OVERVIEW OF THE CHILD BEHAVIOR RATING SCALE (CBRS)

As part of the Virginia Kindergarten Readiness Program's (VKRP) multi-dimensional assessment of students' school readiness skills, *self-regulation* and *social skills* are assessed using the Child Behavior Rating Scale (CBRS). The CBRS is a teacher-report comprised of 17 items – 10 items assessing self-regulation and 7 items assessing social skills. After carefully observing students' behaviors in the classroom, teachers complete the rating scale for each student through the online VKRP portal, taking approximately 2 minutes to complete per student.

Citation: Bronson, M. B., Goodson, B. D., Layzer, J. I., & Love, J. M. (1990). *Child Behavior Rating Scale*. Cambridge, MA: Abt Associates.

Overview of the Measure and Its Constructs

The Child Behavior Rating Scale (Bronson et al., 1990) is a teacher-report measure used to gather information about "a child's task behavior and social behavior with peers and adults" (Bronson et al., 1995, p. 260). The original measure is comprised of 32 items that ask teachers to rate the frequency with which individual students exhibit specific behaviors on a scale from 1 (*never*) to 5 (*always*). Eighteen items combine to form the *Mastery Behavior Scale* and 14 comprise the *Social Behavior Scale*, which together capture students' work-related skills and social skills, respectively (Lim et al., 2010; Son et al., 2013).

The majority of studies using the CBRS, however, have utilized shorter variations of the measure. One of the most commonly used variations was introduced by Matthews and colleagues (2009) and consists of 17-items that measure children's behavioral regulation as illustrated by two subscales. *The *Classroom Self-Regulation* subscale is comprised of 10 items that assess teachers' perceptions of children's behavioral regulation during academic tasks (e.g., following directions, staying on task; See Appendix A for items); the *Social Skills (or Interpersonal Skills)* subscale is comprised of 7 items that assess teachers' perceptions of children's behavioral regulation in social situations (e.g., respecting others, sharing; See Appendix A for items). This factor structure has been validated in other studies (e.g., Ponitz et al., 2009; Wanless et al., 2011b), and many who use the CBRS opt to utilize the items from the *Classroom Self-Regulation* subscale independently or in conjunction with those from the *Social Skills (Interpersonal Skills)* subscale to assess children's behavioral regulation.

The Virginia Kindergarten Readiness Program falls within this latter category and uses the 17 items from both subscales to assess teachers' perceptions of students' approaches to learning, self-regulation, and social-emotional adjustment. Scores are interpreted at the domain level, with the 10 items from the *Classroom Self-Regulation* subscale comprising the "self-regulation domain" and the 7 items from the *Social Skills (Interpersonal Skills)* subscale comprising the "social skills domain."

Previous Uses of the CBRS

Function of the CBRS. The CBRS has been used as a measurement tool in studies exploring a wide range of topics, including those focusing on children's academic or social-emotional development (e.g., Lee et al., 1998; McClelland et al., 2007), the assessment of early childhood programs or interventions (e.g., Bronson et al., 1995; Schmitt et al., 2015), and the testing of other measures' psychometric properties (e.g., Meisels et al., 1995; Ponitz et al., 2008). In these studies, items from the CBRS have been utilized both to measure specific constructs (e.g., task behavior, work-related social skills, interpersonal skills, goal-oriented behaviors) and also to more broadly measure overall classroom behavior.

Sample characteristics. The CBRS has been used to assess adults' perceptions of the behavior of children spanning a wide range of ages and across different cultural contexts. Of the studies reviewed, children ranged between the ages of three and ten years, with the majority of studies focusing on those in preschool or kindergarten (see Table 1 for summary). CBRS data has been collected across different settings, including day care centers, preschools, Head Start

*The remaining 16 items on the CBRS comprise additional subscales (i.e., social play, engagement, and social problem solving) that are not significantly related to children's behavior regulation (Matthews et al., 2009).

programs, kindergarten classrooms, and elementary schools. The CBRS has been used in the United States and has also been validated and utilized across European (i.e., Albania, England, Iceland, Germany, Norway, and Romania) and Asian countries (i.e., China, Singapore, South Korea, and Taiwan; see Table 1 for summary), among others.

Association with developmental outcomes. Studies have repeatedly identified the significant association between children's CBRS scores and their development of a wide-range of outcomes. For example, CBRS scores have been associated with children's overall cognitive achievement (e.g., Lee et al., 1998), math (e.g., Wanless et al., 2011a), vocabulary (e.g., Gestsdottir et al., 2014), and literacy outcomes (e.g., Ponitz et al., 2008). Studies have also identified the relationship between children's CBRS scores and other important domains of school readiness, including attentional and inhibitory control (Kim et al., 2016; Yang & Lamb, 2014).

Psychometric Properties of the CBRS

Reliability. The CBRS has persistently demonstrated good internal consistency. Initial analysis of the original 32-item CBRS yielded a test-retest reliability of .67 and an internal consistency (Cronbach's alpha) of .96 (Layzer et al., 1990). Additional studies using all CBRS items have produced similar results with alpha's ranging between .82 – .96 (e.g., Bronson et al., 1995; Son et al., 2013). Specifically, regarding the 17-item, two-factor structure proposed by Matthews et al. (2009) and utilized by VKRP, studies have produced Cronbach's alphas ranging between .89 – .95 (e.g., Moldovan & Bocos-Bintintan, 2016; Tindal et al., 2015). In further support of this two-factor structure, factor analyses show that the majority of the CBRS's variance can be captured through the *Classroom Self-Regulation* and *Social Skills (Interpersonal Skills)* factors (42% and 10%, respectively; Matthews et al., 2009). This two-factor structure has been replicated in multiple studies with high item loadings (.60 – .80) on factors both in the United States and abroad (e.g., Ponitz et al., 2009; Von Suchodoletz et al., 2013; Wanless et al., 2013). Internal consistency for the 10-item *Classroom Self-Regulation* subscale has consistently produced Cronbach's alphas greater than .92 (e.g., Kim et al., 2016; Sung, 2014; Schmitt, 2014), while the *Social Skills (Interpersonal Skills)* subscale has shown less, but still relatively good, internal consistency (Cronbach's alpha = .76 – .85; Von Suchodoletz et al., 2015; Ponitz et al., 2009).

Validity. The CBRS has strong construct and concurrent validity. The full 32-item measure is moderately correlated with the Bronson Social and Task Skill Profile (Bronson, 1996), an observational measure used to assess children's classroom goal-oriented and regulatory behaviors (Ponitz et al., 2009). The CBRS has also shown to have high correlations with the Observed Child Engagement Scale (Rimm-Kauffman, 2005), another child observation tool (Schmitt et al., 2014). Regarding direct assessment measures of children's self-regulatory skills, the CBRS has consistently produced significant correlations with the Head-Toes-Knees-Shoulders task (e.g., Ponitz et al., 2008; Wanless et al., 2011ab) and the Head-to-Toes task (e.g., Birgisdottir et al., 2015; McClelland et al., 2007). It has also shown a significant relationship with children's scores on the Preschool Inventory (PSI), a direct assessment of children's cognitive achievement (Bronson et al., 1995; Lee et al., 1998). The CBRS has been found to predict children's pre-academic school readiness skills, including math achievement (Gestsdottir et al., 2014; Schmitt et al., 2014) and literacy outcomes such as reading comprehension, vocabulary, and letter knowledge (Birisgottir et al., 2015; Gestsdottir et al., 2014; Schmitt et al., 2014).

Use of the CBRS in VKRP

Of the approximately 11,300 children assessed using the CBRS during the 2016-2017 school year, data demonstrated strong internal consistency. Overall, the 17-item measure yielded a Cronbach's alpha of .96, and scores were similar across *Self-Regulation* and *Social Skills (Interpersonal Skills)* subscales (Cronbach's alpha of .97 and .92, respectively). Subscale scores were moderately correlated with one another (Pearson Correlation = .66, $p<.001$)

Appendix A.
Factor Structure of *CBRS* Items (Matthews et al., 2009)

Classroom Self-Regulation
Item 15: Observes rules and follows directions without reminders
Item 20: Completes learning tasks in an organized way
Item 21: Completes tasks successfully
Item 22: Attempts new and challenging tasks
Item 23: Concentrates when working, not easily distracted
Item 24: Responds to instructions and begins appropriate task
Item 25: Takes time to do his/her best work
Item 27: Finds and organizes materials
Item 28: Sees own errors on task and corrects them
Item 29: Returns to unfinished tasks after interruption

Social Skills (Interpersonal Skills)
Item 3: Willing to share
Item 5: Expresses hostility—Verbally
Item 6: Expresses hostility—Physically
Item 7: Cooperates with playmates
Item 8: Takes turns without being told to do so
Item 13: Complies with adult directives—With little or no resistance
Item 16: Does not fuss when doesn't get teacher's attention

Remaining Items
Item 1: Joins in play with others
Item 2: Comforts peers
Item 4: Plays with other children
Item 9: Offers suggestions for play
Item 10: Suggestions for play are accepted by other children
Item 11: Engages in pretend play
Item 12: Resolves potential social conflicts
Item 14: Initiates social interaction with adults
Item 17: Can deal with normal criticism or teasing
Item 18: Tries to solve a problem before asking for help
Item 19: Shows satisfaction when completes a project
Item 26: Feels s/he can cope well with classroom situations
Item 30: Interested in trying new activities, games, etc.
Item 31: Conveys confidence about being able to succeed
Item 32: Shows enthusiasm for activities

Table 1.
Studies using the CBRS ($N = 39$)

Study	Study Location	Sample	Items/Scales Used
Bronson et al. (1995)	United States	Preschoolers ($N = 586$)*	All items
Brock et al. (2018)		Age: 5 – 6 ($N = 87$)* Kindergarten, First Grade	Self-Regulation subscale
Doromal et al. (2019)		Age: 5 ($N = 313$)* Kindergarten	Self-Regulation subscale
Duncan et al.		Age: 4 ($N = 100$) Preschool	Self-Regulation subscale
Kim et al. (2016)		Age: 5 – 8 ($N = 278$) Kindergarten, First Grade	Self-Regulation subscale
Kim et al. (2019)		Age: 5 – 8 (N=117)* Kindergarten	Self-Regulation subscale
Lee et al. (1998)		Age: 4 ($N = 677$)* Preschool	All items
Matthews et al. (2009)		Age: 5 – 6 ($N = 268$) Kindergarten	Self-Regulation subscale
McClelland & Morrison (2003)		Age: 3 – 5 ($N = 72$) Preschool	Mastery Behaviors subscale
McClelland et al. (2007)		Age: 3 – 5 ($N = 310$) Preschool	Self-Regulation subscale
Meisels et al. (1995)		Age: 4 – 6 ($N = 86$) Kindergarten	All items
Ponitz et al. (2009)		Age: 4 – 6 ($N = 343$) Kindergarten	Self-Regulation subscale Social (Interpersonal) Skills subscale
Ponitz et al. (2008)		Age: 3 – 6 ($N = 445$) Preschool	Self-Regulation subscale
Schmitt et al. (2014)		Age: 3 – 5 ($N = 247$) Preschool	Self-Regulation subscale
Schmitt et al. (2015)		Age: 3 – 5 ($N = 276$)* Preschool (Head Start)	Self-Regulation subscale
Tamm & Peugh (2019)		Age: 3 – 5 ($N = 243$)* Preschool	Self-Regulation subscale
Tindal et al. (2015)		Kindergartners ($N = 1189$)	Self-Regulation subscale Social (Interpersonal) Skills subscale
Zelazo et al. (2018)		Age: 4 – 5 ($N = 218$)*	All items

		Preschool	
von Suchodoletz et al. (2015)	Albania	Age: 4 – 5 (*N* = 150)	Self-Regulation subscale Social (Interpersonal) Skills subscale
Howard et al. (2019)	Australia	Age: 3 – 5 (*N* = 80) Preschool	Self-Regulation subscale
Taylor & Butts-Wilmsmeyer (2020)	Canada	Age: 4 – 5 (*N* = 250) Kindergarten	Self-Regulation subscale
Yang & Lamb (2014)	England	Age: 4 (*N* = 67)	All items
Ludwig et al. (2016)	Germany	Age: 4 – 6 (*N* = 106)	Select items pulled
Gestsdottir et al. (2014)	Germany, Iceland	Age: 5 – 6 (*N* = 181) Preschool	Self-Regulation subscale
von Suchodoletz et al. (2013)		Age: 5 – 6 (*N* = 301)	Self-Regulation subscale
Birgisdóttir et al. (2015)	Iceland	Age: 4 – 5 (*N* = 111) Preschool	Self-Regulation subscale
Birgisdóttir et al. (2020)		Age: 4 – 5 (*N* = 110) Preschool	Self-Regulation subscale
Keown et al. (2020)	New Zealand	Age: 3 (*N* = 212) Preschool	Self-Regulation subscale
Resaland et al. (2015)	Norway	Age: 10 (*N* = 1145)	Self-Regulation subscale
Moldovan & Bocos-Bintintan (2016)	Romania	Age: 7 – 10 (*N* = 41)	Self-Regulation subscale Social (Interpersonal) Skills subscale
Lim, Rodger & Brown (2010a)	Singapore	Age: 3 – 6 (*N* = 117)**	All items
Lim, Rodger & Brown (2010b)		Age: 3 – 6 (*N* = 117)**	All items
Ahn & Kwon (2005)	South Korea	Age: 5 – 6 (*N* = 167)	Mastery Behaviors subscale
Son et al. (2013)		Age: 3 – 6 (*N* = 229)	All items
Sung (2014)		Age: 4 – 5 (*N* = 214)	Self-Regulation subscale
Wanless et al. (2011a)	Taiwan	Age: 3 – 4 (*N* = 152) Preschool	Self-Regulation subscales
Sezgin & Demiriz (2019)	Turkey	Age: 4 – 5 (N=53) Preschool	Self-Regulation subscale Social (Interpersonal) Skills subscale
Wanless et al. (2011b)	China, Taiwan, South Korea, United States	Age: 3 – 6 (*N* = 814) Preschool	Self-Regulation subscale

Wanless et al. (2013)		Age: 3 – 6 (N = 814) Preschool	Self-Regulation subscale

*indicates sample of low socio-economic status
**indicates portion of sample with disability

Number of studies using:

- 3-year-olds: ~15
- 4-year-olds: ~27
- 5-year-olds: ~31
- 6-year-olds: ~17
- 7-year-olds: 2
- 8-year-olds: 2
- 9-year-olds: 1
- 10-year-olds: 2

References

Ahn, S. H., & Kwon, H. (2005). Relationships between learning-related social skills and literacy development. *Korean Journal of Child Studies, 26*(4), 173-188.

Birgisdóttir, F., Gestsdóttir, S., & Thorsdóttir, F. (2015). The role of behavioral self-regulation in learning to read: A 2-year longitudinal study of Icelandic preschool children. *Early Education and Development, 26*, 807-828. http://dx.doi.org/10.1080/10409289.2015.1003505

Birgisdóttir, F., Gestsdóttir, S., & Geldhof, G. J. (2020). Early predictors of first and fourth grade reading and math: The role of self-regulation and early literacy skills. *Early Childhood Research Quarterly, 53,* 507-519. https://doi.org/10.1016/j.ecresq.2020.05.001

Brock, L. L., Murrah, W. M., Cottone, E. A., Mashburn, A. J., & Grissmer, D. W. (2018). An after-school intervention targeting executive function and visuospatial skills also improves classroom behavior. *International Journal of Behavioral Development, 42*, 474–484. https://doi.org/10.1177/0165025417738057

Bronson, M. B. (1996). *Manual for the Bronson Social and Task Skill Profile (teacher version).* Boston College.

Bronson, M. B., Goodson, B. D., Layzer, J. I., & Love, J. M. (1990). *Child Behavior Rating Scale*. Abt Associates.

Bronson, M. B., Tivnan, T., & Seppanen, P. S. (1995). Relations between teacher and classroom activity variables and the classroom behavior of prekindergarten children in chapter 1 funded programs. *Journal of Applied Developmental Psychology, 16*, 253-282. https://doi.org/10.1016/0193-3973(95)90035-7

Doromal, J. B., Cottone, E. A., & Kim, H. (2019). Preliminary validation of the teacher-rated DESSA in a low-income, kindergarten sample. *Journal of Psychoeducational Assessment, 37*, 40–54. https://doi.org/10.1177/0734282917731460

Duncan, R. J., McClelland, M. M., & Acock, A. C. (2017). Relations between executive function, behavioral regulation, and academic achievement: Moderation by family income. *Journal of Applied Developmental Psychology, 49,* 21-30. http://dx.doi.org/10.1016/j.appdev.2017.01.004

Gestsdottir, S., von Suchodoletz, A., Wanless, S. B., Hubert, B., Guimard, P., Birgisdottir, F., & McClelland M. (2014). Early behavioral self-regulation, academic achievement, and gender: Longitudinal findings from France, Germany, and Iceland. *Applied Developmental Science, 18*, 90-109. http://dx.doi.org/10.1080/10888691.2014.894870

Howard, S. J., Neilsen-Hewett, C., de Rosnay, M., Vasseleu, E., & Melhuish, E. (2019). Evaluating the viability of a structured observational approach to assessing early self-regulation. *Early Childhood Research Quarterly, 48*, 186–197. https://doi.org/10.1016/j.ecresq.2019.03.003

Keown, L. J., Franke, N., & Triggs, C. M. (2020). An evaluation of a classroom-based intervention to improve executive functions in 4-year old children in New Zealand. *Early Childhood Education Journal,* 48**,** 621–631. https://doi.org/10.1007/s10643-020-01023-x

Kim, H. Byers, A. I., Cameron, C. E., Brock, L. L., Cottone, E. A., & Grissmer, D. W. (2016). Unique contributions of attentional control and visuomotor integration on concurrent teacher-reported classroom

functioning in early elementary students. *Early Childhood Research Quarterly, 36*, 379-390. https://doi.org/10.1016/j.ecresq.2016.01.018

Kim, H., Cameron, C. E., Kelly, C. A., West, H., Mashburn, A. J., & Grissmer, D. W. (2019). Using an Individualized Observational Measure to Understand Children's Interactions in Underserved Kindergarten Classrooms. *Journal of Psychoeducational Assessment*, *37*, 935–956. https://doi.org/10.1177/0734282918819579

Lee, V. E., Loeb, S., & Lubeck, S. (1998). Contextual effects of prekindergarten classrooms for disadvantaged children on cognitive development: The case of chapter 1. *Child Development, 69*, 479-494. https://doi.org/10.2307/1132179

Lim, S. M., Rodger, S., & Brown, T. (2010). Validation of Child Behavior Rating Scale in Singapore (part 1): Rasch analysis. *Hong Kong Journal of Occupational Therapy, 20*, 52-62. https://doi.org/10.1016/S1569-1861(11)70004-3

Lim, S., Rodger, S., & Brown, T. (2010). Assessments of learning-related skills and interpersonal skills: Constructs within early childhood environments in Singapore. *Infant and Child Development, 19*(4), 366-384. https://doi.org/10.1002/icd.673

Ludwig, K., Haindl, A., Laufs, R., & Rauch, W. A. (2016). Self-regulation in preschool children's everyday life: Exploring day-to-day variability and the within- and between-person structure. *Journal of Self-Regulation and Regulation, 2*, 99-117. https://doi.org/10.11588/josar.2016.2.34357

Matthews, J. S., Ponitz, C. C., & Morrison, F. J. (2009). Early gender differences in self-regulation and academic achievement. *Journal of Educational Psychology, 101*(3), 689-704. https://doi.org/10.1037/a0014240

McClelland, M. M., & Morrison, F. J. (2003). The emergence of learning-related social skills in preschool children. *Early Childhood Research Quarterly, 18*, 206-224. https://doi.org/10.1016/S0885-2006(03)00026-7

McClelland, M. M., Cameron, C. E., Connor, C. M., Farris, C. L., Jewkes, A. M., & Morrison, F. J. (2007). Links between behavioral regulation and preschoolers' literacy, vocabulary, and math skills. Developmental Psychology, 43, 947-959. http://doi.org/10.1037/0012-1649.43.4.947

Meisels, S. J., Liaw, F., Dorfman, A., & Nelson, R. F. (1995). The work sampling system: Reliability and validity of a performance assessment for young children. *Early Childhood Research Quarterly, 10*, 277-296. https://doi.org/10.1016/0885-2006(95)90008-X

Moldovan, V., & Bocos-Bintintan, M. (2016). The influence of scouting activities upon the behavior of the young pupil. *Education, Reflection,* Development, *Fourth Edition*. http://dx.doi.org/10.15405/epsbs.2016.12.42

Ponitz, C. C., McClelland, M. M., Matthew, J. S., & Morrison, F. J. (2009). A structured observation of behavioral self-regulation and its contribution to Kindergarten outcomes. *Developmental Psychology*, *45*, 605-619. https://doi.org/10.1037/a0015365

Ponitz, C. E., McClelland, M. M., Jewkes, A. M., Connor, C. M., Farris, C. L., & Morrison, F. J. (2008). Touch your toes! Developing a direct measure of behavioral regulation in early childhood. *Early Childhood*

Research Quarterly, 23, 141-158. https://doi.org/10.1016/j.ecresq.2007.01.004

Resaland, G. K., Moe, V. F., Aadland, E., Steene-Johannessen, J., Glosvik, O., Andersen, J. R., & Anderssen, S. A. (2015). Active Smarter Kids (ASK): Rationale and design of a cluster-randomized control trial investigating the effects of daily physical activity on children's academic performance and risk factors for non-communicable diseases. *BMC Public Health, 15*(709), 1-10.

Rimm-Kaufman, S. E. (2005). *Observed Classroom Engagement Scale* (OCES). Unpublished Measure, University of Virginia.

Schmitt, S. A., McClelland, M. M., Tominey, S. L., & Acock, A. C. (2015). Strengthening school readiness for Head Start children: Evaluation of a self-regulation intervention. *Early Childhood Research Quarterly, 30A*, 20-31. https://doi.org/10.1016/j.ecresq.2014.08.001

Schmitt, S. A., Pratt, M. E., & McClelland, M. M. (2014). Examining the validity of behavioral self-regulation tools in predicting preschoolers' academic achievement. *Early Education and Development, 25*, 641-660. **http://dx.doi.org/10.1080/10409289.2014.850397**

Sezgin, E., & Demiriz, S. (2019). Effect of play-based educational programme on behavioral self-regulation skills of 48-60 month-old children. *Early Child Development and Care, 189,* 1100-1113. https://doi.org/10.1080/03004430.2017.1369972

Son, S., Lee, K., & Sung, M. (2013). Links between preschoolers' behavioral regulation and school readiness skills: The role of child gender. Early Education and Development, 24, 468-490.

Sung, M. Y. (2014). Effects of behavioral and emotional regulation on preschool children's peer play behavior: Focusing on gender differences. *Family and Environment Research, 52*, 541-549. https://doi.org/10.1080/10409289.2012.675548

Tamm, L., & Peugh, J. (2019) Concordance of teacher-rated and performance-based measures of executive functioning in preschoolers. *Child Neuropsychology, 25*, 410-424. http://doi.org/10.1080/09297049.2018.1484085

Taylor, A. F., & Butts-Wilmsmeyer, C. (2020). Self-regulation gains in kindergarten related to frequency of green schoolyard use. *Journal of Environmental Psychology*, *70*, 101440. http://dx.doi.org/10.1016/j.jenvp.2020.101440

Tindal, G., Irvin, P. S., & Nese, J. F. T. (2015). Skills for children entering kindergarten. *Educational Assessment, 20*, 297-319.https://doi.org/10.1080/10627197.2015.1093929

Von Suchodoletz, A., Gestsdottir, S., Wanless, S. B., McClelland, M. M., Birgisdottir, F., & Ragnarsdottir, H. (2013). Behavioral self-regulation and relations to emergent academic skills among children in Germany and Iceland. *Early Childhood Research Quarterly, 28*, 62-73. https://doi.org/10.1016/j.ecresq.2012.05.003

Von Suchodoletz, A., Uka, F., Larsen, R. A. A. A. (2015). Self-regulation across different contexts: Findings in young Albanian children. *Early Education and Development, 26*, 829-846. **http://dx.doi.org/10.1080/10409289.2015.1012189**

Wanless, S. B., McClelland, M. M., Acock, A. C., Chen, F., & Chen, J. (2011a). Behavioral regulation and early academic achievement in Taiwan. *Early Education and Development, 22*, 1-28. https://doi.org/10.1080/10409280903493306

Wanless, S. B., McClelland, M. M., Acock, A. C., Ponitz, C. C., Son, S., Lan, X., & Li, S. (2011b). Measuring behavioral regulation in four societies. *Psychological Assessment, 23*, 364-378. https://doi.org/10.1037/a0021768

Wanless, S. B., McClelland, M. M., Lan, X., Son, S., Cameron, C. E., Morrison, F. J., & Sung, M. (2013). Gender differences in behavioral regulation in four societies: The United States, Taiwan, South Korea, and China. *Early Childhood Research Quarterly, 28*, 621-633. https://doi.org/10.1016/j.ecresq.2013.04.002

Yang, P., & Lamb, M. E. (2014). Factors influencing classroom behavioral engagement during the first year at school. *Applied Developmental Science, 18*, 189-200. https://doi.org/10.1080/10888691.2014.924710

Zelazo, P. D., Forston, J. L., Masten, A. S., & Carlson, S. M. (2018). Mindfulness plus reflection training: Effects on executive function in early childhood. *Frontiers in Psychology, 9,* 208. https://doi.org/10.3389/fpsyg.2018.00208