

Worksheet for Rating Practice Exercise Part 3 (IT): "Morgan Playing with Blocks"

Step 1: Meet Morgan

Morgan's teacher provided the following description:

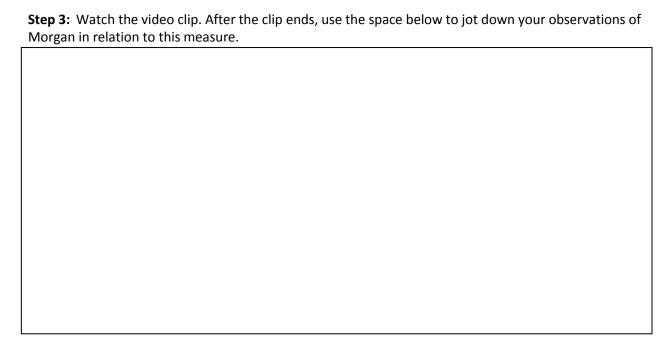
Morgan is a beautiful little girl who lives with her mother, older brother, and grandparents. She has received early intervention services since she was about 2 months old and has been attending a Child Development Center two times a week for the past few months. Morgan continues to grow in all areas of development. She is not yet walking, although she just began pulling herself to a stand and she explores her environment by scooting around on her bottom. Morgan is essentially non-verbal, however, she lets you know when something isn't right by vocalizing and when asked, she will point to tell you where she wants to go. Morgan has Down's syndrome and a cardiac condition. Morgan really enjoys herself at school. She loves watching the other children to see what they are doing and is



beginning to follow and understand the routine of the classroom, scooting up to the sink to get her hands washed and throwing her paper towel away in the trash. She also sits at the snack table and is beginning to feed herself with a spoon. She enjoys music and books. Outside she enjoys playing near the other children scooting on her bottom to go wherever it is she wants to go.

Step 2: In the In the DRDP (2015) Infant/Toddler View Assessment Manual, read ATL-REG 1: Attention Maintenance

Earlier Later Ear	Explo	Later Later Maintains attention, with adult support, during activities that last for extended periods of time	Earlier			
Shifts attention of frequently from one operson or thing to an another an interesting toy, then back to an adult or a child. - Actively shifts interest from one child to another playing close by. - Drops one thing in order to reach for another.		Later Maintains attention, with adult support, furing activities that ast for extended periods of time	Earlier	Building		Integrating
Shifts attention frequently from one operson or thing to so another Turns attention toward an interesting toy, then back to an adult or a child. Actively shifts interest from one child to another playing close by. Drops one thing in order to reach for another.	250	Maintains attention, with adult support, furing activities that ast for extended seriods of time		Middle	Later	Earlier
Turns attention toward an interesting toy, then back to an adult or a child. Actively shifts interest from one child to another playing close by. Drops one thing in order to reach for another.			Maintains attention on own during activities that last for extended periods of time	There are no later levels for this measure		
	in playing and then so playing and then so playing and then an adult joins ling. toy animals from toy animals from toy animals the container, and umps them out	Listens to a book from beginning to end and then gestures for an adult to read it a second time. Starts working on a simple puzzle with an adult and continues when the adult steps away briefly. Continues playing with try cars, adding a bridge offered by an adult sitting nearby.	Makes a pile of pretend pancakes with play dough on own and then offers them to peers. Builds multiple towers with interlocking blocks. Looks through several books on own in library corner during the morning. Listens to audio books while looking at enlarged pictures relafed to the story on a screen, on own, during the morning.			
 Child is emerging to the next developmental level Unable to rate this measure due to extended absence 	tal level ed absence					
ATL-REG 1		Attention Maintenance	aintenance			ATL-REG



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

Source of Information	Recent Observations of Morgan
Observations made by Morgan's mother	"After breakfast, we did the Itsy Bitsy Spider at least 4 times in a row. Each time Morgan tried hard to do the spider movements and the rain motions with her hands. Every time we finished the song, Morgan used the sign for 'more,' and then we'd do it again."
Observations made by Morgan's teacher	"During play time, Morgan followed my lead and pretended to feed a doll and then brush her hair. When I stopped playing so I could talk with another child, I noticed that Morgan continued to feed the doll and brush her hair by herself."
Observations made by Morgan's home visitor	"Morgan played with me in her backyard sandbox for quite a while. When I asked her to put sand in the pail, she worked hard trying to do that with a wooden spoon."

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

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