

Preschool Situational Self-Regulation Toolkit (PRSIST) Assessment

Child Name/ID: _____ **Child Sex:** M / F **Child Age:** _____ **Rater:** _____ **Date:** _____ **Activity Rated:** M CB

Observer notes: For each item, please rate the degree to which the child engages in the described behaviour in the activity (circle one rating for each item):

| | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
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| 1. Did the child sustain <i>attention</i>, and resist <i>distraction</i>, throughout the instructions and activity? | | | | | | | |
| <p>This item focuses on the child paying attention throughout the activity: during the facilitator’s instructions, during their turn and during others’ turns. Internal or external occurrences, sounds or objects rarely distract their attention. To rate this item, you have to pay attention to where children are looking throughout the game or activity. <i>At a score of 1</i>, a child pays virtually no attention to any aspects of the instructions or game. <i>At a score of 7</i>, a child has virtually no lapses in attention and pays careful attention at all times.</p> | | | | | | | |
| 2. Was the child <i>engaged</i> in the activity throughout its duration? | | | | | | | |
| <p>This item focuses on engagement, which is related to their involvement and investment in the activity. A child can be paying attention (as in Item 1), but showing little active investment in the activity. Behaviours such as reacting (e.g., to someone else getting a pair), responding (e.g., to words or actions of others), asking and answering questions (e.g., responding to questions of ‘What do you think is in the box?’), and/or following requests (e.g., not shaking the box before permitted) would all be indicators of engagement. <i>At a score of 1</i>, a child is barely engaged in the activity. They may often look at the facilitator and aspects of the activity, but their involvement is entirely passive and reactionary (or non-existent). <i>At a score of 7</i>, a child is reacting to the things that happen in the activity, such as responding to and asking questions and following requests. They are constantly active participants for the duration of the activity.</p> | | | | | | | |
| 3. Was the child <i>thoughtful</i> and <i>planful</i> before acting? | | | | | | | |
| <p>This item focuses on the child’s mental effort put toward the activity. Evidence of being thoughtful includes pauses to think and consider, revision of initial responses (e.g., revises guess of what’s in the box based on new information) and not perseverating on the same mistakes (e.g., keeps flipping the same two cards). <i>At a score of 1</i>, a child is responding quickly (almost reflexively) and repeating the same mistakes in their responses or actions. <i>At a score of 7</i>, a child is taking time and effort to think, remember and avoid repeating mistakes. They may also revise initial responses (e.g., start to reach for a card but, adopting a better strategy, stops and selects another).</p> | | | | | | | |
| 4. Was the child <i>self-directed</i>, engaging in the activity with little prompting? | | | | | | | |
| <p>This item focuses on whether the child is able to internalise the sequence and requirements of the activity, and independently enact this. This includes not only knowing when it is their turn and/or what to do next, but enacting this with little to no prompting. <i>At a score of 1</i>, a child is highly other-regulated. Even if they appear to know what the next step/requirement is, they consistently require prompting and affirmation from the facilitator to do this (e.g., ‘Yes, it’s your turn’, ‘Now you can shake the box’). <i>At a score of 7</i>, after some initial time to familiarise with the activity, the child does not require reminders, prompts or affirmations to continue the activity (e.g., if a child finds a pair, they independently commence their second turn).</p> | | | | | | | |
| 5. Did the child <i>control their behaviours</i> and stay within the rules of the activity? | | | | | | | |
| <p>This item focuses on the extent to which children resist behavioural impulses. This could include skipping turns or steps (e.g., skipping the requirement to gently lift), breaking rules of the game or activity or, in more extreme cases, being physically or verbally aggressive. <i>At a score of 1</i>, a child is showing complete disregard for the rules of the game, has engaged in serious physical or verbal aggression towards others and/or is highly disruptive of the game (e.g., wiping cards off the table, immediately lifting the lid of the box). <i>At a score of 7</i>, a child remains within the rules of the activity, is calm and controlled, and has not given in to negative impulses.</p> | | | | | | | |

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| 6. Did the child remain in their seat and rarely fidget? | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| This item focuses on whether the child is able to remain reasonably still. Fidgeting with their hands, legs, feet, body, or leaving their chair entirely (other than briefly, to reach something required for the activity) apply to this item. <i>At a score of 1</i> , a child is almost always fidgeting and/or leaving their chair. <i>At a score of 7</i> , a child is rarely fidgeting and does not leave their chair for reasons unrelated to the activity's requirements. | | | | | | | |
| 7. Did the child follow social conventions of the situation? | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| This item focuses on whether a child adheres to the general social requirements of the situation. This includes things like waiting their turn, not beginning the activity before instructions are complete, being considerate to others (e.g., not talking over others), acknowledging others' successes and responding to questions. <i>At a score of 1</i> , a child is consistently lacking consideration for others or is being actively inconsiderate (e.g., not waiting their turn, actively ignoring). If there are some positive and negative social behaviours, consider the frequency and gravity of these to decide a rating. <i>At a score of 7</i> , a child is consistently considerate of others' turns and speech, is responsive to and considerate of others, and celebrates others' successes. | | | | | | | |
| 8. Memory game only: Did the child take opportunities to be helpful and supportive to the adult or other children? | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| This item focuses on whether, in a social situation like a group memory card game, a child takes opportunities to be helpful to others. Opportunities to help are prevalent – answering questions that are posed, helping a child that is unclear about next steps or is struggling with an action, providing honest guidance, and giving support. <i>At a score of 1</i> , a child engages in no instances of helping behaviour. <i>At a score of 7</i> , although some potential opportunities for help may be missed, a child generally and frequently offers help. For a score of 7, you should feel that the child has a general disposition toward helping, and routinely acts upon this. | | | | | | | |
| 9. Curiosity boxes only: Was the child willing to risk being wrong when uncertain? | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| This item focuses on whether, under conditions of uncertainty, a child is willing to engage with a problem, challenge or activity despite the risk of being wrong. For instance, despite having little information from which to guess an item that is inside a box, will they engage in the challenge of guessing? <i>At a score of 1</i> , a child does not make any guesses while the boxes are closed, and quickly peeks once feeling the object in their hand. <i>At a score of 7</i> , a child will almost invariably guess what is in the boxes, regardless of the level of uncertainty. | | | | | | | |