

Self-Regulation Assessment – Assessor Report Scale (SRA-AR)

Enumerator training



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What does the SRA-AR measure?

This version of the SRA-AR is a checklist filled out by an assessor (you!) that measures children's **emotion regulation** and **attention/impulsivity** over the course of a child assessment.

Children's behavior pattern during the assessment mirrors their ability to pay attention and control their impulses during schooling. Therefore, we're assessing self-regulation skills in *context*.



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13 types of behavior to pay attention to during this assessment

- | | |
|----|--|
| 1 | Pays attention to instructions and demonstration |
| 2 | Careful, interested in accuracy |
| 3 | Sustains concentration; willing to try repetitive tasks |
| 4 | Is careless or destructive with test materials |
| 5 | Can wait during and between tasks |
| 6 | Remains in seat appropriately during test |
| 7 | Alert and interactive; is not withdrawn |
| 8 | Cooperates; complies with tester's requests |
| 9 | Shows pleasure in accomplishment and active task mastery |
| 10 | Confident |
| 11 | Defiant |
| 12 | Passively noncompliant |
| 13 | Modulates and regulates arousal level in self. |

Instructions

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.

Things to keep in mind:

- Be honest and try to be as objective as possible. This is not a test for children. There's no benefit or harm to child based on your assessment.
- Pay attention to children's behavior **THROUGH OUT** the assessment. Do not rely on just the beginning or the end unless the question specifically asks to do so.
- Be sensitive to the child's needs through out the assessment. If the child is not paying attention or acting out, provide encouragement and support. Then record such behavior in the relevant SRA-AR item.
- Even if the assessment has to stop for whatever reason, you can still fill out the SRA-AR. Make a note what happened if you couldn't finish.

What does the SRA-AR look like?

EXAMPLE

Description of the child's behavior we want you to observe during assessment

This is what the behavior would look like at different levels, from low (1) to high (4) - you have to check ONE!

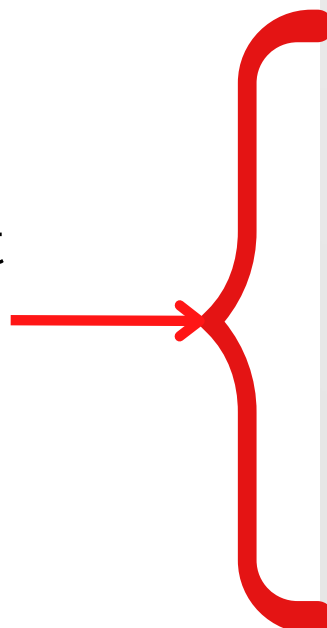

Pays attention to instructions and demonstration

1. Child spends most of the 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 the interviewer.

Let's go over each questions together: Question 1

This is what the behavior would look like at different levels, from low (1) to high (4) - you have to check **ONE!**

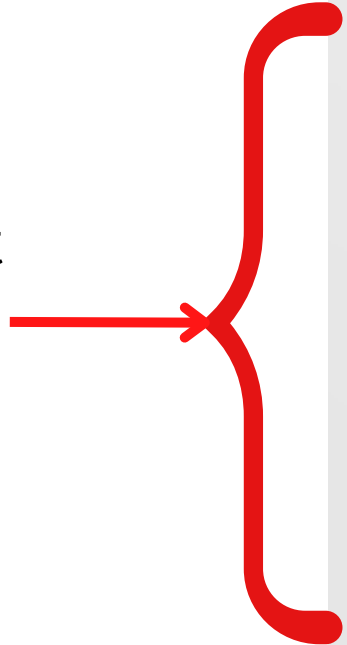
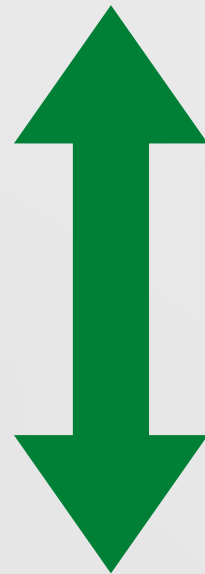
Pays attention to instructions and demonstration

- 
- 
1. Child spends most of the 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 the interviewer.

Let's go over each questions together: Question 2

This is what the behavior would look like at different levels, from low (1) to high (4) - you have to check **ONE!**

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 the testing session
 4. Child takes the time to look and appears to make thoughtful choices, particularly on hard items.



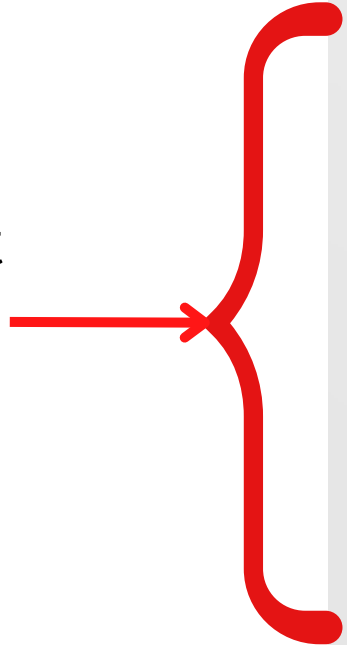
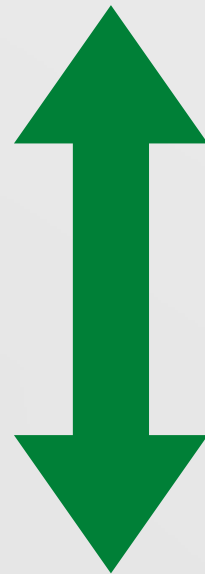
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Let's go over each questions together: Question 3

This is what the behavior would look like at different levels, from low (1) to high (4) - you have to check **ONE!**

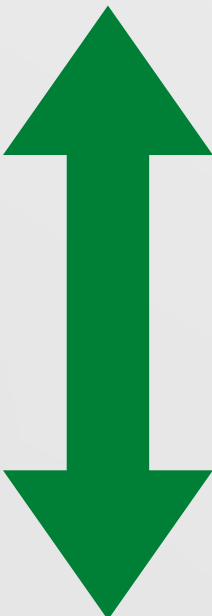
Sustains concentration; willing to try repetitive tasks

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

Let's go over each questions together: Question 4

This is what the behavior would look like at different levels, from low (1) to high (4) - you have to check **ONE!**

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 objects on the floor “by mistake.”
 4. Child is not careless and is not destructive.



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Let's go over each questions together: Question 5

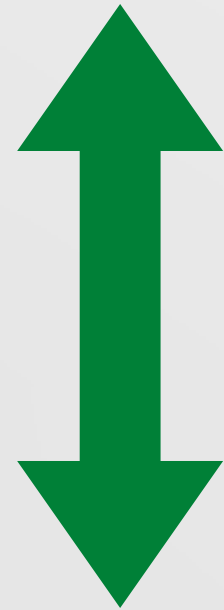
This is what the behavior would look like at different levels, from low (1) to high (4) - you have to check **ONE!**

Can wait during and between tasks

1. Child is impulsive throughout the assessment, needs lots of boundary-setting; transitions between tasks are made difficult because of the 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 the tester gathers materials for a 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.

Let's go over each questions together: Question 6

Remains in seat appropriately during test



1. Child is out of seat frequently or difficult to manage (e.g., runs around the room, climbs on furniture).
2. Child needs multiple reminders to return to his/her seat, sits up but listens and responds to prompts.
3. Child gets out of seat 1x (including sliding off the chair), returns to seat when prompted.
4. Child does not climb, open closets, grab objects. (Occasional adjustment in body position is appropriate)

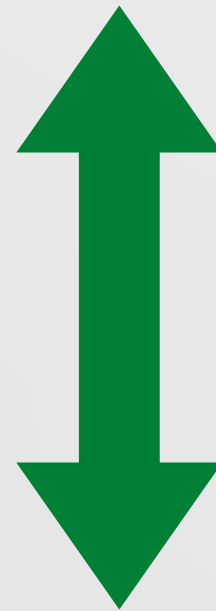


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Let's go over each questions together: Question 7

Alert and interactive; is not withdrawn



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

Let's go over each questions together: Question 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 the assessment.
3. Child shows minor indications of resistance, boredom (e.g. frowns, sighs) but completes tasks.
4. Child attempts to do tasks as instructed even if the task is difficult.

Let's go over each questions together: Question 9

Shows pleasure in accomplishment and active task mastery

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

Let's go over each questions together: Question 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 the tester's questions.
4. Child shows confidence by comments such as "I know this one." Child is eager, energetic.



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Let's go over each questions together: Question 11

Defiant

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

Let's go over each questions together: Question 12

Passively noncompliant

1. Child appears not to hear instructions, even when the tester repeats requests.
2. Child ignores the tester but responds to prompts when the tester repeats requests/directives.
3. Child seems slow to comply. The tester does not restate requests, but wonders if the child heard.
4. Child hears requests and responds appropriately.

Let's go over each questions together: Question 13

Modulates and regulates arousal level in self

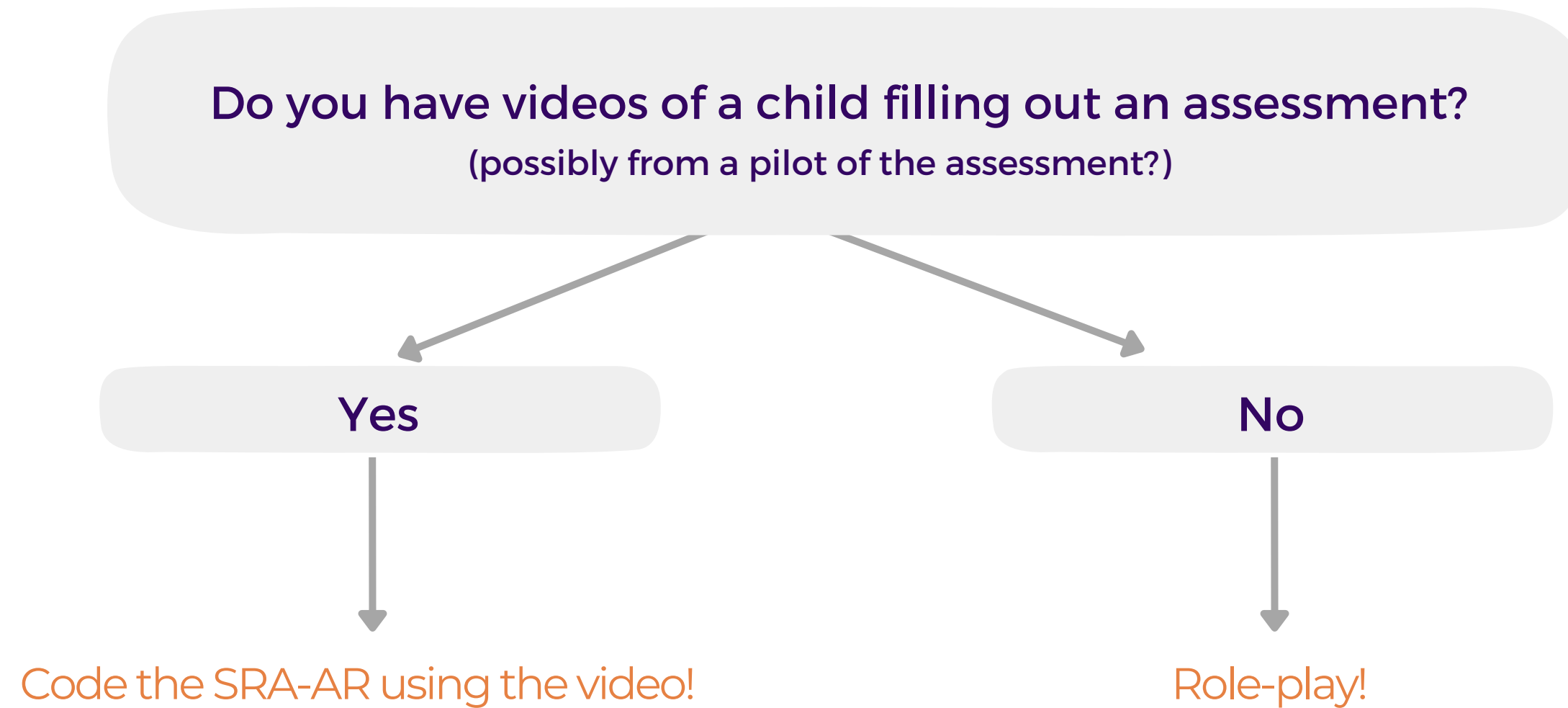
1. Child becomes over-aroused and has difficulty regaining self-control.
2. Child becomes over-aroused (sad, frustrated, silly) and needs prompts from the tester but is able to calm down.
3. Child becomes briefly over-aroused (sad, frustrated, silly) but quickly calms down without help from the adult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



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Practice time!



If you have videos of children filling out assessments: Let's code example videos!

Step 1: Watch 5-10 minute video recordings of an assessment with children (2-3 clips)

Step 2: Practice coding after watching each video clip

Step 3: Discuss the scoring of each item with justifications/examples for specific coding, and reach consensus

Step 4: To establish training inter-rater reliability (IRR), watch & code 2-3 additional clips without discussion; and collect the coded data to calculate IRR.

Step 4: Debrief

If you don't have a video of children filling out assessments: Role-play time!

Step 1: Whole group: a 5-10 minute role-play session of two enumerators administering part of a child assessment of other measures (not the SRA-AR). One enumerator will play the role of child and another will play the role of an assessor.

Step 2: Whole group practices coding

Step 3: Discuss the scoring of each item with justification/examples for specific coding and reach consensus

- E.g, for item 1, why did you code “spends most of time off-task, inattentive” instead of “Child's attention frequently drifts and requires frequent prompts”?

Step 4: Repeat the above steps 2-3 times.