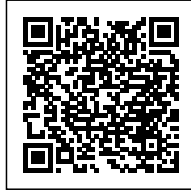


# SELF-REGULATION QUESTIONNAIRE

Posted on August 1, 2020 by mohammad jameel



1. I have a hard time controlling my temper.
2. I get so frustrated I feel ready to explode.
3. I get upset easily.
4. I am afraid I will lose control over my feelings.
5. I slam doors when I am mad.
6. I develop a plan for all my important goals.
7. I think about the future consequences of my actions.
8. Once I have a goal, I make a plan to reach it.
9. I get distracted by little things.
10. As soon as I see things that are not working, I do something about it.
11. I get fidgety after a few minutes if I am supposed to sit still.
12. I have a hard time sitting still during important tasks.
13. I find that I bounce my legs or wiggle with objects.

regulate his/her emotions, behavior, cognitions

This instrument can be found on page 3 of "ASSESSING SELF-REGULATION: A GUIDE FOR OUT-OF-SCHOOL TIME PROGRAM PRACTITIONERS", available online

at: [http://www.childtrends.org/wp-content/uploads/2010/10/Child\\_Trends-2010\\_10\\_05\\_RB\\_AssesSelfReg.pdf](http://www.childtrends.org/wp-content/uploads/2010/10/Child_Trends-2010_10_05_RB_AssesSelfReg.pdf)

Never True = 1, Sometimes True = 2, Mostly True = 3, Always True = 4

Reverse coding items .and 13 12 ,11 ,10 ,8 ,5 ,4 ,3 ,2 ,1

Child's ability to regulate his/her emotions (items behavior (items 9, 10, 11, 12), and , (5 ,4 ,3 ,2 ,1 ;cognitions child's goal-setting ability (items (and 8 ,7 ,6

*Novak, S.P., & Clayton, R. R. (2001). The influence of school environment and self-regulation*

*on transitions between stages of cigarette smoking: A multilevel analysis. Healthy Psychology, 20, 196-207.*

*Bandy, T. & Moore, K. (2010). Assessing self-regulation: A guide for out-of-school time program practitioners. Results-to-Research Brief #2010-23. Child Trends.*