

Chicago School Readiness Project

Preschool Self-Regulation Assessment

(rev. 8/29/05)

REMINDERS

BEFORE YOU START:

- *Lay out 6 feet of masking tape on the floor for Balance Beam task (A).*
- *Mix toys for Toy Sorting Task (E) into two bins.*


REMEMBER:

- *Follow the script.*
- *Assessor's tone should be mildly pleasant throughout the assessment, but should not be excited or encouraging.*
- *Do not start conversations with the child, but respond if the child asks questions or makes conversation. Interrupt if conversation continues for an extended period and administer next task.*
- *If child refuses to participate in any particular activity, repeat the directions for that activity once. If child continues to resist/ignore move on to the next task.*
- *Do not worry about correct performance on tasks.*

A. BALANCE BEAM

“Let’s stretch and take a little break. We have few more games to play before returning to class.” *Make stretching movements.*

Guide the child over to the line of masking tape.

 **STOPWATCH/COUNTUP:** *Begin when the child places one foot on the starting end of the tape; stop timing as soon as one foot steps off of the other end of the tape onto the floor. Record times on code sheet after each trial.*

A. BALANCE BEAM – 3 Trials

TRIAL 1: “We’re going to pretend this is a balance beam. I’d like you to walk the balance beam, ok?”

Once the child is in position: “Ready, go.”

When the child steps off the end of the tape: “OK.”

TRIAL 2: “Ok, let’s try that again. Let’s see how slow you can walk the balance beam.”

Once the child is in position: “Ready, go.”

When the child steps off the end of the tape: “OK.”

TRIAL 3: “Ok, I want you to do it one more time, as slooooow as you can go.” *Draw out and emphasize the word “slow”.*

When child is in position: “Ready, go.”

When the child steps off the end of the tape: “OK.”

→ *If child starts walking before you are ready: “Hold on. Wait until I say ‘Go’.”*

→ *If child runs, skips, or hops on the line, do not correct him/her.*

B. PENCIL TAP

“Thank you. Now let’s go back and sit at the table.”

Take out two unsharpened pencils from the assessment kit.

Give one to the child.

Showing fingers and tapping: **“Now, for this game, when I tap my pencil one time, you tap your pencil two times. And when I tap my pencil two times, you tap your pencil one time, ok? Let’s try.”**

B. PENCIL TAP – Teaching Trials

Use your non-writing hand to tap the pencil so child's response can be entered on the code sheet with the other hand.

TEACHING TRIALS *(use responses below to praise or correct child):*

- 1. Tap pencil on table once → child should tap twice.*
- 2. Tap pencil twice → child should tap once.*
- 3. Tap pencil twice → child should tap once.*

Up to six teaching trials are allowed.

*→ Correct: “**Very good, you did it just right. Let’s try again.**”*

*→ Incorrect (too many or not enough taps): “**Almost, but that’s not quite right. When I tap (one/two) time(s), you should tap (two/one) time(s). Let’s try again. I tap (one/two) time(s),**” (tap pencil and show fingers) “**so you tap...**” (wait for the child to tap).*

- If child taps correctly: “**Good. Let’s try again.**” Move on to next trial.*
 - If still incorrect say: “**Like this.**” Take child’s hand and tap his/her pencil the correct number of times. Move on to next trial.*
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B. PENCIL TAP – Scored Trials

Showing fingers and tapping: “Ok, now we’re going to do it a lot of times. Remember, when I tap one time, you tap two times; and when I tap two times, you tap one time.

Record the child’s response on code sheet after each trial as “0”, “1”, “2” or “3”. Do not score as correct/incorrect until end of assessment.

Do not correct or praise the child.

1) 2 taps	5) 1 tap	9) 2 taps	13) 1 tap
2) 1 tap	6) 2 taps	10) 1 tap	14) 2 taps
3) 1 tap	7) 1 tap	11) 2 taps	15) 2 taps
4) 2 taps	8) 2 taps	12) 1 tap	16) 1 tap

*→ If the child is distracted and does not tap: code as “0”, say **“Please pay attention”** and move on to next trial.*

*→ If the child is tapping repeatedly, interrupt: **“Ok”**, code as “3”, move on to next trial.*

→ If it is unclear how many times the child tapped, note that on the code sheet.

“Nice job. Now we’re going to do something else; I’ll put the pencils away.”

Hold out your hand for the pencil.

→ *If child does not return pencil:* **“Please give me the pencil so we can do the next activity.”**

→ *Still noncompliant: Pull out the next activity (blocks):* **“Let’s move on to the next activity.”**

C. TOWER TASK

TEACHING TRIAL:

Take out the container of blocks. Take 6 blocks out of the container.

“Ok, now we’re going to play a game with these blocks; we can build a tower.

We’ll take turns adding blocks to the tower. First you put one on, and then I’ll put one on, and then you put one on and I’ll put one on. That’s how we take turns and that’s how we play this game.

Let’s practice one.”

C. TOWER TASK – Teaching Trial

Place the first block.

Alternate turns until the tower is 6 blocks high.

→ *Child starts to take an extra turn, gently interrupt:* **“Remember, now it’s my turn.”**

→ *Child is not taking his/her turn:* **“Ok, now you put a block on the tower.”**

→ *Child places block somewhere else or knocks them over before tower is complete:*
“Remember, we’re trying to build a tower. Put the blocks in one stack, like this.”
If child continues, do not repeat instruction and move on to actual trial.

C. TOWER TASK – Transition

“See, we made a tower together.”

Slide the practice tower out of the way.

→ *If the child knocks the tower down or the tower falls, calmly say, **“Oops”** and slide the blocks out of the way. Make no other comment and do not clean up the blocks.*

C. TOWER TASK – Actual Trial

ACTUAL TRIAL:

Dump out the rest of the blocks (12 blocks).

“Ok, now let’s build a really tall one. You go first.”

Each time the child places a block, pause and wait for a signal from the child that it is your turn (e.g., child says, “your turn”, waits for you, puts his/her hands together).

Do not remind the child to give you a turn.

→ *If the child does not take his/her own turn: “Ok, it’s your turn now”.*

Do not take an extra turn.

→ *If the tower falls (6 blocks or less) → fix it and continue.*

(7 blocks or more) → go to next task (Tower Cleanup).

D. TOWER CLEANUP

“That was fun, thanks for playing.”



STOPWATCH/COUNTUP: *Time for 2 minutes. Record on code sheet how long it takes for the child to put the first block away and how long it takes for the child to clean up all the blocks.*

Gesture to both towers: **“Please put all the blocks back into the container.”**

After 2 minutes, help the child clean up any remaining blocks: **“I’ll help you finish up so we can move on to the next activity.”**

→ *If child is not cleaning at any point during task for 1 full minute:* **“Remember, you need to clean up all the blocks so we can move on to the next activity”.** *Do not repeat prompt.*

E. TOY SORTING

Toys should be mixed together in two bins before testing begins.

“Thank you. Okay, now I have something else to show you.” *Take out the 4 sorting bins and mixed-up toys.*

“Oh no, the toys are all a mess.” *Dump the toys out onto the table.*

“We can’t play right now, but please clean up this mess and put the toys where they go.”

Line up the bins on the table. Point to the picture on each bin: “See, the cars go in here, the dinosaurs go in here, the bugs go in here, and the beads go in here.”

E. TOY SORTING – Continued



STOPWATCH/COUNTUP: *Time for 2 minutes. Time how long it takes for the child to start sorting the toys and amount of time to complete the task.*

When child is done or after 2 minutes: “Ok. That’s good for now. We’re going to do something different.”

Put any remaining toys into the bins (do not sort), and put toys away.

→ *Sorting incorrectly: repeat directions and demonstrate one time: “Remember, the cars go here, the dinosaurs go here, the bugs go here, and the beads go in here.”*

- *If the child continues to sort incorrectly, do not repeat directions.*
- *If the child asks if s/he is sorting correctly (e.g., asks directly or looks at you and pauses before placing the object) respond with nod or “That’s fine.”*

→ *Not sorting: If child is not sorting or stops sorting, wait one full minute. Then say: “Remember, put all the toys where they go so we can do the next activity.” Do not demonstrate if child is not picking up toys. Do not repeat prompt.*

F. TOY WRAP



“Now I have a surprise to show you, but I don’t want you to see it. I want to wrap it first. Please turn around so you won’t see it.”

Turn child’s chair 90° so the side of the chair faces the table.

“Please stay in your chair and try not to look or peek while I wrap it. I’ll tell you when I’m done.”

F. TOY WRAP – “Wrapping”



STOPWATCH/COUNTUP: *Time for 1 minute. Take out wrapping materials and pre-wrapped toy (do not let child see that toy is already wrapped).*

Noisily pretend to wrap while watching child’s behavior.

*After 1 minute: “**Ok, I’m all done, you can turn around now.**”*

Help the child turn his/her chair back around.

Record the time of the child’s first peek.

*→ Each time child turns around or peeks say, “**Remember, no peeking. I’ll tell you when I’m done.**”*

F. TOY WRAP – Waiting

“I need to finish this up. Please don’t touch the surprise.”



STOPWATCH/COUNTUP: *Time for 1 minute. Clean up wrapping materials, toys from other tasks, or do paperwork to look busy.*

After 1 minute: **“Ok, you can open it now and see what it is.”**

→If child asks if s/he can open the gift: **“Please wait until I’m finished.”**

→If child touches gift but does not open it, do not say anything.

→If child starts to open gift: **“Ok, you can open it now and see what it is.”**

G. TOY RETURN

After child unwraps toy: “You can play with it for a little while before we do the next activity.”

 **STOPWATCH/COUNTUP:** *Time for 1 minute.*

→ *If child does not play with toy, encourage him/her: “You can play with it – it’s pretty cool.” If child still does not play with toy, demonstrate once with an upbeat tone: “See? Try to catch the ball – it’s hard!”*

→ *If child asks for help, demonstrate: “You try to catch the ball like this.”*

→ *If child offers you a turn: “Thanks”, take a turn and return the toy.*

G. TOY RETURN – Continued

Hold out hand: “Ok, please give me the toy so I can put it away.”



STOPWATCH/COUNTUP: *Record how long it takes the child to return the toy. Stop timing after 2 minutes.*

→ If child refuses or stalls in any other way wait 1 full minute. Then say: “Ok, it’s time for the next activity. Please give me the toy.” (Hold out hand.)

→ If the child has not returned the toy after 2 minutes, move on to next task (Snack Delay).

H. SNACK DELAY **🕒**

Goldfish crackers may be used if child is allergic to chocolate or says s/he does not like M&Ms.

“Ok. Now we’re going to use M&Ms to play a game. Here, you can try one.” *Give child one M&M. Make sure child has finished eating before continuing.*

“Good, right? Ok, for this game keep your hands here, flat on the table.” *(If necessary, show the child how to place his/her hands.)*

“I will hide an M&M under this cup.” *Point to first “delay” cup.*

When I beep the timer and say ‘Time’, you can get the M&M and put it in this cup for later.” *Show second cup off to side.*

H. SNACK DELAY – Teaching Trial

****🕒** TIMER/COUNTDOWN:** *Set the timer for 10 seconds.*

Place an M&M under the delay cup.

****🕒** TIMER/COUNTDOWN:** *Start the timer. When it beeps, say: “**Time.**” Let the child get the M&M.*

“Please put the M&M in here until we’re all done.” *Have the child put the M&M in the second cup and place the cup out of the way.*

→*If the child reaches for the M&M before 10 seconds: “**Remember, you need to wait for me to beep the timer.**” (Place your hand on top of the cup, if necessary, to keep the child from taking the candy.)*

→*If child does not take the M&M at the end of the trial: “**I beeped the timer, so you can get the M&M now.**”*

→*If the child eats the candy, do not comment, but make sure s/he finishes it before starting the next trial.*

H. SNACK DELAY – Trial 1 (10 sec)

“Ok, that’s how you play. We’re going to do it again. Keep your hands flat on the table. Remember to wait until I beep the timer and say ‘Time’ before you look for the M&M.”



**** TIMER/COUNTDOWN:** *Set the timer for 10 seconds and place it on the table.*

Hide a new M&M under the cup.



**** TIMER/COUNTDOWN:**

After 5 seconds, pick up timer and bring it towards you, but do not beep it.

*After 10 seconds, when timer beeps, say **“Time.”***

Let child get M&M and place it in the second cup.

Do not stop child from trying to get the M&M. Do not place your hand on the cup.

*→ If child takes candy before you beep the timer, **“You couldn’t quite wait that time, could you? Let’s do it again. Keep your hands flat, and remember to wait for me to beep the timer.”***

*→ If child waits for the timer, **“Nice job. Let’s do it again. Keep your hands flat, and remember to wait for the timer.”***

H. SNACK DELAY – Trial 2 (20 sec)

REMEMBER: *The child should not eat M&Ms until end of all tasks. If child does eat an M&M, don't comment, but be sure to wait until child's finished before administering the next trial.*



TIMER/COUNTDOWN: *Set the timer for 20 seconds and place it on the table.*

Hide a new M&M under the cup.



TIMER/COUNTDOWN:

After 10 seconds, pick up timer and bring it towards you, but do not beep it.

*After 20 seconds, when timer beeps, say “**Time.**”*

Let child get M&M and place it in the second cup.

Do not stop child from trying to get the M&M. Do not place your hand on the cup.

*→ If child takes candy before you beep the timer, “**You couldn't quite wait that time, could you? Let's do it again. Keep your hands flat, and remember to wait for the timer.**”*


*→ If child waits for the timer, “**Nice job. Let's do it again. Keep your hands flat, and remember to wait for the timer.**”*

H. SNACK DELAY – Trial 3 (30 sec)

REMEMBER: *The child should not eat M&Ms until end of all tasks. If child does eat an M&M, don't comment, but be sure to wait until child's finished before administering the next trial.*

****** TIMER/COUNTDOWN:** *Set the timer for 30 seconds and place it on the table.*

Hide a new M&M under the cup.

****** TIMER/COUNTDOWN:**
*After 15 seconds, pick up timer and bring it towards you, but do not beep it.
After 30 seconds, when timer beeps, say “**Time.**”*

Let child get M&M and place it in the second cup.

Do not stop child from trying to get the M&M. Do not place your hand on the cup.

*→ If child takes candy before you beep the timer, “**You couldn't quite wait that time, could you? Let's do it again. Keep your hands flat, and remember to wait for the timer.**”*

*→ If child waits for the timer, “**Nice job. Let's do it again. Keep your hands flat, and remember to wait for the timer.**”*

H. SNACK DELAY – Trial 4 (60 sec)

REMEMBER: *The child should not eat M&Ms until end of all tasks. If child does eat an M&M, don't comment, but be sure to wait until child's finished before administering the next trial.*



TIMER/COUNTDOWN: *Set the timer for 60 seconds and place it on the table.*

Hide a new M&M under the cup.



TIMER/COUNTDOWN:

After 30 seconds, pick up timer and bring it towards you, but do not beep it.

*After 60 seconds, when timer beeps, say “**Time.**”*

Let child get M&M and place it in the second cup.

Do not stop child from trying to get the M&M. Do not place your hand on the cup.

*→ If child takes candy before you beep the timer, “**You couldn't quite wait that time, could you?**”*

*→ If child waits for the timer, “**Nice job.**”*

I. TONGUE TASK

Goldfish crackers may be used if child is allergic to chocolate or says s/he does not like M&Ms.

“Ok, now we’re going to play one more game. For this last game we’re going to use the M&Ms again.

We’re going to see who can hold an M&M on their tongue the longest without chewing it, sucking it, or swallowing it.”

I. TONGUE TASK – Teaching Trial

Hand child an M&M: “Here’s yours, and this is mine. Let’s put it on our tongue and try not to eat it. Keep your mouth open so I can see.”

Hold your tongue out and place the M&M at the same time as the child. Leave your mouth open so the child can see the M&M.



STOPWATCH/COUNTUP: *Let timer run for 10 seconds.*

→If child eats (or sucks) M&M before the end of the trial, eat your M&M: “It’s a tie! We both ate it at the same time.”

→If child closes mouth for 3 seconds or more, eat your M&M: “Remember, you need to keep your mouth open so I can see.” Record this behavior as ‘eating the M&M’.

→If one of you drops the M&M: “Oops, that’s okay.” Move on to the actual trial.

→If child waits the full length of the trial, eat your M&M: “You win!”

I. TONGUE TASK – Actual Trial

After child finishes M&M from practice trial: “Ok, let’s do it one more time. Remember to keep your mouth open so I can see.”



STOPWATCH/COUNTUP: *Let timer run for 40 seconds.*

→If the child eats M&M or closes mouth for 3 seconds before the end of the trial, eat your M&M: “It’s a tie! We both ate it at the same time.”

→If one of you drops the M&M

- after fewer than 35 seconds: “Oops, that’s ok.” Re-administer the trial one time.*
- after more than 35 seconds or for the second time: “That’s okay, you did a good job. Here’s another M&M; you can eat it now.”*

→ If child waits the full length of the trial, eat your M&M and say, “You win!”

“Thank you. You did a nice job today. We’re all done. You can eat your M&Ms now.”

END OF ASSESSMENT

REMEMBER:

- *Check that there are no blanks/missing data on the codesheet.*
- *Return child to classroom.*
- *Complete the PSRA Assessor Report.*