



## Worksheet for Rating Practice Exercise Part 1 (PS): “Said on the Playground”

### **Step 1: Meet Said** (pronounced ‘Sah-eed’)


Said’s teacher provides the following description:

Said is four years and six months old. He is a dual language learner. Said is very persistent and has a strong desire to be independent. He loves playing with Legos, cars and trains with other children. He participates in classroom routines and enjoys small group art and sensory activities. Initially the IEP team determined that adaptive equipment for mobility would be used throughout his school day; currently he mostly walks independently but occasionally uses his walker. Said is beginning to show an awareness of a few letters in the classroom environment and counting up to five objects in English. Said has a diagnosis of Caudal regression syndrome, similar to spina bifida.

*Adaptations:* Said’s IEP team identified that a walker should be available throughout his school day.



**Step 2:** In the DRDP (2015) Preschool Fundamental View Assessment Manual, read PD-HLTH 2: Gross Locomotor Movement Skills

Developmental Domain: PD-HLTH — Physical Development—Health										
<b>PD-HLTH 2: Gross Locomotor Movement Skills</b>										
Child shows increasing proficiency in fundamental locomotor skills (e.g., rolling, crawling, cruising, walking, running, jumping, galloping)										
Mark the latest developmental level the child has mastered:										
Responding		Exploring			Building			Integrating		
Earlier	Later	Earlier	Middle	Later	Earlier	Middle	Later	Earlier	Later	
<p>Moves in basic and often involuntary ways</p> <p>Possible Examples</p> <ul style="list-style-type: none"> <li>Turns head in response to stimulation or nourishment.</li> <li>Turns head to seek source of stimulation or nourishment.</li> <li>Responds involuntarily to a sudden loud noise or movement by extending arms and legs.</li> </ul>	<p>Moves two or more body parts together, often with intention</p> <ul style="list-style-type: none"> <li>Turns head and reaches for a toy.</li> <li>Kicks at a mobile when lying on back.</li> <li>Rolls from stomach to back or from back to stomach.</li> </ul>	<p>Coordinates movements of body parts to move whole body, such as creeping, crawling, or scooting on bottom</p> <ul style="list-style-type: none"> <li>Creeps or crawls toward a familiar adult.</li> <li>Moves from lying down to a sitting position.</li> <li>Moves by rolling body on the floor.</li> <li>Moves by using arms to pull self forward.</li> </ul>	<p>Coordinates movement of whole body while upright, using support</p> <ul style="list-style-type: none"> <li>Takes steps sideways or forward while holding onto furniture.</li> <li>Walks forward steadily while pushing a cube chair.</li> <li>Pulls up to a standing position while grasping an adult's hands.</li> <li>Stands up with support of a mobility aid, such as a walker.</li> </ul>	<p>Coordinates basic movements in an upright position without using support</p> <ul style="list-style-type: none"> <li>Walks forward with a wide base (legs farther apart) and arms held high.</li> <li>Stands up from squatting, unassisted, after picking up a toy.</li> <li>Walks with one object in each hand.</li> <li>Moves forward on a flat surface, using a mobility aid, such as a walker.</li> </ul>	<p>Coordinates movements, in an upright position, that momentarily move whole body off the ground</p> <ul style="list-style-type: none"> <li>Runs with short, uneven steps with arms to the side.</li> <li>Crouches down and jumps up, with heels barely coming off of the ground.</li> <li>Hops with two feet leaving the ground momentarily.</li> </ul>	<p>Coordinates and controls individual locomotor movements, with some success</p> <ul style="list-style-type: none"> <li>Runs with short strides, and sometimes has difficulty stopping.</li> <li>Moves along a low balance beam or along the side of a curb, stepping sideways.</li> <li>Navigates changes in surface and direction, using a mobility aid, such as a walker.</li> </ul>	<p>Combines and coordinates two or more locomotor movements together in effective ways, with some success</p> <ul style="list-style-type: none"> <li>Runs with long strides, showing arm and leg opposition (e.g., right arm and left leg).</li> <li>Crouches down and then jumps forward using both legs.</li> <li>Hops on one foot, holding arms out for balance and sometimes putting a foot down in between hops.</li> </ul>	<p>Combines a variety of locomotor movements and moves effectively across a range of activities</p> <ul style="list-style-type: none"> <li>Runs fast with long stride and speed, consistently showing arm and leg opposition (e.g., right arm and left leg).</li> <li>Changes direction and stops quickly and easily while running.</li> <li>Swings arms back and then forward in preparation for jumping.</li> <li>Moves wheelchair through an obstacle course, first going straight, then turning quickly, then turning quickly again.</li> </ul>		
<p><input type="radio"/> Child is emerging to the next developmental level</p> <p><input type="radio"/> Unable to rate this measure due to extended absence</p>										
										
<b>PD-HLTH 2</b>										
<b>Gross Locomotor Movement Skills</b>										
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. Page 35 of 56										

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

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

Source of Information	Recent Observations of Said
Observations made by Said’s teacher	“In the classroom, when Said uses his walker, he moves all around the room easily, changing directions to turn around or to avoid furniture. Also, last week, Said jumped a couple inches off the ground, while holding onto the sides of his walker.”
Observations made by Said’s special education teacher	“On the playground last week, Said walked up all the lower steps of the climbing structure while alternating his feet.”
Observations made by Said’s father	“In our front yard, Said walked a few steps independently on the grass to the driveway where he left his walker. He then pushed his walker up the driveway changing directions.”

**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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