

Development of Self Regulation and Self Control as a Way to Prevent and Overcome Challenging Behaviours

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Throughout the development process children develop self-regulation mechanisms concerning thoughts, affections and action, as well as social norms. Hence, the social environment can change the development of these mechanisms in children. Self-regulation implies will (volition), i.e., the voluntary control of one's actions, both internal and external suffering both physiological and neurological influences, such as the ones originated from the children's experiences in its environment. The knowledge of the brain's plasticity brings focus on the role played by the children's experiences and teaching in its self regulation processes. Aspects such as thoughts, impulses, attention, effort spent, strategies used to learn, expression of emotions and general behavior are influenced by the regulation and self control the child could or couldn't develop.

It's essential for the teacher to help the children learn to regulate their thoughts, emotions and behaviours in an adaptive way, intentionally integrating that teaching, recognizing it the same importance recognized to academic subjects.

In what concerns challenging behaviours it's essential to help the child to develop self control skills for these will work as a break, allowing the child to halt the inadequate reaction or behaviour.

Key-Words: Self-Regulation, Self-Control, Development, Challenging Behaviours