

# **Chicago School Readiness Project**

## **Preschool Self-Regulation Assessment** (Balance Beam and Pencil Tap)

(rev. 4/12/07)

## REMINDERS

### **BEFORE YOU START:**

- *Lay out 6 feet of masking tape on the floor for Balance Beam task (A).*


### **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.”*

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→ *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.*

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## **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.*

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*→ 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

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*→ 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.*

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

*Hold out your hand for the pencil.*

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→ *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.”**

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**“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.*