

# Self-Regulation & Development

## PLAY-BASED KINDERGARTEN

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INTRODUCTION

Research has made connections between play and self-regulation development.

Policy mandates play-based learning to support children's development and self-regulation

This study explored how teachers conceptualized and supported children's self-regulation development.

METHOD

11 Kindergarten Classrooms

✓ Classroom Observations  
✓ In-depth Interviews

Located in Ontario, Canada

Results show:

RESULTS

### Two Different Approaches to the Role of Play in Self-Regulation Development

1

Nurtured the Emotional Aspects of Self-Regulation

7 out of 11 teachers



- Valued **free play** in the development of emotional regulation.
- Teachers managed play while offering time & space for students to navigate social scenarios.

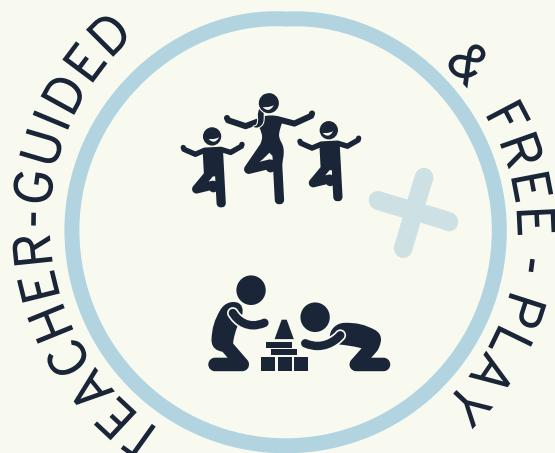
T: "Remember only 3 students at a time at the sand table."



2

Focused on a Holistic Definition of Self-Regulation

4 out of 11 teachers



- Integrated **emotional, cognitive, and behavioural** aspects
- Teachers valued collaboratively designed play activities & modelled self-regulation strategies

T: "How is your engine running today?"



CONCLUSION

Teacher facilitation in play can support self-regulation!

A MORE HOLISTIC VIEW OF SELF-REGULATION DEVELOPMENT IS NEEDED!

More teacher-guided play!