

Applying Data-Driven Decision-Making (DDDM) Process to Intentionally Teaching Self-Regulation

1. **Self-Regulation Assessment Rubric** [viewable [Google DRIVE link](#)] [downloadable [pdf](#)]
2. **Broad overview of the DDDM** process and using the self-regulation rubric [[video](#)]
3. **Case Example** of a completed Self-Regulation Assessment Rubric using the DDDM process (includes case example video and transcript) [[Google DRIVE link](#)]
4. **Spanish version** of the rubric [[pdf](#)], which includes additional links to the case example.
5. **A Framework for engaging in early childhood DDDM** [[pdf](#)] - Overview of the DDDM process with recommended practices for each step.

Step 1: Gather

Collect relevant information.

- Observation
- Interviews
- Direct Tests

Gather information in familiar settings, with familiar people, interacting with familiar objects, in familiar ways, and in a wholistic manner.

Gather information from multiple settings, across time, and using multiple methods including formal and informal interview, administration of tools and assessments, review of existing records, and observations of children and families across daily routines and activities.

Step 2: Document

Complete the Self-Regulation Assessment [Rubric](#).

- Determine the child's chronological age in months based on when you gathered information. Use that age to determine a "starting column" for the "scoring" the rubric.
 - 0-12 months: Foundational
 - 13-24 months: Emerging
 - 25-36 months: Functional
 - 37-48 months: Strengthening
 - 49-60 months: Generative
- Read each bullet in the "starting column" and consider if is *true*, *somewhat true*, or *not true*. Keep in mind, self-regulation continues throughout the lifespan and is impacted by our genetic makeup, our past experiences, and present circumstances.
 - True - *something the child does consistently, meaningfully, robustly*
 - Somewhat true - *something the child does inconsistently, under certain circumstances, in a way that is still emerging*
 - Not true - *something the child does not or cannot do independently, across settings, time, and materials*
- You can color code your ratings (green, yellow, red) or use any type of symbols (pluses, checkmarks, smiley faces).
- You can color code your ratings (green, yellow, red) or use any type of symbols (pluses, checkmarks, smiley faces).
- Continue to rate/score each bullet until bullets from all 5 sub-constructs (rows) have been "scored" for that column.

Step 2: Document Continued

- For those bullets marked “true”, move one column to the right (to the next age range) and “score” the child’s performance.
 - Keep in mind, it isn’t a 1-1 correspondence from a bullet in one column to the next. This is an overall sense of whether they have strengths in a particular sub-construct of self-regulation. This is similar to establishing a ceiling during test administration.
- For bullets marked “not true”, look at the column(s) to the left (down in age range) until you find a cell that best represents a child’s current level for that sub-construct (e.g., attention, or interaction).
 - This is similar to establishing a basal level during test administration.

Step 3: Summarize

Summarize the data.

- *Numerical Summary*: Roughly speaking, what percentage of self-regulation seems to be on track for the child’s chronological age? Can you rank order the 5 sub-constructs from top strength to area of concern?
 - Keep in mind, the older the child is the more variable development. This would mean if they were 4.5 years, it would not be considered “off track” to have skills in the Functional, Strengthening, AND Generative columns.
- *Narrative Summary*: List the skills (within or across sub-constructs) you feel represent a child’s strengths and which would you say are hardest for them. Can you include an example of how the child’s strengths, emerging skills, and areas of need play out in daily actions and activities?
- *Visual Summary*: Shade a cell as green (good to go and a strength/mostly bullets are “true”), yellow (emerging and still need support/most bullets are “somewhat true”), or red (concerned that the child doesn’t have the concurrent or prerequisite skills to move forward/most bullets are “not true”).

Step 4: Analyze

Identify patterns and trends.

- First look for patterns of *strength* (e.g., items in green). Do you see anything that is similar between items coded as “true”?
- Next, determine if there are other patterns that are impacting the child’s performance.
 - Download this [handout](#) with examples of six common patterns that raise concerns regarding children’s development and learning.
- For example, are there places in the data/rubric where the child is out of *sequence* (e.g., missing a foundational skill in one row, but has on-age skills in other rows).
 - See [Three Sequences for Designing and Delivering Meaningful Experiences](#) for more support.
- Consider if barriers (e.g., stressors) exist that need to be reduced/removed.
 - This is where you look at the *not true/red items* and begin to consider when things are “breaking down” and the child is unable to demonstrate skills you know they have or can’t learn because they are in the “[red zone](#)”. This is also referred to as a pattern of interfering behavior.

Step 5: Interpret

Make decisions based on the information collected.

- Does the child qualify for special education?
- What outcomes/skills does the child need more systematic instruction on?
 - Example: Based on the rubric, one team determined “reciprocity” to be a critical skill.
 - [Writing goals for social reciprocity](#)
 - [Social reciprocity performance monitoring](#)
- What embedded learning opportunities need to be created?
- Match instructional methods/efforts with outcomes.
 - Matching Outcomes with Instruction: [Overview](#) (Video) + [Handout](#)
- For strengths and skills deemed common, continue to teach by providing *universal* instruction (see *Blended Practices book*, Ch. 5)
- For areas where the child is struggling or development has stalled (i.e., a targeted and different outcome(s) needs attention), provide *focused* instruction (see *Blended Practices book*, Ch. 6) in addition to universal.
 - Examples of why a child may be struggling:
 - Need a component or concurrent skill to be strengthened
 - Need support to use the skill under different/changing contexts and situations
 - The quality of the performance is a concern (too fast, too slow, too loud, too soft, too much effort, too little effort)
 - Need to generalize the skill(s) across people, time, and settings
- For any missing foundational/prerequisites (individualized outcomes) teach using *systematic* instruction (see *Blended Practices book*, Ch. 7).
- When stressors are serving as a barrier to development and learning, the goal or focus of instruction shifts to removing and reducing stressors before further instruction is provided ([Reduce Stressors Infographic](#))

Additional Resources

- Blended Practices Resources
 - [Book Study Guide](#)
 - [Chapter Job Aids](#)
 - [Link to purchase book](#)
- Specific strategies for teaching self-regulation:
 - Pre-K Teach & Play Podcast: [Stop, Think, Act: Promoting Self-regulation In Young Children](#) + [Transcript](#) and link to request teaching self-regulation tips in English and Spanish
 - Free [PowerPacks™ app](#) (iTune only); scroll to download the Free Printable Starter Pack
 - Request my Free Pre-K Teach & Play Self-Regulation Toolkit [[link to request](#)]