

Excerpt from:

McClelland, M. M. & Tominey, S. L. (2015). *Stop, Think, Act: Integrating Self-Regulation in the Early Childhood Classroom*. New York, NY: Routledge.

Table 1.2. Examples of self-regulation in the early childhood classroom.

Group size	Activity	Ways that children might demonstrate self-regulation
Large group	Group/circle time or morning meeting	<ul style="list-style-type: none"> • Appropriately engaging in group activities • Asking questions or sharing ideas that relate to the activity • Listening to ideas and comments from peers • Paying attention to a lesson and ignoring distractions from peers who are off-task or other adults coming into the room • Raising a hand, taking turns, and allowing peers to have a turn • Transitioning to and from group time following instructions
	Music and movement	<ul style="list-style-type: none"> • Following instructions • Starting and stopping singing, dancing, or playing instruments in response to teacher cues
	Outdoor time	<ul style="list-style-type: none"> • Following classroom safety rules (e.g., using walking feet when re-entering the building, one child at a time on the slide) • Regulating emotions (excitement, sadness, frustration) effectively during independent play and when playing with peers • Waiting for a turn on playground equipment and allowing peers to have a turn
	Read alouds/shared reading	<ul style="list-style-type: none"> • Actively listening and actively participating at times when it is appropriate to do so • Asking questions that show attention to the story • Ignoring interruptions or distractions • Responding to questions from teachers or peers
	Transitions	<ul style="list-style-type: none"> • Putting an activity away in response to the clean up song • Switching attention from one activity to another activity
Small group	Learning centers	<ul style="list-style-type: none"> • Waiting for a turn to use art supplies (e.g., scissors or a glue stick) rather than taking them from a classmate • Following classroom rules related to learning centers (e.g., only four children allowed at the science table at one time)
	Snack or meal times	<ul style="list-style-type: none"> • Engaging in conversations with teachers and peers • Asking for help when needed • Helping set up the snack/lunch table • Passing food to a classmate • Waiting to eat until the appropriate time and taking turns serving food

	Waiting (e.g., standing in line to use the bathroom)	<ul style="list-style-type: none"> • Engaging in appropriate activities while waiting (e.g., singing a song, talking with a teacher or friend) • Showing awareness of self and peers (e.g., standing or sitting an appropriate distance from others without pushing) • Waiting for others to finish before taking a turn
Individual	Individual/free play	<ul style="list-style-type: none"> • Asking for help when needed • Choosing appropriate tasks to engage in (e.g., art activities, blocks, puzzles) • Following through and finishing a task that has been started • Putting one activity away before starting another activity
	Drop-off and pick-up	<ul style="list-style-type: none"> • Asking for help from a teacher to find an activity • Finding a teacher or friend for comfort if feeling sad saying good-bye • Putting personal items into a cubby (e.g., hanging up a coat or backpack) • Saying good-bye and separating from parents/caregivers