

Worksheet for Rating Practice Exercise Part 1 (PS): "Said on the Playground"

Step 1: Meet Said (pronounced 'Sah-<u>eed'</u>)

Said's teacher provides the following description:

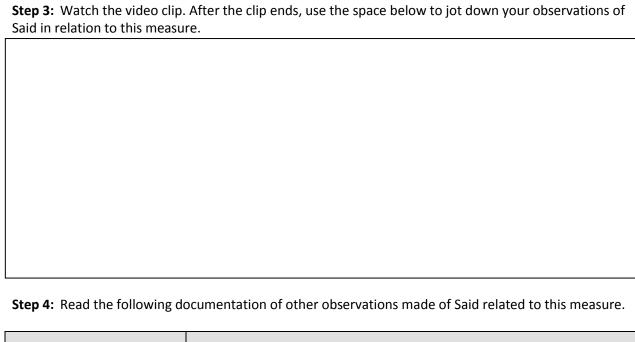
Said is four years and six months old. He is a dual language learner. Said is very persistent and has a strong desire to be independent. He loves playing with Legos, cars and trains with other children. He participates in classroom routines and enjoys small group art and sensory activities. Initially 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

e latest	developmental	Mark the latest developmental level the child has mastered:	as mastered:					
Respo	Responding		Exploring			Building		Integrating
Earlier	Later	Earlier O	Middle	Later	Earlier	Middle	Later	Earlier
Moves in basic and often involuntary ways	Moves two or more body parts together, often with intention	Coordinates movements of body parts to move whole body, such as creeping, crawling, or scooting on bottom	Coordinates movement of whole body while upright, using support	Coordinates basic movements in an upright position without using support	Coordinates movements, in an upright position, that momentarily move whole body off the ground	Coordinates and controls individual locomotor movements, with some success	Combines and coordinates two or more locomotor movements together in effective ways, with some success	Combines a variety of locomotor movements and moves effectively across a range of activities
- Turns head in response to stimulation or nourishment Turns head to seek source of stimulation or nourishment Responds involuntarily to a sudden loud noise or movement by extending arms and legs.	Turns head and reaches for a toy. Kicks at a mobile when lying on back. Rolls from stomach to back or from back to stomach.	Creeps or crawls toward a familiar adult. Mowes from lying down to a sitting position. Mowes by rolling body on the floor. Mowes by using arms to pull self forward.	Takes steps sideways or forward while holding onto furniture. Walks forward steadily while pushing a cube chair. Pulls up to a standing position while grasping an adult's hands. Stands up with support of a mobility aid, such as a walker.	Walks forward with a wide base (legs farther apart) and arms held high. Stands up from squatting, unassisted, after picking up a toy. Walks with one object in each hand. Moves forward on a flat surface, using a mobility aid, such as a walker.	Runs with short, uneven steps with arms to the side. Crouches down and jumps up, with heels barely coming off of the ground. Hops with two feet leaving the ground momentarily.	Runs with short strides, and sometimes has difficulty stopping. Moves along a low balance beam or along the side of a curb, stepping sideways. Navigates changes in surface and direction, using a mobility aid, such as a walker.	Runs with long strides, showing arm and leg opposition (e.g., right arm and left leg). Crouches down and then jumps forward using both legs. Hops on one foot, holding arms out for balance and sometimes putting a foot down in between hops.	Runs fast with long stride and speed, consistently showing arm and leg opposition (e.g., right arm and left leg). Changes direction and stops quickly and easily while running. Swings arms back and then forward in preparation for jumping. Moves wheelchair through an obstacle course, first going straight, then turning quickly, then turning quickly again.
ld is eme	ging to the next d	Child is emerging to the next developmental level	nce					
Ē	0		Gross Locol	motor Move	Gross Locomotor Movement Skills			D-HITH 2



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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