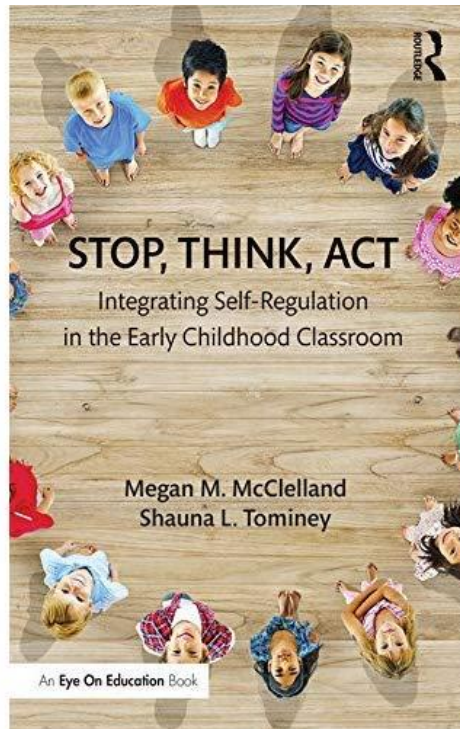


Stop, Think, Act: Integrating Self-Regulation in the Early Childhood Classroom

A Book Study



McClelland, M. M., & Tominey, S.L. (2016). *Stop, think, act: Integrating self-regulation in the early childhood classroom*. New York: Routledge.

Introduction

Self-regulation (or the ability to stop, think, *then* act) is a skillset that benefits children in the early childhood classroom and beyond. When children have the ability to self-regulate at an early age, research has shown they are more likely to have positive outcomes in social-emotional development, language acquisition, literacy/mathematics achievement, etc.

In this book study, you will find a guided approach to reading *Stop, Think, Act* with the intent of applying the ideas and strategies from the text that will best meet the needs of the children you serve.



“There is plenty of evidence that self-regulation can be taught, practiced, and improved.”

pg. 2



Self-Regulation and the Pyramid Model

“Children who struggle with self-regulation skills have difficulty building and maintaining positive relationships, paying attention, following directions, and controlling unwanted impulses, all of which impact learning” (pg. 1).

All children can benefit from the strategies for developing or enhancing self-regulation skills included in this book. There are whole-group ideas for promoting self-regulation that could be part of the universal tier, particularly the high-quality supportive environments. The activities featured in the book can also be part of the targeted social emotional supports put in place for children (or groups of children) who are not finding consistent success with the universal tier.



Study Plan†

Chapters	Topics	Supplemental Content
1-2	<ul style="list-style-type: none"> Self-Regulation in Early Childhood Laying the Foundation for Self-Regulation 	<ul style="list-style-type: none"> Self-Regulation Skills: Why They Are Fundamental (video) Developing Young Children's Self-Regulation through Everyday Experiences (article)
3-4	<ul style="list-style-type: none"> Setting up the Classroom for Self-Regulation Success Self-Regulation and Circle Time 	<ul style="list-style-type: none"> The Learning Environment and Self-Regulation (PPT) Scaffolding Executive Function and Self-Regulation Skills During Large-Group Time (article)
5-6	<ul style="list-style-type: none"> Self-Regulation and Curriculum Areas Integrating Self-Regulation into Outdoor and Gross Motor Play 	<ul style="list-style-type: none"> Emotional Self-Regulation and Reading Success (article) Nurturing Preschool Children's Emotional Health Through Active Play (video)
7-8	<ul style="list-style-type: none"> Engaging Families in Self-Regulation Self-Regulation Assessment and Intervention 	<ul style="list-style-type: none"> Information for Parents on Self-Regulation (handout) The Most Important Life Skill to Teach Children: Self-Regulation (blog post)

NOTE: Chapter 9 is a chapter-by-chapter quick reference guide.

† A Reflection Guide has been included at the end of this document as an optional tool to use during the book study.

Chapters 1-2

Read pages 1-28.

Explore the Supplemental Content: [Self-Regulation Skills: Why They Are Fundamental](#) (video)

[Developing Young Children's Self-Regulation through Everyday Experiences](#) (article)

Learning Checkpoints	Set Goals
<ul style="list-style-type: none">• Describe <i>attentional flexibility</i>, <i>working memory</i>, and <i>inhibitory control</i> in your own words. How might each of these look in your classroom?• How would your response differ to a child having difficulty paying attention during circle time for the following reasons: she is sad and misses her mom; she is excited about an upcoming field trip; she is frustrated because she wanted more time in the previous activity; or she is feeling bored?• What triggers might cause unpleasant or intense emotions for your children? What triggers might cause unpleasant or intense emotions for you?• Have there been children with whom you have struggled to build a connection or whose actions and words have triggered a response in you? What characteristics (in the child or yourself) made those connections a struggle? How can being aware of those characteristics help you better connect with children in the future?• Make a list of all the times during the day you can model self-regulation. Put a checkmark by the ones you already do; circle the ones you could do more.	<ul style="list-style-type: none">• Identify a specific self-regulation skill (e.g., paying attention, calming down after an intense emotion). Plan and implement specific ways to help children practice this skill.• Identify two specific strategies in Chapter 2 that you would like to do more of in your current teaching practice or interactions with children. What are they, and what will you do to integrate these strategies into your approach?

Chapters 3-4

Read pages 29-66.

Explore the Supplemental Content: [The Learning Environment and Self-Regulation](#) (PPT)

[Scaffolding Executive Function and Self-Regulation Skills During Large-Group Time](#) (article)

Learning Checkpoints	Set Goals
<ul style="list-style-type: none">• Make a list of all the transitions during a typical day. Which ones are the most challenging? What strategies do you use to help children navigate these transitions?• How do you know when children are struggling with self-regulation? How do you give feedback when they have a breakdown in self-regulation?	<ul style="list-style-type: none">• Choose 1-2 activities in Chapter 3 or in “Activity Break #1: Circle Time Games to Promote Self-Regulation” and implement them in your classroom. Afterward, reflect on how children responded, what you liked about the activity, any struggles you experienced, and any modifications you would make in the future.

<p>What opportunities do you provide to practice and improve self-regulation skills?</p> <ul style="list-style-type: none"> • What is one strength and one limitation of the Kindergarten Readiness Study? 	<ul style="list-style-type: none"> • Choose 1-2 activities in Chapter 4 or in “Activity Break #2: Supporting Circle Time Transitions through Self-Regulation” and implement them in your classroom. Afterward, reflect on how children responded, what you liked about the activity, any struggles you experienced, and any modifications you would make in the future.
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Chapters 5-6

Read pages 67-94.

Explore the Supplemental Content: [Emotional Self-Regulation and Reading Success](#) (article)

[Nurturing Preschool Children's Emotional Health Through Active Play](#) (video)

Learning Checkpoints	Set Goals
<ul style="list-style-type: none"> • In your classroom, how strongly are academic skills emphasized in relation to social skills? In other words, is one set of skills prioritized over the other or is equal weight placed on both sets of skills? • Think about the outdoor space at your school/ center. How do children regularly exhibit self-regulation on the playground? Where on the playground to children struggle with self-regulation? What other opportunities (aside from outside time) do children have to engage in gross motor play? What is the alternative when the weather does not permit going outside? • How much time do you think your children spend engaging in gross motor or outdoor play? What barriers do you face in getting enough time outdoors? What is one thing you can do to increase the time children spend engaging in moderate-to-vigorous physical activity? 	<ul style="list-style-type: none"> • Choose 1-2 activities from “Activity Break #3: Self-Regulation Games Promoting Literacy and Math” and implement them in your classroom. Afterward, reflect on how children responded, what you liked about the activity, any struggles you experienced, and any modifications you would make in the future. • Choose 1-2 activities from “Activity Break #4: Self-Regulation Games in Outdoor and Gross Motor Play” and implement them in your classroom. Afterward, reflect on how children responded, what you liked about the activity, any struggles you experienced, and any modifications you would make in the future.

Chapters 7-8

Read pages 95-116.

Explore the Supplemental Content: [Information for Parents on Self-Regulation](#) (handout)

[The Most Important Life Skill to Teach Children: Self-Regulation](#) (blog post)

Learning Checkpoints	Set Goals
<ul style="list-style-type: none">• Make a list of all the stressors parents and caregivers of the children in your classroom might experience during a typical day. How do you think experiencing one or more of these stressors might impact their ability to be actively engaged in their child’s school? How do you think acknowledging the many stressors families experience might help you support their engagement in school?• How is children’s self-regulation typically assessed in your classroom? Are there formal assessments or informal processes?• What are the indicators you look for when you think a child might be struggling with self-regulation?• What support is available if you need help during extremely challenging moments in the classroom?	<ul style="list-style-type: none">• Identify 1-2 strategies in Chapter 7 you can use to promote family involvement. Afterward, reflect on what went well. Were you able to engage families in new ways or families who had not been previously involved? What challenges did you experience with involvement?• After reading “Tips for Assessing Self-Regulation in the Classroom” in Chapter 8, identify one or more of the tips that would be helpful to you and your classroom.

Concluding the Study and Moving Forward

Stop, Think, Act provides a wide selection of activities/strategies for promoting acquisition and development of self-regulation skills in early childhood. It is considered best practice to be intentional about the strategies you implement based on the unique needs of the children you serve.

Keep in mind that, as with any new skill, development of self-regulation takes time and continuous support. As stated by Fox and Garrison in the CSEFEL article, [“Helping Children Learn to Manage Their Own Behavior,”](#) “self-management procedures are most effective when the teacher implements [strategies] systematically and monitors the child’s progress.”

Use the strategies you have identified throughout this book study as part of your systematic, ongoing approach to ensuring positive outcomes for children.

Reflection Guide

Book Title & Author(s):

Take-Away	Page #	How I Can Use It	Result	Modifications?