

SELF-REGULATION IN EARLY CHILDHOOD...

Discussants' Comments

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Themes and Trends

- “Self-regulation is the new Black!”
- Conceptual clutter and measurement mayhem!
- Beyond the individual child: sources of influence (parenting, schooling, genes, brain).
 - What is (effective) instruction)?
- Beyond main effects: tease out important interactions.
 - child factors (including language), SES, race/ethnicity
- Beyond correlation: the rise of intervention (prevention) science.
 - Can self-regulation be improved? How, where and when?

Slot (et. al.)

- Examine impact of classroom variables (via CLASS) and pretend play on cognitive and emotional self-regulation.
- Replicate pattern of high emotional support and low instructional support.
- None of the CLASS factors predicted cognitive or emotional self-regulation!
- Level of pretend play did predict.
- Q1. Were some components of pretend play more predictive than others? Eg. language-based measures?
- Q2. Why no impact of CLASS variables? What was SES of sample?

Von Suchodoletz (et. al.)

- Also examined predictability of CLASS on lower (cortisol) and higher (EF) self-regulation processes.
- Middle-class sample.
- Found moderate (for cortisol) to very strong (for EF) correlations within self-regulation categories.
- CLASS strongly predicted higher-order skills, less so lower-order processes.
- Q1. Why does CLASS predict in your data and not in Pauline's?
- Q2. What is your secret to getting those unusually high correlations among higher-order processes?

Cadima (et. al.)

- Utilized CLASS but added an individual child-level interaction variable; closeness and conflict.
- Low SES sample.
- Ratings of closeness predicted self-regulation performance on HTKS. CLASS did not yield main effect.
- But interaction: for low SR children, high instructional support yielded greater growth than low support.
- Instructional support did not seem to matter for high SR children.
- Q1. Why instructional support and not emotional/organizational? Hint: Vocabulary- SR correlation!
- Q2. What might be unique relevance of results for low SES children?

Barata (et.al.)

- Developing an intervention to improve self-regulation.
- Complex framework, based on general Vygotskian notion of progressive internalization.
- Major activities; scaffolded writing, turn and talk, buddy reading, classroom leader.
- Emphasize importance of peer interactions on promoting self-regulation.
- Q1. How do program components relate to variables mentioned in other talks?
- Q2. How explicitly are children told about the purpose of these activities? Does promoting metacognitive awareness play a central role in intervention?

Conclusions

- Self-regulation is critical to educational success.
- Our understanding of classroom processes that impact its growth is still limited (**HOW**).
- It is likely that a “one size fits all” model of improving self-regulation is too simplistic (**WHERE**).
- Growth of self-regulation may be more protracted than we had assumed, especially for at-risk children (**WHEN**).
- Nevertheless, efforts to incorporate self-regulation directly into educational curricula could prove extremely beneficial to children’s success in school and in later life.

Thank you

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