**Abstract:** The development of self-regulation in young children has potential for shaping lifelong well-being and success. In this paper we unpack nuances of adult-child dynamics by presenting the Regulation Internalization Model (RIM). RIM integrates perspectives from self-regulation and self-regulated learning (SRL) theories to identify two forms of external regulation: other-regulation and co-regulation. These dynamics complement each other. Whereas in other-regulation direct guidance and instruction is provided, in co-regulation the use of language may enhance the development of young children’s self-regulation by eliciting from the child knowledge about strategies. This knowledge may be considered in the framework of metaprocesses such as metacognition and metaemotion. The paper concludes with implications and future directions for research.