## Self-Regulation Assessment Rubric

### Subcomponents of the self-regulation process: attention/focus, regulation, interaction, recall, and problem-solving

NOTE: Many consider self-regulation as an “umbrella term that encompasses many constructs that may be used to describe similar skills and processes.” This rubric is divided into the subcomponents of attention/focus, regulation, interaction, recall, and problem-solving. Others have noted subcomponents such as willpower, executive functioning, self-control, self-management, etc. For example, see Murray, Desiree W., Rosanbalm, Katie, Christopoulos, Christina, and Hamoudi, Amar (2015) at https://www.acf.hhs.gov/sites/default/files/opre/report_1_foundations_paper_final_012715_submitted_508.pdf

NOTE: When children demonstrate various self-regulation skills (engage in the self-regulation process) is highly dependent upon a wide variety of factors, including the child’s developmental stage, environmental circumstances, and individual differences.

<table>
<thead>
<tr>
<th>Foundational</th>
<th>Emerging</th>
<th>Functional</th>
<th>Strengthening</th>
<th>Generative</th>
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</thead>
<tbody>
<tr>
<td><strong>Attention/Focus</strong></td>
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<tr>
<td>Alert during many daily activities</td>
<td>Seeks and tolerates a variety of sensory experiences</td>
<td>Determines what to give/pay attention to, more focused but still for short periods of time</td>
<td>Consistently gets, keeps, and shifts attention as required/needed</td>
<td>Keeps several things in their mind at the same time</td>
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<tr>
<td>Orients (e.g., turns, looks, reaches, moves toward) to sensory stimuli (e.g., auditory, visual, tactile)</td>
<td>Begins to ignore distractions</td>
<td>More active role in selecting and shifting attention (some call this attentional control)</td>
<td>Pays attention to task or person despite internal and external distractions</td>
<td>Greater attentional control for longer periods of time</td>
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<tr>
<td>Will orient away from stressors</td>
<td>Increasing uses of social-referringencing (i.e., looks at caregivers for cues as to how to respond) - also noted under interaction</td>
<td>Moves/transitions/shifts from one activity as desired or requested</td>
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<td>Notices people and things in the environment</td>
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<tr>
<td><strong>Regulation</strong></td>
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<tr>
<td>Uses self-soothing strategies when underaroused and overaroused (e.g., uses adult for comfort/closeness, familiar object like blanket or thumb)</td>
<td>Makes effort to inhibit (stop) actions and behaviors; less reactionary</td>
<td>Begins to resist impulses, including socially undesirable impulses (e.g., aggression, disobedience)</td>
<td>Reflects on and talks about strategies to calm self, to delay immediate gratification, and to regulate arousal</td>
<td>Adapts to changes in demands and/or priorities</td>
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<tr>
<td>Prefers sameness, stability, predictability, familiar, and easy</td>
<td>Aims to regulate emotion during new and changing situations</td>
<td>Able to become calm; bring self under control</td>
<td>Increasingly able to stay regulated when exposed to someone else’s stress</td>
<td>Makes plans before taking action</td>
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<tr>
<td>Reacts to stimuli</td>
<td>Responds to soothing and comfort from familiar adult</td>
<td>Begins to be able to stop themselves and respond less on autopilot</td>
<td>Matches and adjusts level of activity, volume of voice, complexity of talk for situation and others present</td>
<td>Moves and acts deliberately; stands back to read cues; empathizes</td>
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<td></td>
<td>Stops one action before starting another</td>
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<td>Persists during tasks with reasonable demands</td>
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<table>
<thead>
<tr>
<th>Interaction</th>
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</table>
| - Responds to familiar adult’s non-verbal communications (e.g., their affect, tone, body language)  
- Responds to familiar adult’s “bid” for interaction  
- Plays a passive (responder) role during simple communicative and social exchanges  
- Follows the lead of others and does what they are doing  
- Engages in brief reciprocal interactions with adults and peers  
- Experiments with cause and effect - becomes an initiator - active agent  
- Takes action to engage with things and people in the environment (e.g., reaches, turns, seeks to influence)  
- Uses cues from adults to know how to respond  
- Follows situational and gestural cues in unfamiliar activities  
- Initiates interactions with familiar adults and peers  
- Shares and exchanges social and communicative exchanges with familiar adults and peers  
- Shows affection toward familiar adults and peers  
- Engages in pretend play (e.g., takes on roles/identities with imaginary objects/people and reenacts events)  
- Begins to better understand the function of rules (i.e., expectations or regulations of behavior or language, written or spoken, at home, at school, and in the community)  
- Begins to take the perspective of others and demonstrate empathy (i.e., understands and share the emotions of others)  
- Identifies and understands someone else's feelings  
- Comforts others who are distressed or upset  
- Participates in new and changing situations  
- Plays cooperatively with peers by sharing, taking on roles and identifies, and that lead to mutual benefit  
- Internalizes (accepts, acts upon) societal rules (these are set and influenced by culture) - Note, emerges along w/social-awareness and an understanding of reliance 
- Plays games with rules; negotiates social situations with peers  
- Takes on the perspective of others |
| Recall | Recall | Recall | Recall | Recall |
| - Remembers how to activate familiar toys  
- Remembers simple games or actions  
- Recalls information immediately and with a context  
- Remembers labels for objects/people/events not present  
- Remembers strategies that worked before  
- Follows model; actions are often in imitation  
- Follows single and/or simple directions  
- Recalls information on the same day (in the moment), without contextual cues  
- Dramatizes remembered events  
- Labels emotions  
- Recalls information from memory, understands, and uses/acts upon the information  
- Follows routines and rules at home, school, and within the community  
- Knows personal information  
- Knows the consequences of choices and actions  
- Remembers, follows, and completes multi-step directions  
- Remembers sequences of words and numbers |
<table>
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<tr>
<th>Problem Solving</th>
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<tr>
<td>Takes actions to maintain stability, regularity and congruence</td>
<td>Stops being interested in only what is familiar &amp; prefers; seeks novelty and variation</td>
<td>Uses simple strategies to solve common problems</td>
<td>Uses more complex strategies to solve a common problem (e.g., negotiates, brainstorms, seeks input)</td>
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<td>Tries to get things out of reach and/or things that have gone out of sight</td>
<td>Uses vocalizations including single words and gestures to get help and/or attention</td>
<td>Uses words, phrases, and sentences to get help and/or attention</td>
<td>Can begin to take the lead in decision-making</td>
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<td>Tries a number of ways to activate toys and get attention of others (e.g., bangs, cries)</td>
<td>Tries alternatives when first action doesn’t work and/or will adjust behavior to meet “goal”</td>
<td>Begins to take active role in decision-making and collaborative problem-solving (recognizes the problem, thinks of possible solutions, plans and carries out solutions)</td>
<td>Tries before asking for help; stays with a task even with distractions or increased complexity</td>
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<td>Practices, explores, experiments</td>
<td>Takes action to get internal needs met (e.g., hunger, thirst, rest, comfort) and external needs met (e.g., wipe nose, wash hands, change out of wet socks)</td>
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<td>Seeks out activities that challenge (e.g., will choose even moderately hard activities where they may fail)</td>
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**Definitions of Self-Regulation:**

- “Conscious control of thoughts, feelings, and behaviors...the ability to stop, think, and then act” (McClelland & Tominey, 2015).
- "Self-regulation is defined from an applied perspective as the act of managing cognition and emotion to enable goal-directed actions such as organizing behavior, controlling impulses, and solving problems constructively" (Murray, Rosanbalm, & Christopoulos, 2016).
- "Self-regulation refers to the capacity to monitor, direct, and flexibly adapt one’s behaviors and activities to achieve certain goals or meet the demands imposed by others" (Bukatko & Daehler, 2012).
- "Self-regulation refers to several complicated processes that allow children to appropriately respond to their environment" (Child Psychology Chapter 12 Key Terms, n.d.).
- "The ability to modify one’s behavior in order to meet situational demands (Kopp, 1982)
- "Self regulation is the ability to regulate or adapt one’s behaviour, emotions and thinking according to the situation. It includes the abilities to start or stop doing something even if one does not want to do so (Maxwell et al., 2009:2).
- "Self-regulation (also referred to in the literature as self-control or self-management; Chen and Rubin, 2011 and Denham and Brown, 2010) is generally defined in the early childhood literature as the ability to focus attention, manage emotions, and control behaviors (Blair and Razza, 2007 and McClelland and Cameron, 2012).” [http://www.sciencedirect.com/science/article/pii/S0193397316300065](http://www.sciencedirect.com/science/article/pii/S0193397316300065)
Assortment of skills often associated with the umbrella term of self-regulation:

- Focused attention (getting, keeping, and shifting attention)
- Cognitive flexibility
- Mental shifting
- Goal-setting
- Considering alternatives
- Making plans before taking action
- Self-monitoring
- Problem-solving
- Perspective taking
- Decision-making (moving and acting deliberately)
- Managing strong and unpleasant feelings
- Adapting to emotional situations
- Awareness and understanding of feelings
- Self-calming/soothing strategies
- Tolerance of internal distress
- Empathy and compassion for self and others
- Effortful coping
- Following rules
- Delaying gratification
- Ignoring distractions
- Persistence
- Impulse control
- Conflict resolution
- Recalling information
- Handling socially relevant tasks
- Working memory

References and Sources

- Bukatko & Daehler, 2012 [Link](https://quizlet.com/87282533/child-psychology-chapter-12-key-terms-flash-cards/)
- Child psychology chapter 12 key terms. (n.d.). Retrieved from [Link](https://quizlet.com/87282533/child-psychology-chapter-12-key-terms-flash-cards/)

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