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SELF REGULATION IN INFANTS AND TODDLERS

By Lori D. Arndt, MSE

Slide 2

Mom!

University of Kansas

ECSE in 3-5 year old classroom

ITSJC 20 years

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SELF REGULATION

"Conscious control of thoughts, feelings, and behaviors."(McClelland & Tominey, 2014)

"A person's ability to manage attention and emotions well enough to complete tasks, organize behavior, control impulses, and solve problems constructively." (Murray et al. 2015)
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CO-REGULATION

Infants
1. Learn cues
   - 50/50 Genetics/experience
     - Sucking finger, fist, turning away, yawning, arching
   - Reaction to these cues

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Add CMH sleep quotes

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2. Predictable Schedule
   - Takes the guess work out of why
   - Predictability for caregiver and the infant
   - Helps parents establish a routine
   - Sleep
Sleep is not just a break from being awake. It is an active state which is necessary for renewing physical, emotional, and mental health each day.

For children, sleep disorders can be respiratory, neurological, or behavioral in nature, but any sleep disorder can affect a child’s mood, health, and performance.

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Children's Mercy Sleep Clinic

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<table>
<thead>
<tr>
<th>Age</th>
<th>Number of Naps</th>
<th>Naptime Hours</th>
<th>Nighttime Hours</th>
<th>Total Sleep</th>
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<tbody>
<tr>
<td>1-3 Months</td>
<td>3</td>
<td>9-11</td>
<td>14-15</td>
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<tr>
<td>4-6 Months</td>
<td>3</td>
<td>2-4</td>
<td>10-11</td>
<td>14-15</td>
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<tr>
<td>6-9 Months</td>
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<td>2-3</td>
<td>11-12</td>
<td>11-15</td>
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<tr>
<td>9-12 Months</td>
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<td>3-3.5</td>
<td>11-12</td>
<td>11-15</td>
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<td>3 Years</td>
<td>1</td>
<td>1-2</td>
<td>11</td>
<td>11-12</td>
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</tbody>
</table>

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3. Talk, laugh, play
- Back and forth learning
- Sing
- Silly voice
- Cues
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4. Responsiveness
   - Key to attachment
     - 0-3 Go!
     - 4-6 Wait time
     - 6-10 Practice leaving the room
     - 10-24 Words

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PARENT CAPACITY

1. Find support system
2. Self care
3. Sleep
4. Nutrition
5. Perfect parent

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TODDLERS

1. Learn cues
   - Eye level
   - Join them
   - Name the emotion/empathize
2. Predictability
- Schedules
- Routines around schedules
- Transition talk
- Social stories

3. Talk, laugh, play
- "Play widens our level of tolerance. Less play reduces self regulation" Tina Payne Bryson
- "The more you play on the floor with your child, the higher their cognitive skills" Matthew Wasson, PhD
- Face to face
- Sensory social games
- Play schemes
- Two second turns

4. Responsiveness
- Wait time
- Cues
- Words
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SELF CALMING

- Model
- Mad to sad
- Communication frustration

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TOOLS

1. SEAM
2. ASQ-SE
3. Promoting First Relationships
4. Temperament Tool  www.ecmh.org

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CONCLUSION

Self regulation is an important factor in maintaining positive relations, increasing cognitive skills, and increasing independence in toddlers and preschoolers.

Our children need help learning to self regulate. By coaching parents to learn the cues of their children, we help them create a more positive environment in which to learn and grow.
<table>
<thead>
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<th>RESOURCES</th>
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<tbody>
<tr>
<td>The Whole Brain Child by Daniel J. Siegel, MD and Tina Payne Bryson, PhD.</td>
</tr>
<tr>
<td>Center for Early Childhood Mental Health Consultation at Georgetown University Center for Child and Human Development</td>
</tr>
<tr>
<td>Promoting First Relationships by Kelly, Zuberbier, Sandoval, &amp; Buckman</td>
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<tr>
<td>ASQSE by Squires, Bricker, Tocker, &amp; Tockelson</td>
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<tr>
<td>SEAM by Squires, Bricker, Waddell, Funk, Clifford, &amp; Hanahan</td>
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<td>Zerotothree.org</td>
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<td>The Explosive Child by Ross W. Greene, PhD.</td>
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