




How a setting has implemented key approaches and practices to support children's executive function and self-regulation



 **After attending the Webinar Wednesday we considered the key take aways for our setting, starting with our 2yr olds.** Being able to understand the relationship between self-regulation and executive function has helped us see children's behaviour differently. We can now be more conscious and purposeful in the opportunities we create and the interactions we foster, to focus upon developing children's working memory, cognitive flexibility and inhibitory control. We've reflected on our provision using the 5 key take aways from the webinar and these are improvements we've made;

Where's the challenge?

As a team we've reflected on our routine and identified the *opportunities* for challenge, such as independence around putting on outside clothing. We also now plan one invitation to play each day that will support executive function skills. Planning notes the key practices we want practitioners to use to scaffold support tentatively such as *reminding* and *adapting*.



Flourishing feelings...

We revisited our emotion coaching approach to supporting behaviour. We reminded staff of the importance of labelling feelings and making the link to the event. Also, how we then help children to resolve conflict by suggesting or teaching regulation strategies. As a team, we also discussed how we can use the same strategies through play; taking opportunities to identify other emotions and linking to experiences.





Turning into tears and tantrums...

Creating collaboration - we've focused on providing resources and opportunities to enable children to co-operate on one outcome. Such as passing/returning wheeled toys. As a staff team we've focused on how we can **use questions** and co-ordinate children's responses, so that children are **signposted** to notice what peers are doing, initiate interactions and respond to their peers. We've used environment posters to remind staff of these key practices.

Routine physical regulation - as a team we've increased opportunities to use physical movement and activities across our routine. We've removed most of the chairs so that children are more active when playing at different levels. We've planned our songs and rhymes for the term, focusing on the executive function skills.

Sharing the learning- we've requested the webinar link and shared it with wider team. We've then made it part of the PD conversations for this year. We also had a Story Cafe, using the story 'Walters Wonderful Web', to share keep messages around challenge, feelings and resilience.



Thank you to Little Explorers at Fullbrook Nursery School for providing the case study.

Resources and Links

Missed the Webinar Wednesday- request access and find out more about developing children's executive function skills and self-regulation.

EEF EY Evidence Store -

<https://educationendowmentfoundation.org.uk/early-years-evidence-store/self-regulation-and-executive-function>