

EDUC N7016: Teaching Self- Regulation

Module Details	
Module Code:	EDUC N7016
Full Title:	Teaching Self- Regulation APPROVED
Valid From::	Semester 1 - 2022/23 (September 2022)
Language of Instruction:	English
Duration:	1 Semester
Credits::	7.5
Module Owner::	<ul style="list-style-type: none">• Philomena Smyth• Elaine CoffeyO'connor (Q333)
Departments:	Nursing Midwifery & Early Years
Module Description:	This module aims to facilitate students to understand Self-regulation as a critical skill that develops in early childhood and underpins all future learning and wellbeing

Module Learning Outcome	
On successful completion of this module the learner will be able to:	
#	Module Learning Outcome Description
MLO1	Understand self-regulation in the context of the developing child, individual traits and emerging competencies and discuss how these positively or negatively affect children's meaningful participation, learning and development in an ELC setting.
MLO2	Identify the internal and external factors that influence a child/ children's responses
MLO3	Explore the underpinning theories of how children learn patterns of behaviour and the impact on the practice of early years educators.
MLO4	Draft an individualized support plan for a young child within your ELC setting who is presenting with social and emotional needs
Pre-requisite learning	
Module Recommendations <i>This is prior learning (or a practical skill) that is strongly recommended before enrolment in this module. You may enrol in this module if you have not acquired the recommended learning but you will have considerable difficulty in passing (i.e. achieving the learning outcomes of) the module. While the prior learning is expressed as named DkIT module(s) it also allows for learning (in another module or modules) which is equivalent to the learning specified in the named module(s).</i>	
No recommendations listed	

Module Indicative Content	
Regulation 19 Content and implications for policy and practice	
Self-regulation The development and dimensions of self-regulation including theoretical perspectives and models of self-regulation.	
Early Identification of Emotional Problems and Disorders Assessing Temperament; Introversion; Extroversion and Mood Disorder	
Early Identification of Social Problems and Disorders Shyness & Selective Mutism; Fear; Phobia; Anxiety and Anxiety Disorders (including PTSD). Attachment and Attachment Disorders; Eating and Eating Disorders.	
Early Identification of Behavioural Problems and Disorders Oppositional Defiant Disorder; Conduct Disorder; Disruptive Behaviour Disorder Not Otherwise Specified; Comorbidity (esp with ADHD).	
Resilience The mediating effect of self regulation; teaching social and emotional skills.	
Behaviour Management Guidance How to engage and include families; Environment; Shaping Positive Self Concept through Documentation; Establish Synchrony through Play; Rules; Collaborating with families; Behavioural Frequency Chart; Functional Assessment of Behaviour; Modifying Antecedents; Modifying Consequences; Teaching and Reinforcing Replacement Skills; Using Successive Approximation; Evaluating Effectiveness (self-esteem; self-regulation; social connection; disposition to engage in play) using Objective Data; Assessing whether additional intervention is required.	
Module Assessment	
Assessment Breakdown	%
Course Work	60.00%
Project	40.00%
Module Special Regulation	

Assessments

Part Time On Campus			
Course Work			
Assessment Type	Essay	% of Total Mark	60
Marks Out Of	100	Pass Mark	0
Timing	n/a	Learning Outcome	1,2,3
Duration in minutes	0		
Assessment Description Students will be given an essay title based on LOs 1,2 and 3. The essay should be show evidence of wide reading and should be 2,000 words.			
Project			
Assessment Type	Project	% of Total Mark	40
Marks Out Of	100	Pass Mark	0
Timing	n/a	Learning Outcome	3,4
Duration in minutes	0		
Assessment Description Students will conduct a functional assessment to use to draft an support plan for a young child in their setting. The plan will build on the child's strengths and needs and observations of the child in the ELC setting and will involve effective partnerships between the adults in their life. All information within the support plan will supports, informs , assess and influences appropriate professional practices as outlined in Regulation 19			
No Practical			
No Final Examination			
Reassessment Requirement			
No repeat examination <i>Reassessment of this module will be offered solely on the basis of coursework and a repeat examination will not be offered.</i>			

Module Workload

This module has no Full Time On Campus workload.

Workload: Part Time On Campus

<i>Workload Type</i>	<i>Contact Type</i>	<i>Workload Description</i>	<i>Frequency</i>	<i>Average Weekly Learner Workload</i>	<i>Hours</i>
Lecture	Contact	Alternating f2f lectures and webinars	Every Week	1.50	1.5
Online Contact	Contact	No Description	Every Week	1.00	1
Practical	Contact	Workshop	Once per semester	0.27	4
Directed Reading	Non Contact	No Description	Every Week	3.80	3.8
Independent Study	Non Contact	No Description	Every Week	7.60	7.6
				Total Weekly Learner Workload	14.17
				Total Weekly Contact Hours	2.77

Module Resources
<i>Recommended Book Resources</i>
<p>Allen, K. & Cowdery, G.. (2011), The Exceptional Child: Inclusion in Early Childhood Education, 3rd. Wadsworth Publishing, [ISBN: 10:1111342105].</p> <p>Bronson, M.. (2001), Self-regulation in Early Childhood: Nature and Nurture, Guildford, [ISBN: 9781572307520].</p> <p>Glenn, A. & Collins, J. & Helps, A.. (2011), Behaviour in the Early years, 2nd. Routledge, [ISBN: 0415584353].</p> <p>Kaiser, B. & Raminsky, E.. (2011), Challenging Behavior in Young Children: Understanding, Preventing & Responding Effectively, 3rd. Pearson, [ISBN: 10: 0132159120].</p> <p>Linden, J.. (2012), Understanding Children's Behaviour 0-11: Linking theory to Practice, Hodder Arnold, [ISBN: 10:144417097X].</p> <p>Mackenzie, H.. (2015), Self-regulation in Everyday Life: A how to guide for parents, Wired Fox Publications.</p> <p>Tusla (2018) Quality and Regulatory Framework: Full Day Care Service and Part-Time Day Care Service, Dublin: Early Years Inspectorate, Tusla.</p>
<i>Supplementary Book Resources</i>
<p>McClelland, M.M. & Tominey, S.L.. (2016), Stop, Think, Act: Integrating self-regulation in the early childhood classroom, Routledge, [ISBN: ISBN 9780415].</p>
<i>This module does not have any article/paper resources</i>
<i>Other Resources</i>
<p>Website, Aistear Siolta Toolkit- www.aistearsiolta.ie.</p> <p>Website, Smart Start- Emotional Wellbeing https://www.ncn.ie/index.php/2-ncn/199-h-healthy-ireland-smart-start-emotional-wel l-being.</p>