The Power of Place Learning Guide

Creating Responsive Environments for Co- and Self- Regulation

Regulation & Co-Regulation Overview

Why a Place-Based Approach?

Ingredients for a Cozy Corner

- Big Body Movement
- Breathing Techniques
- Feelings & Emotions
- Solutions:
  - Sensory Solutions
  - Emotional Solutions
  - Social Solutions

Recipe (How to)

- Daily Practice - Individual
- Daily Practice - One-on-one
- Daily Practice - Group
- Implementation

Reflection & Questions

Learning Outcomes

Understand the components of self-regulation and why it is critical to social-emotional development in early childhood.

Learn how to create an intentional space in the environment and how to use breathing techniques, movement, and sensory tools to support self-regulation in young children.

Reflect on your learning environment and your interactions with children. Create a plan to implement new practices to support yourself and the children in your care.

What is (and isn't) Self-Regulation?

Regulation Is	Regulation Isn't

Ah-Ha!

External Regulation, Co-Regulation and Self Regulation

Ah-Ha!

Resource!
Tips for Supporting the Development of Self-Regulation for Young Children

- for Educators working with Toddlers
- for Educators working with Preschoolers

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A Place-Based Approach: Ingredients for a Cozy Corner

Table Talk:

Do you have a Cozy Corner?

What are some important environmental supports for regulation in your classroom?

Ah-Ha!

Breathing Techniques

Ah-Ha!

Feelings & Emotions

Ah-Ha!

Big Body Movement

Table Talk:

Be a behavior detective?

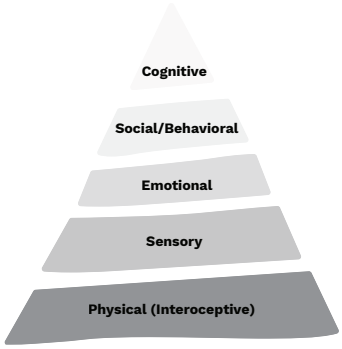
What could be the **root cause** of this child's behavior?

What could be an effective **replacement behavior**?

Ah-Ha!

Domains of Regulation

Ah-Ha!



Sensory Overview & Sensory Solutions

Ah-Ha!

Sensory Profile Experience

#	Item	Distressed (1)	Uncomfortable (2)	Neutral (3)	Calming (4)	Interested (5)	Stimulated (6)
1							
2							
3							
4							
5							

Emotional Solutions

 **Ah-Ha!**

Social Solutions

 **Ah-Ha!**

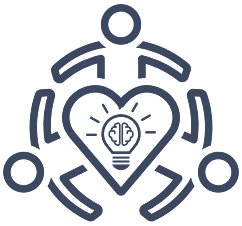
Practice, Practice, Practice!
- Individual Practice
- One-on-one
- Group

 **Ah-Ha!**

Implemetation: Make It Your Own!

 **Ah-Ha!**

TURN INSPIRATION INTO ACTION



Move the **spark of inspiration**
from your **head**
to your **heart**
through your **hands**
connected in **community**.

WHAT What new learning or information is inspiring you to start something new, stop something that no longer serves you, or change some part of your professional practice?

WHY Why does this information resonate with you? What personal values or guiding principles does it align with or reinforce?

HOW How can you begin to incorporate this information into your professional practice? What's the first step you will need to take? What needs to start, stop or change so this new practice can be implemented?

WHO Who can you share your new learning with so they can become partners in collaboration and commitment to change?

"Creativity embeds knowledge so that it can become practice. ***We move what we're learning from our heads to our hearts through our hands.*** *We are born makers, and creativity is the ultimate act of integration—it is how we fold our experiences into our being."* – Brené Brown

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SENSORY PROFILE

Using materials that are already in your environment, choose three to connect to each of the senses represented.
Personalize based on child's interests or needs.

Item Description	Sensory Area	Distressed (1)	Uncomfortable (2)	Neutral (3)	Calming (4)	Interested (5)	Stimulated (6)
1	Visual						
2	Visual						
3	Visual						
4	Auditory						
5	Auditory						
6	Auditory						
7	Tactile						
8	Tactile						
9	Tactile						
10	Gustatory						
11	Gustatory						
12	Gustatory						
13	Olfactory						
14	Olfactory						
15	Olfactory						
16	Vestibular						
17	Vestibular						
18	Vestibular						
19	Proprioceptive						
20	Proprioceptive						
21	Proprioceptive						

Scale Key:

1 = Distressed – highly agitated, dislikes sensory input intensely.
2 = Uncomfortable – irritated and avoiding sensory experiences.
3 = Neutral – neither upset nor excited; indifferent.
4 = Calming – feeling soothed, decreasing agitation, beginning to relax.
5 = Interested – alert, engaged, and responsive to sensory input.
6 = Stimulated – excited, escalated, and seeking more sensory input.

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