



Worksheet for Rating Practice Exercise Part 2 (IT): “Tylor Playing on the Floor”

Step 1: Meet Tylor

Tylor’s early interventionist provides the following description:

Tylor is a 30 month-old who enjoys exploring his environment alongside his brother, pulling to a stand at furniture and crawling up stairs. He enjoys music and toys that light up. Tylor is very tuned into sound and gets distracted easily. Some sounds, such as beeps or chimes, make him giggle and he likes to drop toys to hear the noise they make. Tylor’s main mode of locomotion is crawling and he also likes to spin on the kitchen floor. He is beginning to use his hands to explore toys, especially if a sound is made by the action. Tylor has Facial Diplegia, brain growth abnormalities, and global developmental delays. Goals for Tylor include maintaining his balance while standing; banging objects in midline and increasing his engagement with objects; using a switch or a sign to indicate “more;” eating more textured foods; and biting a soft cracker.



Adaptations: Tylor wears glasses to correct for farsightedness and he sometimes wears a patch to help with his eyes turning outward. He has been casted in the past because of tight Achilles tendons and he wears an ankle-foot orthotic (AFO).

Step 2: In the In the DRDP (2015) Infant/Toddler View Assessment Manual, read PD-HLTH 4: Fine Motor Manipulative Skills

Developmental Domain: PD-HLTH — Physical Development—Health									
PD-HLTH 4: Fine Motor Manipulative Skills									
Child demonstrates increasing precision, strength, coordination, and efficiency when using muscles of the hand for play and functional tasks*									
Mark the latest developmental level the child has mastered:									
Responding		Exploring			Building			Integrating	
Earlier	Later	Earlier	Middle	Later	Earlier	Middle	Later	Earlier	N/A
Moves arms or hands in basic ways	Uses arms or hands to make contact with objects in the environment	Grasps objects with entire hand	Grasps objects with fingers and thumb	Explores ways to use one hand, or to use both hands doing the same movements, to manipulate objects	Manipulates objects with one hand while stabilizing the objects with other hand or with another part of body	Manipulates objects with both hands doing different movements	Manipulates objects, using hands, with strength, accuracy, and coordination	Performs, with efficiency, a variety of tasks that require precise manipulation of small objects	N/A
<ul style="list-style-type: none"> • Possible Examples • Curts fingers around an adult's finger. • Brings fist to mouth. • Makes small movements of arms and hands near the sides of body. 	<ul style="list-style-type: none"> • Holds a stuffed toy against body. • Pulls an object closer, using a raking motion. • Pushes hands against an adult. 	<ul style="list-style-type: none"> • Uses fingers and palm to grasp toys of different shapes or sizes. • Holds a stacking ring with full fist. • Holds a spoon with full fist while being fed by an adult with another spoon. 	<ul style="list-style-type: none"> • Holds a spoon, using thumb and fingers. • Pinches cereal pieces between finger and thumb. • Picks up a stacking ring, using fingers and thumb. 	<ul style="list-style-type: none"> • Lifts a cup to mouth with both hands, but may spill some. • Scribbles back and forth on pavement with sidewalk chalk, using one hand. • Grasps and turns a doorknob, but may not have strength or coordination to open the door. 	<ul style="list-style-type: none"> • Holds play dough with one hand while cutting it with a wooden knife. • Steadies a container of block accessories on lap while picking out the tree-shaped blocks. • Scoops sand into a container with one hand while holding the container with other hand. 	<ul style="list-style-type: none"> • Uses scissors to cut out simple shapes (e.g., circle, square) on paper. • Pushes a cord through a large bead, using one hand, while moving the bead onto the cord with the other hand. • Peels a banana or orange after adult starts the peel. • Buttons two to three large front buttons on a shirt. 	<ul style="list-style-type: none"> • Takes a cap off of a marker by twisting with one hand, then pulling with both hands in opposite directions. • Starts the peel on a banana or mandarin orange. • Unfastens buckle on chest strap of wheelchair. • Fastens snaps on pants made of thicker, stiffer materials, such as denim jeans. 	<ul style="list-style-type: none"> • Makes a necklace by stringing a variety of small beads with narrow holes. • Uses a computer mouse to draw details of a picture on a computer screen. • Rotates pencil within the hand to use the eraser when scribbling with a pencil. • Uses scissors to cut more challenging materials such as fabric or cardstock during an art activity. 	
* Children who do not have use of one or both hands may still be rated as demonstrating mastery at a level if they can accomplish the functional intent of the descriptor using other body parts, or prosthetic devices.									
<input type="radio"/> Child is emerging to the next developmental level <input type="radio"/> Unable to rate this measure due to extended absence									
									
PD-HLTH 4									

Step 3: Watch the video clip. After the clip ends, use the space below to jot down your observations of Tylor in relation to this measure.

Step 4: Read the following documentation of other observations made of Tylor related to this measure.

Source of Information	Recent Observations of Tylor
Observations made by Tylor’s mother	“At lunch, Tylor picked up his cup with two hands to drink some water.”
Observations made by Tylor’s father	“When we were playing, Tylor used one hand to flip the switch on his busy box several times.”
Observations made by Tylor’s early intervention provider	“When looking at a book with cardboard pages, Tylor used one hand to turn the pages while she held the book.”

Step 5: Rate the measure based on the above documentation and the observations that you made while watching the video clip.

© 2015 Desired Results Access Project, Napa County Office of Education; funded by the California Department of Education (CDE), Special Education Division. This publication was produced by the Desired Results Access Project to support the implementation of the DRDP (2015) for the Special Education Division of the California.