Thank you for your interest in Corwin.

Please enjoy this complimentary excerpt from The “Why” Behind Classroom Behaviors, PreK-5, by Jamie Chaves and Ashley Taylor.

Learn more about this title!
Our ability to regulate and calm ourselves ideally grows in capacity as we develop over time; some students develop better regulation strategies than others. At different developmental levels, regulation will look different, but no matter what, regulation is in part dependent on our relationships.

- **Infancy**
  - Rely on sensorimotor strategies for regulation
  - Rely on caregiver to provide consistent, attuned co-regulation

- **Early Childhood**
  - Emerging language skills allow for identification of wants, needs, and emotions
  - Use self-talk to assist with regulation during new and challenging tasks
  - Continue to rely on caregivers to provide consistent, attuned co-regulation

- **Preschool**
  - Rely on external structure and consistency to navigate their emotions
  - Look to caregivers as models for regulation
  - Continue to rely on caregivers to provide consistent, attuned co-regulation

- **Kindergarten**
  - More consistent identification and expression of emotions
  - Improved awareness of cultural norms, impulse control, and awareness of others’ needs allows for better regulation
  - Continue to rely on caregivers to provide co-regulation, albeit less frequently

- **1st and 2nd Grade**
  - Self-motivation increases the capacity to take on more demands with less external structure
  - Improved integration of the brain allows for better awareness of emotions and ability to implement coping strategies
  - Rely on caregivers to navigate challenging and unstructured social settings that may cause dysregulation

- **3rd, 4th, and 5th Grade**
  - Use situational cues to infer what someone else may be feeling
  - Increased ability to implement self-regulation strategies and feel emotional self-efficacy
  - Rely on caregivers to process conflicts of emotions, complex social-emotional experiences, and reconcile unjust social circumstances