

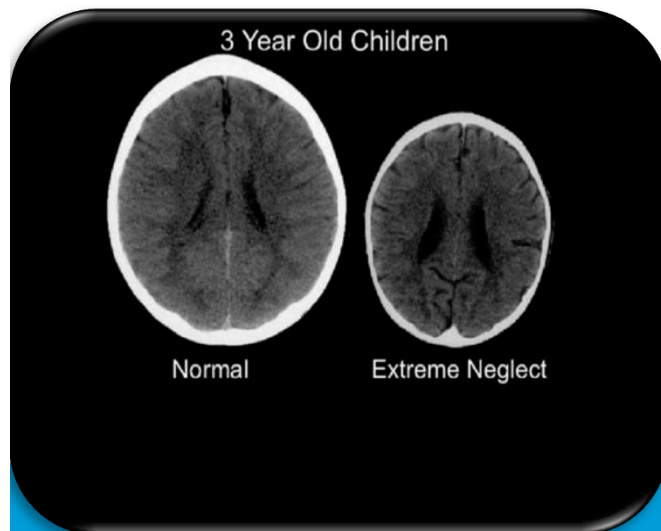
So how do children learn to regulate their emotions, thoughts and behaviours?



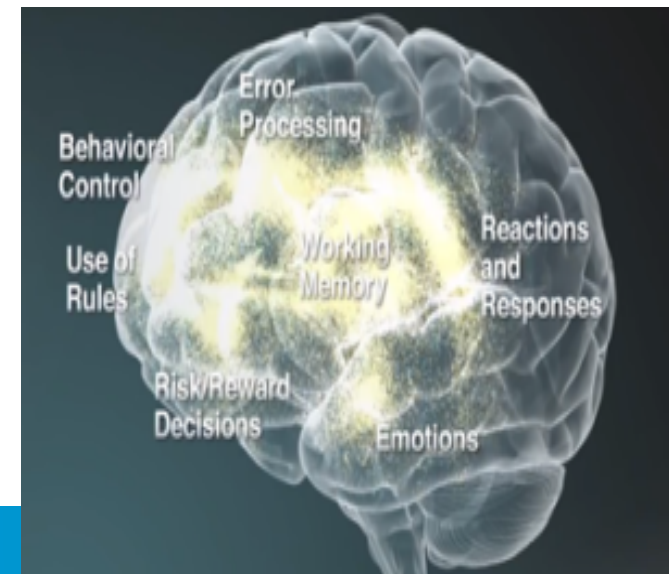
**The skills and competencies
associated with personal,
social, emotional development
and self-regulation develop
slowly and over time.**

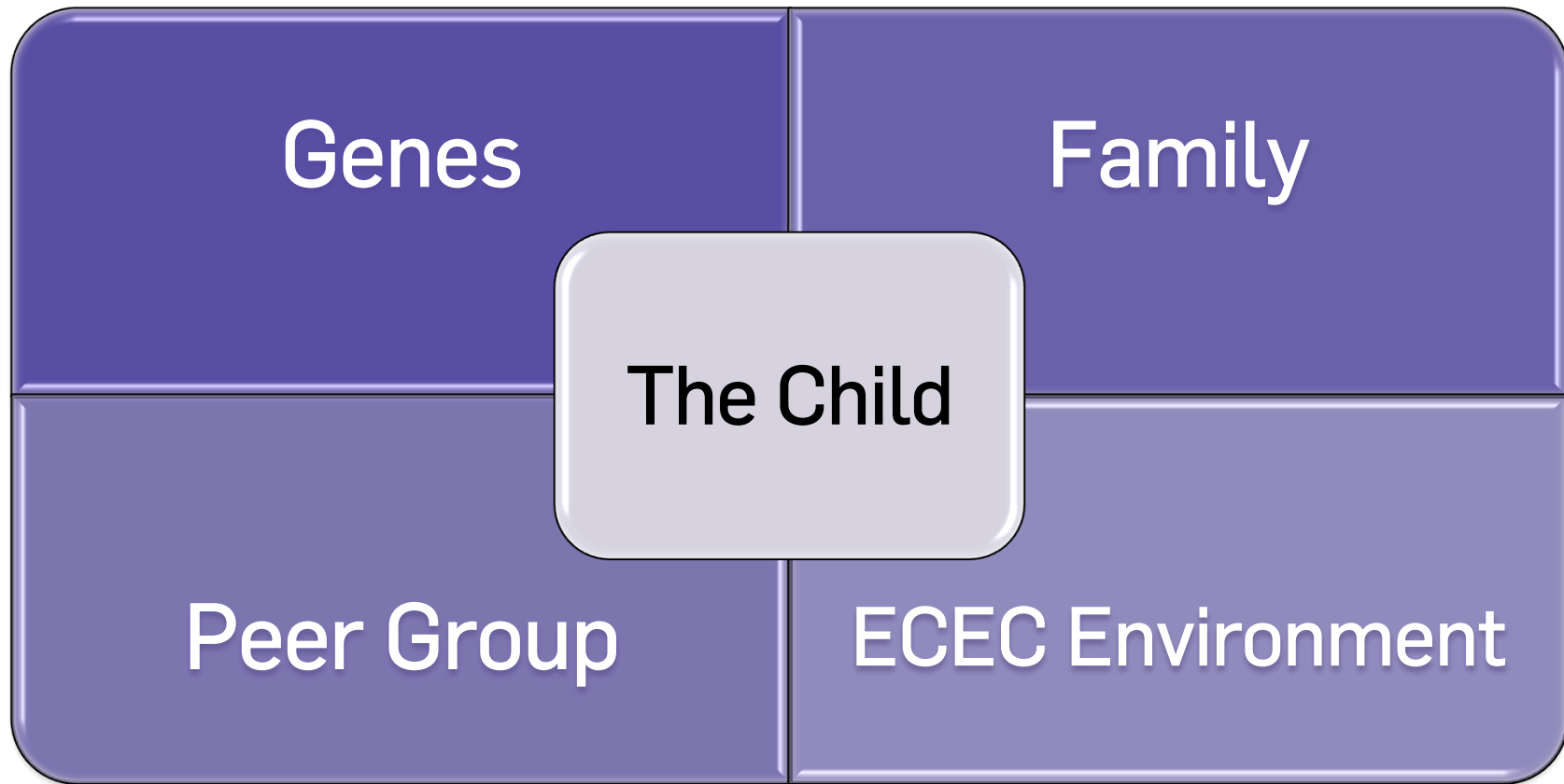


Social, emotional and self-regulation development are influenced by both nature and nurture. The child is born with predispositions to develop in certain ways (e.g. individual differences in temperament, rate of learning) however, children are born into a social world and their development is fundamentally influenced by this.

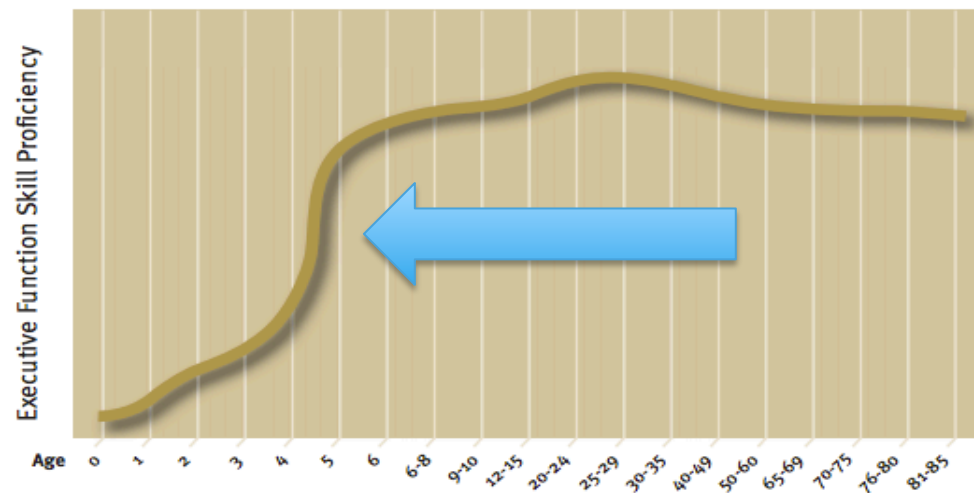


“The kind of brain that each baby develops is the brain that comes out of his or her particular experiences with people” Gerhardt, 2004, p38



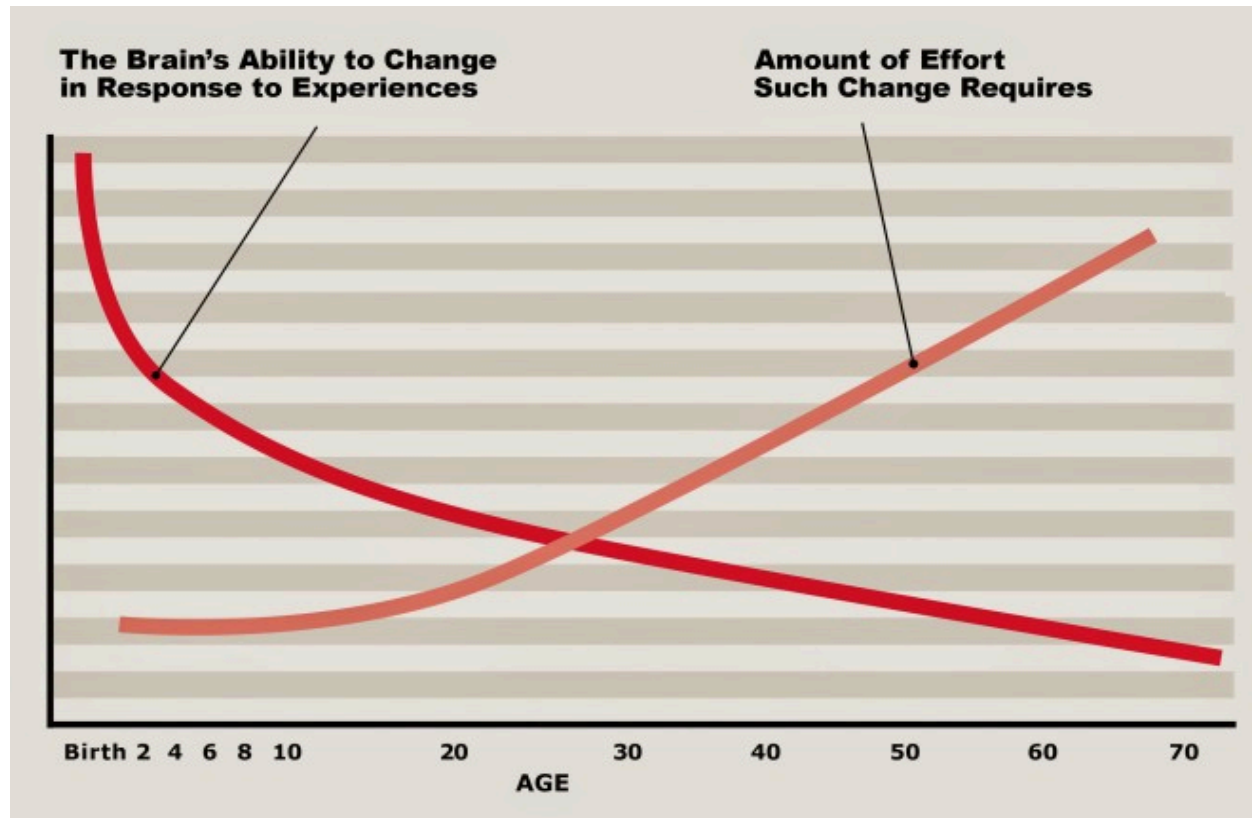


Executive Function Skills Build Throughout Childhood and Adolescence



A range of tests measuring different forms of executive function skills indicates that they begin to develop shortly after birth, with ages 3 to 5 providing a window of opportunity for dramatic growth in these skills. Growth continues throughout adolescence and early adulthood; proficiency begins to decline in later life.

Source: Weintraub et al. (In Press).⁹⁹



It is easier and less costly to form strong brain circuits during the early years than it is to intervene or “fix” them later. Graph Source: Pat Levitt (2009).



Development of Self-Regulation

Children develop foundational skills for self-regulation in the first five years of life – which means **early childhood educators play an important role** in helping young children regulate thinking and behaviour.

