

Module Five

Self-Regulation

“We cannot direct the wind, but we can adjust the sails.”

— Dolly Parton



Key Concepts

- What stood out and resonated with you when you watched the video?
- How do you see your current practice connected to the ideas and concepts shared in the video?
- Did anything challenge or surprise you?
- What ideas or concepts do you want to explore more?

Text Rendering

Take a minute to read the quote shown on the right together. Have each participant choose the following:

- a. A sentence that was meaningful to you and helped you gain a deeper understanding of the text.
- b. A phrase that moved, engaged, provoked or was in some way meaningful to you.
- c. A word that captured your attention or struck you as powerful.

Invite each participant to briefly share their responses to the group and explain why they selected the sentence, phrase and word that was chosen.

After each has shared, the group might consider the common themes that emerged from the conversation, and how the discussion deepened their understanding of IEYMH.

If you want to dig a little deeper with the group you may consider the following questions helpful.

- How does the text you selected connect to your values?
- What did you learn about yourself and others through this exercise?

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It is absolutely impossible for a child in infancy and in toddlerhood and beginning in preschool, absolutely impossible for them to be self-regulated. They don't have the brain connections or the brain parts there. Their work is to develop the ability to recognize their stressor, to be able to figure out what do I feel like, what's happening in my body just now, and then do something about it. It evolves over time. And can I tell you, it can take a very, very long time Some of us are still in the process of figuring out self-regulation. Why is this so very important? Because what we know in infant and early years mental health the development of self-regulation is absolutely essential for managing emotion, for managing behaviors, for managing your sense of who you are.

— Dr. Jean Clinton

Deconstructing Big Ideas

- What comes to mind for you when you think about the idea that “all children will do well if they can”.
- What role does the social emotional environment impact a child’s ability to regulate?
- What strategies do you take up to support a child’s emotional and self-regulation?

Close Read

Refer to the quote on the right

- What do you think Lorrie is speaking about when she says “different ways of being in the world”?
- Consider some of the children that have challenged you in your work? What did they help you to learn about yourself, and how did they impact your practice?
- What does “all behavior is communication” may you think about?

Personal Writing

- Think about a place that you feel most comfortable in. Where are you? Who are you with? What does the environment around you look and feel like?
- How do you bring these aspects into your work with young children?

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Every child brings different ways of being in the world and different dispositions, different temperaments, and all of these ways of being are for us as educators to learn to understand. All of these ways of being our gifts for us to learn about even when they challenge us. I often say that the children that challenge me the most offered me the greatest lessons in my work. When we can start to think about that there are going to be children that challenge our ways of being, there are going to be children that nudge us a certain way, but when we can look at the strengths of that child, and the gifts that they bring, and look deeply at that we can begin to understand that child. We also have to really understand that all behavior is communication, everything, they are giving us messages and our role is to listen.

— Lorrie McGee Baird



🔍 Thinking Lens

- What captures your heart and mind as you look at this image?
- What do you notice about the relationships within the image?
- How might the environment be influencing this moment?
- How does this image connect to your own values?

Please feel free to pause the video and study another image of your choice.

Final Word

- Invite each individual to write a short reflection of the big ideas that resonated with them in the video. What new understandings do they have? What questions are still lingering on their minds?
- Each participant then has the opportunity to present their reflection and shares with the group.
- The group then has a chance to ask probing and clarifying question and shares their thoughts.
- The presenter then responds to the discussion offering how the ideas and thoughts of others has influenced their thinking.
- Repeat the process for each member of the community of practice. (This is best done in groups of four or five).
- The group then considers the common threads and values that have been illuminated through the process.

Final Reflections

- What are you most proud of in your role as a facilitator?
- What shifts did you notice in yourself through this work?
- What new challenges might you take up to continue to grow your practice?

Facilitator Final Thoughts and Reflections

- What shifts in thinking are you beginning to notice in your community?
- How has this influenced your role as a facilitator?

References

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- Covey, Stephen. 1989. *The Seven Habits of Highly Effective People: Restoring the Character Ethic*. New York: Simon and Schuster.
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Acknowledgment

“Big Ideas for the Care of Tiny Humans” Reflective Guide is a component in a series of resources developed in 2023-2024 through the Infant and Early Years Mental Health Resources for ECE project. This project was born of the collaboration by Early Years Systems Managers in the City of Hamilton, Municipality of Chatham-Kent and Region of Waterloo. This group was later joined by a number of Early Years Systems Managers across Ontario, and as a result, further resource development has been possible.

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Collectively we are committed to our vision and goal....

“In communities across Ontario, early years and child care programs will create and nurture conditions where all experience foundational conditions for healthy social emotional development and recognize when there are challenges to that healthy development.”

