**Social Foundations: Self Control Learning Progression**

| **Domain: Social Foundations** |
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| **Strand: Approaches to Learning/Executive Functioning** |
| **Learning Progression: Self Control** |
| **Operational Definition: Develops strategies to manage the expression of feelings and thoughts by regulating behavior**  |
|  | **Level 1**  | **Level 2**  | **Level 3**  | **Level 4**  | **Level 5** |

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| **Self Control Strategies** | Usually requires immediate adult modeling and guidance to manage the expression of feelings and thoughts by regulating behavior (e.g., with adult guidance: refrains from hitting when angry; takes care of materials; waits for a turn) in socially appropriate ways. | Uses some simple strategies (e.g., leaves an emotionally arousing situation; waits for a turn) to manage the expression of feelings and thoughts by regulating behavior in socially appropriate ways on own, but requires immediate adult guidance to use more complex strategies (e.g., with adult guidance, sits on hands so as not to touch other children during story time). | Uses simple strategies on own to manage expression of feelings and thoughts by regulating behavior in socially appropriate ways, but requires some adult guidance to use more complex strategies (e.g., verbal reminders to self; compromise). | Uses a variety of simple and complex strategies (e.g., communicates feelings and desires; finds alternative activity while waiting) to manage expression of feelings and thoughts by regulating behavior in socially appropriate ways with minimal adult guidance, but often needs adult reminders. | Uses a variety of simple and complex strategies to manage the expression of feelings and thoughts by regulating behavior in socially appropriate ways, rarely needing adult reminders.  |

**Self Control Strategies**

| **Directions** | **Level Descriptors** | **Evidence Examples** |
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| Observe children during the regular daily routine and look for instances when they are required to manage the expression of their feelings and thoughts.For each child, pay attention to the following details as you observe:* the situation
* the kinds of strategies that the child uses
* the level of support required by you, if any, to help the child

Collect and record evidence for each instance and each child that you observe. Use the evidence to determine and record each child’s level. | **1** | Child usually requires immediate adult modeling and guidance to manage the expression of feelings and thoughts by regulating behavior (e.g., with adult guidance: refrains from hitting when angry; takes care of materials; waits for a turn) in socially appropriate ways. | **Michael—**When Michael became angry at Keith for crashing his truck into Michael’s blocks, I quickly suggested that Michael use his friendly voice, and he was able to calmly tell Keith to stop. |
| **2** | Child uses some simple strategies (e.g., leaves an emotionally arousing situation; waits for a turn) to manage the expression of feelings and thoughts by regulating behavior in socially appropriate ways on own, but requires immediate adult guidance to use more complex strategies (e.g., with adult guidance, sits on hands so as not to touch other children during story time). | **Victor—**Even though Victor was able to wait for his turn, he was jumping up and down with excitement about getting to play the new drums, and needed my guidance and reminders to stay calm by putting his hands in his pockets and standing still. |
| **3** | Child uses simple strategies on own to manage expression of feelings and thoughts by regulating behavior in socially appropriate ways, but requires some adult guidance to use more complex strategies (e.g., verbal reminders to self; compromise). | **Sophia—**BothSophia and Taryn wanted to use the remainder of the stacking sticks for a science experiment, so I guided them in some steps to reach a compromise, and each ended up taking half of the remaining sticks to complete their experiments. |
| **4** | Child uses a variety of simple and complex strategies (e.g., communicates feelings and desires; finds alternative activity while waiting) to manage expression of feelings and thoughts by regulating behavior in socially appropriate ways with minimal adult guidance, but often needs adult reminders. | **Maribel—**Maribel told Steven that she wanted to read the book he was reading after he was done with it, and then she stood and watched him read the book. After I reminded her that we do something else while we wait for something, she selected another book and sat down at a different table. |
| **5** | Child uses a variety of simple and complex strategies to manage the expression of feelings and thoughts by regulating behavior in socially appropriate ways, rarely needing adult reminders. | **Tanya—**Tanya told her friend Sherry that she was frustrated because Sherry took her pencil from her box. She showed Sherry where the square pencils were kept in the classroom and asked her to get one from there when she needed a pencil.  |