regulating the young child's behavior for her. In this case, the adult greatly controls a very young child's actions. The control is outside the infant; it is external. The infant *cannot* control herself.

Nevertheless, teachers realize that a child can, and should, take more responsibility for controlling herself as she grows older and acquires greater cognitive skills. They expect children to begin to internalize the control taught by the adult. Responsible adults communicate this expectation when they gradually transfer executive control to children. The adult might expect, for example, a child to try solving a problem, with the adult observing and offering advice or help only when necessary. This is scaffolding, a concept from Vygotsky's theory.