

# *Red Light, Green Light! Promoting Self-Regulation in Young Children*

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## An Example



## Using Circle Time Games to Improve Self-Regulation in Preschool

- A recent study examined a preschool self-regulation intervention using classroom games.
- The intervention included circle time games played twice a week for 8 weeks.
- Children in the intervention who had low initial self-regulation made significant gains in self-regulation compared to children in the control group.
- Intervention participation predicted gains in literacy skills (Tominey & McClelland, 2011).



## Using Circle Time Games to Improve Self-Regulation in Preschool

- We are currently replicating this with 276 low-income children (3-5 years).
- Children in the intervention experienced greater gains in self-regulation over the school year than children in the control group.
- Participation in the intervention → stronger SR → stronger math and vocabulary skills.
- Children in the intervention who were ELLs showed the greatest gains in math skills over the school year.



## How Do We Translate These Results into Practice?

### **1. Embedding self-regulation into routines and transitions**

- Teachers play two roles in the development of self-regulation in preschool.
  1. For many children, teachers are helping provide the regulation
  2. Teachers are helping children develop their own self-regulation skills through modeling, repetition, practice, feedback, etc.

## How Do We Translate These Results into Practice?

### **2. Teacher-led games and activities that promote self-regulation**

- Games from the Kindergarten Readiness Study



## How Do We Translate These Results into Practice?

### **3. The importance of teachers as models of self-regulation**

- How can teachers/practitioners model self-regulation?

