

Stop, Think, Act:

Supporting executive functioning and self-regulation from birth through early childhood

19th Annual Birth to Three Institute

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Tips for promoting self-regulation	
Build secure attachments	<ul style="list-style-type: none">• Think about how you want children and families to• Get to know children and families as individuals• Demonstrate sensitivity and responsiveness• Be present and engaged• Share personal stories
Promote critical thinking	<ul style="list-style-type: none">• Say what you see
Model self-regulation	<ul style="list-style-type: none">• Identify opportunities for modeling self-regulation• Practice, practice, practice• Realize that developing self-regulation is a process• Be forgiving of yourself and others
Embed self-regulation in classroom management	<ul style="list-style-type: none">• Create and maintain classroom routines/schedules• Provide visual and oral cues• Embed self-regulation into the classroom environment
Teach self-regulation	<ul style="list-style-type: none">• Freeze dance• Quiet, loud• Simon says• Deep breathing• Yoga/stretching• Songs and fingerplays
Additional tips	<ul style="list-style-type: none">• Give children opportunities to practice across multiple contexts• Help children practice outside of challenging moments• Support children during challenging moments• Remember that emotions underlie behavior• Provide supportive feedback and reframe self-regulation as a skill that needs to be learned

Tips from: Stop, Think, Act: Integrating Self-Regulation in the Early Childhood Classroom by Megan M. McClelland and Shauna L. Tominey. (Release date: September 2015) New York, NY: Routledge.