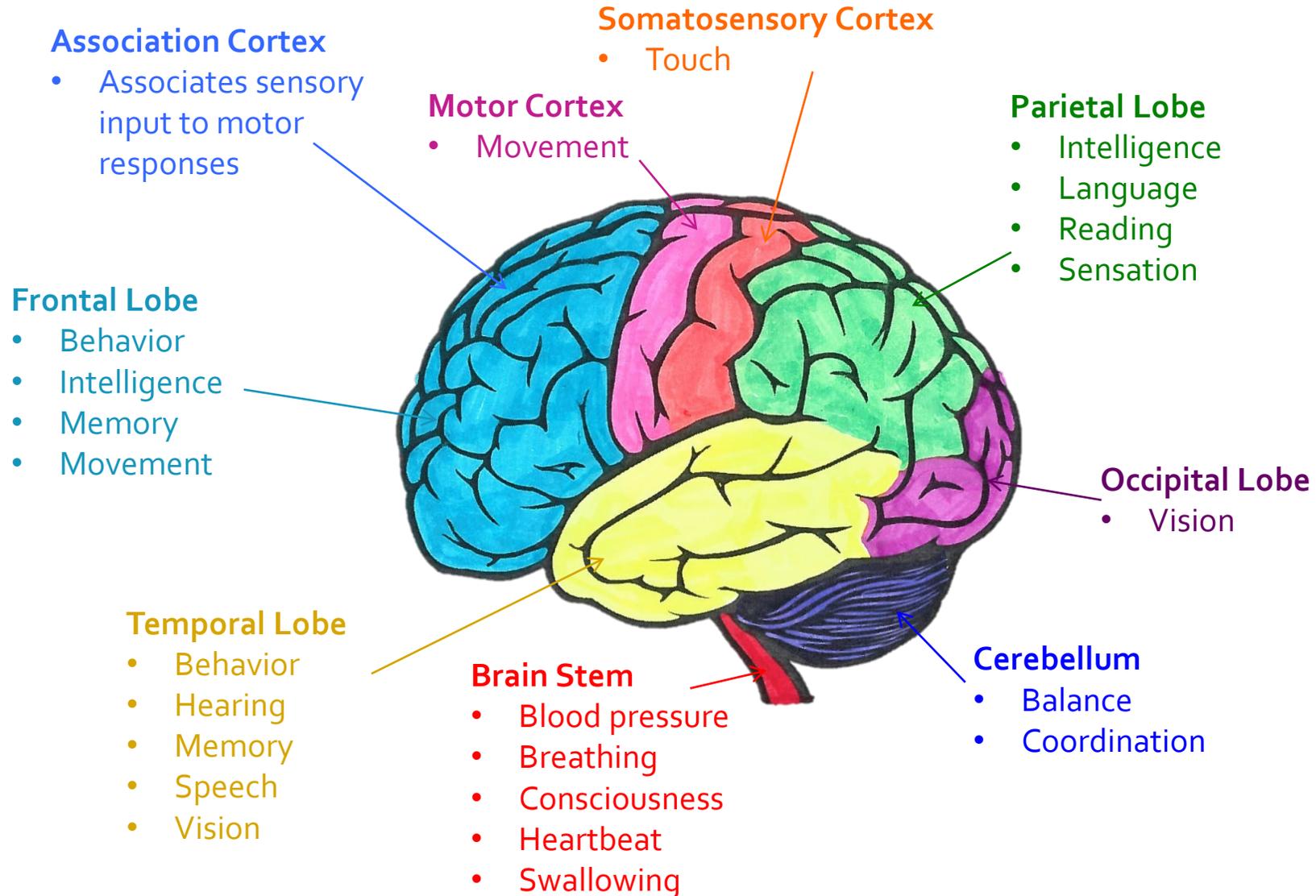


The Foundations of Self-Regulation

Mari Hubig, M.Ed.
EHDI Conference
March 5, 2019

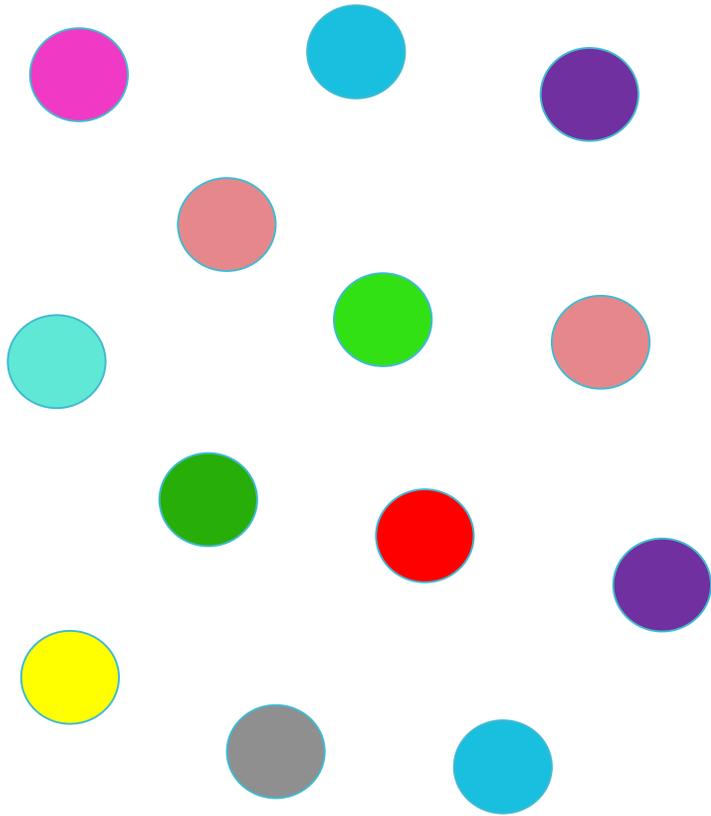


The Parts and Function of the Brain

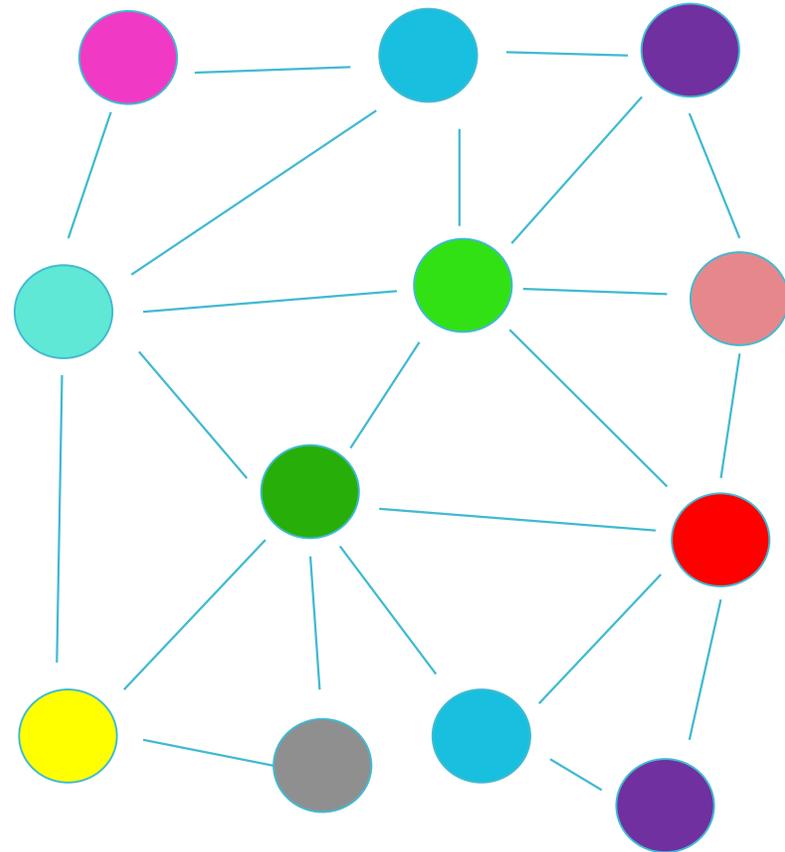


Input vs Experience in Brain Development

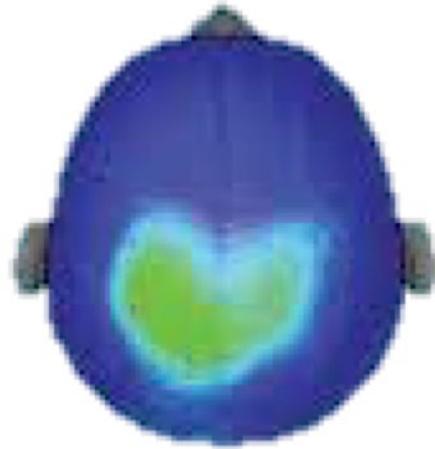
Knowledge



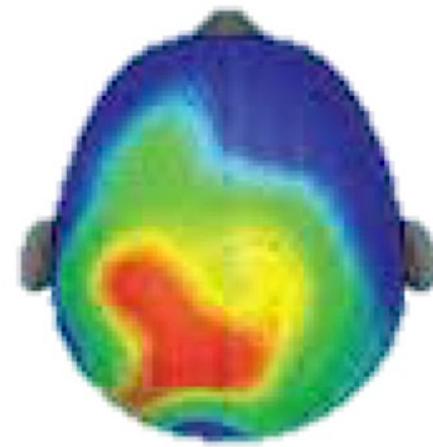
Experience



Physical
Activity
Increases Brain
(Neuroelectric)
Activity



After 20 minutes of
SITTING QUIETLY



After 20 minutes of
WALKING

Executive Function



Working Memory



Mental Flexibility

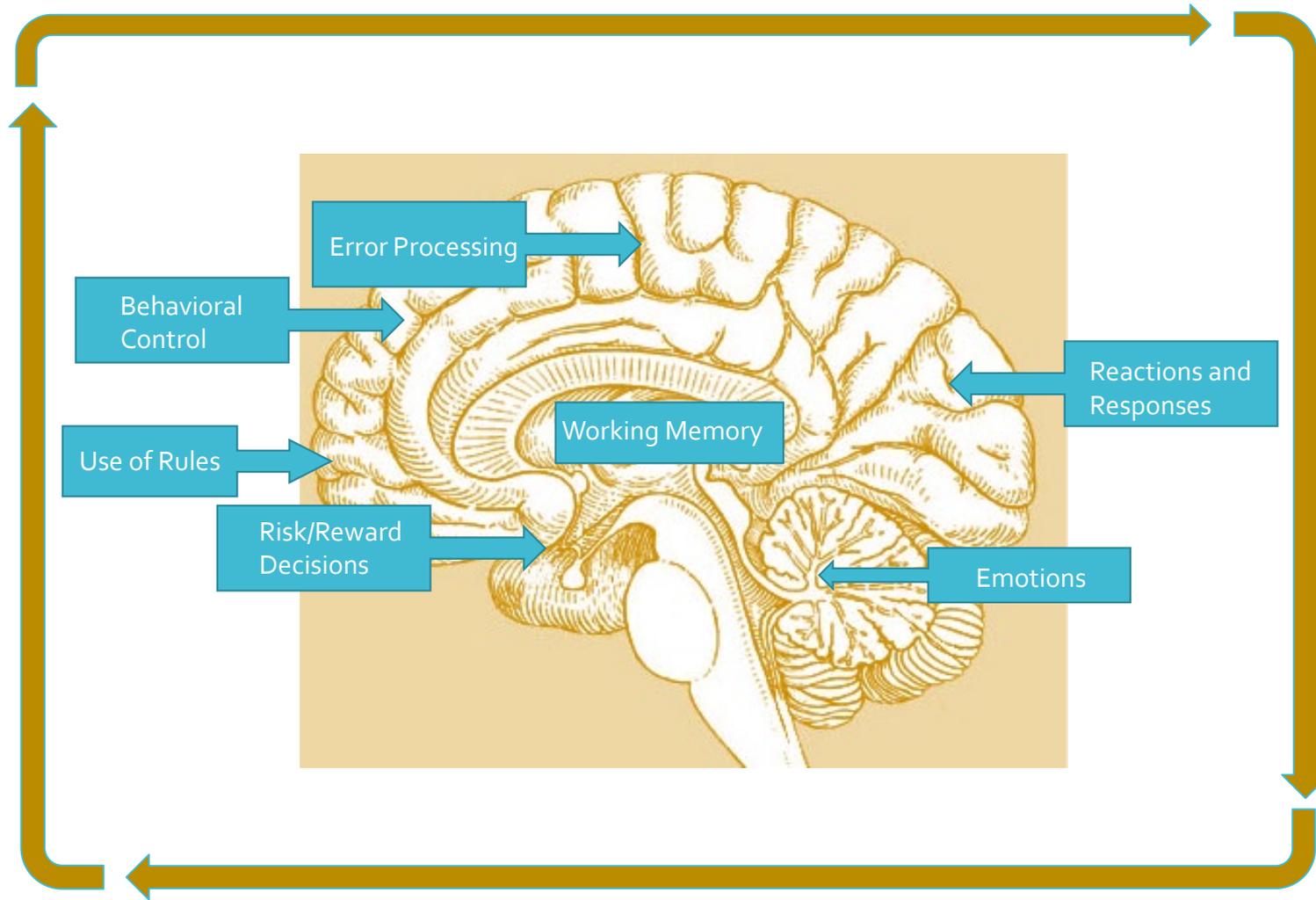


Self-Control

Potential to
Develop is
There



Scaffolding parental support in executive function



Each type of executive function skill draws on elements of the other skills

Adult Facilitation of Child Executive Function Skills



**Establish
dependable
routines**



**Model
social
behavior**



**Offer
activities to
foster
creative play
and social
connection**



**Create and
maintain
supportive &
reliable
relationships**

Adult Facilitation of Child Executive Function Skills



Teach ways
to cope
with stress



Encourage
vigorous
exercise



Provide
opportunities for
autonomous decision
making

Executive Function in Action



Serve and Return



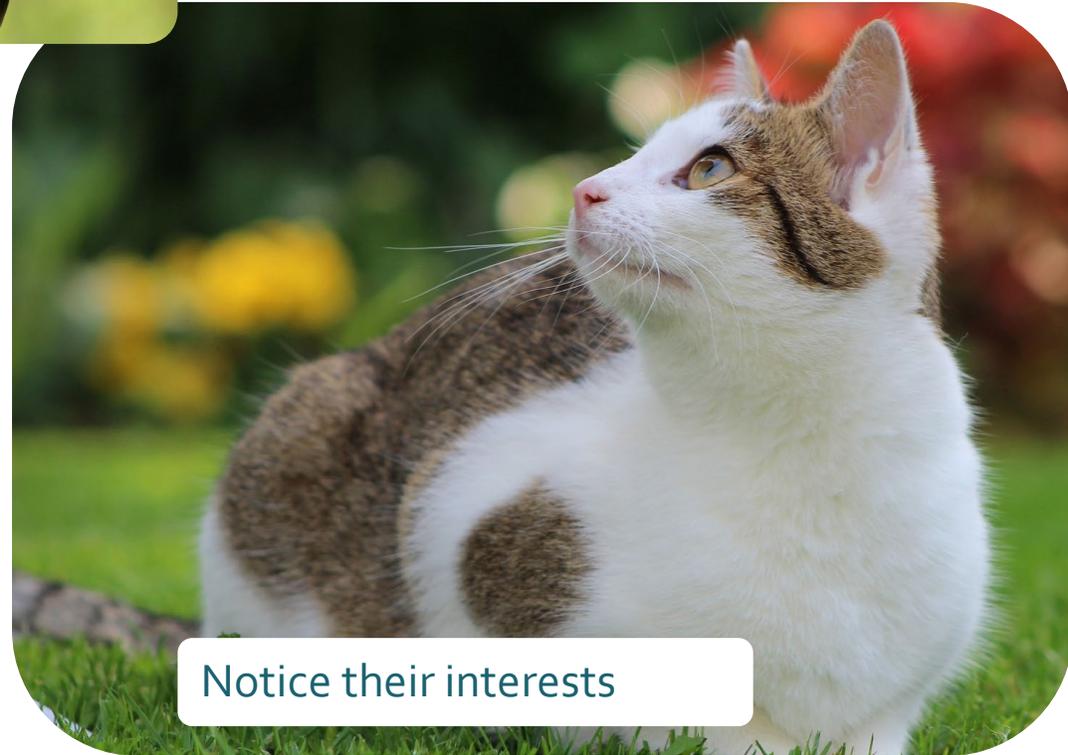
Serve



Return

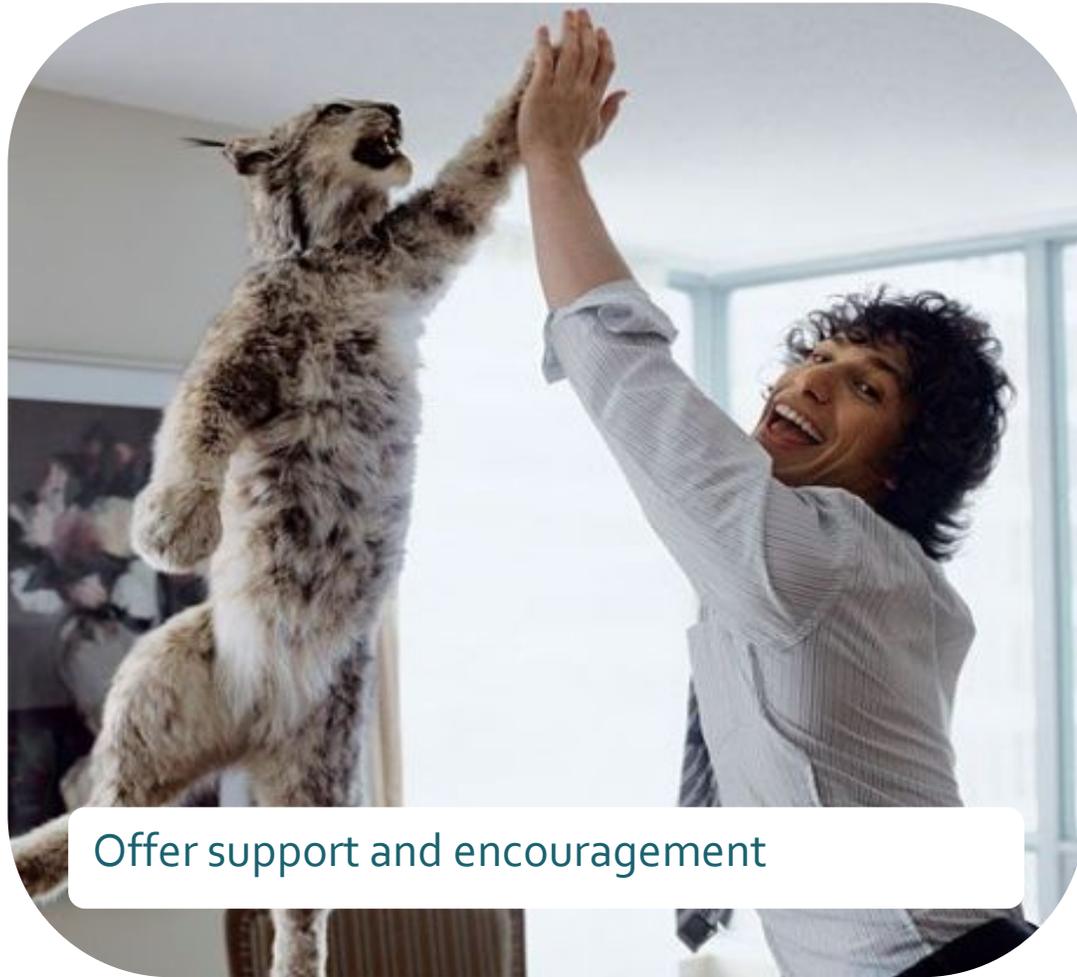


Pay Attention



Notice their interests

Return the Serve

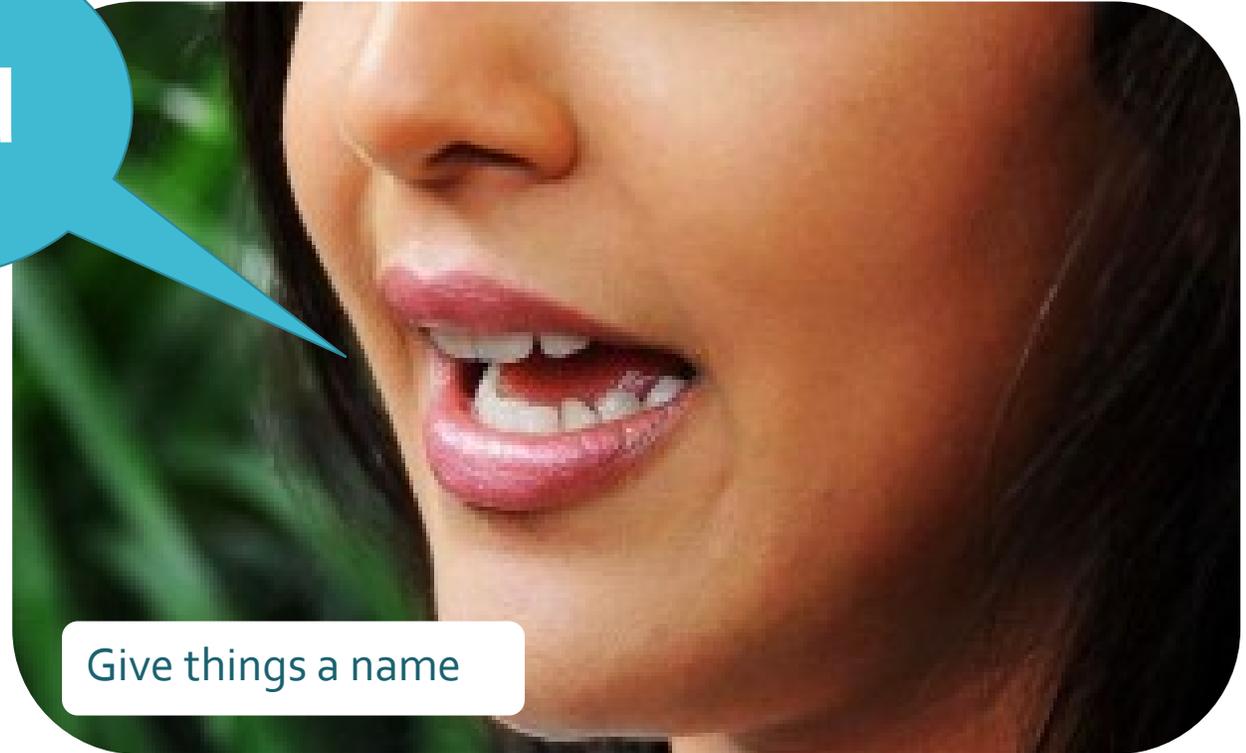


Offer support and encouragement

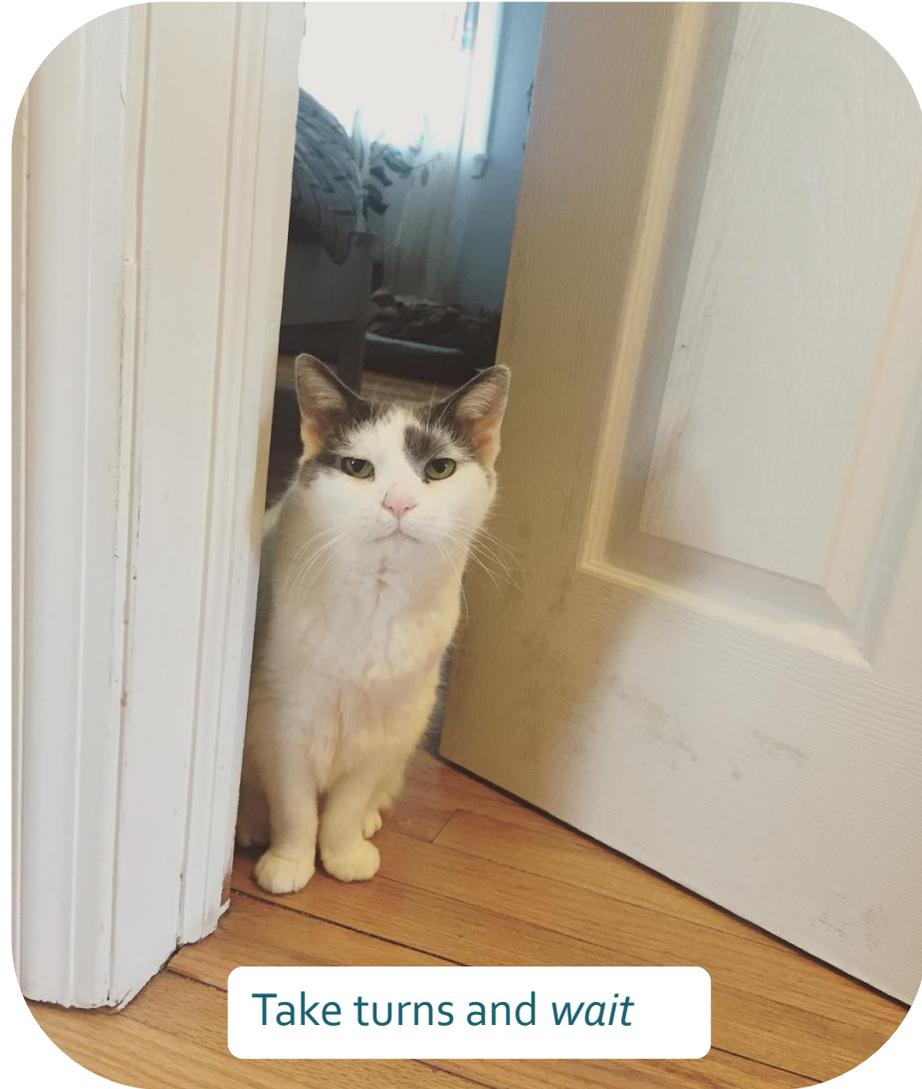
Make
Language
Connections

bird

Give things a name

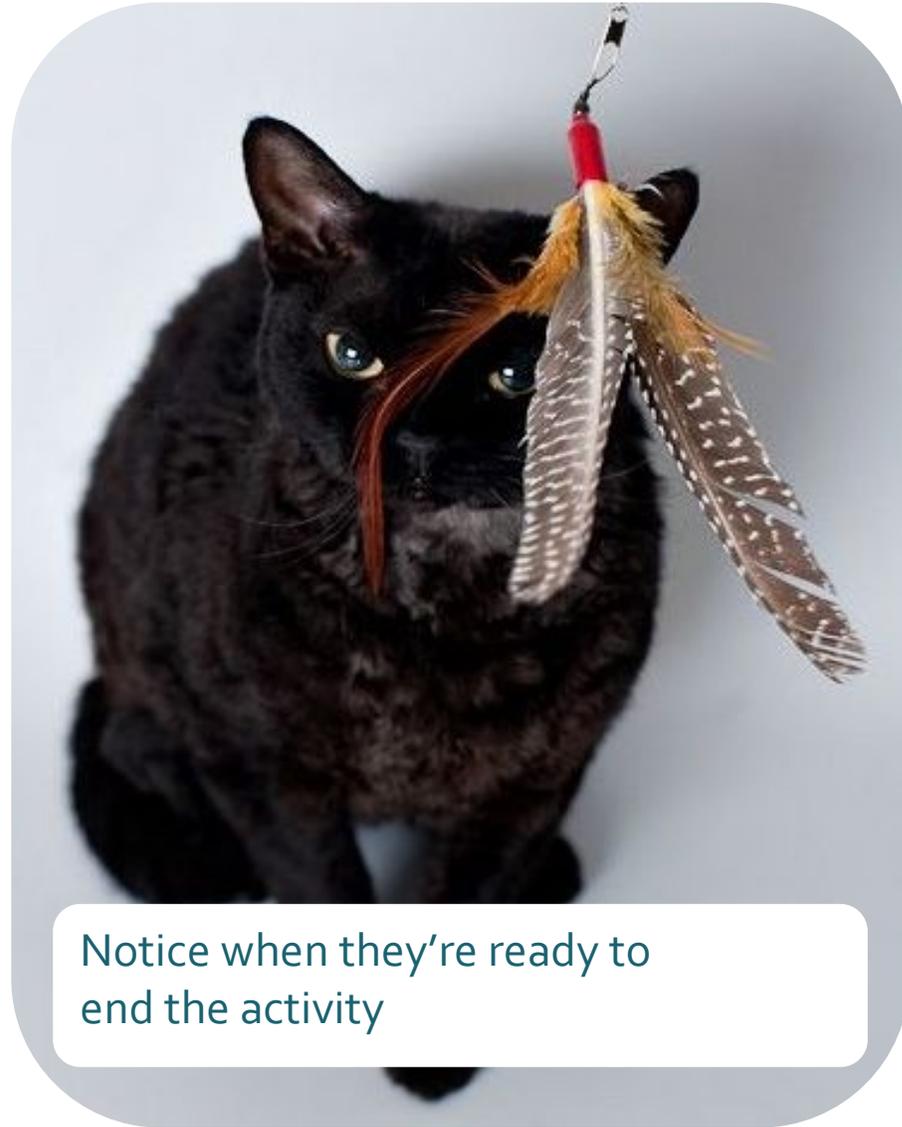


Back and Forth



Take turns and *wait*

Endings and Beginnings



Notice when they're ready to end the activity

Still Face Experiment

Watch the the child's emotional response when her mother doesn't return the serve . . .



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