

# Holding Space: Let's Talk About Regulation

**Self-regulation** is the capacity to be aware of and manage emotions while maintaining a state and sense of calm. **Co-regulation** is a reciprocal process between two or more people characterized by warm, responsive interactions. Co-regulation is the process by which children develop social and emotional capacities via the caregiving relationship.

Adapted from: *Mindful Practices to Enhance Diversity-Informed Reflective Supervision and Leadership*. (2019). Roseanne Clark, Maria Gehl, Mary Claire Heffron, Margaret Kerr, Salam Soliman, Rebecca Shahmoon-Shanok, Kandace Thomas. [www.zerotothree.org](http://www.zerotothree.org).

The COVID-19 crisis has given us months of stress, change, and uncertainty. During this time, early childhood education professionals and families have come to depend on each other in new ways and created new routines for daily life. Now, we anticipate yet another change: transitioning back to work, child care, and a familiar-yet-different way of life.

As we contemplate this new transition, we may find ourselves wondering about our children: How has this experience affected them? What emotions, behaviors, and reactions might we expect to see? How can we support children's social-emotional growth so that we can all become more resilient?

The Pennsylvania Key Infant-Early Childhood Mental Health Program offered *Holding Space: Let's talk about: Reassurance, Regulation, Relationships, Resilience*, a series of online discussion groups to allow early childhood education professionals and families to connect and gain new insights about how to support ourselves and our children during this transition.

Check out the resources below to support regulation.

## Resources for Early Childhood Education Professionals

*Activities to Promote Self-Regulation in Preschoolers* (1 pg. tip sheet)-Devereux Center for Resilient Children

[centerforresilientchildren.org/wp-content/uploads/2012/08/Self-Regulation-Preschoolers.pdf](http://centerforresilientchildren.org/wp-content/uploads/2012/08/Self-Regulation-Preschoolers.pdf)

*Activities to Promote Self-Regulation in Infants & Toddlers* (1 pg. tip sheet) -Devereux Center for Resilient Children

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*Supporting Regulation When the World Is Upside Down*: Article on helping children feel safe, connected and regulated

[www.jerileakroll.com/blog-2/supporting-regulation-when-the-world-is-upside-down](http://www.jerileakroll.com/blog-2/supporting-regulation-when-the-world-is-upside-down)

Classroom Visuals and Supports: a variety of downloadable visual supports for Dragon Brain, Emotions, Emotional Regulation

[headstartinclusion.org/teacher-tools#visual](http://headstartinclusion.org/teacher-tools#visual)

The Pennsylvania Infant Early Childhood Mental Health Consultation (IECMHC) Program is a child-specific consultative model which addresses the social-emotional development of young children within their early childhood education program. For more information, visit [www.pakeys.org](http://www.pakeys.org).



*Help Your Child Develop Self-Control* (article with tips based upon age groups)  
[www.zerotothree.org/resources/228-help-your-child-develop-self-control](http://www.zerotothree.org/resources/228-help-your-child-develop-self-control)

YouTube video for children: *Once I Was Very Very Scared* by Chandra Ghosh Ippen (7:55 min)  
Summary: Once I was very very scared, declared squirrel. The other animals chime in to share that they were also once scared. Through the story we learn what scared the little animals, ways they each respond when scared, and things that help them feel safe and calm.  
[www.youtube.com/watch?v=tXOgvchh\\_Lc](http://www.youtube.com/watch?v=tXOgvchh_Lc)

*Self-Regulation (Self-Control): FOCUS on Early Childhood Mental Health* (1 pg. tip sheet)  
<https://bit.ly/3e49vsp>

## Resources for Families

Infographic *Help Us Stay Calm: Strategies that Help You & Your Child during Challenging Behavior*  
[challengingbehavior.cbcs.usf.edu/docs/Stay-Calm\\_Infographic.pdf](http://challengingbehavior.cbcs.usf.edu/docs/Stay-Calm_Infographic.pdf)

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