



## ***Rating Practice Exercise Worksheets***

**Using the DRDP *access* for  
Preschool Special Education**

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For more information: [www.draccess.org](http://www.draccess.org)

# Rating Practice 1: Joseph

Joseph's teacher provides the following description:

Joseph is four years and four months old. He has good physical coordination. He loves running, climbing, and playing ball on the playground. He enjoys music and is able to quickly learn the words and melodies of songs and enjoys playing with musical instruments. He enjoys small group activities and working on puzzles. Joseph quickly develops positive relationships with adults and responds well to praise and guidance. Joseph has difficulty playing with other children and often requires adult assistance. He has been assessed as being on the spectrum of pervasive developmental delay and has language delays, particularly in processing.



Joseph's IEP team determined that no adaptations are used during his school day; therefore, none will be included in the DRDP access observations.

**Step 1:** In the DRDP access Manual, read Measure 35: Concepts of Print.

**Step 2:** Watch the video clip. After the clip ends, use the space below to jot down your observations of Joseph in relation to this measure.

**Step 3:** Read the following documentation of other observations collected on Joseph related to this measure.

Source of Information	Observations
Observations made by a special education teacher during her weekly visit to the general education classroom	<p>The special education teacher made these notes about her observations of Joseph during <b><u>the past few weeks</u></b>:</p> <ul style="list-style-type: none"> <li>• Tracked words with fingers when I was reading with him</li> <li>• Found the word “napkins” on the helper list during snack time</li> </ul>
Observations made by the general education teacher	<p>The teacher noted that <b><u>last week</u></b>:</p> <p>“... Joseph said ‘Hey Ms. Jenny, I’m reading’ while he was looking at a book during free time.”</p>
Observations made by Joseph’s father	<p>When Joseph’s father picked him up from school <b><u>earlier this week</u></b> he mentioned that:</p> <p>Joseph said, “that says dog,” when he asked him to find the word dog that accompanied a picture of a dog.</p>

**Step 4:** Rate the measure based on the above documentation and the video.

## Rating Practice 2: Cameron

Cameron's teachers provide the following description:

Cameron is three and a half years old. He enjoys dramatic play, particularly around animal themes. He expresses affection to adults through hugs and close contact and shows concern (facial expression and gestures) when another child is in distress. He is able to learn well when he is one-to-one with an adult in an activity in which the adult sits close by. Cameron has difficulty with transitions and changes in the environment and difficulty following routines and verbal directions. These challenges are observable in situations such as arrival and clean-up time and are addressed through the use of touch cues, visual cues, and positioning in close proximity to an adult. Cameron has been diagnosed as being on the autism spectrum and has significant expressive and receptive language delays. He communicates through the use of short verbal phrases, gestures, and signs (five word sign vocabulary). Cameron's language skills are strongest at mealtime (his teachers attribute this to scripting by his discrete trials trainer).



Cameron was previously assessed on the DRDP *access* prior to September 1, 2009 and he will continue to be assessed on this instrument while he receives preschool special education services. Cameron's IEP team identified a number of augmentative and alternative communication adaptations that are used throughout his school day, as illustrated by Cameron's use of gestures and the pictures on his placemat in the video.

**Step 1:** In the DRDP *access* manual, read Measure 18: Expresses Self through Language.

**Step 2:** Watch the video clip. After the clip ends, use the space below to jot down your observations of Cameron in relation to this measure.

**Step 3:** Read the following documentation of other observations collected on Cameron related to this measure.

Source of Information	Observations
Observations made by the assessor, a speech therapist, during her weekly visits	<p>Even though Cameron’s words are sometimes difficult to understand, the assessor (speech therapist) was confident that she heard Cameron using the following three and four word combinations in the <b><u>past few weeks</u></b>:</p> <ul style="list-style-type: none"> <li>• “That little bunny mine”</li> <li>• “ I kick the ball”</li> </ul>
Observations made by Cameron’s special education preschool teacher during class time	<p>The preschool teacher told the assessor that <b><u>last week</u></b> she heard Cameron say:</p> <p>“Me no want go home”</p>
Observations made by Cameron’s child care provider in her home	<p>The child care provider told the assessor that in the <b><u>last week</u></b>, at snack time, Cameron has been saying:</p> <p>”I want more crackers”</p>

**Step 4:** Rate the measure based on the above documentation and the video.

## Rating Practice 3: Kaleb

Kaleb's teacher provides the following description:

Kaleb is four years and three months old. Kaleb has great empathy for other children; if another child is upset or crying, Kaleb is often the first one to run over and offer hugs and comfort. He is very enthusiastic and energetic and loves activity. Kaleb shows persistence; if he is having a difficult time with an activity, he sticks with it. Kaleb is very good at imitating people, which helps him develop skills. He enjoys playing at the water table. In the kitchen and in the dramatic play area, he enjoys putting things in and out of the shopping cart and pushing the cart. Kaleb most often plays by himself. It is difficult for Kaleb to sit still and participate in group time and he needs adult guidance to participate in many typical preschool activities. For example, during group time, he sits in the teacher's lap to help him attend. He is just beginning to use words to express his needs and is beginning to learn sign language. Kaleb has Down syndrome and has significant health concerns.



Kaleb is assessed on the DRDP *access*. His IEP team identified a number of augmentative and alternative communication adaptations that are used throughout his school day, but these are not relevant to the kinds of physical and motor behaviors being observed for Measure 40.

**Step 1:** In the DRDP *access* manual, read Measure 40: Movement.

**Step 2:** Watch the video clip. After the clip ends, use the space below to jot down your observations of Kaleb in relation to this measure.

**Step 3:** Read the following documentation of other observations made of Kaleb related to this measure.

Source of Information	Observations
Observations made by the itinerant special education teacher (assessor) during class visit	<p>The assessor made these notes about her observations of Kaleb <b><u>last Tuesday</u></b>:</p> <ul style="list-style-type: none"> <li>• While playing outside Kaleb jumps forward a few inches with feet together</li> <li>• Kaleb has been climbing the stairs on the play structure regularly. He now climbs the stairs, alternating feet, outside of the classroom door, and onto the school bus.</li> </ul>
Observations made by the Head Start teacher during class time	<p>The teacher told the assessor that during the <b><u>past week</u></b>:</p> <p>“While working on taking turns with another child, Kaleb threw a ball underhanded and caught it with his arms outstretched. He has been enjoying this activity everyday this week.”</p>
Observations made by Kaleb’s grandmother	<p>During a phone call <b><u>two weeks ago</u></b>, Kaleb’s grandmother shared:</p> <p>“Kaleb rode his tricycle at the park and steered around some children playing in the bike path.”</p>

**Step 4:** Rate the measure based on the above documentation and the video.

## Rating Practice 4: Michelle

Michelle's teacher provides the following description:

Michelle is three years and three months old. She loves art activities such as coloring, painting, and making things with play dough. She has very good visual-spatial skills: she is able to string large beads and she can use a toy hammer accurately on a target. Michelle is very cooperative and active in classroom routines and one of her favorite activities is helping to prepare snack. Although she enjoys being with other children (she often plays alongside them) she tends to prefer to be with adults. Michelle has an articulation disorder for which she receives speech and language services.



Michelle's IEP team identified augmentative and alternative communication adaptations that are used throughout her school day, but these are not relevant to the kinds of fine motor skills being observed for Measure 43.

**Step 1:** In the DRDP access Manual, read Measure 43: Eye-Hand Coordination

**Step 2:** Watch the video clip. After the clip ends, use the space below to jot down your observations of Michelle in relation to this measure.

**Step 3:** Read the following documentation of other observations made of Michelle related to this measure.

Source of Information	Observations
Observations made by the speech and language pathologist (assessor) during a visit to the classroom	<p>The assessor made these notes about her observations of Michelle <b><u>during the past few weeks:</u></b></p> <ul style="list-style-type: none"> <li>• Michelle tried to hold a crayon with a pencil grasp, but couldn't draw that way, so held it with her fist.</li> <li>• Michelle poured herself some juice at snack time from a measuring cup, holding the container with one hand and her cup with the other.</li> </ul>
Observations made by the general education classroom assistant during class time	<p>The classroom assistant told the assessor that during the <b><u>past Monday:</u></b></p> <p>"... during choice time Michelle chose to go to the cutting table and used the scissors to cut strips of paper into smaller pieces."</p>
Observations made by Michelle's mother	<p><b><u>Last week,</u></b> at a parent-teacher conference Michelle's mother shared:</p> <p>"If I get the zipper started for her, she can hold the bottom of her jacket and pull the zipper all the way up."</p>
Observation from a recent assessment using the Hawaii Early Learning Profile (HELP)	<p><b><u>Four weeks ago,</u></b> in notes of an observation of choice time used for completing the HELP:</p> <p>"Michelle made a necklace by stringing eight large beads (cubes, spheres, cylinders). "</p>

**Step 4:** Rate the measure based on the above documentation and the video.