LEARNING EXTENSIONS

To support programs in meeting professional development needs, we've designed this tutorial series and group discussion questions so that you can easily facilitate your own Supporting Self-Regulation team training.

QUESTIONS FOR PERSONAL REFLECTION & GROUP DISCUSSION

1. We know that self-regulation is the ability to understand and manage our own emotions, behaviour and reactions. In your day-to-day work, when do you think about promoting children's self-regulation skills?

2. What is the difference between keeping children physically safe, and emotionally safe? How do you currently help keep the children in your program emotionally safe?

3. Discuss a time where you have seen the children in your program in a "state of alert calm". What did it feel and look like? What did you do?

4. Think about the children in your program and how each one is different.

    a. Are there any children who stand out as needing extra or different support in the area of self-regulation and/or managing big feelings?

    b. How can your team provide this extra or different support?

5. How can you tell the difference between "misbehavior" and "stress behavior"?

6. What makes a good "teachable moment"? When is it best to introduce new self-regulation ideas and strategies?

7. How can you be proactive in your programming to assist with self-regulation and stress behavior?

8. What ideas could we share with parents to support the children at home?

9. What are the barriers and challenges for your team when it comes to helping children achieve and maintain a state of alert calm? What can you do to overcome them?

10. List three new things that you'd like to try to help children understand and manage big feelings.

11. As a group, reflect on your program and how you support self-regulation in your day-to-day work.

    a. List three activities you have used to support self-regulation skills and help children understand big feelings.

    b. List three things about your approach that have worked well.