



Age	Developmentally appropriate progression of self-regulation skills					Why?
Infants	Shifting attention or averting gaze when overwhelmed	Sucking fingers or a pacifier to reduce distress	Reaching for caregivers for external help to manage internal states			Solitary Play Brainstem only part of brain fully wired
Toddlers	Focusing attention for short periods	Adjusting behavior to achieve goals	Turning to adults for help with strong feelings	Beginning to label feelings	Briefly delaying gratification	2-3 Spectator and then Parallel Play Hippocampus comes online.
Pre-schoolers	Focusing attention and persisting on difficult tasks for increased lengths of time	Using trial and error to explore solutions to simple problems	With support , using strategies	Recognizing a growing array of feelings in self and others	Perspective-taking and early empathy	3-4 Associate Play 4—6 Co-operative Play Theory of mind emerges
Fundamental Building Blocks:	ATTENTION (Teaching Skills)	MODULATION -USING BODY TO DEAL WITH STRESS OR ANXIETY (Developing Interoception)	CONNECTION (Co-regulation and External regulation)	GROWING AWARENESS (Self-awareness)	SELF-MANAGEMENT & SEEING MORE (Individual discovery of strategies)	
Approach:	Intentionally Supporting Development					
BA Strategies	Acknowledge Attention, Fine-tune Focus, Thinking Out Loud, Voice Their Choice,	Communication of Physical Sensation	Recognizing Relationships, Connect and Redirect Remember to Regulate You	Be Reflective with a Broader Perspective, Facilitate Creating a Coherent Narrative, Be Real About How you Feel Name it to Tame it	Be Reflective with a Broader Perspective, Facilitate Creating a Coherent Narrative Speak Through a Parts View	
Match						
Mismatch						
Self-Regulation B/U						
Braindrops						
Learning Tools						

Age	Developmentally appropriate progression of self-regulation skills		
INFANTS	Shifting attention or averting gaze when overwhelmed	Sucking fingers or a pacifier to reduce distress	Reaching for caregivers for external help to manage internal states
BA Strategies	Acknowledge Attention <i>"You just shifted your attention to..."</i>	Communication of Physical Sensation <i>"You're sucking on your fingers," while we move own lips.</i>	Recognizing Relationships <i>"Now I'm holding you," or "now we're close together."</i>
	Fine-tune Focus <i>"You've been looking at that for a few seconds."</i>		Connect and Redirect <i>"I see you/hear you, I'm on my way."</i>
	Thinking Out Loud <i>"You looked away I wonder if you need a break."</i>		Remember to Regulate You <i>Regulate using movement, breathe or sounds.</i>
	Voice Their Choice <i>"You are looking at..." or "Your fingers are in your mouth."</i>		
Match Mismatch	<i>"Everywhere you look there's so much to see. I'm going to move us to a different spot with less around us."</i>	<i>"You really need to suck your fingers. They are dirty let's quickly clean them."</i>	
Self-Regulation B/U	Scaffolding <i>"There's a lot happening in here I can feel my arms and legs wanting to move."</i>		
Braindrops		<i>"Looks like lots of energy is in your mouth."</i>	
Learning Tools		<i>"Sucking your fingers looks like it's slowing down your body."</i>	

Age	Developmentally appropriate progression of self-regulation skills				
TODDLERS	Focusing attention for short periods	Adjusting behavior to achieve goals	Turning to adults for help with strong feelings	Beginning to label feelings	Briefly delaying gratification
BA Strategies	Acknowledge Attention <i>"I/You just shifted your attention to..."</i>	Communication of Physical Sensation <i>"My shoulders relaxed when you took a step away from that," modeling your shoulders relaxing.</i>	Recognizing Relationships <i>"Now we can do this together."</i>	Be Reflective with a Broader Perspective, <i>"You said you feel sad and I think other people might feel sad too."</i>	Be Reflective with a Broader Perspective,
	Fine-tune Focus <i>"I/You been looking at that for a few seconds." "I'm going to just smell with my nose for 3 seconds."</i>		Connect and Redirect <i>"I see you/hear you, and I glad you're letting me help."</i>	Facilitate Creating a Coherent Narrative <i>"Looks like that fell off the table, how did that make you feel? Then what happened...Now it's all cleaned up, how do you feel now?"</i>	Facilitate Creating a Coherent Narrative
	Thinking Out Loud <i>"You looked away I wonder if something else caught your attention."</i>		Remember to Regulate You <i>Regulate using movement, breath or sounds.</i>	Be Real About How you Feel <i>"I'll be ok but right now I'm sad."</i>	Speak Through a Parts View <i>"Part of you really wanted to do that right away, and part of you knew it was important to wait a minute."</i>
	Voice Their Choice <i>"You were looking at this and now you're looking at that."</i>	Voice Their Choice <i>"You just moved closer to hear me better."</i>		Name it to Tame it <i>"This is hard," while I regulate myself.</i>	
Match Mismatch	<i>"It's hard to keep paying attention to this I need to move my arms for a second."</i>				
Self-Regulation B/U	Scaffolding <i>"There's a lot of different things to look at I can feel my bottom wanting to move around in this seat."</i>		<i>Audible, deep breathes, as I sway.</i>	<i>"When I feel happy I can feel it right here. It feels like bubbles in my chest."</i>	<i>"My body feels like it's jumping inside when I have to wait."</i>
Braindrops		<i>"Looks like there's a lot of lot of energy in your arms."</i>		<i>"When you said you were happy looks like a lot of energy went to your face."</i>	
Learning Tools	<i>"I saw your toes moving while we were sitting here listening."</i>	<i>"When you took that breath I noticed your shoulders did this," lowering your shoulders</i>		<i>"Stretching my body like this just made me feel better."</i>	<i>"Looks like moving your arms like this really helped you slow yourself down."</i>

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PRE-SCHOOL RS	Focusing attention and persisting on difficult tasks for increased lengths of time	Using trial and error to explore solutions to simple problems	With support, using strategies	Recognizing a growing array of feelings in self and others	Perspective-taking and early empathy
BA Strategies	Acknowledge Attention <i>"I just shifted my attention to..."</i>	Communication of Physical Sensation "I think I was holding my breath while you figured that out," modeling taking a breath.	Communication of Physical Sensation "My chest feels tight," as I roll my shoulder and breathe in.	Be Reflective with a Broader Perspective, "Your sad because you can't find that toy, I see so many things on the floor I wonder where to look first."	Be Reflective with a Broader Perspective "You said you feel mad and I can see that she's crying."
	Fine-tune Focus <i>"Let's just pay attention with our eyes for 5 seconds, what do you see?"</i> <i>"If we pay attention with just our noses, can you smell the difference between this and that?"</i>		Recognizing Relationships "We can stretch our legs together."	Facilitate Creating a Coherent Narrative "Looks like that fell off the table, how did that feel? Then what happened...Now it's all cleaned up, how do you feel now?"	
	Thinking Out Loud <i>"I keep thinking about different things, even though I'm trying to just pay attention to this."</i>		Connect and Redirect "This feels big, let's figure it out together."	Be Real About How you Feel "I'm really frustrated," as I regulate myself.	Speak Through a Parts View "Part of me really wants to let you do that, it sounds fun and part of me knows that we have to also worry about the rest of the class," as I take a big breath.
	Voice Their Choice <i>"You were looking at this and now you're looking at that."</i>	Voice Their Choice "You just moved closer to the table to be able to reach what you needed."	Remember to Regulate You Regulate using movement, breath or sounds.	Name it to Tame it "This is hard," while I regulate myself.	
Match Mismatch	<i>"It's hard to keep paying attention I'm going to move my legs for a second."</i>	<i>"That's a great solution for outside time, what can work now."</i>			
Self-Regulation B/U	Scaffolding <i>"There's a lot of different things to look at I can feel my bottom wanting to move around in this seat."</i>			<i>"I feel heavy in shoulders and don't want to move and see other people moving a lot."</i>	
Braindrops		<i>"I'm feeling energy in my hands I'm going to try doing this."</i>	<i>"When I move my braindrops more to the middle it's easier for me to sit in circle time."</i>	<i>"I wonder what you can do to move your braindrops?"</i>	<i>"Your energy is in your arms and his is in his legs."</i>
Learning Tools	<i>"You were squeezing that the whole time you were looking at that book."</i>	<i>"Does moving your legs make it easier to sit in this chair?"</i>	<i>"When I put my shoulders back it's easier for me to breathe deeply."</i>	<i>"How does squeezing this make your hands feel?"</i>	