RRSM Observation & Scoring Guide

The examples provided in this Guide are intended purely as *examples* of behaviors that may indicate that a child Does or Does Not employ a regulation-related skill. These examples should not be considered an exhaustive list of all possible behaviors, nor are they a check-list of behaviors that must be observed in order to code an RRSM item. Rather, they should be considered coding *guidelines* that must be considered and adapted in light of the unique set of environmental demands in each classroom.

For additional information on coding the RRSM, please read the *RRSM User Guide*.

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1. Controls physical movements

*This item is fundamentally about the ability to control unintentional movements (e.g., due to inattention or excitement) as well as the ability to keep physical movements within the bounds of what is appropriate to the given activity.

Does	Does Not
• Child maintains "bubble space" – doesn't touch, bump, or lean into other children • Child can sit still when it is appropriate to do so • Child moves in an intentional pattern with a specific rhythm (e.g., during a structured dance sequence) • Child manipulates objects in ways that are in service of the specific goal (e.g., uses pens and markers in appropriate ways) • Child moves safely about the classroom (e.g., walks from one center to the next during a whole-class transition) • Child trips over a chair that has not been pushed in all the way, but then recovers and continues with the activity at hand	• Child cannot sit still • Child fidgets, bumps into other children, body in other children's personal space unintentionally • Child's movements are random and uncoordinated (e.g., without a rhythm during a dance sequence) • Child interacts with objects inappropriately (e.g., jumps over seats or spins markers on the table) • Child runs across the classroom to retrieve materials or toys, or when moving from one activity to another • Child leaps up excitedly and trips over his/her own feet when called to transition

2. Pays attention to the activity at hand

*This item is fundamentally about attention control.

Does	Does Not
• Child spends the majority of the time involved in the task. Child looks at teacher or peer, book, materials, etc. that s/he is supposed to be looking at • Child may look away briefly, but returns to the task independently • Child is physically involved in the activity (e.g. drawing, building blocks, reading, putting away materials) • Attention is sustained until the task or the activity finishes	• Child cannot attend. S/he physically wanders or looks at other things in the room without participating in the task • Child appears disengaged. Attempts to re-engage the child by the teacher or a peer are not effective • Child may constantly ask for support or may interrupt other children without actually attending to the specific task

3. Can shift attention appropriately *within* an activity or task

This item is fundamentally about shifting attention from one part of an activity (or transition) to another according to situational demands.

NOT OBSERVED option. To be coded, the situation must demand that the child shift his/her attention within one activity or transition (e.g., listening to peer and then teacher, attending to teacher and then creating a product, counting manipulatives and then recording the number on a worksheet, or switching between drawing and writing). This demand will most often come from the environment, not be internally driven by the child. Note, this item refers to shifting of attention, rather than shifting an emotion (which would fall under Item 13*).*

DEFINITION in User Guide (Glossary, Section 7).

Does	Does Not
• Child is able to switch roles in play or in a partnered activity without support • Child can shift focus from one speaker to another (e.g., "turn and talk" with a partner during a whole-class activity) • Child pauses activity to shift attention to teacher instructions • In a long activity (e.g., clean-up), the child can switch from one part of the activity to the next without support (e.g., finishing activity, putting things away) • Can shift from drawing to writing, or from drawing and writing to writing name on top of paper • Can shift from looking at alphabet chart for letter guidance (what letter makes sound, how to form letter) back to writing letter; can shift from making letter back to writing/saying word (shift from focus on sentence to words to phonemes and back again) • Can shift from dealing cards, to arranging cards, to playing card when it's time for that card to be played, to monitoring peers' cards, and back • Can shift from listening to raising hand or answering a question	• Child gets "stuck" on one particular activity or facet of an activity • Child gets "lost" and becomes off track when attempting to shift focus or move to a new part of the activity • In a long activity for which the rules or structures change, child repeats first way of doing things or reverts to the first way if there is no support for moving on • During a whole-class activity, child may appear attentive but is delayed in joining a choral response, or does not appear to shift attention from the teacher to another speaker

4. Maintains focus during or quickly returns focus after disruption/interruption

This item is fundamentally about the ability to maintain focus during an acute and unexpected disruption/interruption, or quickly shift attention back to task after being taken off track by such an external stimulus.

NOT OBSERVED option.

DEFINITION in User Guide (Glossary, Section 7).

Does	Does Not
- Child is engaged in an activity or conversation, briefly disengages, and then returns to original activity - Child is listening and turns away to listen or look at something else and then returns gaze - A peer trips or knocks over the child, but child returns to activity - A peer interrupts the child's activity with an off-topic comment, and the child returns to activity - Something loud in the environment (e.g., fire truck or announcement on PA system) draws attention away, but child quickly returns to activity - Child is engaged in free play activity (e.g. puzzle), adult calls group attention over to window to see bird or parent/peer with new baby that has entered room; child returns to activity after viewing	- Child is engaged in an activity or conversation, disengages, and does not return to the activity - Child is listening, disengages and does not go back to the original activity but to yet another activity - Child takes a long time to re-engage with the activity after a disruption - Child loses thread of play and instead of returning to play, explores objects or talks with peers - Child leaves activity to attend to off-topic conversation with teacher or peers and never returns to earlier activity (e.g., was making a puzzle, goes over to see new baby, and then goes to a table to play with a new toy) - Child joins the disruption/interruption

5. Can ignore distractions during an activity

*This item is <u>fundamentally about</u> attention control in the face of minor distractions in the environment around the child. A minor distraction could be ambient noise or chatter across the room, but is not as major as the disruptions/interruptions described above (*Item 4).

Baseline assumption is DOES (coder can only observe "Does Not").

DEFINITION in User Guide (Glossary, Section 7).

Does	Does Not
- Child ignores outside sounds and keeps working on a task - Child is not disturbed by distractions in the room. Stays attentive and involved in the task at hand - Child may be temporarily distracted, but independently returns to the task at hand (e.g., the focal child is completing a worksheet at his/her seat when another child walks past; the focal child looks up briefly, then returns to the worksheet) - Child may pause own work to listen to the teacher provide feedback to another student who is engaged in the same activity	- Child pays more attention to any distraction than to own task - Repeated attempts to maintain the child's focus or direct focus back to the activity don't work - Significant teacher intervention, such as standing near the child, pointing to the paper, or helping the child move is only temporarily effective - Child joins the distraction - Child seeks to distract other children or him/herself (e.g., plays with a watch or item of clothing; initiates conversation with a nearby peer during a whole-class lesson)

	- Child chooses to play a board-game during free-play, but then turns and talks to a group of children involved in another activity without transitioning to their activity or playing the board-game - Child repeatedly looks up at videographer/coder and tries to engage him/her in conversation

6. Shows evidence of independent planning or monitoring

This item is <u>fundamentally about</u> planning and self-awareness, rather than responding to instructions from adults. It concerns planning any future action, short- or long-term, as well as monitoring and self-correcting to achieve a certain goal. This item does not require that coders witness the original development or enactment of the plan.

*NOT OBSERVED option. This kind of planning may be rare in preschool or kindergarten classrooms. Teacher feedback or redirection should only be coded as "Does Not" if it reinforces an instruction given prior to the start of the activity, as in the final "Does Not" example for this item.

Does	Does Not
- Child discusses his/her intentions for an activity *before beginning* (e.g., "First I will X, then I will Y" or "I'm going to read first, then it will be your turn") - Makes a plan and follows that plan later in the activity (e.g., acting out a play plan) - Child may monitor or reflect on own actions, may correct mistakes (e.g. writing, erasing, re-writing). However, narration during an activity should be coded as Not Observed (e.g., child states, "I'm drawing a tree" as s/he draws a tree). - Child may take action to prevent a predicted undesirable occurrence (e.g., child carefully adjusts a block tower when it wobbles to prevent the blocks from falling) - Child may overhear the teacher giving feedback to another student, then generalize and respond to that feedback on his/her own (e.g., hears teacher remind another student to "add periods at the end of sentences," then checks own work and adds periods) - Child may re-start activity to complete it correctly (e.g., during a transition, child may forget to put away markers, but then realizes and corrects his/her mistake)	- Child dives into an activity without pausing to reflect on what s/he is meant to do - Child makes a plan and immediately forgets the plan or chooses not to act on it - Child fails to recognize or reflect on mistakes - Child makes a plan, but the plan does not match the guidelines of the activity - Child makes a plan, but is inflexible in revising the plan should the need arise (e.g., child decides that s/he will go first in a board game and becomes upset when another child suggests drawing straws or flipping a coin to see who goes first) - Child completes something and goes off to another area without doing something appropriate with creation (e.g., putting puzzle away or saving work product in some way) - Before activity begins, the teacher instructs children to focus on a particular element of production (e.g., "remember to add a period at the end of each sentence"), but during the activity the child does not focus on this element without direct support

- Child may think out loud about the goals of the activity and how to meet those goals (e.g., how many children are allowed to be at a given classroom center) - Child may move in a way that suggests s/he is making a plan, even if these plans are not verbalized (e.g., stopping, looking around the room, pointing, and then moving) - Child may monitor others' actions during partner/small-group activities (e.g., reminding others of the rules or to take their turns during a card game) - Child does something with a "product" to preserve it (e.g., removes painting from easel or gets teacher to put it somewhere to dry); child does final stage of completion (e.g., put puzzle back in box). (The routine action of placing work into cubbies should be coded under *Item 10*) - Child seeks out resources to answer a question or solve a problem (e.g., asking the teacher or peer for help, using classroom tools such as an alphabet strip or list of sight-words) - Child describes his/her action plan before beginning to play (e.g., "First you will break your arm, then I will make you a cast...")	

7. Shows evidence of listening

This item is <u>fundamentally about</u> children's attention control and ability to follow along with another speaker in the moment during both whole-class lessons and small group or 1:1 conversations, without interrupting or becoming distracted.

NOT OBSERVED option. To code this item, clear evidence of listening must be observed. If it is unclear whether or not a child is listening, a code of N/A should be given.

Does	Does Not
- Child attends to speaker (e.g., teacher, peer) when the person starts talking - Child responds to what is said (e.g., repeats what is said, responds with answer to a question, engages in conversation, looks at materials speaker refers to, follows instruction during a transition) - Child's body may be oriented to the speaker. Child may glance back and forth	- Child doesn't attend when the speaker is talking, but looks around the room at other things and other distractions. Child becomes involved in other things, may physically turn back or turn away from speaker - Child doesn't attend even if the teacher attempts to re-engage him/her - Child interrupts the speaker; talks at the same time other people talk

from the speaker to materials (e.g., book, toy, activity) the speaker refers to • Child may ask question relevant to the situation, or ask for clarification if something is not understood • Child notices a peer's or teacher's mistake • Child may ignore a conversation next to him/her, but listens well when it is appropriate to do so	• Child starts talking about something else not being discussed • Child is not listening to the teacher read aloud, but is instead listening to a peer • Child misses an auditory cue (e.g., child is waiting to transition but does not respond when his/her name is called)

8. Remembers and enacts a series of instructions or completes multi-step activity

This item is <u>fundamentally about</u> working memory and the active recall of novel steps.

NOT OBSERVED option. Coder must hear or see teacher or peer give instructions of at least 3 steps, or be able to confidently intuit based on the situation, to identify the directions the child is following. Transitions are likely to be routinized and should therefore not be coded here unless the directions preceding the transition are clearly out of the ordinary.

Does	Does Not
• Child independently carries out a set of directions in the correct order (and these directions are not routinized) • Child helps other children follow the directions (e.g., reminds children of what they're supposed to be doing) • Child remembers the rules or steps of a new game and how to play it without adult support	• Child does not follow the directions. May partially start the steps but becomes "lost" • Multiple repetitions only get the child through one step in the directions • Child follows along only when every step is scaffolded by modeling or verbal prompting. Cannot repeat independently

9. Co-creates and/or follows group norms or rules when interacting with peers

This item is <u>fundamentally about</u> peer-to-peer regulation and following the norms/rules that have been <u>established by the group</u> and are unique to the specific social situation, game, or activity (rather than implicit social norms or classroom expectations). These norms/rules may be explicitly stated by the group (e.g., "let's pretend that I'm the doggy") or may be enacted without discussion (e.g., child starts barking and others say, "good doggy!").

NOT OBSERVED option. To be coded, the activity must require collaboration or cooperation. This item will be most frequently observed in free-play, dramatic-play, or interactive activities, and requires that children should be/are expected to play or work together.

Does	Does Not
• During free-play, child accepts modifications and changes, or incorporates plot twists and new roles. Suggests an evolving scenario built on the first scenario. Modifies roles based on new scenario. All done independently (without the teacher)	• Child ignores the rules and the roles unless there is mediation and support by the teacher • Child will not play what other children suggest without the teacher's support • Child becomes upset when playing the game or working on the activity (e.g.,

• Child follows rules or suggestions put forth by other children, without support • Child regulates other child(ren) about following the rules (e.g., reminding them of what they should be doing) • Child shows a sense of fairness when applying, using, or making up new rules (e.g., "I went first this time, now it's your turn. You haven't had a turn") • Child negotiates turns with peers or accepts their proposals during an activity • Child shows flexibility in creating or adapting rules. May talk with other children about changing the rules. May modify the rules for a younger child or a child who has difficulty with a game • Child discusses "rules" in play and follows rules created by peers (e.g., only the mom gets to cook, the children have to stay at the table) • Child responds to peer announcing it's "night time" now, time for bed in make-believe play, and lies down and pretends to sleep • Child uses "baby voice" to say aloud words on cards after peers decide to play card game in a silly way • Child is directing play, while another appears to happily "go along" with it	cannot reconcile not going first without the teacher's support) • Child cannot adapt to suggestions or rules proposed by others • Child completely disengages from social situation because s/he does not want to follow the rules • Child violates or changes the rules without discussion or input from others • Child changes rules to fit his/her needs or desires to "win" or succeed in game or activity • Child is overly rigid in applying rules and cannot adjust to deviations or other norms suggested by the group • Child is directing play despite dissent or dissatisfaction expressed by peers

10. Follows classroom rules and routines independently

This item is <u>fundamentally about</u> children's ability to regulate themselves in service of classroom expectations/rules, which have been internalized. These may include classroom management system norms for interactions and behavior, such as following directions.

Baseline assumption is DOES (coder can only observe "Does Not"). This is because classrooms include so many rules and routines that even a detailed direction from the teacher will never include all expectations. For example, if the teacher directs children to put away their reading materials, push in chairs, and walk to the carpet, what she hasn't said is "carefully close your books and put them back on the correct shelves. Do not push another student if s/he is in your way. Do not throw your books. Place books on the shelves so that the covers and pages lie flat…etc."

DEFINITION in User Guide (Glossary, Section 7).

Does	**Does Not**
• Child follows routines (e.g., getting in line, cleaning up) independently. The teacher may signal the routine's	• Child does not follow the routine • Child needs routine modeled by a peer or the teacher or verbal prompting to continue after a few steps

beginning, but that's it. Child goes through the routine without prompts • Child does not need reminders about following the rules (e.g., using inside voices, raising a hand before speaking, keeping hands to self) • Child may anticipate the routine (e.g., says, "Isn't it time to clean up?") • Child reminds other children of the rules or expectations • Child follows directions or completes an assigned task	• Child becomes distracted during routine or cannot follow the rules for routines (or any other activity) • Child directly violates the rules, whether or not the teacher is watching • Child needs many prompts from teacher and/or peers to follow classroom rules/expectations • Child does not follow normative rules around turn-taking, hand-raising, etc. (e.g., talks over others during a whole-class activity)

11. Can transition to new activities, tasks, or major parts of the day

* *This item is <u>fundamentally about</u> disengaging from one activity and engaging in another.*

*NOT OBSERVED option.

*DEFINITION in User Guide (Glossary, Section 7).

Does	**Does Not**
• Child can engage in a transition between tasks (e.g., group activity to clean up) independently and without getting "stuck" on the original activity • Child is ready to start the new activity as soon as the one they are engaged in finishes • The transition is quick and smooth. The child does not dawdle or become distracted • Child transitions well, though s/he may not follow the mechanical instructions for the transition. For example, a child is instructed to "hop like a bunny to your next center." S/he moves efficiently and safely to the next center, but does not hop.	• Child is not ready for the transition to begin, remains stuck in the activity after being prompted to move on • Child will not stop activity until the teacher or peer intervenes • Child gets "lost" and wanders around the room during the transition, becoming engaged in something else that catches his/her eye • Teacher has to provide support all the way through the start of the next activity • Child is not ready for the new activity when it begins

12. Inhibits inappropriate or automatic responses and enacts appropriate responses

*This item is <u>fundamentally about</u> in-the-moment impulse control.

*Baseline assumption is DOES (coder can only observe "Does Not").

Does	**Does Not**
• Child uses appropriate skills to get what s/he wants instead of grabbing or pushing • Child successfully engages in self-regulation games (e.g., Simon Says, Red Light/Green Light)	• Child acts impulsively (e.g., grabs toys to get his/her way) • Child talks out of turn, talks over other people, is unable to wait • Child cannot successfully do self-regulation games (e.g., says forbidden

• Child responds to classroom setting in appropriate ways (e.g., does not blurt out, participates in choral responses, takes turns, raises hand) • Child waits in line, rather than immediately rushing to the front • Child may fidget slightly, but does not engage in sudden, large movements	words, cannot change the action in pattern movements) • Child leaps up and rushes off to the next activity before the teacher signals a transition

13. Modulates emotional arousal or maintains appropriate level of emotional arousal in response to classroom expectations (e.g., gets excited or calms self down)

This item is <u>fundamentally about</u> emotional arousal (e.g., anger, fear, sadness, worry, excitement, happiness, displeasure, boredom), and emotion regulation that is appropriate to the context.

The overall goals of the classroom are important in coding this item. Children should be regulating emotions to meet classroom goals (rather than personal goals), with their level of emotional arousal meeting that of other students/adults in the classroom.

Baseline assumption is DOES (coder can only observe "Does Not").

Does	Does Not
• Child stays within the appropriate level of arousal for the setting (e.g., smiles when other students smile) • Child matches the feelings of the other children without going overboard • Child quickly calms him/herself down when excited or upset • Child shows an appropriate level of enthusiasm for activities • Child may soothe other children and help others stay in the right emotional range. May reach out to a child who is distressed • Child can use voice, intonation, movement, etc. to match arousal level of a character when acting out a role (e.g., playing a crying patient in a hospital even when his/her own emotional state is different) • Child may be fidgety but does not show emotional arousal • Child brings excitement level up to match the activity or peers in an appropriate way	• Child's regulation does not match the arousal of his/her peers (e.g., others are laughing, but child is placid) • Child is overly excited and does not respond to cues or support by the teacher or peers • Child is unable to calm down when upset or angry. Emotional state interferes and spreads from activity to activity • Child becomes overly emotional for the same things, over the same activities • Child's emotional state interferes with his/her ability to complete an activity

14. Regulates behavior in the face of own emotional arousal

This item is <u>fundamentally about</u> a child's ability to control his/her behavior when emotional arousal is evident (e.g., the child is visibly upset, angry, or excited).

NOT OBSERVED option. For this item to be coded, the child must show behavioral evidence of emotional arousal (e.g., anger, fear, sadness, worry, excitement, happiness,

displeasure, boredom). This item should be coded even if the level of arousal is situationally appropriate (e.g., the class is reading a silly story and laughing loudly). Coders should NOT assume or infer the child's emotional state without behavioral evidence (e.g., facial expressions, body movements, or tone of voice).

Does	**Does Not**
• Child copes with conflict, frustration, or disappointment without acting out • Child controls excitement or happiness in context-appropriate ways (e.g., smiling and laughing, but not jumping out of seat or yelling) • Child shows effort to control behavior (e.g., sits still but is visibly excited or upset) • Child can describe what s/he is feeling and then moves on • Child works toward the classroom goals (e.g., completes the activity at hand) even while emotionally aroused (e.g., excited or upset) • Child expresses that s/he does not want to do the activity, but engages in it anyway	• Child reacts inappropriately to an emotional situation (e.g., uses aggressive, pouty, or whiney response when angry/frustrated; shouts or talks over peers when excited/upset) • Child reacts emotionally and struggles to get over the situation, even with teacher or peer support • Child has difficulty completing the activity at hand because of his/her emotional state • Child expresses displeasure in inappropriate ways (e.g., whining, aggression)

15. Is able to wait for something (e.g., turn, talk, materials, start of an activity, etc.)

This item is <u>fundamentally about</u> sustained inhibitory control, which takes the form of waiting.

NOT OBSERVED option. This item should be coded only when the situation clearly demands that the child wait for something or someone, but not in instances requiring only a momentary pause (which are captured in Item 12*). For example, whole-class Q & A involving hand-raising should be coded here, while the waiting that occurs during regular one-to-one conversations is often ambiguous and should not be coded here. Similarly, situations during which the teacher is engaging or entertaining children should not be coded here. For example, a whole-class lesson during which children take turns writing on the smartboard should not be coded as waiting since children are expected to watch and learn from others; however, children might be required to wait during such an activity if the teacher pauses the lesson to ask for volunteers or to gather additional materials.*

Does	**Does Not**
• Child can wait when waiting is required (e.g., turn to Play Plan, turn in a game, turn to share materials such as sandbox toys or paintbrush) or for teacher's attention (e.g., when teacher is circulating to children for 1:1 interactions, child waits turn to ask a question) • Child waits and watches independently until it is his/her turn	• Child does not wait turn. Jumps in line, talks out of turn, or takes materials out of others' hands (e.g., in an activity that requires hand-raising, child begins speaking without first raising his/her hand and waiting to be called on by the teacher)

- Child waits to act until it is appropriate to respond (e.g. a teacher may give a cue for the group to respond, child does not move during the "freeze" portion of a move-and-freeze game) - Child waits for another child to move instead of pushing in front of him/her to get something (e.g., materials) - Child can wait for the music to stop before freezing in pose, or to replicate Simon Says pose after Simon has demonstrated it; can wait to draw/write until the music is playing in activity where drawing only happens when music is on - While waiting for a new activity to begin, child occupies him/herself by chatting quietly with a peer, reading a book, etc. (as long as it is appropriate to do so) - Child raises his/her hand during a whole-class lesson, rather than shouting out	- Child may disrupt the activity for others, talk over partner or take the partner's turn, or leave task - Child needs constant reminders from an adult to wait for his/her turn - Child avoids waiting by wandering away and/or disrupting another student - While waiting for a new activity to begin, child whines, repeatedly asking when they will begin, and/or violates other rules - Child transitions from one activity to another before the transition is signaled (e.g., the teacher is still giving directions either to the whole group or to another individual student)

16. Shows evidence of ability to cope with social dilemmas and conflict with peers

This item is <u>fundamentally about</u> social problem solving.

NOT OBSERVED option. Coder must observe a dilemma or conflict to code this item.

Does	**Does Not**
- Child can navigate a social conflict, disagreement, or dilemma (e.g., needing to react to unusual behavior from a peer) without becoming upset or using inappropriate responses (e.g., aggression) - Child may be able to describe the social problem, the feelings of the people involved, and the classroom rule that pertains to the situation - Child shows empathy toward other children both in class and in hypothetical situations - Child can negotiate and understand the problem and what would be "fair" - Child uses problem-solving strategies with peers - Child notices other children having a conflict/problem and attempts to help in resolving it - Child avoids potential conflict, is passive and calm in response to aggression (e.g., ignores, walks away), or gets teacher help	- Child gets upset and is unable to calm down enough to employ problem-solving skills - Child melts down or runs away during a disagreement or dilemma - Child struggles with not having own way all the time - Child becomes physically or verbally aggressive with other children in response to conflict (e.g., raises voice, uses unkind words, enters another's personal space)