5C21526

Early Childhood Growth and Development Level 5

Session 3.4 - Emotional Regulation Support

1

Learning Outcome 3

Describe the influence of family, social, cultural and environmental factors on child development and learning.

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Session 3.4: Emotional Regulation Support

Part 1	**The Interaction and Impact of Nature Vs Nurture**
Part 2	**Socio-Cultural Learning and Development**
Part 3	**Role of the Adult in Promoting and Encouraging Positive Behaviour**
Part 4	**Why Children Exhibit Big Emotions**
Part 5	**Theoretical Perspectives**
Part 6	**Co- Regulation Support Strategies**

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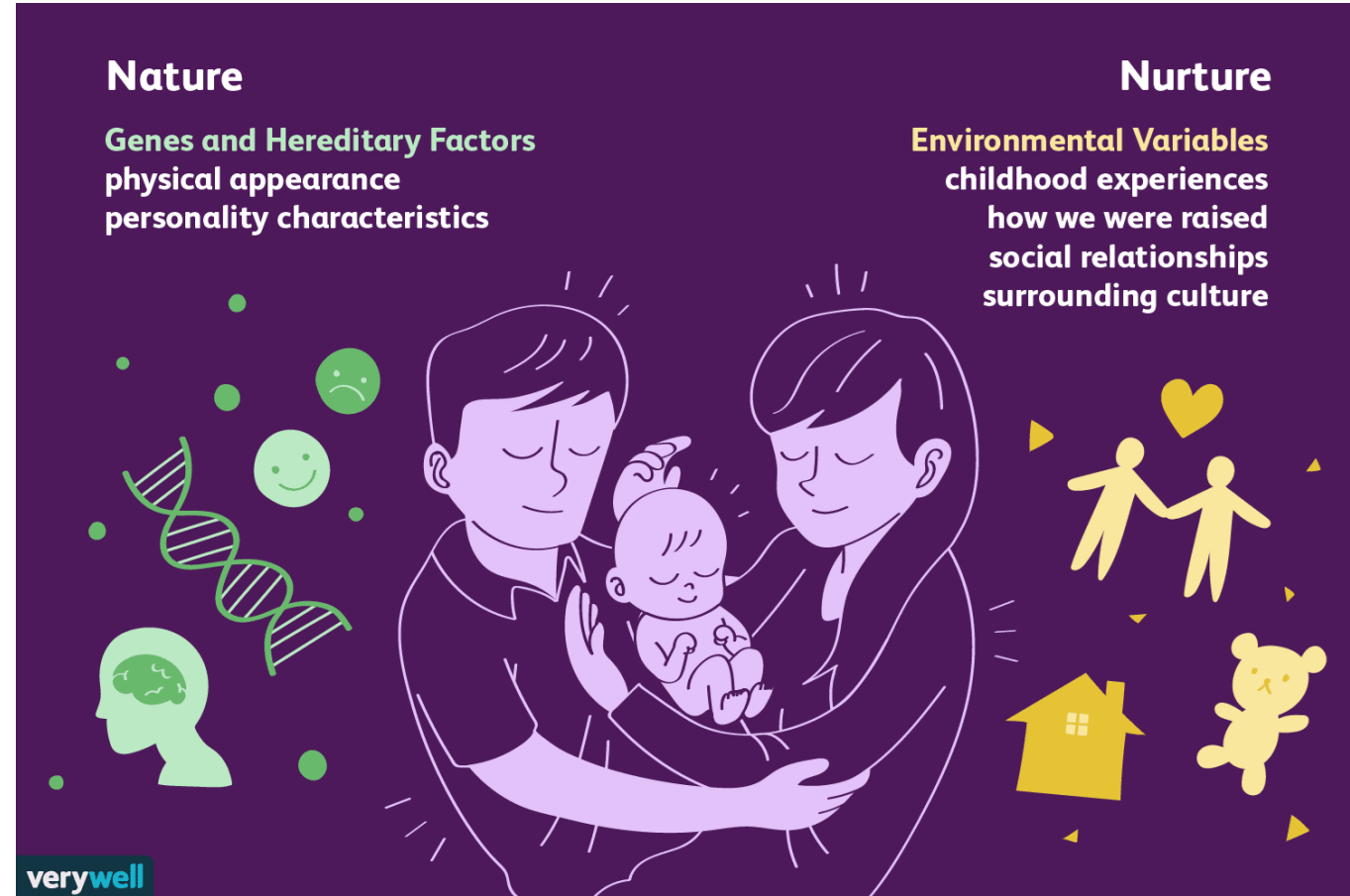
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As discussed in sessions 1.1 and 1.4:

- Nature relates to the child's genetic inheritance,

- Nurture is the influence of environmental factors such as relationships.

From previous sessions, you should now be able to appreciate the complicated interaction and impact of both nature and nurture.

So, why is it so important when considering behaviour management?

Nature
Genes and Hereditary Factors
physical appearance
personality characteristics

Nurture
Environmental Variables
childhood experiences
how we were raised
social relationships
surrounding culture

verywell

Access and read through the following document:

"Context of early childhood education and care in Ireland"

Available: https://www.tusla.ie/uploads/content/Context_of_Early_Childhood_Education_and_Care_in_Ireland.pdf

(Tusla, n.d.)

Broader Roles for the Practitioner

Ireland has seen considerable economic and social changes in the last few decades. These changes include:

- More parents working - greater reliance on childcare,

- Increasingly multicultural nature of society – greater diversity,

- Emphasis on children's rights,

- Focus on quality in the early years' learning and development sector.

This has resulted in a broader role for the practitioner to include understanding and managing behavioural issues.

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Socio-Cultural Learning & Development

Social and cultural factors play an important role in learning and development and are key to understanding behaviour management including:

- **Rogoff** - Guided participation combines biological and cultural practices for development (nature and nurture within the cultural context of social relationships),
- **Bruner** - Scaffolding,
- **Bronfenbrenner's** ecological systems theory.

These theories emphasise the significance of relationships in child development, as children grow within the context of family, community, and society.

The practitioner plays a crucial role in supporting positive behavior.
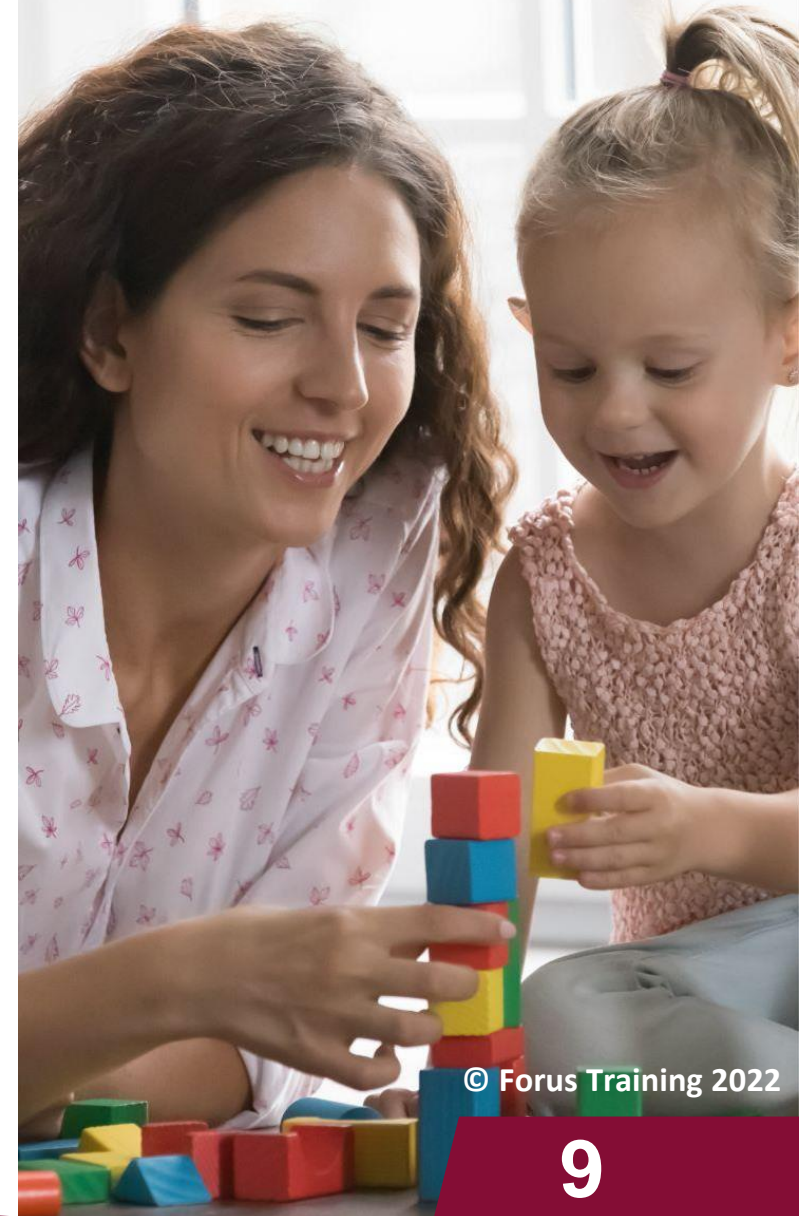
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Role of the Adult

(McPartland, 2012) (Bruce and Meggitt, 2015)

The adult's role in promoting and encouraging positive behaviour includes:

- Developing and implementing strategies,
  - Through a written policy on behaviour management,
  - Through consistency in approach by coordinating with parents and colleagues.
- Promoting positive behaviour,
  - Know why there is a behaviour issue.
- Assessing strategies.

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Reasons Behind Big Emotions

- Feelings of exclusion,
- Need for attention,
- Waiting,
- Boredom,

- Feeling unwell,
- Stress.

(McPartland, 2012)

Further Reasons

- New setting,
- New children in the setting,
- Moving room in the setting,
- New siblings,
- Change in routine,
- Hungry,
- Tired.

(McPartland, 2012)

Additional Reasons

Possible reasons behind behaviour problems:

- Attention deficit,

- Autism,

- Sensory deficit problems,

- Difficulty in verbalising feelings.

(McPartland, 2012)
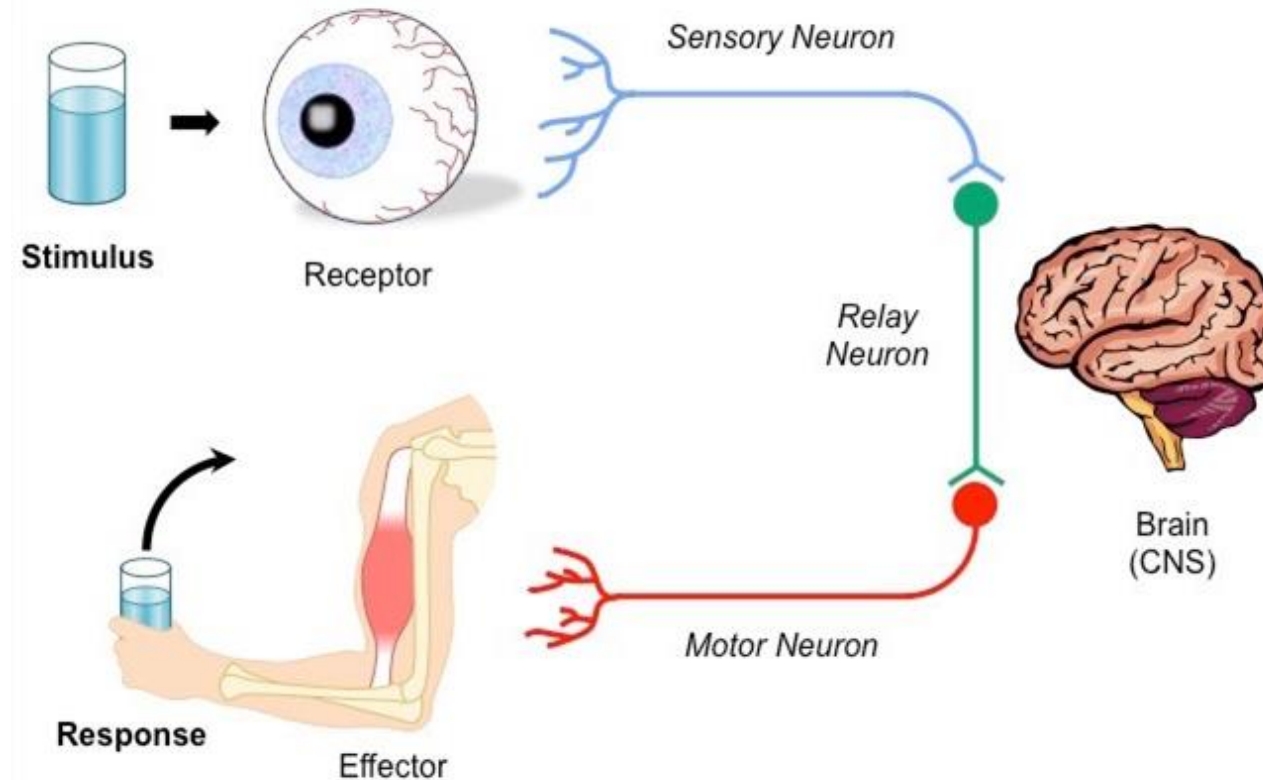
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Theoretical perspectives on behaviour management:

- Behaviourist – environmental factors (stimuli) affect observable behaviour (the response). Behaviour is shaped through positive reinforcement, negative reinforcement and punishment. Ignores the complexity of human behaviour,

- Cognitive behavioural – how we think, how we feel and how we act all interact. Problem behaviour seen as a product of maladaptive thinking.
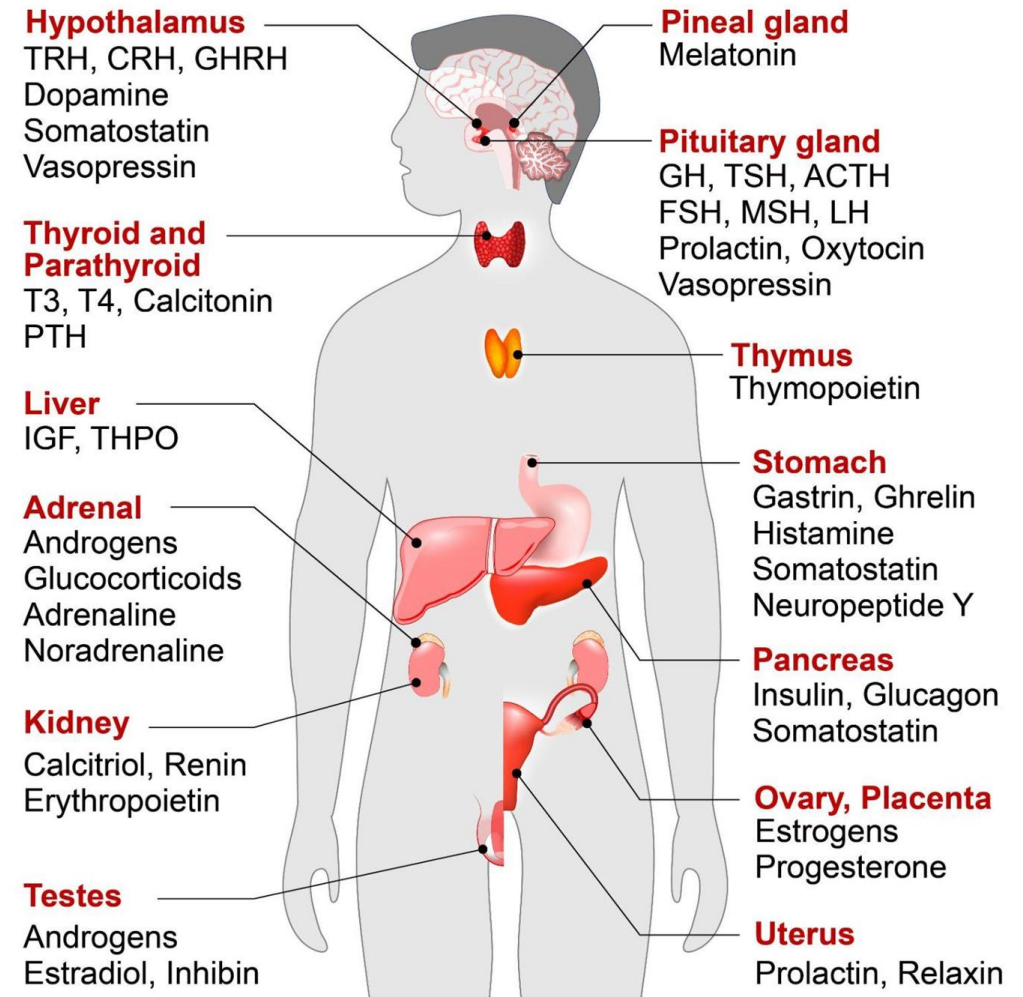
(McLeod, 2013) (McLeod, 2019)

Stimulus — Receptor — Sensory Neuron — Relay Neuron — Brain (CNS) — Motor Neuron — Effector — Response

Theoretical perspectives on behaviour management:

- **Humanistic** – study of the whole person. Behaviour relates to inner feelings and self-image,

- **Psychodynamic** – sees problem behaviour as a result of unconscious conflicts in early childhood that impact on our behaviour in later life,

- **Biological** – suggests that all behaviour has a biological cause, e.g. hormones.

(McLeod, 2013)

Hypothalamus
TRH, CRH, GHRH
Dopamine
Somatostatin
Vasopressin

Thyroid and Parathyroid
T3, T4, Calcitonin
PTH

Liver
IGF, THPO

Adrenal
Androgens
Glucocorticoids
Adrenaline
Noradrenaline

Kidney
Calcitriol, Renin
Erythropoietin

Testes
Androgens
Estradiol, Inhibin

Pineal gland
Melatonin

Pituitary gland
GH, TSH, ACTH
FSH, MSH, LH
Prolactin, Oxytocin
Vasopressin

Thymus
Thymopoietin

Stomach
Gastrin, Ghrelin
Histamine
Somatostatin
Neuropeptide Y

Pancreas
Insulin, Glucagon
Somatostatin

Ovary, Placenta
Estrogens
Progesterone

Uterus
Prolactin, Relaxin

Ecological & Social Learning

Theoretical perspectives on behaviour management:

- **Ecological** – focuses on the physical-spatial and social environments and their influence on behaviour,

- **Social learning** – behaviour is influenced by observing the actions of others e.g. Bandura's social modelling theory.

(Ayers et al., 2014) (Flood, 2010)

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Co-Regulation Support Strategies

Guidelines should be set out in the settings **'Emotional Regulation Policy'** and their **'Ethos'** Strategies may include:

- Recognising the factors that may be influencing behaviour,

- Behaviour modification,

- Boundary setting and negotiation,

- Supporting the child to reflect and manage own behaviour,

- Containment,

- Therapeutic help.

(Bruce and Meggitt, 2015)

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The Factors Influencing Behaviour

- Consider the factors previously discussed
  - If the child is tired, perhaps offer them some quiet time?
  - Are they bored, do you need to support them in finding a stimulating activity?
  - Are there any other factors at play that you may not be aware of?

Behaviour Modification

- Reward will increase desired result, negative consequences will reduce undesirable behaviour.
- Advantages: may deal with simple issues quickly.
- Limitations:
  - Child might start doing things specifically for reward.
  - May change behaviour without dealing with the underlying cause.

- Firmly state the rules,

- Ensure boundaries are clearly defined,

- Will not work if not consistently enforced,

- Give the child a choices

- Ignore attention-seeking behaviour,

- Use a distraction or diversion.

(Bruce & Meggitt, 2015)

Supporting the Child

- Listen to the child and support conflict resolution through discussion and negotiation,

- Establish relationships between children and practitioners and also between peers,

- Set a good example.

Containment

Regularly supporting a child through emotional stress until the feeling is contained to help the child develop the ability to regulate their own emotions.

(Bruce & Meggitt, 2015)

Therapeutic Help

In some cases, professional help may be sought by parents, such as:

- Therapist e.g. play therapy, art therapy,

- Health professionals.

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Parental Involvement

- In all situations, parents must be consulted and involved to support the child and ensure consistency in approach.

- Parental inclusion may also provide additional information such as external factors that may be affecting behaviour.
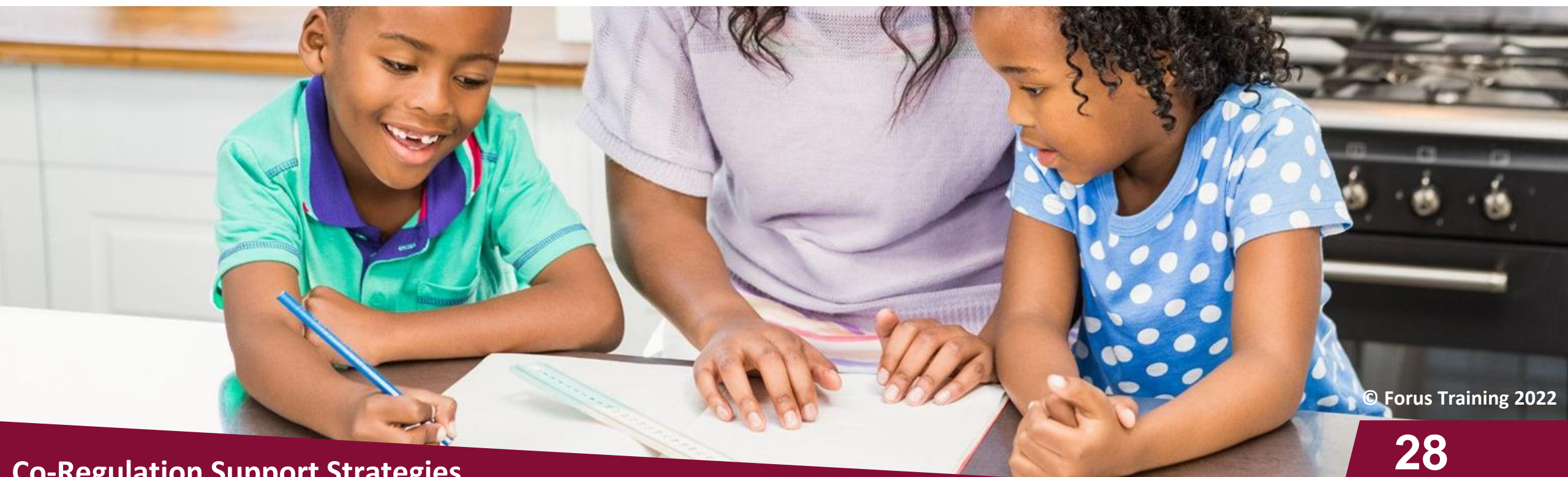
Activity

Think about your own practice:

- Do you have a behaviour management policy?

- How many of the strategies discussed here are mentioned?

- Have you used any of these strategies?

Session 3.4: Emotional Regulation Support - RECAP

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