



Worksheet for Rating Practice Exercise Part 1 (IT): “Lydia in the Kitchen”

Step 1: Meet Lydia

Lydia’s mother and early interventionist provide the following description:

Lydia is a 28-month-old darling little girl who lives at home with her parents. She is easygoing, social, happy, and eager to please. She enjoys being around other children and is always interested in what they are doing; while she prefers to observe, she will join in with peers, but sometimes needs facilitation from an adult. Lydia is very curious and has a great attention span for her age. Lydia was referred for early intervention services when she was diagnosed with hemiplegic cerebral palsy at 7 months of age. At this time Lydia continues to grow in all areas of development. She walks around her environment and gets on and off a mobility toy. She continues to work on using a pincer grasp with her right hand, and sometimes needs to be reminded to use that right hand, but the more she is around other children in a school setting, she is seen to use her right hand more often without being reminded and uses both hands together much more frequently. Lydia expresses her wants and needs using more and more words and has made many friends at school.



Adaptations: Lydia wears a hand splint to help position and stretch her thumb and fingers 20-30 minutes, 3 times a day, wears a heel lift in her left shoe, and wears an ankle-foot orthotic (AFO) on her right foot and calf.

Step 2: In the DRDP (2015) Infant/Toddler View Assessment Manual, read SED 5: Symbolic and Sociodramatic Play

Developmental Domain: SED — Social and Emotional Development 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						
Mark the latest developmental level the child has mastered:						
Responding		Exploring		Building		Integrating
Earlier	Later	Earlier	Later	Middle	Later	Earlier
<input type="radio"/> Responds to people or objects in basic ways	<input type="radio"/> Explores people and objects in a variety of ways	<input type="radio"/> Uses or combines objects in functional or meaningful ways	<input type="radio"/> Pretends that an object represents another object or serves a different purpose	<input type="radio"/> Engages in pretend play with others around a shared idea	<input type="radio"/> Engages in roles in pretend-play sequences with others	<input type="radio"/> Engages in pretend-play sequences with others by organizing and negotiating roles or rules around a shared elaborated idea
Possible Examples <ul style="list-style-type: none"> • Cries in response to a loud voice. • Looks toward a lamp when it is turned on. • Moves arm in response to a touch. 	<ul style="list-style-type: none"> • Reaches toward an adult's glasses. • Grabs a toy, shakes it, and then shakes it again. • Picks up a toy and mouths it. • Gazes intently at an adult's changing facial expressions. 	<ul style="list-style-type: none"> • Rocks a doll in arms. • Uses a brush on a doll's hair. • Pushes a toy car along the floor. • Places objects from around the room in a toy shopping cart. 	<ul style="list-style-type: none"> • Uses a stacking ring as a bagel. • Holds a rectangular block to ear and talks into it as if it is a phone. • Pretends that puzzle pieces are cookies. 	<ul style="list-style-type: none"> • Sits in a box with a peer, holding a "steering wheel," and communicates, "My turn to drive the bus." • Pours "coffee" for friends while seated together at a table in the dramatic play area. • Pretends to put out fires on the playground with hoses and wearing firefighter hats. 	<ul style="list-style-type: none"> • Pumps arm while saying, "Whoop-whoop," and then collects "tickets" from seated "passengers." • Plays store, "scanning" items, placing them in "money" from peers. • Uses a hose to "pump gas" as other children wait in line with their tricycles. 	<ul style="list-style-type: none"> • Agrees with peers on who will be the bus driver, who will be the child, and who will be the mommy, while acting out school-bus play. • Plans with peers to pretend to be a family going on a trip: using chairs as seats for a car, negotiating roles, and deciding where they will go. • Assigns roles and acts out classroom routines (e.g., circle time, snack time) with other children.



SED 5

Symbolic and Sociodramatic Play

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

SED 5

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

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

Source of Information	Recent Observations of Lydia
Observations made by Lydia's mother	"Lydia loves caring for her baby dolls, giving them a bottle or wrapping them up in a blanket to go to sleep. She is starting to play with her dolls with others: one of her favorite activities is sitting at a table with a friend or family member and her dolls and singing happy birthday to one of the dolls over a play-dough cake."
Observations made by Lydia's father	"At the park Lydia loves to play snack shop, where she pretends she works at a restaurant with her older sister and together they take food orders from others, prepare the imaginary food, and serve it."
Observations made by Lydia's child development center teacher	"Yesterday, Lydia and a friend played 'birthday' in the dramatic play area, singing parts of "Happy Birthday" and taking turns blowing out the candle on a pretend cake, using a toy muffin."

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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