

RRSM Score Sheet

1. EXAMPLE – Child Does Consistently			
Does	✓	Does Not	N/A
(4) Consistently, with few exceptions (3) Most of the time, with exceptions	4	(2) Most of the time, with exceptions (1) Consistently, with few exceptions	
2. EXAMPLE – Does NOT Consistently			
Does		Does Not	✓ N/A
(4) Consistently, with few exceptions (3) Most of the time, with exceptions		(2) Most of the time, with exceptions (1) Consistently, with few exceptions	1
3. EXAMPLE – Not Observed			
Does		Does Not	N/A
(4) Consistently, with few exceptions (3) Most of the time, with exceptions		(2) Most of the time, with exceptions (1) Consistently, with few exceptions	✓

1. Controls physical movements			
Does		Does Not	
(4) Consistently, with few exceptions (3) Most of the time, with exceptions		(2) Most of the time, with exceptions (1) Consistently, with few exceptions	
2. Pays attention to the activity at hand			
Does		Does Not	
(4) Consistently, with few exceptions (3) Most of the time, with exceptions		(2) Most of the time, with exceptions (1) Consistently, with few exceptions	
3. Can shift attention appropriately <i>within</i> an activity or task			
Does		Does Not	N/A
(4) Consistently, with few exceptions (3) Most of the time, with exceptions		(2) Most of the time, with exceptions (1) Consistently, with few exceptions	
4. Maintains focus during or quickly returns focus after disruption/interruption			
Does		Does Not	N/A
(4) Consistently, with few exceptions (3) Most of the time, with exceptions		(2) Most of the time, with exceptions (1) Consistently, with few exceptions	
5. Can ignore distractions during an activity			
Does		Does Not	
(4) Consistently, with few exceptions (3) Most of the time, with exceptions		(2) Most of the time, with exceptions (1) Consistently, with few exceptions	

6. Shows evidence of independent planning or monitoring			
Does (4) Consistently, with few exceptions (3) Most of the time, with exceptions		Does Not (2) Most of the time, with exceptions (1) Consistently, with few exceptions	N/A
7. Shows evidence of listening			
Does (4) Consistently, with few exceptions (3) Most of the time, with exceptions		Does Not (2) Most of the time, with exceptions (1) Consistently, with few exceptions	N/A
8. Remembers and enacts a series of instructions or completes multi-step activity			
Does (4) Consistently, with few exceptions (3) Most of the time, with exceptions		Does Not (2) Most of the time, with exceptions (1) Consistently, with few exceptions	N/A
9. Co-creates and/or follows group norms or rules when interacting with peers			
Does (4) Consistently, with few exceptions (3) Most of the time, with exceptions		Does Not (2) Most of the time, with exceptions (1) Consistently, with few exceptions	N/A
10. Follows classroom rules and routines independently			
Does (4) Consistently, with few exceptions (3) Most of the time, with exceptions		Does Not (2) Most of the time, with exceptions (1) Consistently, with few exceptions	
11. Can transition to new activities, tasks, or major parts of the day			
Does (4) Consistently, with few exceptions (3) Most of the time, with exceptions		Does Not (2) Most of the time, with exceptions (1) Consistently, with few exceptions	N/A
12. Inhibits inappropriate or automatic responses and enacts appropriate responses			
Does (4) Consistently, with few exceptions (3) Most of the time, with exceptions		Does Not (2) Most of the time, with exceptions (1) Consistently, with few exceptions	
13. Modulates emotional arousal or maintains appropriate level of emotional arousal in response to classroom expectations (e.g., gets excited or calms self down)			
Does (4) Consistently, with few exceptions (3) Most of the time, with exceptions		Does Not (2) Most of the time, with exceptions (1) Consistently, with few exceptions	

14. Regulates behavior in the face of own emotional arousal			
Does		Does Not	N/A
(4) Consistently, with few exceptions		(2) Most of the time, with exceptions	
(3) Most of the time, with exceptions		(1) Consistently, with few exceptions	
15. Is able to wait for something (e.g., turn, talk, materials, etc.)			
Does		Does Not	N/A
(4) Consistently, with few exceptions		(2) Most of the time, with exceptions	
(3) Most of the time, with exceptions		(1) Consistently, with few exceptions	
16. Shows evidence of ability to cope with social dilemmas and conflict with peers			
Does		Does Not	N/A
(4) Consistently, with few exceptions		(2) Most of the time, with exceptions	
(3) Most of the time, with exceptions		(1) Consistently, with few exceptions	