

DRDP-K Fundamental

Observing and Documenting for the DRDP Measures by Level: Physical Development-Health (PD-HLTH)

PD-HLTH 1: Perceptual-Motor Skills and Movement Concepts

Child moves body and interacts with the environment, demonstrating increasing awareness of own physical effort, body awareness, spatial awareness, and directional awareness

Developmental Levels and Descriptors	Building Earlier Tries different ways to coordinate movements of large or small body parts	Building Middle Adjusts, with adult guidance, aspects of movement (e.g., effort, spatial, directional) in relation to people and objects	Building Later Anticipates and then adjusts, on own, aspects of movement (e.g., effort, spatial, directional) in relation to people and objects in familiar spaces	Integrating Earlier Anticipates and then adjusts aspects of movement (e.g., effort, spatial, directional) during new activities, in changed environments, or on different surfaces	Integrating Middle Maintains spacing of body in relation to coordinated movements of others while coordinating own body movements	Integrating Later Adjusts movement of body in time and space to meet the requirements of structured physical play activities, including games and dance
Examples from the DRDP	Starts and stops movements of different body parts during a freeze-dance game.	Raises knees high when following an adult marching.	Pedals a wheel toy harder to go faster when catching up to another child on a wheel toy.	Walks carefully after slipping on wet leaves or grass during a nature walk.	Moves in sync with others who are moving in the same direction while dancing or marching.	Engages in a soccer-type game, maintaining spacing of self in relation to other teammates, and passing ball when another teammate is open.
Could look like this in virtual interaction	Child marches in place to music.	Mirror Game! Move your body (e.g., swing arms, march) and invite children to mirror your actions.	Move your body! Take turns leading a fun dance move to your favorite music.	“What am I?” adult and children take turns moving like something as the other copies and guesses what you are.		
Support learning and development: Ideas to share with families	Toddlers need lots of opportunities to move, to run, to climb, to jump and to throw. They enjoy carrying heavy things and building with blocks and other natural materials.	Let’s Bowl! Use household and recyclable materials (plastic bottles, balled up socks) to create and play a bowling game.	Go outside or to the park and enjoy the outdoors (e.g., bike ride, climb trees).	Frisbee Toss! Staple two paper plates together, go outside and play frisbee toss.		
How to support learning and development at this level: Ideas for teachers	Teachers can encourage parents to scan areas and make judgments about what is safe but challenging for children’s emerging skills.	Provide positive verbal and nonverbal encouragement.	Ask questions during physical activities (e.g., “How did you move your body so you did not fall down?”).			

PD-HLTH 2: Gross Locomotor Movement Skills

Child shows increasing proficiency in fundamental locomotor skills (e.g., rolling, crawling, cruising, walking, running, jumping, galloping)

Developmental Levels and Descriptors	Building Earlier Coordinates movements, in an upright position, that momentarily move whole body of the ground	Building Middle Coordinates and controls individual locomotor movements, with some success	Building Later Combines and coordinates two or more locomotor movements together in effective ways, with some success	Integrating Earlier Combines a variety of locomotor movements and moves effectively across a range of activities	Integrating Middle Combines a variety of locomotor movements with refined coordination (with control, flexibility, speed, rhythm)	Integrating Later Applies a variety of locomotor skills with manipulative and stability skills to organized games and dance activities
Examples from the DRDP	Hops with two feet leaving the ground momentarily.	Runs with short strides, and sometimes has difficulty stopping.	Crouches down and then jumps forward using both legs.	Swings arms back and then forward in preparation for jumping.	Dodges to avoid being touched by another player during a game of tag.	Plays a modified game of volleyball with a beach ball or large balloon, keeping the object in the air while passing it to a teammate.
Could look like this in virtual interaction	Child jumps with two feet.	Play Simon Say (e.g., Simon says gallop).	Act out <i>Going on a Bear Hunt!</i>	Challenge children to create an indoor obstacle course and invite them to share the course they made.		
Support learning and development: Ideas to share with families	You can also use mattresses, cushions and low platforms for children to practice their climbing up and down.	Make a set of shape cards and spread them out. Call out a shape and have child run to the shape.	Over the River! Fold a towel and put in on the floor. Pretend it is a river and jump over. After each jump make the river (towel) a little bigger.	Create and complete an obstacle course (e.g., rolling, jumping, crawling, galloping)		
How to support learning and development at this level: Ideas for teachers	Acknowledge each child's accomplishments.	Provide equipment to accommodate gross motor manipulative skill development (e.g., different size balls, beanbags, sponges, crunched up newspaper).	Use visuals that communicate to children ways how to move (e.g., pictures of animals, visual pointers such as arrows for directions).	Consider how to use indoor space and materials to promote physical development (e.g., indoor obstacle course using chairs, tables, baskets).		

PD-HLTH 3: Gross Motor Manipulative Skills

Child shows increasing proficiency in gross motor manipulative skills (e.g., reaching, kicking, grasping, throwing, and catching)

Developmental Levels and Descriptors	Building Earlier Manipulates objects, using one or more body parts, with stability but limited coordination	Building Middle Uses two or more movements sequentially to manipulate objects, sometimes pausing briefly between movements	Building Later Coordinates arms, legs, or body to manipulate objects, with connected sequential or simultaneous movements	Integrating Earlier Applies a variety of manipulative skills, in combination with locomotor skills, in different physical activities	Integrating Middle Combines a variety of manipulative skills with locomotor and stability skills in play activities with refined coordination (with control, flexibility, speed, rhythm)	Integrating Later Applies a variety of manipulative skills with locomotor and stability skills to organized games and dance activities
Examples from the DRDP	Practices throwing a ball by bringing it behind the head, sometimes dropping it but continuing the arm motion.	Catches a stuffed animal, with hands, keeping arms extended, and then uses hands to hold onto it.	Runs up to a stationary ball, plants foot next to the ball, and then swings leg for a forceful kick.	Runs and kicks a moving ball forcefully, showing arm and leg opposition (e.g., left arm forward, right arm back), maintaining balance.	Plays catch with a friend using progressively more force to throw the ball while moving farther away from the friend.	Tosses and catches a foam ball with a peer while moving closer to and away from the peer, tossing the ball higher or lower and to the left or right.
Could look like this in virtual interaction	Child may kick a small soccer ball.	Use items found in home (e.g., scarves, stuffed animals, towels) to practice self-toss and catching skills.	Communicate with families about child’s gross motor skills.	Communicate with families about child’s gross motor skills.		
Support learning and development: Ideas to share with families	Children like to stretch their muscles by carrying or moving heavy things. A sealed bottle or box of laundry detergent would be fun for them to move. They enjoy carrying small stools around so they can reach a book off the shelf. They can help bring in small bags of groceries or push the laundry basket to the table for folding.	Bull’s Eye! Find a big target (e.g., basket, tree) and throw soft object (e.g., ball, stuffed animal) as hard as you can at the target.	Play soccer or kick ball!	Plan a family fitness day! Each person chooses one activity and then do them all together.		
How to support learning and development at this level: Ideas for teachers	Responsiveness from teachers with whom children have close relationships encourages the child’s continued exploration and movement.	Create opportunities for incorporating concepts such as numbers, shapes, colors, matching, and sequencing during gross motor	Encourage persistence during challenges and verbally acknowledge children’s efforts.	Encourage adults to take children outside or to a safe open space daily and engage in gross motor play with child.		

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		development opportunities.				

PD-HLTH 4: Fine Motor Manipulative Skills

Child demonstrates increasing precision, strength, coordination, and efficiency when using muscles of the hand for play and functional tasks*

Developmental Levels and Descriptors	Building Earlier Manipulates objects with one hand while stabilizing the objects with other hand or with another part of body	Building Middle Manipulates objects with both hands doing different movements	Building Later Manipulates objects, using hands, with strength, accuracy, and coordination	Integrating Earlier Performs, with efficiency, a variety of tasks that require precise manipulation of small objects	Integrating Middle Performs a variety of tasks with sequential steps that require precise and coordinated use of both hands to manipulate or reposition small objects	Integrating Later Performs a variety of tasks with sequential steps that require precision of one hand while manipulating or repositioning small objects in that hand
Examples from the DRDP	Scoops sand into a container with one hand while holding the container with other hand.	Peels a banana or orange after adult starts the peel.	Starts the peel on a banana or mandarin orange.	Makes a necklace by stringing a variety of small beads with narrow holes.	Folds paper with edges parallel.	Ties a bow using thin laces or ribbon.
Could look like this in virtual interaction	Child may complete a large knob 4 piece puzzle.	Have a virtual meal together and observe how children manipulate objects.	Dress for the weather. Pretend it is a cold/rainy day and practice dressing for the weather (e.g., buttoning up a coat, putting on gloves).	Make friendship bracelets. Use materials (e.g., yarn, string, beads) to make a bracelet for a friend.		
Support learning and development: Ideas to share with families	Young children are interested in books. They enjoy spending time reading a book and turning the pages.	Play with puzzles.	Yummy, yummy, fruit salad! Supervise children as they peel and cut fruit.	Provide a variety of media for cutting with scissors (e.g., straws, playdough, cardstock).		
How to support learning and development at this level: Ideas for teachers	Set up activities so children can draw, write, and participate in routines such as eating and dressing.	Encourage “heavy work” (e.g., push a chair, carry watering can).	Suggest ways children can practice movement skills while helping around the house (e.g., rolling socks, unpacking groceries, prepping meals).	Provide clear, specific feedback to facilitate children’s problem-solving process while engaging fine motor skills (e.g., “Hmm, the bead slips out of your fingers when you try to push the lace through. I wonder how you can get the bead to stay in your fingers?”).		