

Self-Regulation for Participation Scale

Circle the number below that corresponds to the level of support your child needed for completion of the chosen activity.

Date _____

Activity _____

10	Complete Independence	Child initiates and completes activity independently at the appropriate time and within a reasonable amount of time with 0 verbal cues and no supervision
9	Independence after initiation	Child requires 1 verbal cue to initiate the activity then completes the activity within a reasonable amount of time with no further verbal cues or supervision
8	Independence after initiation with greater time	Child requires 1 verbal cue to initiate the activity then completes the activity with a greater amount of time than would be expected but with no further verbal cues or supervision
7	Intermittent verbal cues and occasional supervision with greater time	Child requires intermittent verbal cues and supervision to stay on task and task takes a greater amount of time that would be expected
6	Constant supervision and cueing and greater time	Child requires another person to be present and provide verbal cues for each step of the task.
5	Constant supervision and cueing, greater time and some physical support	Child requires constant supervision and cueing (multiple cues per step of task), greater time that would be expected to complete and some physical guidance to stay on task or complete some aspects of the task.
4	Constant supervision and cueing, greater time and a high level of physical support.	Child requires constant supervision and cueing (multiple cues per step of task), greater time that would be expected to complete and the caregiver physically completes some of the task for the child.
3	Constant supervision and cueing, greater time and a high level of physical support. Intermittent/mild negativity.	Child requires constant supervision and cueing (multiple cues per step of task), greater time that would be expected to complete and the caregiver physically completes some of the task for the child. In addition, the child is negative for up to 20% of the task (e.g. whines, whimpers).
2	Constant supervision and cueing, greater time and a high level of physical support. Moderate negativity.	Child requires constant supervision and cueing (multiple cues per step of task), greater time that would be expected to complete and the caregiver physically completes some of the task for the child. In addition, the child is negative for 20-70% of the task (e.g. whines, whimpers).
1	Constant supervision and cueing, greater time and a high level of physical support. Significant negativity.	Child requires constant supervision and cueing (multiple cues per step of task), greater time that would be expected to complete and the caregiver physically completes some of the task for the child. In addition, the child is negative for greater than 70% of the task (e.g. whines, whimpers, cries).
0	Constant supervision and cueing, greater time and a high level of physical support. Temper tantrum behavior.	Child requires constant supervision and cueing (multiple cues per step of task), greater time that would be expected to complete and the caregiver physically completes much of the task for the child. In addition, the child has temper tantrum behavior (e.g. loud crying, yelling, aggression) that requires significant attention in order to calm.