

Developing Children's Self Regulation through Everyday Experiences

通过每日实践发展儿童的自控力

By Emelia Prayogo, EtonHouse Executive Director of Pedagogy

由伊顿教育集团学术总监Emelia Prayogo撰写



Children develop foundational skills for self-regulation in the first five years of life (Blair 2002; Galinsky 2010). This means that there is a close relationship between their daily experiences during the early years and the way they learn about self-regulation. Based on this starting point, I would like us to keep in mind that the nature of self-regulation is certainly not an isolated skill. Children rely heavily on adults to help them regulate emotion and behaviour. Therefore, the most powerful way children learn self-regulation is by modeling and scaffolding it during *ordinary moments*.

儿童在5岁之前不断发展着早期自控力基本技能(Blair 2002; Galinsky 2010)。这就意味着儿童如何在早期每日生活体验中学习自我控制需要被高度重视。基于这点，我需要提醒大家一点，儿童自制力发展当

然不仅仅靠儿童本身。儿童需要成人辅助他们学习如何控制情感和行为 (Landy 2002)。所以对于儿童来说，学习自控能力最有效的方式是平常瞬间的模仿和成人的辅助引导。

The relationship between children and adult forms the basis of the child's ability to regulate behaviour and emotion. When an adult responds appropriately to a child's distress – gentle

成人和儿童之间的关系是儿童行为和情感自控能力的发展的基础。当儿童苦恼的时候，予以温和的回复。

assuring voice in a calm tone – the child learns to expect the adult's support and deals with her emotions positively.



当成人用平静的给人以信心的语气和儿童交流的时候，儿童学会期待成人的支持，并且正面处理自己的情绪问题。

Another interesting point research informs us about is that there is a close relationship between self regulation and cognitive skills. **Thinking affects emotions and emotions affect cognitive development** (Blair & Diamond 2008). Children who cannot effectively regulate anxiety tend to move away from, rather than engage in,

challenging learning experiences. On the contrary, when they can regulate their uncomfortable emotions, they can relax and focus on learning cognitive skills.

研究给我们带来的另外一点发现是儿童自控能力和认知能力的发展之间存在着紧密的关系。**思考影响着情感表达，情感影响认知发展**(Blair & Diamond 2008)。无法有效控制自身忧虑的儿童易于远离挑战性学习经验，无法很好地参与其中。与之相反的是，倘若不适情感可以被自身很好地调控，他将能够轻松，专注地学习认知技能。

It is also important to take note that the process of self-regulation development is gradual. Adults need to be able to accept children's emotions and share coping strategies for dealing with strong feelings. We can help children understand that anger, frustration, sadness, and fear are all part of being a person (Gartrell 2004). It also means being ready for setbacks and offering emotional support and problem solving when needed.

儿童自我管理能力的发展过程是一个渐进的过程。成人需要接受儿童的情感表达，并且跟他们分享你们如何处理强烈情感的经验，策略。我们也可以帮助儿童认识到愤怒，沮丧，伤心和恐惧是被人们普遍体会到的 (Gartrell 2004)。这也意味着每个人都要随时准备好面对挫折。当儿童遇到挫折的时候，成人适时给予儿童相应的情感支柱和解决问题的建议是很有帮助的。

As children develop, their *regulatory skills* become more sophisticated (Kopp 1982; Blair & Diamond 2008). They develop strategies to choose an appropriate response from unlimited possibilities, stop themselves from talking about their own play and learn to listen to someone else.

随着儿童的成长，他们对情绪管理将会越来越有经验(Kopp 1982; Blair & Diamond 2008)。他们会学会对不同情境进行相应的回复，不再只是讲述自己玩的过程，也学会倾听他人。

In conclusion, understanding brain research means understanding the importance of *positive, supportive relationships* in early childhood development (Bredekamp & Copple 1997; Shore 1997; Shonkoff & Phillips 2000; Schore 2002). Children learn to regulate thoughts, feelings, behaviour, and emotion by watching and responding to how adults self-regulate themselves. ***We need to deliberately look for opportunities in everyday experiences to model behaviour rather than direct children.***

总而言之，理解大脑研究意味着理解 *积极*的人际关系在儿童早期成长中的重要角色(Bredekamp & Copple 1997; Shore 1997; Shonkoff & Phillips 2000; Schore 2002)。儿童通过与成人接触，察觉他们情绪管理方式来学会调控自己的思想，感受，行为和情感。***我们需要有意识地发现每日生活中的机会给儿童做出良好的行为榜样，而不是总是命令儿童如何做。***