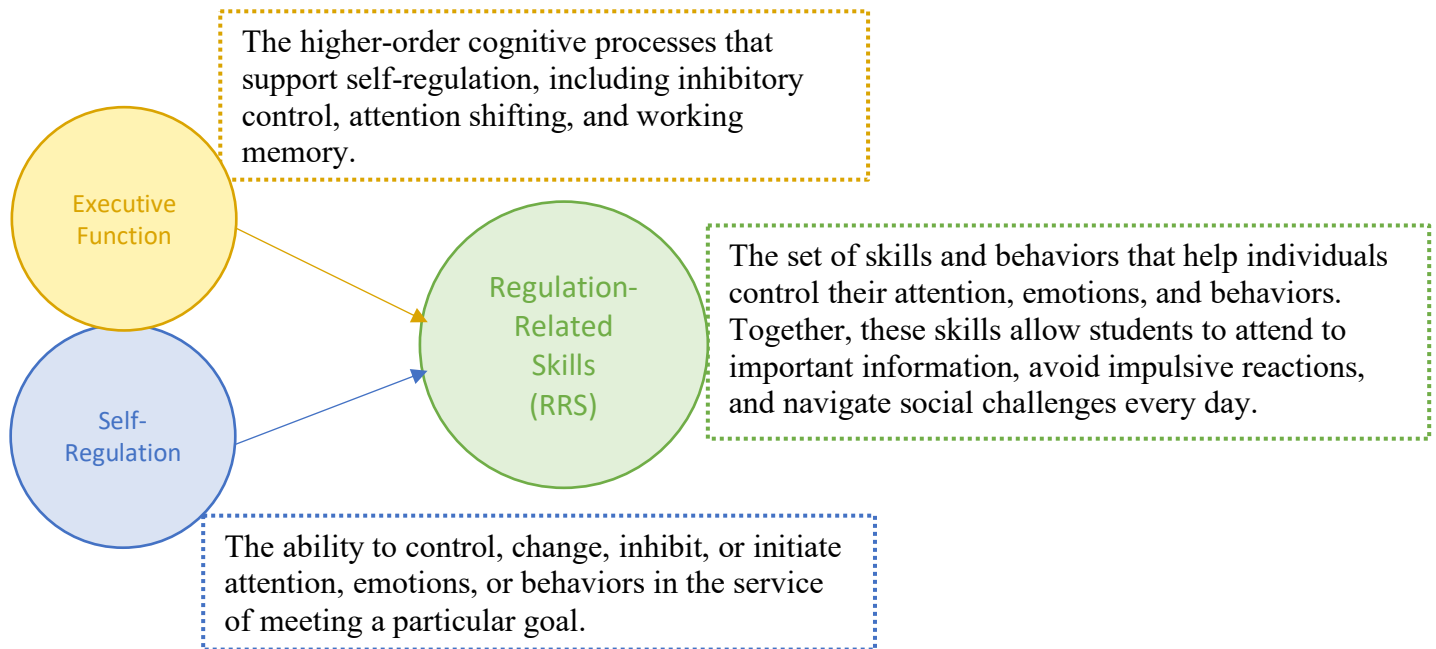


Overview:

Regulation-Related Skills (RRS) & The Regulation-Related Skills Measure (RRSM)



Regulation-Related Skills (RRS) are a combination of skills or processes that draw on children's (and adults'!) self-regulation and executive function.

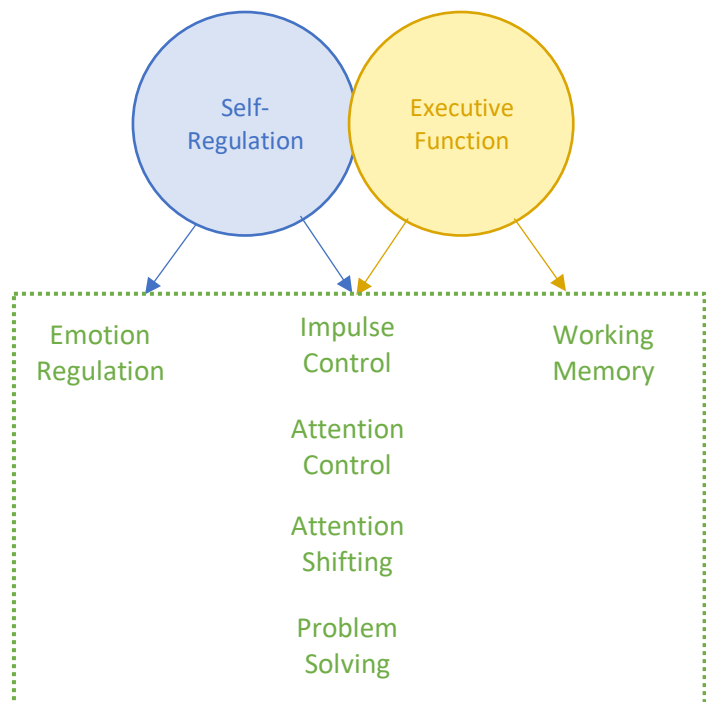
These skills help children to...

- ✓ control their attention
- ✓ modulate their emotions
- ✓ regulate their behaviors

And allow students to...

- ✓ pay attention to important information
- ✓ control impulsive actions/reactions
- ✓ successfully navigate social challenges

Conceptually, these skills fall into 6 domains, as depicted in the figure to the right. Within these domains are 16 distinct skills, which are measured by the RRSM and outlined in the table on the next two pages. As you examine RRSM scores, you may find that students consistently struggle with a particular skill (e.g., listening), or more broadly within a domain (e.g., impulse control). Research into self-regulation, executive function, and SEL identifies teaching strategies and practices that have demonstrated effectiveness in supporting development within each of these domains. Some research has even targeted specific regulation-related skills. (For more on research-based teaching practices, see the [RRSM Teacher Tool](#).)



RRSM Domain	RRSM (Item #) & Skill Child...	Example of “Does” Behavior Child...
Working Memory	(8) Remembers and follows a series of instructions or completes a multi-step activity	✓ independently carries out a set of directions in the correct order ✓ remembers the rules or steps of a new game without adult support
Impulse Control	(1) Controls physical movements	✓ maintains “bubble space” ✓ can sit still when it is appropriate to do so
	(5) Can ignore distractions during an activity	✓ ignores outside sounds and keeps working on a task ✓ may be temporarily distracted, but independently returns to the task at hand
	(10) Follows classroom rules and routines independently	✓ completes routine without prompts ✓ does not need reminders about following the rules
	(12) Inhibits inappropriate or automatic responses and enacts appropriate responses	✓ uses appropriate skills to get what s/he wants, instead of grabbing or pushing ✓ waits turn to talk
	(15) Is able to wait for something	✓ waits and watches independently until it is his/her turn ✓ occupies him/herself by chatting quietly while waiting for an activity to begin
Attention Shifting	(3) Can shift attention appropriately <i>within</i> an activity or task	✓ is able to switch roles in play or in a partnered activity without support ✓ can shift from drawing to writing
	(11) Can transition to new activities, tasks, or major parts of the day	✓ is ready to start the new activity as soon as the one they are engaged in finishes ✓ transitions quickly and smoothly; does not dawdle or become distracted

RRSM Domain	RRSM (Item #) & Skill Child...	Example of “Does” Behavior Child...
Attention Control	(2) Pays attention to the activity at hand	✓ spends the majority of the time involved in the task ✓ is physically involved in the activity
	(4) Maintains focus during or quickly returns focus after a disruption/interruption	✓ is engaged in an activity or conversation, briefly disengages, and then returns to original activity ✓ quickly returns to activity after being interrupted by something loud in the environment
	(7) Shows evidence of listening	✓ orients body to the speaker ✓ responds to what is said
Problem-Solving	(6) Shows evidence of independent planning or monitoring	✓ discusses his/her intentions for an activity before beginning ✓ monitors or reflects on own actions, or the actions of others; may correct mistakes
	(9) Co-creates and/or follows group norms or rules when interacting with peers	✓ follows rules of suggestions put forth by other children, without support ✓ shows a sense of fairness when applying, using, or making up new rules
	(16) Shows evidence of ability to solve and cope with social dilemmas and conflicts with peers	✓ can navigate a social conflict without becoming upset or using inappropriate responses ✓ uses problem-solving strategies with peers
Emotion Regulation	(13) Modulates emotional arousal or maintains appropriate level of emotional arousal in response to classroom expectations	✓ matches the feelings of other children without going overboard ✓ quickly calms him/herself down when excited or upset
	(14) Regulates behavior in the face of own emotional arousal	✓ can describe what s/he is feeling and then moves on ✓ works toward the classroom goals even while emotionally aroused



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Funders: Harvard Center on the Developing Child, Dean's Venture Fund, Bezos Family Foundation

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