

Summary

What are Regulation Strategies, anyway?

- Regulation strategies are materials, practices, or activities used to support children's biological and emotional regulation in the learning environment.

What's the Point?

- Provides individualized opportunities for children to learn how to regulate.
- Creates a calmer learning environment for children and adults.
- Helps children recognize what regulation/dysregulation feels like in their bodies.
- Supports children to identify strategies that help them return to a regulated state.
- Supports children to move towards independent self-regulation.
- Acknowledges the importance of regulation in one's ability to learn.

How Do I Do This?

- Identify, with children/families and team, a variety of developmentally appropriate regulating activities or materials.
- Gather and prepare any materials required (e.g., pillows, visuals).
- Ensure use of practices is intentionally planned throughout the day/week (e.g., calming music during early morning, afternoon yoga).
- Support children in-the-moment to engage in specific strategies that may support their regulation.

How Will the Children Participate in This Practice?

- Children contribute ideas of regulating materials or activities for the learning environment.
- Children engage in activities individually or with peers.
- Children have regular access to regulating activities/materials.
- Children start to seek out specific activities to support their biological or emotional regulation.

Checklist

Task	Complete?
Educator brainstorms regulating activities/practices with children/families and team members.	
Educators gather and prepare any materials needed.	
Educators intentionally plans opportunities for children to engage in regulating activities/practices.	
Educators support individual children to engage in activities that may support their regulation in the moment.	
Educators model use of regulating activities/materials (e.g., “I’m feeling a bit restless because I can’t go outside today. I’m going to do some jumping jacks in our gross-motor area”).	
Educators share information with families on the importance of regulation.	
Educators gather information about biological (sleep, eat, poop) and emotional regulation and strategies that work at home.	
Educators document children’s positive engagement with regulating materials or activities, and shares with families.	

Each member of the community receives what is needed to participate and contribute.

Makovichuk, Hewes, Lirette & Thomas, 2014, p. 20

Flight: Alberta's early learning and care framework.

Retrieved from www.flightframework.ca

