

Free play teaches self regulation skills!

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Old-Fashioned Play Builds Serious Skills

by Alix Spiegel

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This was a story on National Public Radio about the value of free play in teaching self regulation skills:

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Researchers say imaginative play allows children to make their own rules and practice self-control.

Your Questions on Kids & Play

Organizing play for kids has never seemed like more work. But researchers Adele Diamond and Deborah Leong have good news: The best kind of play costs nothing and really only has one main requirement — imagination..

Better Ways to Play

Self-regulation is a critical skill for kids. Unfortunately, most kids today spend a lot of time doing three things: watching television, playing video games and taking lessons. None of these activities promote self-regulation.

We asked for alternatives from three researchers: Deborah Leong, professor of psychology at Metropolitan State College of Denver, Elena Bodrova, senior researcher with Mid-Continent Research for Education and Learning, and Laura Berk, professor of psychology at Illinois State University.

Here are their suggestions:

Simon Says: Simon Says is a game that requires children to inhibit themselves. You have to think and *not do* something, which helps to build self-regulation.

Complex Imaginative Play: This is play where your child plans scenarios and enacts those scenarios for a fair amount of time, a half-hour at a minimum, though longer is better. Sustained play that last for hours is best. Realistic props are good for very young

children, but otherwise encourage kids to use symbolic props that they create and make through their imaginations. For example, a stick becomes a sword.

Activities That Require Planning: Games with directions, patterns for construction, recipes for cooking, for instance.

Joint Storybook Reading: "Reading storybooks with preschoolers promotes self-regulation, not just because it fosters language development, but because children's stories are filled with characters who model effective self-regulatory strategies," says researcher Laura Berk.

She cites the classic example of Watty Piper's *The Little Engine That Could*, in which a little blue engine pulling a train of toys and food over a mountain breaks down and must find a way to complete its journey. The engine chants, "I think I can. I think I can. I think I can," and with persistence and effort, surmounts the challenge.

Encourage Children to Talk to Themselves: "Like adults, children spontaneously speak to themselves to guide and manage their own behavior," Berk says. "In fact, children often use self-guiding comments recently picked up from their interactions with adults, signaling that they are beginning to apply those strategies to themselves.

"Permitting and encouraging children to be verbally active — to speak to themselves while engaged in challenging tasks — fosters concentration, effort, problem-solving, and task success." — *Alix Spiegel*

Change in Play, Change in Kids

Clearly the way that children spend their time has changed. Here's the issue: A growing number of psychologists believe that these changes in what children do has also changed kids' cognitive and emotional development.

It turns out that all that time spent playing make-believe actually helped children develop a critical cognitive skill called executive function. Executive function has a number of different elements, but a central one is the ability to **self-regulate**. Kids with good self-regulation are able to control their emotions and behavior, resist impulses, and exert self-control and discipline.

We know that children's capacity for self-regulation has diminished. A recent study replicated a study of self-regulation first done in the late 1940s, in which psychological researchers asked kids ages 3, 5 and 7 to do a number of exercises. One of those exercises included standing perfectly still without moving.

"Today's 5-year-olds were acting at the level of 3-year-olds 60 years ago, and today's 7-year-olds were barely approaching the level of a 5-year-old 60 years ago," Bodrova explains. "So the results were very sad."

Sad because self-regulation is incredibly important. Poor executive function is associated with high dropout rates, drug use and crime. In fact, good executive function is a better predictor of success in school than a child's IQ. Children who are able to manage their feelings and pay attention are better able to learn. As executive function researcher Laura Berk explains, "Self-regulation predicts effective development in virtually every domain."

The Importance of Self-Regulation

According to Berk, one reason make-believe is such a powerful tool for building self-discipline is because during make-believe, children engage in what's called private speech: They talk to themselves about what they are going to do and how they are going to do it.

"In fact, if we compare preschoolers' activities and the amount of private speech that occurs across them, **we find that this self-regulating language is highest during make-believe play**," Berk says. "And this type of self-regulating language... has been shown in many studies to be predictive of executive functions."

And it's not just children who use private speech to control themselves. If we look at adult use of private speech, Berk says, "we're often using it to surmount obstacles, to master cognitive and social skills, and to manage our emotions."

Unfortunately, the more structured the play, the more children's private speech declines. Essentially, because children's play is so focused on lessons and leagues, and because kids' toys increasingly inhibit imaginative play, kids aren't getting a chance to practice policing themselves. When they have that opportunity, says Berk, the results are clear: Self-regulation improves.

"One index that researchers, including myself, have used... is the extent to which a child, for example, cleans up independently after a free-choice period in preschool," Berk says. "We find that children who are most effective at complex make-believe play take on that responsibility with... greater willingness, and even will assist others in doing so without teacher prompting."

Despite the evidence of the benefits of imaginative play, however, even in the context of preschool young children's play is in decline. According to Yale psychological researcher Dorothy Singer, teachers and school administrators just don't see the value.

"Because of the testing, and the emphasis now that you have to really pass these tests, teachers are starting earlier and earlier to drill the kids in their basic fundamentals. Play is viewed as unnecessary, a waste of time," Singer says. "I have so many articles that have documented the shortening of free play for children, where the teachers in these schools are using the time for cognitive skills."

It seems that in the rush to give children every advantage — to protect them, to stimulate them, to enrich them — our culture has unwittingly compromised one of the activities that helped children most. All that wasted time was not such a waste after all.

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