

The Role of Play in Self-Regulation



Opportunities to teach self-regulation



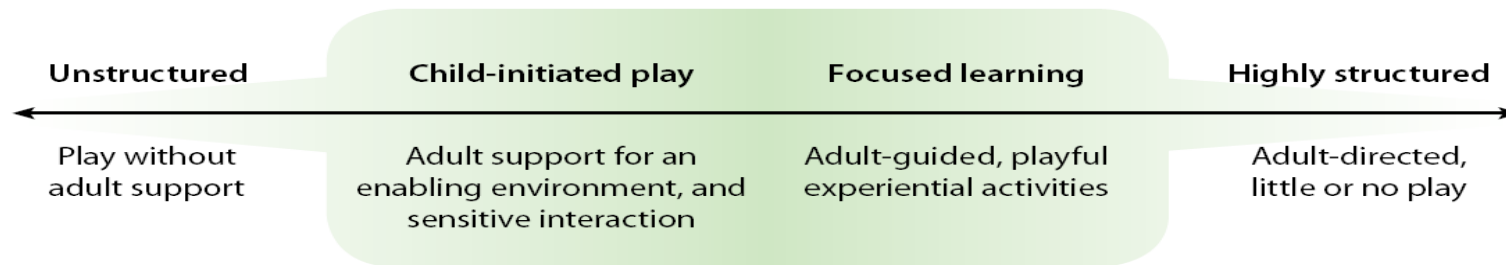
- Opportunities for complex, extended make-believe play – an important practice ground for the development of self-regulatory skills
- Providing opportunities for planning

Complex – Extended Make-Believe Play

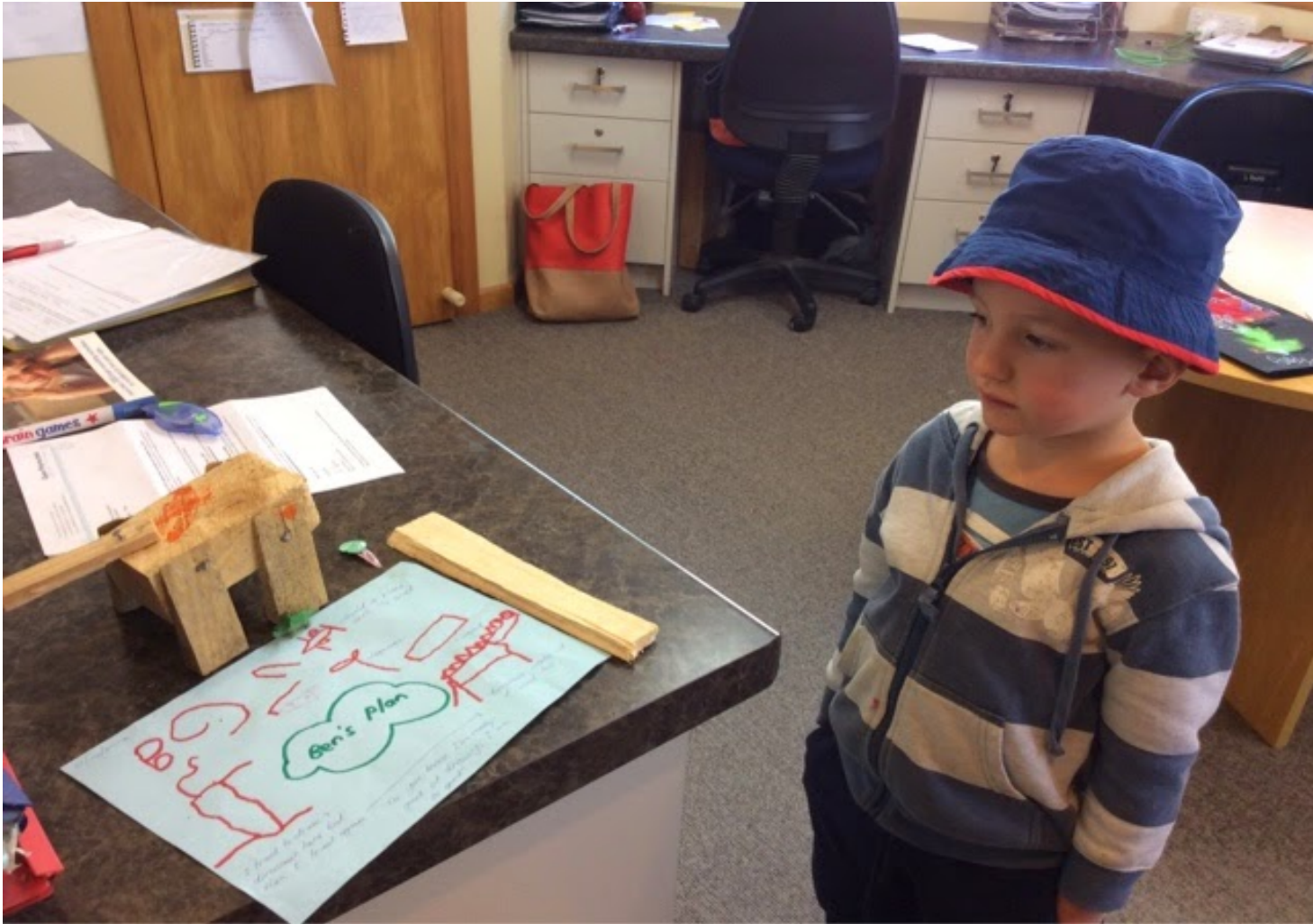


1. Intentionally **planning** play
2. Planning for explicit roles and the **rules**
3. Realistic props can be used but **symbolic props** represent a more mature intentional play
4. Has an **extended timeframe**
5. Has expanded use of **language**
6. Play at a higher level (creates a Zone of Proximal Development)

Child-initiated learning and focused learning (DCSF (2009) *Learning, Playing and Interacting*. Nottingham: DCSF)

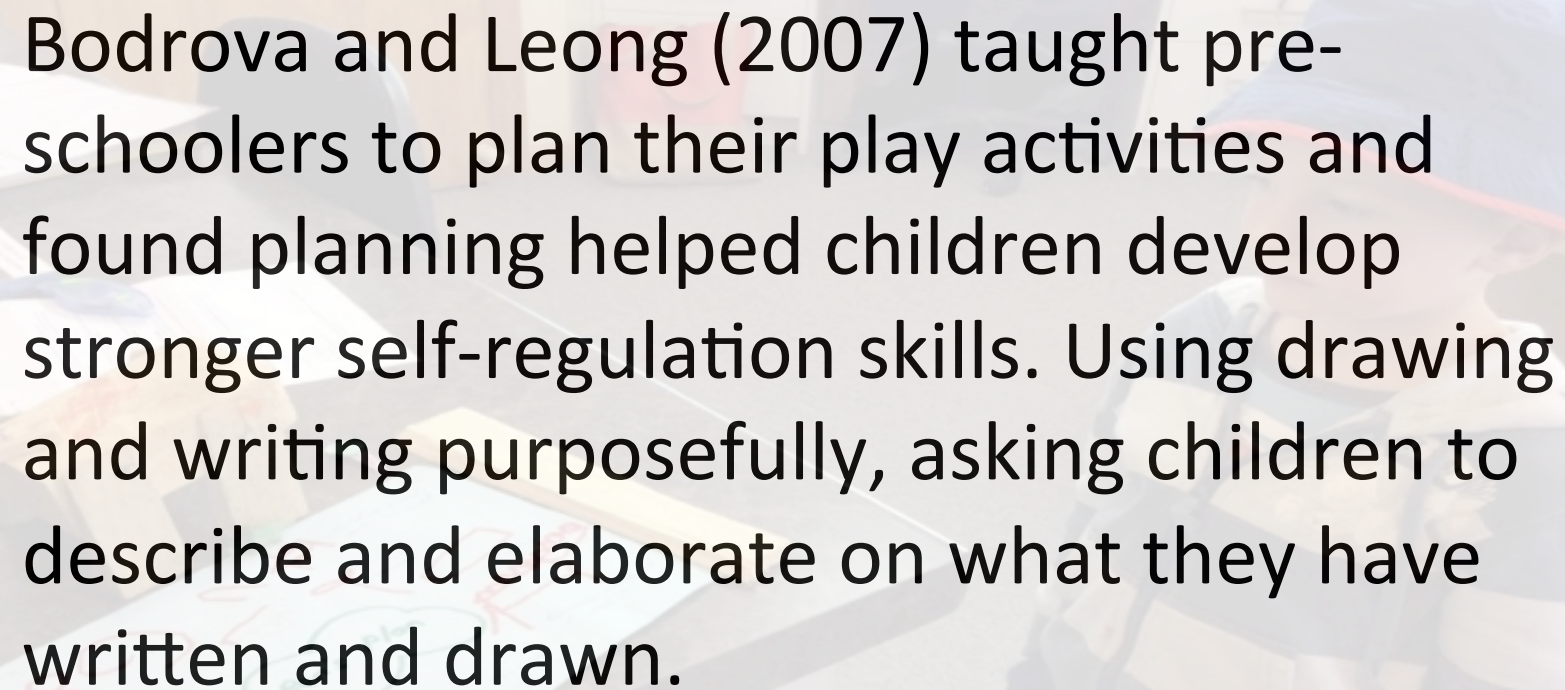


EARLY
START



PLANNING





Bodrova and Leong (2007) taught pre-schoolers to plan their play activities and found planning helped children develop stronger self-regulation skills. Using drawing and writing purposefully, asking children to describe and elaborate on what they have written and drawn.