practices? To promote consistency in practices within ECEC services, it is recommended that at least two educators from each service engage in the program. Preferably, a whole-centre approach will be adopted as additional educators engage in the program. Further benefit would be expected where these practices also occur in the home. These practices have been developed to support educators working with children aged 3-5 years, but could be of interest and benefit to all educators.



What is the PRSIST Program?

- PRSIST Talks
- 11 Adult Practices
- 28 child activities



What is the PRSIST Program?

- PRSIST Talks
- 11 Adult Practices
- 28 child activities
- Formative Assessment

Preschool Situational Self-Regulation Toolkit (PRSIST) Assessment

Child Name/ID: _____ Child Sex: M / F Child Age: _____ Rater: _____ Date: _____ Activity Rated: M CB

Observer notes: For each item, please rate the degree to which the child engages in the described behaviour in the activity (circle one rating for each item):

	1	2	3	4	5	6	7
1. Did the child sustain attention, and resist distraction, throughout the instructions and activity?							
<i>This item focuses on the child paying attention throughout the activity: during the facilitator's instructions, during their turn and during others' turns. Internal or external occurrences, sounds or objects rarely distract their attention. To rate this item, you have to pay attention to where children are looking throughout the game or activity. At a score of 1, a child pays virtually no attention to any aspects of the instructions or game. At a score of 7, a child has virtually no lapses in attention and pays careful attention at all times.</i>							
2. Was the child engaged in the activity throughout its duration?							
<i>This item focuses on engagement, which is related to their involvement and investment in the activity. A child can be paying attention (as in Item 1), but showing little active investment in the activity. Behaviours such as reacting (e.g., to someone else getting a pair), responding (e.g., to words or actions of others), asking and answering questions (e.g., responding to questions of 'What do you think is in the box?'), and/or following requests (e.g., not shaking the box before permitted) would all be indicators of engagement. At a score of 1, a child is barely engaged in the activity. They may often look at the facilitator and aspects of the activity, but their involvement is entirely passive and reactionary (or non-existent). At a score of 7, a child is reacting to the things that happen in the activity, such as responding to and asking questions and following requests. They are constantly active participants for the duration of the activity.</i>							
3. Was the child thoughtful and playful before acting?							
<i>This item focuses on the child's mental effort put toward the activity. Evidence of being thoughtful includes pauses to think and consider, revision of initial responses (e.g., revises guess of what's in the box based on new information) and not perseverating on the same mistakes (e.g., keeps flipping the same two cards). At a score of 1, a child is responding quickly (almost reflexively) and repeating the same mistakes in their responses or actions. At a score of 7, a child is taking time and effort to think, remember and avoid repeating mistakes. They may also revise initial responses (e.g., start to reach for a card but, adopting a better strategy, stops and selects another).</i>							
4. Was the child self-directed, engaging in the activity with little prompting?							
<i>This item focuses on whether the child is able to internalise the sequence and requirements of the activity, and independently enact this. This includes not only knowing when it is their turn and/or what to do next, but enacting this with little to no prompting. At a score of 1, a child is highly other-regulated. Even if they appear to know what the next step/requirement is, they consistently require prompting and affirmation from the facilitator to do this (e.g., 'Yes, it's your turn', 'Now you can shake the box'). At a score of 7, after some initial time to familiarise with the activity, the child does not require reminders, prompts or affirmations to continue the activity (e.g., if a child finds a pair, they independently commence their second turn).</i>							
5. Did the child control their behaviours and stay within the rules of the activity?							
<i>This item focuses on the extent to which children resist behavioural impulses. This could include skipping turns or steps (e.g., skipping the requirement to gently lift), breaking rules of the game or activity or, in more extreme cases, being physically or verbally aggressive. At a score of 1, a child is showing complete disregard for the rules of the game, has engaged in serious physical or verbal aggression towards others and/or is highly disruptive of the game (e.g., wiping cards off the table, immediately lifting the lid of the box). At a score of 7, a child remains within the rules of the activity, is calm and controlled, and has not given in to negative impulses.</i>							



What is the PRSIST Program?

- PRSIST Talks
- 11 Adult Practices
- 28 child activities
- Formative Assessment
- Parent/caregiver Newsletters

An Early Start to Self-Regulation Newsletter: Issue 1

Your child's centre is participating in a program of practices and activities to support young children's developing self-regulation. If you provided consent for your child to participate in the evaluation of this program, we will collect information about their self-regulation before and after the program to evaluate its impact. If you chose not to participate in the evaluation, your child will still get to engage in the activities but we will not collect information from or about them. The program will run over the course of the year. These monthly newsletters are designed to keep you informed about the types of self-regulation supports your child will be receiving - you may even want to try some of them at home. This month we will focus on providing a background to self-regulation - what it is and how we can support it. On the back is a quick and easy simple activity that is taken from our children's book, *I Don't Mean the Shipping List*, which we have provided a copy of to your child's centre.

About Self-Regulation

Self-regulation refers to our ability to control our thinking, behaviours, emotional reactions and social interactions to achieve our goals or react appropriately to the situation - even if it is difficult to do so. Even adults struggle with self-regulation: when we are full, but continue nibbling snacks, when we know we don't need another pair of shoes, but give in because they are on sale, when we should be doing something productive (e.g. chores), but watching TV is more enticing. The same applies to children, but because their skills are still developing they have an even harder time than we do.

Research has shown that our ability to self-regulate is important. By the end of the pre-school years a well self-regulated child can sustain their attention and resist distraction, resist temptation and delay gratification, wait their turn, consider the consequences of their actions, and persist with challenging activities. They can do this even despite often contrary urges and impulses. They are also able to stop doing enjoyable things (e.g. playing) to engage in less enjoyable but necessary things (e.g. tidying up their toys before lunch) when needed. As a consequence, children who are better able to self-regulate are more likely to do well at school, experience more positive relationships, and avoid problematic lifestyle choices that can lead to negative adult outcomes (e.g. poorer health, less wealth, more anti-social behaviour).



Building 21, University of Wollongong
Northfields Ave, NSW 2522 Australia
www.prsist.com.au



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You can access this information at
www.prsist.com.au



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Early Start Engagement Centres:

Addressing the self identified need of children's
challenging behaviour.



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A plan was hatched!



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Inter-Rater Reliability Study & Interviews



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Kids Uni North's PRSIST Journey

Changing Our Perception of Self-Regulation



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Persisting with PRSIST

- Initial apprehensions
- Trusting our relationship
- On-line training



Persisting with PRSIST

- Reigniting awareness
- Immediate changes in perceptions
- Gaining better insights



Persisting with PRSIST

- Using the tool/ease of use



Persisting with PRSIST

- Using the tool/ease of use
- Co-regulation/fine lines



Persisting with PRSIST

- Using the tool/ease of use
- Co-regulation/fine lines
- Surprises “Children that we thought had great self-regulation skills were in fact in need of support”



Persisting with PRSIST

- Using the tool/ease of use
- Co-regulation/fine lines
- Surprises “Children that we thought had great self-regulation skills were in fact in need of support”
- Reflecting and embedding



Persisting with PRSIST

- Using the tool/ease of use
- Co-regulation/fine lines
- Surprises “Children that we thought had great self-regulation skills were in fact in need of support”
- Reflecting and embedding
- Bringing a self-regulation lens



Persisting with PRSIST

- Discussions with parents
- Where to next?
- Bringing all staff on board
- Mentoring program



Analysing Data

- Support needed
- Goal setting



Analysing Data

Substantial improvement across all domains

	Child L	Child A	Child S
Overall CR	3.3	4.6	4.6
After 3mths	5.1	6.5	5.9
Overall BR	4.83	4.33	6.5
After 3mths	6.16	6.16	7.0



Persisting with PRSIST

“All people are capable of self-regulation, no matter the age, stage or ability level”

Stuart Shanker, 2019

- Developing these skills in the Early Years



KU Corrimal East Preschool

Our involvement in PRSIST



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Preschool Situational Self-Regulation Toolkit (PRSIST) Assessment

Getting ready for the Study

- Our experience with the assessment tool



Preschool Situational Self-Regulation Toolkit (PRSIST) Assessment

Data Collection: Day 1

- Challenges
- Benefits



Playing the games ...

Initial positive outcomes –

- Greater understanding amongst all educators about the different domains within ‘self regulation’
- More specific feedback on children
- Application of new knowledge to our context



2019 – Coaching and Mentoring model

Applying what we had learnt....

- Re-engaging with the online tool training
- Selection of children to focus on
- Mentoring with Fay
- Analysis of information
- Differentiated learning in the 3 domains of self-regulation



How has PRSIST effected the way we work?

- Clearer, deeper and more meaningful understanding of the three domains of self-regulation
- Our self reg lens
- Communication with families
- Language of self-regulation



Zara – 4years old

- Before PRSIST



Zara – 4years old

- Before PRSIST
- After PRSIST



Zara – 4years old

- Before PRSIST
- After PRSIST
- What we did ...



Zara – 4years old



- Before PRSIST
- After PRSIST
- What we did ...
- The outcomes



“So many areas of growth, I noticed here, especially around her planning, concentration and increased confidence. It was lovely to see Zara model the strategies that she is being shown at KU and home and her increased awareness by kindly helping Georgia”
Anne, 12th September, 2019

Change in scores on the PRSIST tool

“I have noticed a huge growth in Zara walking directly to the next obstacle course with her teacher. She would previously run and jump or swing on everything she possibly could along the way” Anne, 12th September, 2019. (This is an observation from an out of Preschool experience at Gymnastics)





Harper – 4years old

- Before PRSIST



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Harper – 4years old

- Before PRSIST
- After PRSIST



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Harper – 4years old

- Before PRSIST
- After PRSIST
- What we did ...



Harper – 4years old

- Before PRSIST
- After PRSIST
- What we did ...
- The outcomes

“I find it very insightful and helpful in terms of where I also support Harper at home.”
Rachel, 9th August, 2019

Change in
scores on the
PRSIST tool





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Input and feedback from families

Using Story Park

- Plan
- Document
- Feedback from families



The voice of families:

“Thank you for all your observations and strategies that you have been applying with Harper during the day. I can see that Harper is improving in waiting her turn to speak during conversations at home.”

Rachel

“Thank you so much Megan. Reading this observation is like Gold for us. We are seeing some changes in Zara at home, which is really great. I'm finding talking through her planning is helpful with any activity we are doing. We are noticing changes in her painting and drawings. It is lovely to see Zara focused on an activity and the self satisfaction she shows once completed”

Anne



Today I asked Zara for her consent to use her words, work and photographs in my Presentation.
Zara has agreed that it is OK

S q T q

OK

‘I give permission..’

Today I asked Harper for her consent to use her words, work and photographs in my Presentation.

Harper has agreed that it is OK

H q h p e p

OK



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THANK YOU!

**Fay Gowers - Early Start, University of
Wollongong**

fgowers@uow.edu.au

Karen Rawlingson, Kids Uni North

Megan Dodds, KU Corrimal East



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