

Leading the way in understanding self- regulation skills

Abby Wilson

Research supervisor Dr. Rita Robinson

Self-regulation

Self-regulation is a skill which supports children's success in education, school, roles and relationships. This skill develops out of relationships and leadership of more capable others.

Self regulation is a multi-faceted concept that brings together cognition, emotion and sensory awareness and is developed by and through relationships with others and the world we live in.

https://www.youtube.com/watch?v=m4UGDaCgo_s

Four types

- ⦿ Emotional arousal
- ⦿ Attention
- ⦿ Physiological arousal
- ⦿ Behavioural

All forms of self-regulation require internal monitoring and response, and all forms overlap and influence each other and in turn impact on a child's occupational engagement and schooling outcomes.

Why is this age range important?

- ⦿ Foundations for lifelong health are built in the first 1000 days of a child's life.
- ⦿ Most emotional development and learning occurs before the age of six, and the majority of social emotional brain development occurring by three years of age.
- ⦿ Typically developing children in this age group become self-controlled in daily life contexts by:
 - Identifying their own goals
 - Planning their actions
 - Resist distraction
 - Persisting in their attempts to reach their goals
- ⦿ Mastery of this goal-directed behaviour positively impacts on their transition and success in the school environment.

Attachment Theory



- The strong enduring bond that an infant needs with a primary caregiver, who nurtures them, provides physical protection and emotional support so that the infant feels secure and learns that they can trust the adults in their world to care for them.

<https://www.youtube.com/watch?v=WjOowWxOXCg>

Play until 4.46

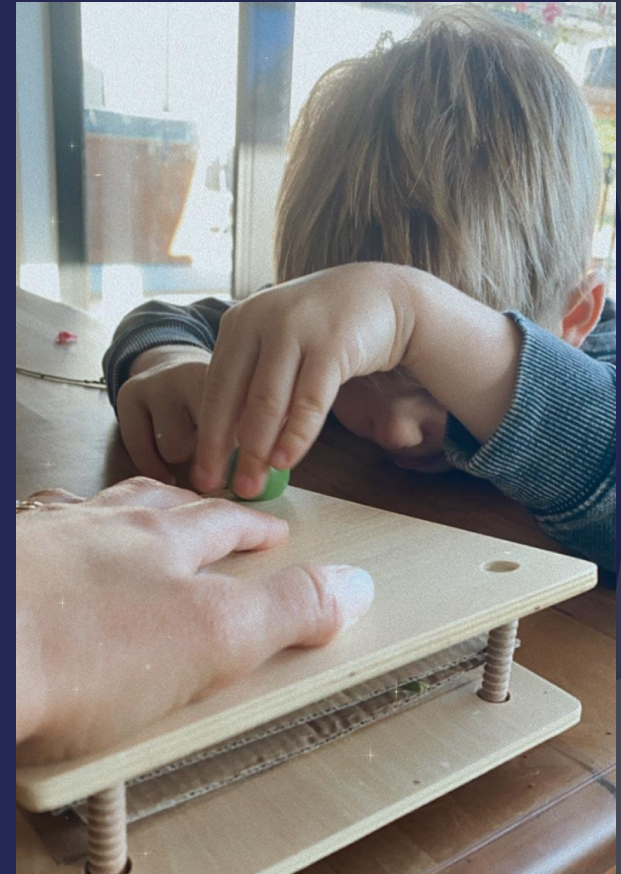
Co-regulation



Co-regulation is the warm and responsive actions that provide support, coaching and modeling that children need to understand, express and modulate their thoughts feelings and behaviours.

Co-occupation

- ◉ Co-regulation can be viewed as a smaller part of the bigger picture of co-occupation, where the child and adult engage in shared occupational experiences.
- ◉ Co-occupation presented in the research as the medium in which the process of learning could be scaffolded, supported and in time handed over.
- ◉ “*Socially occupied beings engaged in co-created occupations.*” Lawlor (p. 424)
- ◉ The essence of this first theme is captured by “*doing something with someone else that matters,*” (Lawlor, 2003, p. 432) which Lawlor describes is how self and future self is generated and encompasses both co-occupation and co-regulation discussed in the first theme.



Levels of strategy use

1

Sensory
processing
response

2

Metacognitive

3

Contemplative

Research

- A qualitative descriptive approach, using individual semi-structured interviews with open-ended questions was utilised in order to explore what self-regulation strategies three occupational therapists use when addressing school readiness issues relating to self-regulation challenges in children aged 3-6.

Theme 1:	Theme 2:	Theme 3:	Theme 4:
Strategy use and environmental considerations	Co-regulation and Co-occupation	Everyday occupational therapy	Education

Doing

- ◉ “doing for while doing with”

When adults organise the environment for children to limit or increase the sensory opportunities afforded to them. Changing and targeting the physiological regulation level to influence behavioural engagement. Modeling safe social connection and use of voice.

- ◉ “doing with”

Metacognitive level. More directive statements supporting self awareness via directive descriptive statements then moving towards higher level questioning and teaching. Active modeling. Targeting the emotional level by increasing self awareness and then using sensory physiological regulation to change the emotional space and therefore enable behavioural engagement. Still modeling safe social connection and use of voice.

- ◉ “doing with to support doing alone”

Coaching and higher order questioning. Developmentally younger children will not be able to move into this stage till older and more cognitively mature.



Case study

- ⦿ Explosive behaviours
- ⦿ Disruptive
- ⦿ Antisocial behaviour



Reference

- Lawlor, M. C. (2003). The significance of being occupied: The social construction of childhood occupations. *American Journal of Occupational Therapy*, 57(4), 424-434. Retrieved from: <https://doi.org/10.5014/ajot.57.4.424>
- Martini, R., Cramm, H., Egan, M., & Sikora, L. (2016). Scoping Review of Self-Regulation: What Are Occupational Therapists Talking About? *American Journal of Occupational Therapy*, 70(6), 1-5. <https://doi.org/10.5014/ajot.2016.020362>
- abbytheot@gmail.com for a copy of **Supporting school readiness**: Self-regulation strategies utilised by New Zealand occupational therapists with children aged 3-6 years.

Questions