A close up of a sign

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**Self-Regulation Assessment-Assessor Report (SRA-AR[[1]](#footnote-1))**

*Rate each child on each of the following based on your observations during the ENTIRE assessment period. Circle the letter that corresponds to the statement that best describes the child’s behavior.*

**SRAA 1**. Pays attention to instructions and demonstration

1. Child spends most of time off-task, inattentive.
2. Child's attention frequently drifts and requires frequent prompts.
3. Child's attention occasionally drifts, particularly at the end of activities, but is responsive to prompts.
4. Child looks closely at pictures to distinguish between them. Child attends to and complies with interviewer.

**SRAA 2**. Careful, interested in accuracy

1. Child is frequently haphazard and unfocused when answering items.
2. Child is careless at times.
3. Child is generally careful but interest flags, particularly at end of testing session
4. Child takes the time to look and appears to make thoughtful choices, particularly on hard items.

**SRAA 3**. Sustains concentration; willing to try repetitive tasks

1. Child not able to concentrate or persist on much of the assessment.
2. Child frequently distracted, requires multiple prompts from tester.
3. Child occasionally distracted but generally persistent, but does not require prompt from tester.
4. Child able to concentrate and persist with task, even toward end of tasks and with distractions.

**SRAA 4**. Is careless or destructive with test materials

1. Child gets too “rowdy” with materials and breaks or damages test materials.
2. Child is **repeatedly** careless but does not damage materials, paper. Needs repeated reminders.
3. Child is careless or slightly destructive **one time**. Can include kicking, dropping object on floor “by mistake.”
4. Child is not careless and is not destructive.

**SRAA 5**. Can wait during and between tasks

1. Child is impulsive throughout assessment, needs lots of boundary-setting; transitions between tasks made difficult because of child's activity level/impulsivity.
2. Child is often impulsive across multiple tasks or highly impulsive during one activity; child needs multiple prompts to wait while tester gathers materials for new task.
3. A few instances of impulsive behavior; child sometimes shows anticipation for interesting task materials but rarely needs a reminder.
4. Child waits before pointing to materials, reaching for blocks, etc., and waits patiently for new tasks to begin; no ambiguous or impulsive behaviors.

**SRAA 6.** Remains in seat appropriately during test

1. Out of seat frequently or difficult to manage (e.g. runs around room, climbs on furniture).
2. Needs multiple reminders to return to seat, sit up but listens and responds to prompts.
3. Gets out of seat 1x (including sliding off chair), returns to seat when prompted.
4. Does not climb, open closets, grab objects. (Occasional adjustment in body position is appropriate)

**SRAA 7**. Alert and interactive; is not withdrawn

1. Child seems “shut down” and difficult to engage in starting task.
2. Child repeatedly withdraws from testing situation and needs encouragement to finish task.
3. Child generally interacts, but at times turns away, lowers head, takes “break” from interaction.
4. Child participates in interaction; body posture suggests relaxed engagement with the interviewer

**SRAA 8**. Cooperates; complies with tester’s requests

1. Child does not cooperate even when tasks are easy.
2. Child shows significant resistance, noncompliance and needs multiple prompts to get through assessment.
3. Child shows minor indications of resistance, boredom (e.g. frowns, sighs) but completes tasks.
4. Child attempts to do task as instructed even if task is difficult.

**SRAA 9**. Shows pleasure in accomplishment and active task mastery

1. Child makes negative comment or negative expression when completing task.
2. Child is neutral when getting task right.
3. Child appears slightly pleased in completing tasks.
4. Child appears happy after completing task. May show excited body movements (e.g., “alright!” clapping)

**SRAA 10**. Confident

1. Child shows hesitation or reluctance on easy items, gives up easily (e.g., “I can't do this.”).
2. Less confident child shows repeated hesitation or asks questions that indicate a lack of confidence.
3. Child is diligent, straightforward in answering tester's questions.
4. Child shows confidence by comments such as “I know this one.” Child is eager, energetic.

**SRAA 11**. Defiant

1. Child actively, directly refuses to comply with tester's request or direction.
2. Child tests limits but responds to tester's prompt or restatement or request.
3. Child says “no,” but then follows tester's initial request. Tester does not have to “say it again.”
4. Child never exhibits active defiance.

**SRAA 12**. Passively noncompliant

1. Child appears not to hear instruction, even when tester repeats request.
2. Child ignores tester but responds to prompt when tester repeats request/directive.
3. Child seems slow to comply. Tester does not restate request, but wonders if child heard.
4. Child hears requests and responds appropriately.

**SRAA 13**. Modulates and regulates arousal level in self.

1. Child becomes over-aroused and has difficulty regaining self-control.
2. Child becomes over-aroused (sad, frustrated, silly) and needs prompt from tester but is able to calm down.
3. Child becomes briefly over-aroused (sad, frustrated, silly) but quickly calms without help from adult tester.
4. Child highly regulated. Never becomes sad, frustrated, or silly.

1. Corresponding SRAA items are referred to PSRA in the technical report. [↑](#footnote-ref-1)