

## Top 30 Tips on Self-Regulation: for Parents

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1. Model self-control and self-regulation in your words and actions when you are frustrated.
2. Anticipate transitions and announce changes in classroom and home routines.
3. Provide a visual schedule to let the child know what they are doing and what is next.
4. Provide structure and predictability.
5. Follow a daily routine.
6. Give the child a warning before you stop any preferred activity.
7. Clearly define your expectations for the child.
8. Give them a break and allow appropriate opportunities to run around, scream, shout, yell and get their energy out.
9. Redirect inappropriate words and behaviors by teaching them a better way.
10. Reinforce and praise all the positive behaviors you want to see continued with verbal praise, stickers or small edibles.
11. Reward good self-regulation with freedom and flexibility.
12. Set limits and make sure you enforce those limits.
13. Get rid of the temptations that are constant distractions or continuously cause problems.
14. Give the child something to hold in their hands while they are sitting during an activity.
15. Provide visual cues along with verbal directions.
16. Label their emotions, discuss feelings and teach them appropriate ways to show excitement, anger, jealousy, etc.
17. Give the child the language to communicate what they are trying to say with their behaviors.
18. Don't set a child up for failure. Change your expectations or provide help that allows them to be successful.
19. Provide guidance in problem solving, including planning and organizing activities.
20. Ask for self control but not too much.
21. Start off simple and then increase your expectations.
22. Work on empathy so that the child is aware of how others might be feeling.
23. With each new child or situation, explain to the child how to navigate the group or activity.
24. Use snack time or meals to practice waiting and turn taking.
25. Have a "quiet corner" with pillows or a soft chair where the child can go and take a break when they are upset.
26. Give the child time to clam down before talking about the problem.
27. Interact and play with the child to build a trusting relationship that will help them to form trust and empathy.
28. If you give a child a choice then respect their decision.
29. Use "If...then" statements to keep the child focused on the activity and motivated.
30. At the first sign of agitation, demonstrate the use of self-talk to work through a problem.

### **Games that Promote Self-Regulation:**

- Simon Says
- Mother May I
- Duck Duck Goose
- Bubbles are a great way to practice turn taking and waiting
- Red light, green light
- Red Rover
- B-I-N-G-O

### **Help with Transitions:**

- Two-minute warning before moving from one activity to another. *Example: "In two minutes we're going to clean up the toys."*
- Use an object to help your child understand the next activity. *Example: shoes for outside, cup for meal, and a diaper for toileting.*
- Photo Schedule: take a photo of each activity your child does during the day. Show them the photo when you are transitioning from one activity to another. *Example: toilet, bathtub, bed, table, car, play area.*
- Follow a routine by doing the same activities each day. *Example: dressing, bathing, eating, school, playing, outside.*

### **How to Make Rules Effective:**

- Three Times Rule: This rule helps children learn to listen and follow directions.
  1. Ask the child to do the task.
  2. Move closer to the child, touch them to get their attention and ask again.
  3. Help the child to complete the activity that was requested.
- Tell the child what you want them to do rather than what you don't want them to do. For example, instead of saying...
  - "Don't run," say "walk please."
  - "No hitting," say "use your words."
  - "No yelling," say "ask nicely."
- Provide a choice: You can do this \_\_\_\_\_ or that\_\_\_\_\_.
- If a child refuses to listen or follow your request, provide them with a choice. Ask them, "can you do it yourself, or do I need to help you?"
- Take a break from a frustrating activity by allowing them to leave and calm down, then ask them to return a few minutes later.