

Supporting Self-Regulation in Early Childhood

7 Teaching Practices to Build a Strong Foundation in PreK & K

Co-sponsored with the EDCO Collaborative – EDCO members please register through EDCO for discounted rates

Course Description: Research shows that early childhood is a key period for self-regulation development with profound and lasting impact on children’s development throughout the lifespan. Self-regulation impacts a child’s ability to manage emotions and behavior, engage in social interactions, and learn. In this interactive course, educators will learn 7 teaching practices they can use to support the development of self-regulation in the children they serve. We’ll review the neuroscience and research on self-regulation and executive functions; learn how self-regulation develops, and how to understand behavioral issues and classroom ‘hot spots’ through a lens of self-regulation. Then we’ll dig into teaching practices that support self-regulation development, including the design of the classroom environment and schedule, rules and routines, attention focusing and refocusing strategies, intentional use of participation styles for self-regulation, the use of external mediation, how to create a culture of peer-regulation, and the role of make-believe play and playful learning in supporting self-regulation development. We will view video, engage in hands-on practice, and leave with resources and an action plan for implementing these practices back in the classroom.



About the Instructor: Barb Wilder-Smith, Ed. M., is the Director of Content Development for Tools of the Mind. Her 30+ year career has been focused on the developmental potential in make-believe play and supporting its development in early childhood classrooms, beginning with her work as a classroom teacher. She has been the field coordinator, coach and lead trainer in two major early childhood research studies, co-authored Tools PreK and K manuals with Drs. Leong and Bodrova, and developed the iScaffold app for Tools PreK and K teachers. She’s worked as a Program Associate at Tufts University Center for Applied Child Development, an Instructor in Early Childhood Education at Wheelock College, and held research and consulting positions at Wellesley Centers for Research on Women, and Tufts University Eliot Pearson Department of Child Study. She feels especially lucky to have spent a year working with Vivian Paley studying and writing about boys’ play in early childhood.

Audience: PreK & K Educators and Administrators and others from the mixed delivery system (*public, private, preschools, child care centers, nursery schools, Head Start programs, family child care educators*)
Location: TEC Professional Learning Center in E. Walpole **Earn:** 15 PDPs
Dates: Tuesday – Thursday, August 8, 9, 10, 2017 **Grad Credit:** 1 credit from Worcester State University for an additional \$125, payable at the first class
Cost: \$275 TEC /EDCO Members / \$320 Non-TEC Member District / Private School

To register: Go online to http://www.tec-coop.org/PDL_RegForm.html or complete this form and send, **along with a check or PO**, to:
TEC Professional Development, 141 Mansion Drive, Suite 200, E. Walpole, MA 02032

Register me for “Supporting Self-Regulation” on 8/8/17! TEC /EDCO Member District: \$275 Non-TEC Member District/Private School: \$320

Name: _____ School: _____

Home address: _____ Role: _____

City, state, zip code: _____ Address: _____

Email: _____ City, state, zip code: _____

Home phone: _____ Work phone: _____

Withdrawals: No credits/refunds will be given unless TEC is notified 10 business days before the first class. All payments processed upon receipt. There is a \$5 cancellation fee.