

The Survey of Early School Adjustment Difficulty

This measure is designed to assess children's adjustment to the classroom environment during the first three weeks of school. Teachers are asked to complete the measure for selected children in their class. The measure is distributed to the teachers during the third week of school and only those gathered within six weeks from the start of school are used in the analyses.

Sara Rimm-Kaufman and her research team at the UVA Social Development Laboratory have used the measure in both kindergarten and first grade classrooms. It can be adapted for younger or older children, as needed. A composite score corresponding to the construct of difficulty with the transition to school can be calculated based on the mean of the 11 items. Internal consistency reliability based on kindergarten and first grade children in rural samples ranged from .90-.91.

The measure was originally adapted from the National Center for Early Development and Learning Transition Practices Survey.

See: National Center for Early Development and Learning (NCEDL). (1996). *Transition practices survey*. Chapel Hill: University of North Carolina at Chapel Hill.

Also see: Rimm-Kaufman, S. E. & Pianta, R., Cox, M. (2000). Teachers' judgments of problems in the transition to kindergarten. *Early Childhood Research Quarterly*, 15, 147-166.

Two papers have been published using the survey:

Nathanson, L., Rimm-Kaufman, S.E., & Brock, L.L. (2009). Kindergarten adjustment difficulty: The Contribution of children's effortful control and parental control. *Early Education and Development*, 20(5), 775-798.

Ponitz, C. C., Rimm-Kaufman, S. E., Brock, L. L. & Nathanson, L. (2009). Early adjustment, gender differences, and classroom organizational climate in first grade. *The Elementary School Journal*, 110(2), 142-162.

To cite the Survey of Early School Adjustment Difficulty:

Rimm-Kaufman (2005). Survey of Early School Adjustment. Unpublished measure, University of Virginia, Charlottesville, VA.

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Teacher ID:

Child ID:

Survey of Early School Adjustment

We are interested in learning about children’s adjustment during the first three weeks of school. Some children have a difficult time becoming accustomed a new classroom environment whereas others have an easy time with this transition. Consider the behavior of the child named above during the first three weeks of school. To what degree are these statements true?

Statement	Not Observed/ Not Applicable	No, not at all true		Sometimes true		Yes, very true
1. This child lacks academic skills.	NA	1	2	3	4	5
2. This child has shown difficulty following directions.	NA	1	2	3	4	5
3. This child has shown difficulty working as part of a group.	NA	1	2	3	4	5
4. This child has shown difficulty getting along with other children.	NA	1	2	3	4	5
5. This child has shown difficulty working independently.	NA	1	2	3	4	5
6. This child has shown difficulty communicating or language problems.	NA	1	2	3	4	5
7. This child seems immature for his/her grade.	NA	1	2	3	4	5
8. This child has shown difficulty sitting appropriately during circle time or other times when they are expected to sit.	NA	1	2	3	4	5
9. This child has shown difficulty adjusting to the schedule or the rhythm of the day.	NA	1	2	3	4	5
10. This child has shown difficulty respecting my authority as a teacher.	NA	1	2	3	4	5
11. This child has shown difficulty taking turns or waiting until his/her turn to speak.	NA	1	2	3	4	5

