



Worksheet for Rating Practice Exercise Part 3 (IT): “Morgan Playing with Blocks”


Step 1: Meet Morgan

Morgan’s teacher provided the following description:

Morgan is a beautiful little girl who lives with her mother, older brother, and grandparents. She has received early intervention services since she was about 2 months old and has been attending a Child Development Center two times a week for the past few months. Morgan continues to grow in all areas of development. She is not yet walking, although she just began pulling herself to a stand and she explores her environment by scooting around on her bottom. Morgan is essentially non-verbal, however, she lets you know when something isn’t right by vocalizing and when asked, she will point to tell you where she wants to go. Morgan has Down’s syndrome and a cardiac condition. Morgan really enjoys herself at school. She loves watching the other children to see what they are doing and is beginning to follow and understand the routine of the classroom, scooting up to the sink to get her hands washed and throwing her paper towel away in the trash. She also sits at the snack table and is beginning to feed herself with a spoon. She enjoys music and books. Outside she enjoys playing near the other children scooting on her bottom to go wherever it is she wants to go.



Step 2: In the In the DRDP (2015) Infant/Toddler View Assessment Manual, read ATL-REG 1: Attention Maintenance

Developmental Domain: ATL-REG — Approaches to Learning—Self-Regulation		Exploring		Building		Integrating		
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								
Mark the latest developmental level the child has mastered:								
Responding		Exploring		Building		Integrating		
Earlier	Later	Earlier	Later	Earlier	Middle	Later	Earlier	
<input type="radio"/> Attends or responds briefly to people, things, or sounds	<input type="radio"/> Shifts attention frequently from one person or thing to another	<input type="radio"/> Maintains attention, on own or with adult support, during brief activities	<input type="radio"/> Maintains attention, with adult support, during activities that last for extended periods of time	<input type="radio"/> Maintains attention on own during activities that last for extended periods of time	<i>There are no later levels for this measure</i>			
Possible Examples <ul style="list-style-type: none"> • Pays attention to a moving mobile. • Quiets to the voice of a familiar person. • Gazes at the smiling face of a familiar person. 	<ul style="list-style-type: none"> • Turns attention toward an interesting toy, then back to an adult or a child. • Actively shifts interest from one child to another playing close by. • Drops one thing in order to reach for another. 	<ul style="list-style-type: none"> • Briefly watches other children playing, and then resumes play with a toy. • Resumes playing at sand table when an adult joins in digging. • Dumps toy animals from container, puts animals back in the container, and then dumps them out again. 	<ul style="list-style-type: none"> • Listens to a book from beginning to end and then gestures for an adult to read it a second time. • Starts working on a simple puzzle with an adult and continues when the adult steps away briefly. • Continues playing with toy cars, adding a bridge offered by an adult sitting nearby. 	<ul style="list-style-type: none"> • Makes a pile of pretend pancakes with play dough on own and then offers them to peers. • Builds multiple towers with interlocking blocks. • Looks through several books on own in library corner during the morning. • Listens to audio books while looking at enlarged pictures related to the story on a screen, on own, during the morning. 				
<input type="radio"/> Child is emerging to the next developmental level <input type="radio"/> Unable to rate this measure due to extended absence								ATL-REG 1
Attention Maintenance								
<small>DRDP (2015): A Developmental Continuum from Early Infancy to Kindergarten Entry—Infant/Toddler—August 1, 2015 © 2013-2015 California Department of Education—All rights reserved</small>								

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

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

Source of Information	Recent Observations of Morgan
Observations made by Morgan’s mother	“After breakfast, we did the Itsy Bitsy Spider at least 4 times in a row. Each time Morgan tried hard to do the spider movements and the rain motions with her hands. Every time we finished the song, Morgan used the sign for ‘more,’ and then we’d do it again.”
Observations made by Morgan’s teacher	“During play time, Morgan followed my lead and pretended to feed a doll and then brush her hair. When I stopped playing so I could talk with another child, I noticed that Morgan continued to feed the doll and brush her hair by herself.”
Observations made by Morgan’s home visitor	“Morgan played with me in her backyard sandbox for quite a while. When I asked her to put sand in the pail, she worked hard trying to do that with a wooden spoon.”

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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