

# Design, Training, & Implementation of a Literacy-Based Co-Regulatory Toolkit for Head Start Classrooms at Greater Lawrence Community Action Council

Lindsay Marohn, OT/s, Martha Torres, LMHC, & Margaret Morris, OTD, OT, BCP

## References

1. U.S. Department of Health and Human Services. (2023, May 3). *Head Start programs*. Early Childhood Learning and Knowledge Center. <https://eclkc.ohs.acf.hhs.gov/programs/article/head-start-programs>
2. U.S. Department of Health and Human Services. (2023, June 30). *Head start services*. Administration for Children and Families. <https://www.acf.hhs.gov/ohs/about/head-start>
3. Greater Lawrence Community Action Council, Inc. (n.d.). Head Start. <https://www.glcac.org/head-start/>
4. Greater Lawrence Community Action Council, Inc. (2022). *2022 Head Start & Early Head Start annual report*. <https://www.glcac.org/head-start/>
5. Murray, D. W., Rosanbalm, K., Christopoulos, C., & Meyer, A. L. (2019). An applied contextual model for promoting self-regulation enactment across development: Implications for prevention, public health and future research. *The Journal of Primary Prevention, 40*, 367-403. <https://doi.org/10.1007/s10935-019-00556-1>
6. Rosanbalm, K., & Murray, D. (2017). *Caregiver co-regulation across development: A practice brief* (OPRE Brief No. 2017-80). Office of Planning, Research, and Evaluation, Administration for Children and Families, US Department of Health and Human Services.
7. National Association for the Education of Young Children. (2005). *NAEYC early childhood program standards* [Position statement]. [https://www.naeyc.org/sites/default/files/globally-shared/downloads/PDFs/resources/position-statements/position\\_statement\\_ec\\_standards.pdf](https://www.naeyc.org/sites/default/files/globally-shared/downloads/PDFs/resources/position-statements/position_statement_ec_standards.pdf)
8. Calkins, S. D. (2011). Caregiving as coregulation: Psychobiological processes and child functioning. In A. Booth, S. M. McHale, & N. S. Landale (Eds.), *Biosocial foundations of family processes* (pp. 49-59). Springer. [https://doi.org/10.1007/978-1-4419-7361-0\\_3](https://doi.org/10.1007/978-1-4419-7361-0_3)
9. Lobo, F. M., & Lunkenheimer, E. (2020). Understanding the parent-child coregulation patterns shaping child self-regulation. *Developmental Psychology, 56*(6), 1121-1134. <https://doi.org/10.1037/dev0000926>
10. Vazou, S., Long, K., Lakes, K. D., Whalen, N. L. (2021). "Walkabouts" Integrated Physical Activities from Preschool to Second Grade: Feasibility and Effect on Classroom Engagement. *Child & Youth Care Forum, 50*(1), 39-55. <https://doi.org/10.1007/s10566-020-09563-4>
11. Vazou, S., Mentis, C., Luze, G., & Krogh, J. S. (2017). Self-perceptions and social-emotional classroom engagement following structured physical activity among preschoolers: A feasibility study. *Journal of Sport and Health Science, 6*(2), 241-247. <https://doi.org/10.1016/j.jshs.2016.01.006>
12. Bockmann, J. O., & Yu, S. Y. (2023). Using mindfulness-based interventions to support self-regulation in young children: A review of the literature. *Early Childhood Education Journal 51*, 693-703. <https://doi.org/10.1007/s10643-022-01333-2>

13. Thierry, K. L., Bryant, H. L., Speegle Nobles, S., & Norris, K. S. (2016). Two-year impact of a mindfulness-based program on preschoolers' self-regulation and academic performance. *Early Education and Development* 27(6), 805-821.  
<https://doi.org/10.1080/10409289.2016.1141616>
14. Obradović, J., Sulik, M. J., & Armstrong-Carter, E. (2021). Taking a few deep breaths significantly reduces children's physiological arousal in everyday settings: Results of a preregistered video intervention. *Developmental Psychobiology*, 63.  
<https://doi.org/10.1002/dev.22214>
15. Departments of Early Education and Care and Elementary and Secondary Education. (2011). *Crosswalk between the 2011 Prekindergarten Standards in English Language Arts and Literacy and the Guidelines for Preschool Learning Experiences*.  
<https://www.mass.gov/info-details/the-massachusetts-curriculum-frameworks-for-prek-12>
16. Little, L. M., Dean, E., Tomchek, S. D., & Dunn, W. (2017). Classifying sensory profiles of children in the general population. *Child: Care, health and development* 43(1), 81-88.  
<https://doi.org/10.1111/cch.12391>
17. Little, L. M., Dean, E., Tomchek, S., & Dunn, W. Sensory Processing Patterns in Autism, Attention Deficit Hyperactivity Disorder, and Typical Development. *Physical & Occupational Therapy in Pediatrics*, 38(3), 243-254.  
<https://doi.org/10.1080/01942638.2017.1390809>
18. Rand, M. K. (2012). *The Positive Classroom*. Princeton Square Press.
19. Willey, K. (2019). *Listen like an Elephant* (A. Betts, Illus.). Rodale Kids.
20. Garcia, G. (2018). *Escuchando a Mi Cuerpo* (Y. H. Tan, Illus.). Skinned Knee Publishing.
21. Verdick, E. (2010). *Calm-Down Time* (M. Heinlen, Illus.). Free Spirit Publishing.