

# How important is self-regulation for children's adjustment and wellbeing?



# ASPECT OF SELF-REGULATION IN THE EYLF

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**Outcome 2.1** Children develop a sense of belonging to groups and communities and an understanding of the reciprocal rights and responsibilities necessary for active community participation

**Outcome 2.3** Children become aware of fairness

**Outcome 3.1** Children become strong in their social and emotional wellbeing

**Outcome 4.1** Children develop dispositions for learning such as curiosity, cooperation, confidence, creativity, commitment, enthusiasm, persistence, imagination and reflexivity

**Outcome 4.2** Children develop a range of skills and processes such as problem solving, inquiry, experimentation, hypothesising, researching and investigating



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# Predictive Role of Self-Regulation

- In Australia, an estimated 30% of children enter school with a history of persistent self-regulation problems (Williams, 2014).
- Poorer self-regulation skills are associated with problems relating to peers, poorer social skills and higher levels of problem behaviours.
- Predictive of academic skills (mathematical abilities, language and literacy skills – phonemic awareness, letter recognition and knowledge)



**And the effects are not short-lived!**

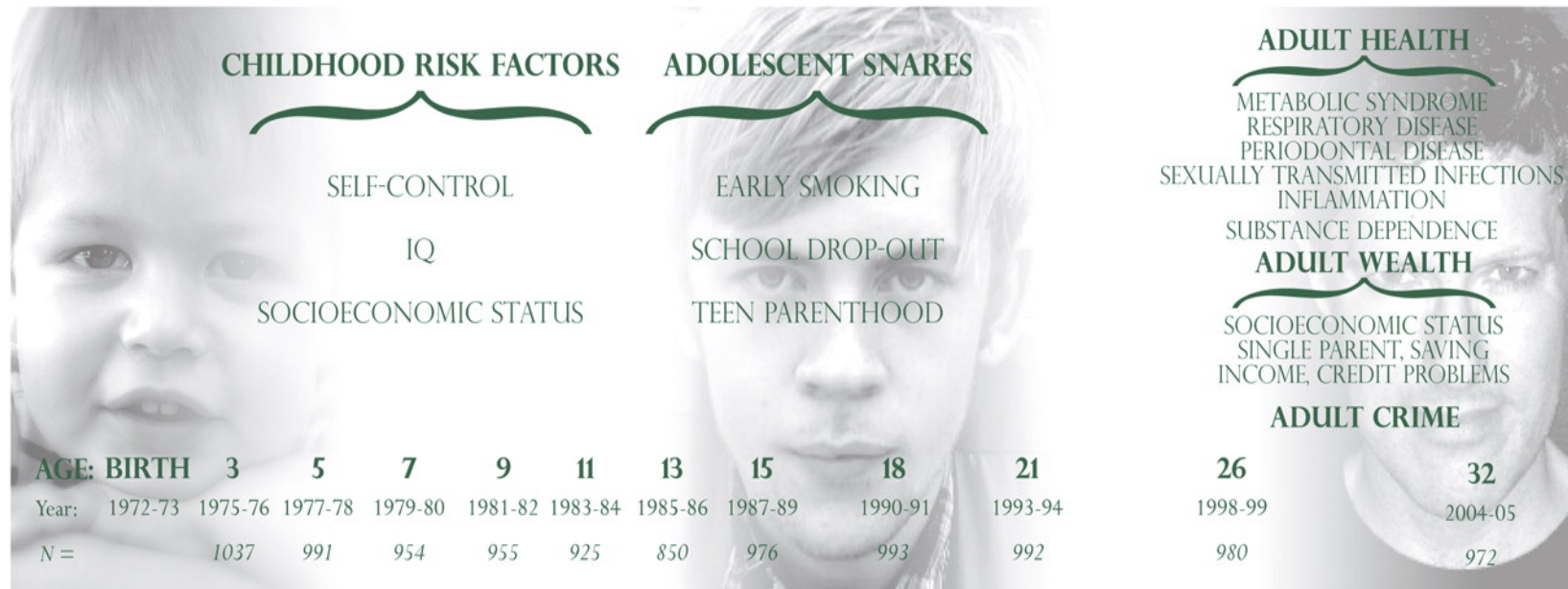


# Predictive Role of Self-Regulation

- Individual differences in self-control which are present in early childhood (aged 3-5 years) can predict multiple indicators of health (substance dependence), wealth (poor financial planning; money difficulties), and crime (convictions) (Moffit et al., 2011) across 3 decades of life.
- Stronger predictor than SES at origin and IQ!!



## Design of the Dunedin Multidisciplinary Health and Development Study.



Terrie E. Moffitt et al. PNAS 2011;108:2693-2698