



## Worksheet for Rating Practice Exercise Part 3 (PS): “Angel Playing with Playdough”

### Step 1: Meet Angel

Angel’s (pronounced “Ahnhell”) teacher provided the following description:

Angel is three years and nine months old. He and his family recently moved to the United States and Angel is a dual language learner. He is very social and is quickly developing friendships with other children in the classroom. He loves playing with cars, trains, and small planes. Angel is learning to participate in classroom routines and often requires adult assistance. He enjoys small group activities with play dough and paper and writing implements. He receives speech and language services during his school day. His IEP team determined that no adaptations are used during his school day.



**Step 2:** In the DRDP (2015) Preschool Fundamental View Assessment Manual, read SED 4: Relationships and Social Interactions with Peers

Developmental Domain: SED — Social and Emotional Development <b>SED 4: Relationships and Social Interactions with Peers</b> Child becomes increasingly competent and cooperative in interactions with peers and develops friendships with several peers									
Mark the latest developmental level the child has mastered:									
Responding		Exploring		Building		Integrating			
Earlier	Later	Earlier	Later	Earlier	Middle	Later	Earlier	Earlier	
Shows awareness of other people, including children	Shows interest in other children	Plays alongside other children, rarely interacting with them	Interacts in simple ways with familiar peers as they play side by side	Participates in brief episodes of cooperative play with one or two peers, especially those with whom child regularly plays	Participates in extended episodes of cooperative play (including pretend play) with one or two friends	Initiates sustained episodes of cooperative play (including pretend play), particularly with friends	Organizes or participates in planning cooperative play activities with several peers, particularly with friends		
<b>Possible Examples</b> <ul style="list-style-type: none"> <li>• Cries when hearing the sound of another child crying.</li> <li>• Orients toward other children.</li> <li>• Notices another child nearby.</li> </ul>	<ul style="list-style-type: none"> <li>• Moves excitedly when another child comes near.</li> <li>• Reaches toward another child to gain attention.</li> <li>• Smiles at another child.</li> </ul>	<ul style="list-style-type: none"> <li>• Selects a truck when other children nearby are playing with trucks.</li> <li>• Explores a toy alongside another child who is also exploring.</li> <li>• Reaches for a toy in the water alongside other children at the water table.</li> </ul>	<ul style="list-style-type: none"> <li>• Hands a bucket to a familiar peer sitting next to child in the sandbox.</li> <li>• Offers a block to a peer building a tower next to child.</li> <li>• Splashes excitedly with a peer at the water table, continuing back and forth.</li> </ul>	<ul style="list-style-type: none"> <li>• Takes a few turns trying on hats with a peer in the dramatic play area.</li> <li>• Plays chase briefly and then goes to play alone in sandbox.</li> <li>• Plays cars with a peer for a short while.</li> </ul>	<ul style="list-style-type: none"> <li>• Builds a train track with two friends, taking turns connecting the track pieces.</li> <li>• Laughs and makes funny noises or faces with a friend while singing a song together.</li> <li>• Plays a game of telephone that involves having a conversation with a friend about going on a shopping trip together.</li> </ul>	<ul style="list-style-type: none"> <li>• Invites friends to build a pretend barn for toy animals and, at clean-up time, asks to save it so they can play with it tomorrow.</li> <li>• Invites friends to continue playing family from the day before.</li> <li>• Offers a new object for a fort that child has built with peers over several days.</li> <li>• Plays restaurant with friends, showing them the signs for food to be ordered.</li> </ul>	<ul style="list-style-type: none"> <li>• Plans how to build a boat with several peers, choosing materials and negotiating tasks.</li> <li>• Plays superheroes with peers, planning different characters and scenarios.</li> <li>• Joins peers in planning and gathering materials needed for a nature walk, such as nets, baskets, and bags.</li> </ul>		



**SED 4**

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Child is emerging to the next developmental level  
 Unable to rate this measure due to extended absence

**SED 4 Relationships and Social Interactions with Peers**

DRDP (2015): A Developmental Continuum from Early Infancy to Kindergarten Entry — Preschool Fundamental View — August 1, 2016 © 2013-2016 California Department of Education — All rights reserved

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

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

Source of Information	Recent Observations of Aundon
Observations from Angel’s teacher	“Angel watches a peer push a toy car back-and-forth on the floor and then he selects a toy car from a bin and begins to push it back-and-forth on the floor.”
Observations from Angel’s teacher	“In the sandbox, Angel plays alongside his peer and hands her a shovel once or twice.”
Observations from Angel’s special education teacher	“In the library corner, Angel hands books to the children who are seated there.”
Observations from Angel’s mother	“When his older cousins visit, Angel will laugh and clap his hands when they make funny noises and faces.”

**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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