

DRDP (2015)



Infant/Toddler View

For use with infants and toddlers with Individualized Family Service Plans (IFSPs)



DRDP (2015) **Infant/Toddler View** Pocket Rating Booklet
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Desired Results Access Project

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DRDP (2015) **Infant/Toddler View** Measures at-a-Glance

This Pocket Rating Booklet can be used as a companion to the full DRDP (2015) Infant/Toddler View instrument and includes the Measures-at-a-Glance, Quick Rating Guide, Adaptations, and the DRDP (2015) measures without the examples. See the full DRDP (2015) for more information and for the Information Page and Rating Record.

- Print single-sided and cut these pages into quarters.
- Punch holes in the corners where indicated and bind with a ring.
- If laminated, dry erase markers can be used to mark ratings and take notes while observing a child, then wiped off to reuse.
- Remember to transfer your ratings to an Information Page/Rating Record for each child.

The DRDP (2015) Instrument and other resources are available on our website: draccess.org

ATL-REG Approaches to Learning – Self-Regulation 	1	Attention Maintenance
	2	Self-Comforting
	3	Imitation
	4	Curiosity and Initiative in Learning
	5	Self-Control of Feelings and Behavior
SED Social and Emotional Development 	1	Identity of Self in Relation to Others
	2	Social and Emotional Understanding
	3	Relationships and Social Interactions with Familiar Adults
	4	Relationships and Social Interactions with Peers
	5	Symbolic and Sociodramatic Play
LLD Language and Literacy Development 	1	Understanding of Language (Receptive)
	2	Responsiveness to Language
	3	Communication and Use of Language (Expressive)
	4	Reciprocal Communication and Conversation
	5	Interest in Literacy

COG Cognition, Including Math and Science 	1	Spatial Relationships
	2	Classification
	3	Number Sense of Quantity
	8	Cause and Effect
	9	Inquiry Through Observation and Investigation
	11	Knowledge of the Natural World
PD-HLTH Physical Development–Health 	1	Perceptual-Motor Skills and Movement Concepts
	2	Gross Locomotor Movement Skills
	3	Gross Motor Manipulative Skills
	4	Fine Motor Manipulative Skills
	5	Safety
	6	Personal Care Routines: Hygiene
	7	Personal Care Routines: Feeding
	8	Personal Care Routines: Dressing

4. Determine the child's level of mastery

Once you've determined the latest developmental level the child has mastered, mark it appropriately.

5. Indicate if the child is emerging

If your observations indicate that the child has demonstrated mastery for a developmental level and is also beginning to demonstrate knowledge, skills, or behaviors described for the next level (although not yet consistently across situations or settings), the child may be emerging to the next level.

Important Note: When reading the descriptors, be sure you understand and pay attention to semicolons and the words "or" and "and." Most descriptors define a single skill or behavior, but some include more than one. If the descriptor includes:

- The word "or" – the child only needs to demonstrate the behavior in one of the ways listed for the developmental level to be considered mastered.
- The word "and" – all parts of the descriptor are required for mastery and need to be observed together.
- A semi-colon (;) followed by the word "and" – the child must demonstrate all the behaviors listed to master the level, but not necessarily during the same observation.

Quick Guide to Rating the Measures

1. Review your documentation/evidence

Review your observation notes, observations from others (including teachers, family members/caregivers, and other service providers, obtained through interview or conversations), and other documentation, including samples of children's work, photographs, and video/audio recordings of children's communication and behavior.

2. Carefully read the definition and the descriptors, looking for mastery

Read the descriptors and try to narrow down which one is most consistent with your observations and other documentation of the child's typical behavior. A developmental level is mastered if the child demonstrates the knowledge, behaviors, or skills defined at that level:

- Consistently over time
- In different situations or settings

3. Consider the examples

Refer to the full DRDP (2015) Preschool Fundamental View Instrument for examples. The examples represent only some of the possible ways a child might demonstrate mastery. They are not a checklist of what the child must demonstrate. It is possible that a child does not demonstrate any of the specific examples provided, but does demonstrate mastery in other ways that are consistent with the intent of the descriptor.

The Seven Categories of Adaptations

1. Augmentative or alternative communication system

Methods of communication other than speech that allow a child who is unable to use spoken language to communicate.

2. Alternative Mode for Written Language

Methods of reading or writing used by a child who cannot see well enough to read or write or cannot hold and manipulate a writing utensil well enough to produce written symbols.

3. Visual Support

Adjustments to the environment that provide additional information to a child who has limited or reduced visual input.

4. Assistive Equipment or Device

Tools that make it possible or easier for a child to perform a task.

5. Functional Positioning

Strategic positioning and postural support that allow a child to have increased control of his body.

6. Sensory Support

Increasing or decreasing sensory input to facilitate a child's attention and interaction in the environment.

7. Alternative Response Mode

The form of a child's behavior may differ from typical development (such as avoiding looking at people while speaking to them) but still be rated as demonstrating mastery. This adaptation allows for differences in the child's behavior rather than modifications to the environment.

ATL-REG 1 Attention Maintenance

Child develops the capacity to pay attention to people, things, or the environment when interacting with others or exploring play materials



Integrat.	N/A Earlier	
	N/A Later	
Building	N/A Middle	<i>There are no later levels for this measure</i>
	<input type="radio"/> Earlier	Maintains attention on own during activities that last for extended periods of time
Exploring	<input type="radio"/> Later	Maintains attention, with adult support, during activities that last for extended periods of time
	<input type="radio"/> Earlier	Maintains attention, on own or with adult support, during brief activities
Responding	<input type="radio"/> Later	Shifts attention frequently from one person or thing to another
	<input type="radio"/> Earlier	Attends or responds briefly to people, things, or sounds

Emerging Unable to rate

ATL-REG 2 Self-Comforting

Child develops the capacity to comfort or soothe self in response to distress from internal or external stimulation



Integrat.	N/A Earlier	
	N/A Later	
Building	N/A Middle	<i>There are no later levels for this measure</i>
	<input type="radio"/> Earlier	Anticipates need for comfort and prepares self by asking questions, getting a special thing, or in other ways
Exploring	<input type="radio"/> Later	Comforts self in different ways, based on the situation
	<input type="radio"/> Earlier	Comforts self by seeking a familiar adult or a special thing
Responding	<input type="radio"/> Later	Engages in behaviors that have previously worked to soothe self
	<input type="radio"/> Earlier	Responds to internal or external stimulation in basic ways

Emerging Unable to rate

ATL-REG 3 Imitation

Child mirrors, repeats, and practices the actions or words of others in increasingly complex ways



Integrat.	N/A Earlier	
	N/A Later	
Building	N/A Middle	<i>There are no later levels for this measure</i>
	<input type="radio"/> Earlier	Imitates multiple steps of others' actions, <i>or</i> Repeats phrases, experienced at an earlier time
Exploring	<input type="radio"/> Later	Imitates a few actions, <i>or</i> Repeats familiar actions or words experienced at an earlier time
	<input type="radio"/> Earlier	Imitates actions, <i>or</i> Repeats familiar words or gestures by others when interacting with them
Responding	<input type="radio"/> Later	Imitates approximations of single simple actions or sounds when interacting with others
	<input type="radio"/> Earlier	Responds to facial expressions or vocalizations in basic ways

Emerging Unable to rate

ATL-REG 4 Curiosity and Initiative in Learning

Child explores the environment in increasingly focused ways to learn about people, things, materials, and events



Integrat.	N/A Earlier	Carries out multi-step investigations, using a variety of strategies, tools, or sources of information
	N/A Later	Carries out simple investigations using familiar strategies, tools, or sources of information
Building	N/A Middle	Explores by engaging in specific observations, manipulations, or by asking specific questions
	<input type="radio"/> Earlier	Explores through simple observations, or manipulations, or asking simple questions
Exploring	<input type="radio"/> Later	Explores new ways to use familiar things, including simple trial and error
	<input type="radio"/> Earlier	Explores people or things in the immediate environment
Responding	<input type="radio"/> Later	Notices new or unexpected characteristics or actions of people or things
	<input type="radio"/> Earlier	Responds to people, things, or sounds

Emerging Unable to rate

ATL-REG 5 Self-Control of Feelings & Behavior

Child increasingly develops strategies for regulating feelings and behavior, becoming less reliant on adult guidance over time



Integrat.	N/A Earlier	Uses socially appropriate strategies (e.g., negotiation, compromise, verbal reminders to self) to regulate own feelings or behaviors
	N/A Later	Uses simple strategies (e.g., leaving a difficult situation, offering an alternative toy to a friend) to regulate own feelings or behaviors
Building	N/A Middle	Expresses strong feelings through constructive forms of communication, seeking the assistance of familiar adults when needed
	<input type="radio"/> Earlier	Demonstrates capacity to regulate emotional or behavioral reactions in some moderately stressful situations, occasionally needing adult support
Exploring	<input type="radio"/> Later	Relies on communication or guidance from a familiar adult to regulate emotional or behavioral reactions in moderately stressful situations
	<input type="radio"/> Earlier	Calms self when a familiar adult initiates contact, moves close, or offers a special thing
Responding	<input type="radio"/> Later	Seeks a familiar adult when distressed, and responds when physically comforted by a familiar adult
	<input type="radio"/> Earlier	Calms when comforted by an adult

Emerging Unable to rate

SED 1 Identity of Self in Relation to Others

Child shows increasing awareness of self as distinct from and also related to others



Integrat.	N/A Earlier	Compares own preferences or feelings to those of others
	N/A Later	Describes own preferences or feelings; <i>and</i> Describes the feelings or desires of family members, friends, or other familiar people
Building	N/A Middle	Describes self or others based on physical characteristics
	<input type="radio"/> Earlier	Expresses simple ideas about self and connection to others
Exploring	<input type="radio"/> Later	Communicates own name and names of familiar people (e.g., "dada," "mama," "grandma," or sibling's name)
	<input type="radio"/> Earlier	Recognizes self and familiar people
Responding	<input type="radio"/> Later	Uses senses to explore self and others
	<input type="radio"/> Earlier	Responds in basic ways to others

Emerging Unable to rate

SED 2 Social and Emotional Understanding

Child shows developing understanding of people's behaviors, feelings, thoughts, and individual characteristics



Integrat.	N/A Earlier	Communicates ideas about how own or another's personality affects how one thinks, feels, and acts
	N/A Later	Communicates ideas about why one has a feeling or what will happen as a result of a feeling
Building	N/A Middle	Communicates, with adult assistance, about feelings that caused own behavior or others' behavior
	<input type="radio"/> Earlier	Identifies own or others' feelings
Exploring	<input type="radio"/> Later	Adjusts behavior in response to emotional expressions of people who are less familiar
	<input type="radio"/> Earlier	Adjusts behavior in response to emotional expressions of familiar people, especially in novel or uncertain situations
Responding	<input type="radio"/> Later	Shows awareness of what to expect from familiar people by responding to or anticipating their actions
	<input type="radio"/> Earlier	Responds to faces, voices, or actions of other people

Emerging Unable to rate

SED 3 Relationships & Social Interactions w/...

Child develops close relationships with one or more familiar adults ... and interacts in an increasingly competent and cooperative manner...



Integrat.	N/A Earlier	Works cooperatively with familiar adults, over sustained periods, to plan and carry out activities or to solve problems
	N/A Later	Takes initiative in creating cooperative activities with a familiar adult
Building	N/A Middle	Seeks a familiar adult's ideas or explanations about events or experiences that are interesting to the child
	<input type="radio"/> Earlier	Engages in extended interactions with familiar adults in a variety of situations (e.g., sharing ideas or experiences, solving simple problems)
Exploring	<input type="radio"/> Later	Initiates activities with familiar adults; <i>and</i> Seeks out assistance or support from familiar adults
	<input type="radio"/> Earlier	Interacts in simple ways with familiar adults and tries to maintain the interactions
Responding	<input type="radio"/> Later	Shows a preference for familiar adults and tries to interact with them
	<input type="radio"/> Earlier	Responds to faces, voices, or actions of familiar people

Emerging Unable to rate

SED 4 Relationships & Social Interactions w/ Peers



Child becomes increasingly competent and cooperative in interactions with peers and develops friendships with several peers

Integrat.	N/A Earlier	Organizes or participates in planning cooperative play activities with several peers, particularly with friends
	N/A Later	Initiates sustained episodes of cooperative play (including pretend play), particularly with friends
Building	N/A Middle	Participates in extended episodes of cooperative play (including pretend play) with one or two friends
	<input type="radio"/> Earlier	Participates in brief episodes of cooperative play with one or two peers, especially those with whom child regularly plays
Exploring	<input type="radio"/> Later	Interacts in simple ways with familiar peers as they play side by side
	<input type="radio"/> Earlier	Plays alongside other children, rarely interacting with them
Responding	<input type="radio"/> Later	Shows interest in other children
	<input type="radio"/> Earlier	Shows awareness of other people, including children

Emerging Unable to rate

SED 5 Symbolic and Sociodramatic Play



Child develops the capacity to use objects to represent other objects or ideas and to engage in symbolic play with others

Integrat.	N/A Earlier	Engages in pretend-play sequences with others by organizing and negotiating roles or rules around a shared elaborated idea
	N/A Later	Engages in roles in pretend-play sequences with others
Building	N/A Middle	Engages in pretend play with others around a shared idea
	<input type="radio"/> Earlier	Engages in pretend-play sequences
Exploring	<input type="radio"/> Later	Pretends that an object represents another object or serves a different purpose
	<input type="radio"/> Earlier	Uses or combines objects in functional or meaningful ways
Responding	<input type="radio"/> Later	Explores people and objects in a variety of ways
	<input type="radio"/> Earlier	Responds to people or objects in basic ways

Emerging Unable to rate

LLD 1 Understanding of Language (Receptive)



Child understands increasingly complex communication and language

Integra.	N/A Earlier	Shows understanding of a series of complex statements that explain how or why things happen
	N/A Later	Shows understanding of language that refers to abstract concepts, including imaginary events
Building	N/A Middle	Shows understanding of some complex vocabulary, phrases, or sentences as used in conversations, stories, or learning activities
	<input type="radio"/> Earlier	Shows understanding of a wide variety of phrases or sentences
Exploring	<input type="radio"/> Later	Shows understanding of frequently used simple phrases or sentences
	<input type="radio"/> Middle	Shows understanding of a variety of single words
	<input type="radio"/> Earlier	Recognizes a few frequently used words or gestures in familiar situations
Responding	<input type="radio"/> Later	Responds to voices, gestures, or facial expressions in a variety of ways (e.g., gaze aversion, vocalization, movements)
	<input type="radio"/> Earlier	Responds to voices, sounds, gestures, or facial expressions in basic ways

Emerging Unable to rate

LLD 2 Responsiveness to Language



Child communicates or acts in response to language and responds to increasingly complex language

Integra.	N/A Earlier	Carries out multi-step requests that involve a new or unfamiliar activity or situation
	N/A Later	Carries out multi-step requests that involve a familiar activity or situation
Building	N/A Middle	Carries out a one-step request that relates to a new or an unfamiliar activity or situation
	<input type="radio"/> Earlier	Responds to one-step requests or questions that involve a familiar activity or routine
Exploring	<input type="radio"/> Later	Responds to simple comments that relate to a present situation
	<input type="radio"/> Earlier	Responds to a few frequently used words or gestures in familiar situations
Responding	<input type="radio"/> Later	Responds to voices, gestures, or facial expressions in a variety of ways (e.g., eye gaze, gaze aversion, vocalization, movements)
	<input type="radio"/> Earlier	Responds to voices, sounds, gestures, or facial expressions in basic ways

Emerging Unable to rate

LLD 3 Communication & Use of Language (Expressive)

Child's communication develops from nonverbal communication to using language with increasingly complex words and sentences



Integra.	N/A Earlier	Combines phrases and sentences with a variety of word forms to communicate ideas or to describe people, objects, or events
	N/A Later	Uses phrases and sentences with a variety of word forms, including past tense, future tense, plurals, pronouns, or possessives, to communicate, sometimes with errors
Building	N/A Middle	Uses short sentences that contain nouns, verbs, and other words, such as adjectives and recently encountered vocabulary, to communicate
	<input type="radio"/> Earlier	Uses short phrases or sentences of more than two words to communicate
Exploring	<input type="radio"/> Later	Uses two words together to communicate
	<input type="radio"/> Middle	Uses a variety of single words to communicate
	<input type="radio"/> Earlier	Uses a few "first words," word-like sounds, or gestures to communicate
Responding	<input type="radio"/> Later	Uses sounds, gestures, or facial expressions to communicate
	<input type="radio"/> Earlier	Makes sounds spontaneously

Emerging Unable to rate

LLD 4 Reciprocal Communication & Conversation

Child engages in back-and-forth communication that develops into increasingly extended conversations



Integra.	N/A Earlier	Engages in extended focused conversations that involve reasoning, predicting, problem solving, or understanding ideas
	N/A Later	Engages in conversations with a shared focus, contributing clarifying comments or building on the other person's ideas
Building	N/A Middle	Engages in brief conversations with a shared focus
	<input type="radio"/> Earlier	Engages in brief back-and-forth communication, using short phrases and sentences
Exploring	<input type="radio"/> Later	Engages in brief back-and-forth communication, combining words to communicate meaning
	<input type="radio"/> Middle	Engages in brief back-and-forth communication with a familiar adult, using simple words or conventional gestures to communicate meaning
	<input type="radio"/> Earlier	Engages in brief back-and-forth communication with a familiar adult, using word approximations, vocalizations, gestures, or facial expressions
Responding	<input type="radio"/> Later	Responds to or seeks contact with familiar adults, using vocalizations, gestures, or facial expressions during interactions
	<input type="radio"/> Earlier	Responds to sounds or movements of others in basic ways

Emerging Unable to rate

LLD 5 Interest in Literacy

Child shows interest in books, songs, rhymes, stories, and other literacy activities in increasingly complex ways



Integra.	N/A Earlier	Initiates literacy activities that relate to classroom experiences as well as to own experiences or interests
	N/A Later	Extends literacy activities by retelling a story, drawing pictures about a story, or acting out a story
Building	N/A Middle	Initiates looking at and talking about books, listening to and talking about stories, singing songs, or playing rhyming games
	<input type="radio"/> Earlier	Looks at books page by page, <i>or</i> Participates, from beginning to end, in listening to stories, singing songs, or playing rhyming games, when supported by an adult
Exploring	<input type="radio"/> Later	Looks at books on own briefly, <i>or</i> Chooses to join reading, singing, or rhyming activities led by an adult
	<input type="radio"/> Earlier	Attends briefly to a familiar adult reading books, singing songs, or saying rhymes
Responding	<input type="radio"/> Later	Plays with books; <i>and</i> Responds to other literacy activities
	<input type="radio"/> Earlier	Attends or responds to people or things in basic ways

Emerging Unable to rate

COG 1 Spatial Relationships

Child increasingly shows understanding of how objects move in space or fit in different spaces



Integrat.	N/A Earlier	
	N/A Later	
Building	N/A Middle	<i>There are no later levels for this measure</i>
	<input type="radio"/> Earlier	Takes into account spatial relationships (e.g., distance, position, direction) and physical properties (e.g., size, shape) when exploring possibilities of fitting objects together or moving through space
Exploring	<input type="radio"/> Later	Explores spatial relationships (e.g., distance, position, direction), or movement of self or objects through space, trying a variety of possibilities
	<input type="radio"/> Earlier	Explores how self or objects fit in or fill up different spaces
Responding	<input type="radio"/> Later	Attends or responds as objects, people, or own body move through space
	<input type="radio"/> Earlier	Moves body parts in basic ways

Emerging Unable to rate

COG 2 Classification

Child shows an increasing ability to compare, match, and sort objects into groups according to their attributes



Integrat.	N/A Earlier	Sorts objects into groups based on at least two attributes, sometimes sorting by one attribute and then subdividing those groups based on a second attribute
	N/A Later	Sorts objects into two or more groups based on one attribute, then puts all the objects together and re-sorts the entire collection into new groups
Building	N/A Middle	Sorts objects accurately into two or more groups based on one attribute
	<input type="radio"/> Earlier	Sorts objects into two groups based on one attribute, but not always accurately
Exploring	<input type="radio"/> Later	Selects some objects that are similar from a collection of objects
	<input type="radio"/> Earlier	Associates a person or object with another person or object, based on a similarity or relationship between them
Responding	<input type="radio"/> Later	Interacts differently with familiar people and objects than with unfamiliar people and objects
	<input type="radio"/> Earlier	Attends to people, objects, or events

Emerging Unable to rate

COG 3 Number Sense of Quantity

Child shows developing understanding of number and quantity



Integrat.	N/A Earlier	Solves simple everyday problems involving numbers by counting up to 10 objects using one-to-one correspondence; <i>and</i> Recites numbers correctly, up to 20
	N/A Later	Shows understanding that the last number counted is the total number of objects in the group
Building	N/A Middle	Counts up to five objects using one-to-one correspondence; <i>and</i> Recites numbers in order, one through ten
	<input type="radio"/> Earlier	Identifies small quantities without counting, up to three
Exploring	<input type="radio"/> Later	Uses number names, but not always correctly, in situations related to number or quantity
	<input type="radio"/> Earlier	Demonstrates awareness of quantity
Responding	<input type="radio"/> Later	Responds to changes in the number of objects observed or interacted with
	<input type="radio"/> Earlier	Responds to people or objects in basic ways

Emerging Unable to rate

COG 8 Cause and Effect

Child demonstrates an increasing ability to observe, anticipate, and reason about the relationship between cause and effect



Integrat.	N/A Earlier	Shows understanding that variations in actions or degrees of actions with the same objects or materials cause different results
	N/A Later	Offers possible explanations for why certain actions or behaviors result in specific effects
Building	N/A Middle	Acts in ways that take into account an anticipated result
	<input type="radio"/> Earlier	Acts on objects to cause a specific result
Exploring	<input type="radio"/> Later	Searches for possible causes of actions, events, or behaviors
	<input type="radio"/> Earlier	Tries out different behaviors to cause effects
Responding	<input type="radio"/> Later	Repeats actions that have effects
	<input type="radio"/> Earlier	Responds or shows anticipatory excitement to people, objects, or actions

Emerging Unable to rate

COG 9 Inquiry Through Observation and ...

Child *observes*, *explores*, and *investigates* objects (living and nonliving things) and events in the environment and becomes...



Integrat.	N/A Earlier	Contributes to planning and carries out detailed observations and complex investigations to answer questions of interest
	N/A Later	Engages in detailed observations and complex investigations of objects and events in the environment (e.g., tests predictions, makes comparisons, uses scientific tools, or tracks changes over time)
Building	N/A Middle	Observes objects and events of interest in the environment, makes simple predictions about them, and checks the predictions
	<input type="radio"/> Earlier	Engages in sustained explorations
Exploring	<input type="radio"/> Later	Engages in simple purposeful explorations of familiar objects in the environment
	<input type="radio"/> Earlier	Shows interest in people or things in the environment
Responding	<input type="radio"/> Later	Attends to responses of objects and people that result from own actions
	<input type="radio"/> Earlier	Responds to people, things, or sounds

Emerging Unable to rate

COG 11 Knowledge of the Natural World

Child develops the capacity to understand objects (living and nonliving things) and events in the natural world, including how they change and...



Integrat.	N/A Earlier	Demonstrates knowledge of categories of living things, earth materials, or events in the environment, and knowledge of processes unique to living things (e.g., breathing, healing, changes through the life cycle)
	N/A Later	Demonstrates an awareness of differences among living things, earth materials, or events in the environment by identifying some of their specific characteristics (e.g., appearance, behaviors, habitats)
Building	N/A Middle	Demonstrates awareness of basic needs and processes that are unique to living things (e.g., need for water and food; change and growth)
	<input type="radio"/> Earlier	Identifies basic characteristics of living things, earth materials, or events in the environment (e.g., how they look, feel, sound, or behave)
Exploring	<input type="radio"/> Later	Explores how objects in the natural world will behave or function
	<input type="radio"/> Earlier	Shows interest in the characteristics of living or nonliving things in the environment
Responding	<input type="radio"/> Later	Interacts with objects or people
	<input type="radio"/> Earlier	Attends to people, objects, or events

Emerging Unable to rate

PD-HLTH 1 Perceptual-Motor Skills and Move...

Child moves body and interacts with the environment, demonstrating increasing awareness of own physical effort, body awareness, spatial awareness, & directional...



Integrat.	N/A Earlier	Anticipates and then adjusts aspects of movement (e.g., effort, spatial, directional) during new activities, in changed environments, or on different surfaces
	N/A Later	Anticipates and then adjusts, on own, aspects of movement (e.g., effort, spatial, directional) in relation to people and objects in familiar spaces
Building	N/A Middle	Adjusts, with adult guidance, aspects of movement (e.g., effort, spatial, directional) in relation to people and objects
	<input type="radio"/> Earlier	Tries different ways to coordinate movements of large or small body parts
Exploring	<input type="radio"/> Later	Demonstrates awareness of major body parts by exploring their movement potential
	<input type="radio"/> Earlier	Uses sensory information to control body while exploring people, objects, or changes in the physical environment
Responding	<input type="radio"/> Later	Responds to sensory information by moving body or limbs to reach for or move toward people or objects
	<input type="radio"/> Earlier	Responds to sensory information or input (e.g., visual, auditory, tactile) with basic movements of body parts

Emerging Unable to rate

PD-HLTH 2 Gross Locomotor Movement Skills

Child shows increasing proficiency in fundamental *locomotor skills* (e.g., rolling, crawling, cruising, walking, running, jumping, galloping)



Integra.	N/A Earlier	Combines a variety of locomotor movements and moves effectively across a range of activities
	N/A Later	Combines and coordinates two or more locomotor movements together in effective ways, with some success
Building	N/A Middle	Coordinates and controls individual locomotor movements, with some success
	<input type="radio"/> Earlier	Coordinates movements, in an upright position, that momentarily move whole body off the ground
Exploring	<input type="radio"/> Later	Coordinates basic movements in an upright position without using support
	<input type="radio"/> Middle	Coordinates movement of whole body while upright, using support
	<input type="radio"/> Earlier	Coordinates movements of body parts to move whole body, such as creeping, crawling, or scooting on bottom
Responding	<input type="radio"/> Later	Moves two or more body parts together, often with intention
	<input type="radio"/> Earlier	Moves in basic and often involuntary ways

Emerging Unable to rate

PD-HLTH 3 Gross Motor Manipulative Skills

Child shows increasing proficiency in gross motor *manipulative skills* (e.g., reaching, kicking, grasping, throwing, and catching)



Integra.	N/A Earlier	Applies a variety of manipulative skills, in combination with locomotor skills, in different physical activities
	N/A Later	Coordinates arms, legs, or body to manipulate objects, with connected sequential or simultaneous movements
Building	N/A Middle	Uses two or more movements sequentially to manipulate objects, sometimes pausing briefly between movements
	<input type="radio"/> Earlier	Manipulates objects, using one or more body parts, with stability but limited coordination
Exploring	<input type="radio"/> Later	Manipulates objects, using one or more body parts, with limited stability
	<input type="radio"/> Middle	Uses arms, legs, or body in various ways to manipulate objects, while in positions such as sitting, moving on all fours, or upright, using support
	<input type="radio"/> Earlier	Uses arms, legs, or body to engage in simple, repeated actions on objects
Responding	<input type="radio"/> Later	Uses arms, legs, or body to move toward or reach for people or objects
	<input type="radio"/> Earlier	Moves in basic and often involuntary ways

Emerging Unable to rate

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



Integrat.	N/A Earlier	Performs, with efficiency, a variety of tasks that require precise manipulation of small objects
	N/A Later	Manipulates objects, using hands, with strength, accuracy, and coordination
Building	N/A Middle	Manipulates objects with both hands doing different movements
	<input type="radio"/> Earlier	Manipulates objects with one hand while stabilizing the objects with other hand or with another part of body
Exploring	<input type="radio"/> Later	Explores ways to use one hand, or to use both hands doing the same movements, to manipulate objects
	<input type="radio"/> Middle	Grasps objects with fingers and thumb
	<input type="radio"/> Earlier	Grasps objects with entire hand
Responding	<input type="radio"/> Later	Uses arms or hands to make contact with objects in the environment
	<input type="radio"/> Earlier	Moves arms or hands in basic ways

Emerging Unable to rate

PD-HLTH 5 Safety

Child shows awareness of safety and increasingly demonstrates knowledge of safety skills when participating in daily activities



Integrat.	N/A Earlier	Communicates an understanding of some safety practices to others
	N/A Later	Applies basic safety practices on own across different situations
Building	N/A Middle	Follows basic safety practices on own in familiar environments, with occasional adult reminders
	<input type="radio"/> Earlier	Follows basic safety practices, with close adult supervision
Exploring	<input type="radio"/> Later	Follows adults' guidance about basic safety practices
	<input type="radio"/> Earlier	Seeks to make contact with familiar adult
Responding	<input type="radio"/> Later	Responds to situations that make child feel unsafe
	<input type="radio"/> Earlier	Reacts to unpleasant stimulation or events in basic ways

Emerging Unable to rate

PD-HLTH 6 Personal Care Routines: Hygiene

Child increasingly responds to and initiates personal care routines that support hygiene



Integrat.	N/A Earlier	Initiates and completes familiar hygiene routines on own
	N/A Later	Initiates and carries out most steps of familiar hygiene routines on own
Building	N/A Middle	Carries out most steps of familiar hygiene routines, with occasional reminders of when or how to do them
	<input type="radio"/> Earlier	Carries out some steps of own hygiene routines, with specific adult guidance or demonstration
Exploring	<input type="radio"/> Later	Participates in own hygiene routines, with an adult
	<input type="radio"/> Earlier	Anticipates one or two steps of a hygiene routine
Responding	<input type="radio"/> Later	Responds in ways that demonstrate awareness of a hygiene routine
	<input type="radio"/> Earlier	Responds in basic ways during personal care routines that involve hygiene

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PD-HLTH 7 Personal Care Routines: Feeding

Child responds to feeding and feeds self with increasing proficiency



Integrat.	N/A Earlier	Prepares simple foods to serve to self or others
	N/A Later	Serves self or others by scooping or pouring from containers
Building	<input type="radio"/> Earlier	Feeds self a wide variety of foods using a spoon, fork, and an open cup
	<input type="radio"/> Later	Feeds self some foods using a spoon and cup, sometimes needing help
Exploring	<input type="radio"/> Earlier	Feeds self some finger food items
	<input type="radio"/> Later	Shows interest in participating in the process of being fed
Responding	<input type="radio"/> Earlier	Responds in basic ways during feeding

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