

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

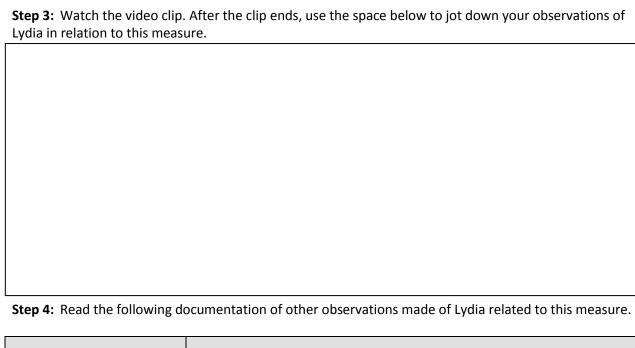


gets on and off a mobility toy. She continues to work on using a pincer grasp with her right hand, and sometimes needs to be reminded to use that right hand, but the more she is around other children in a school setting, she is seen to use her right hand more often without being reminded and uses both 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

| | Building | Middle Later Earlier N/A N/A N/A | Engages in pretend play with others in pretend-play play sequences with around a shared idea sequences with and negotiating others roles or rules around a shared elaborated idea | state in a box with communicates, "My turn seated "passengers." Polary store, "scanning" at a table in the dramatic play area. Those and collecting as other children wait in on the playground with hoses and wearing firefighter hats. - House a hose to "pump gas" going on a trip: using pretend to be a family prefered to put out fires as other children wait in hoses and wearing firefighter hats. - Pumps arm while saying, - Agrees with peers on driver, who will be the mommy, while acting out school-bus play area. - Uses a hose to "pump gas" going on a trip: using charis as seats for a cat, in evith their tricycles. - Assigns roles and acts out classroom routines (e.g., circle time, snack time) with other children. | pmental level xtended absence |
|--|------------|-------------------------------------|---|--|--|
| 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: | | Earlier M | Engages in pretend- Engages play sequences play with around a | Pretends to be a doctor and takes care of a stuffed bear that is "sick." Makes a pretend cake in the sandbox and offers a "taste" to an adult. "Aste" to an adult. Makes a "pizza" out of play dough and puts it in the play oven. Sits in a box, pretending it is a boat. | |
| | Exploring | Later | Pretends that an object represents p another object or serves a different purpose | 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 pleces are cookles. | |
| | | Earlier O | Uses or combines objects in functional or meaningful ways | 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. | |
| Mark the latest developmental level th | Responding | Later | Explores people and objects in a variety of ways | 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 factal expressions. | Child is emerging to the next developmental level Unable to rate this measure due to extended absence |
| Mark the latest de | Respo | Earlier O | Responds to people or objects in basic ways | Cries in response to a loud voice. Looks toward a lamp when it is turned on. Moves arm in response to a touch. | Child is emergirUnable to rate t |



| 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.

© 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.