



IT DRDP (2025) Observation Worksheet For Infants and Toddlers



ATL 1: Engagement, Attention, and Persistence

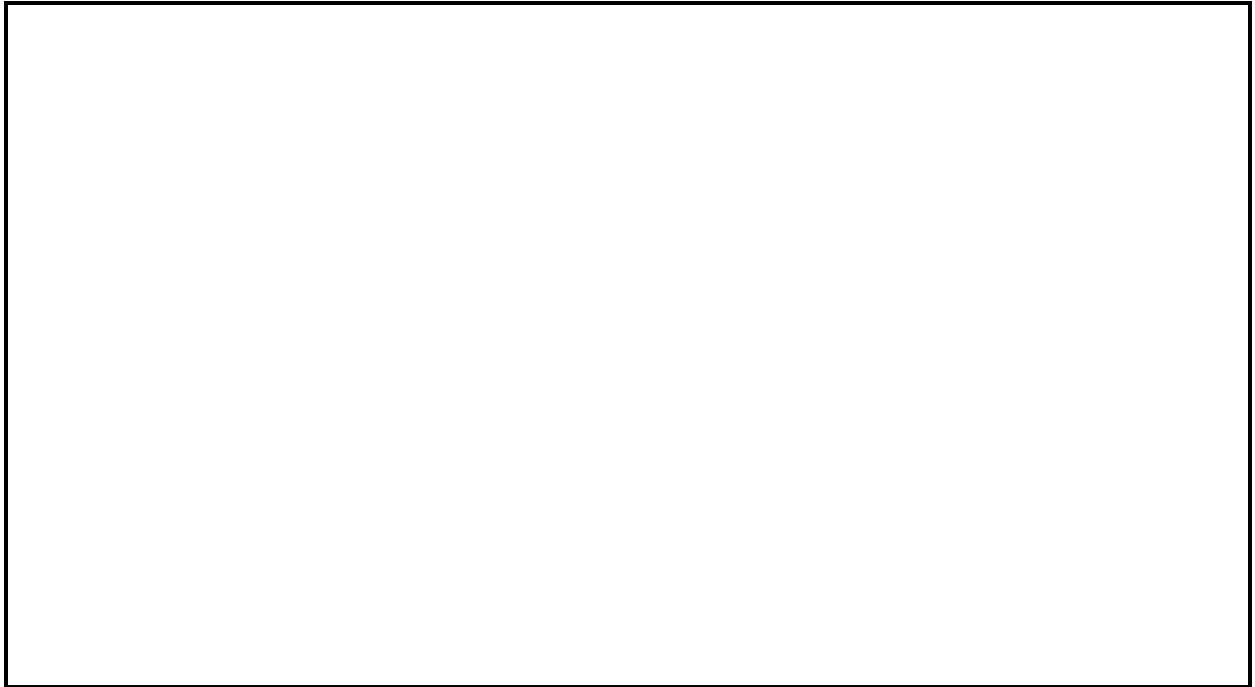
Child develops increasing ability to engage by sustaining attention, contributing, and persisting, when appropriate, related to learning activities

ATL 2: Curiosity, Interest, and Initiative

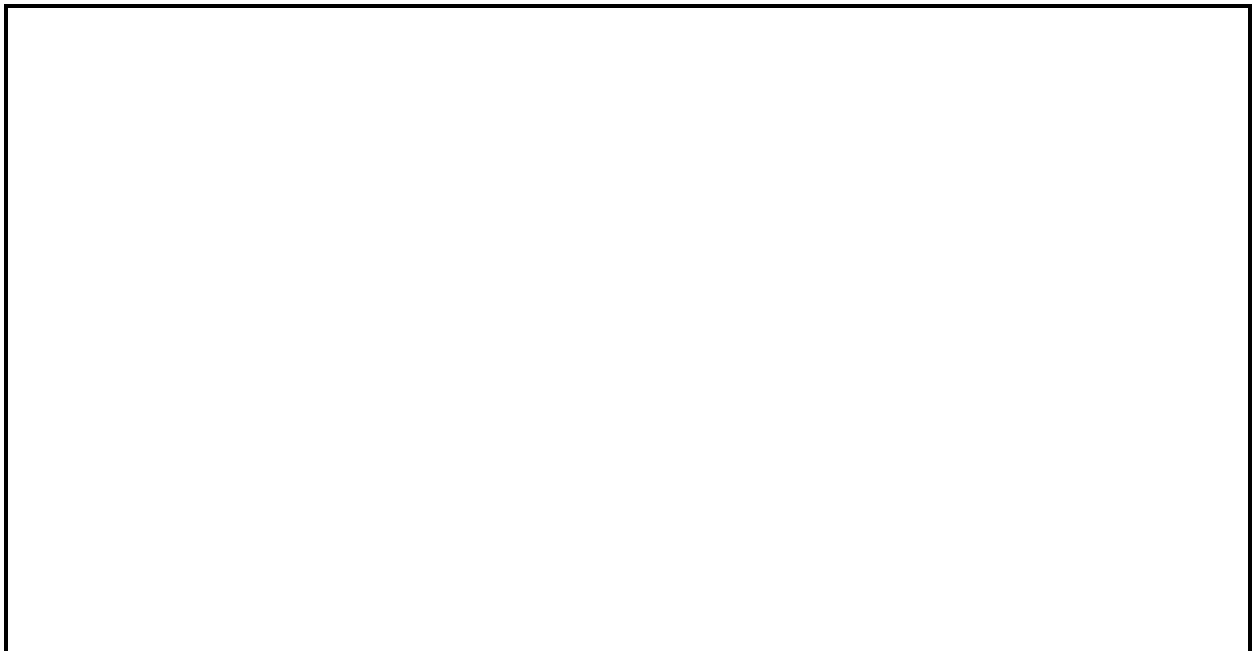
Child develops increasing capacity to explore objects, activities, or ideas and takes initiative to seek information and understanding

ATL 3: Problem-Solving

Child develops increasing ability to come up with, adjust, and reflect on strategies to solve everyday problems and problems related to learning activities

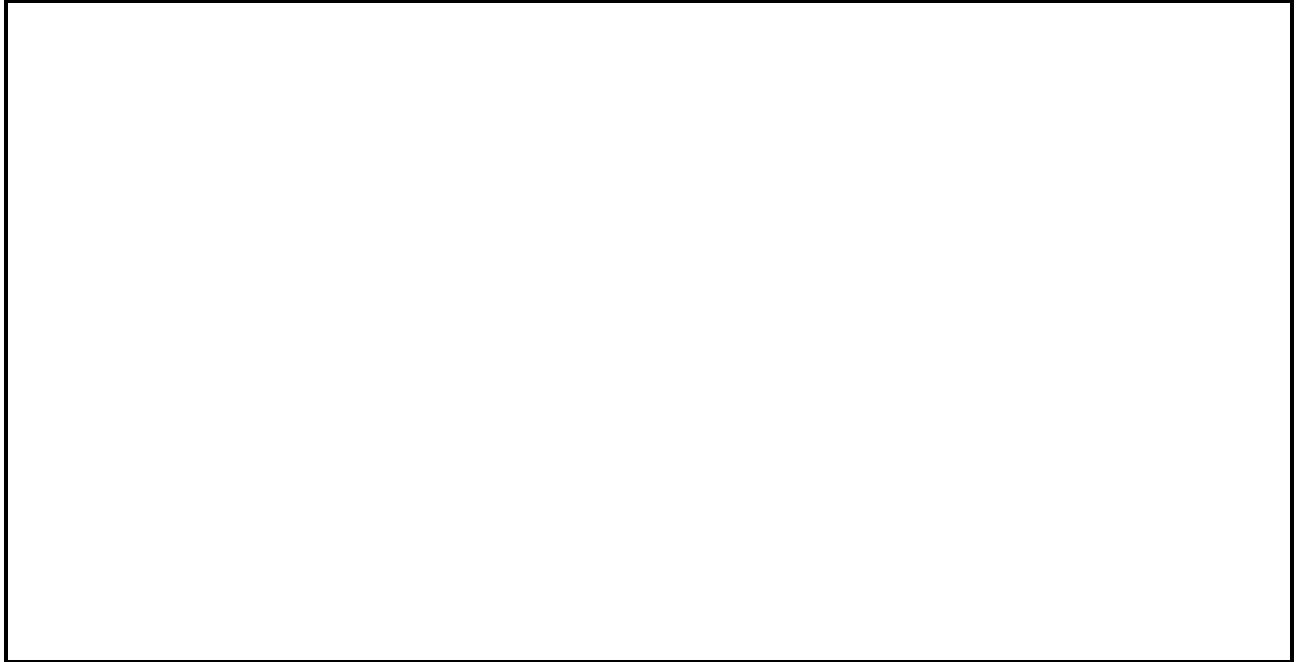
**SED 1: Self-Awareness**

Child shows increasing awareness of own identity and preferences as distinct from and in relation to others

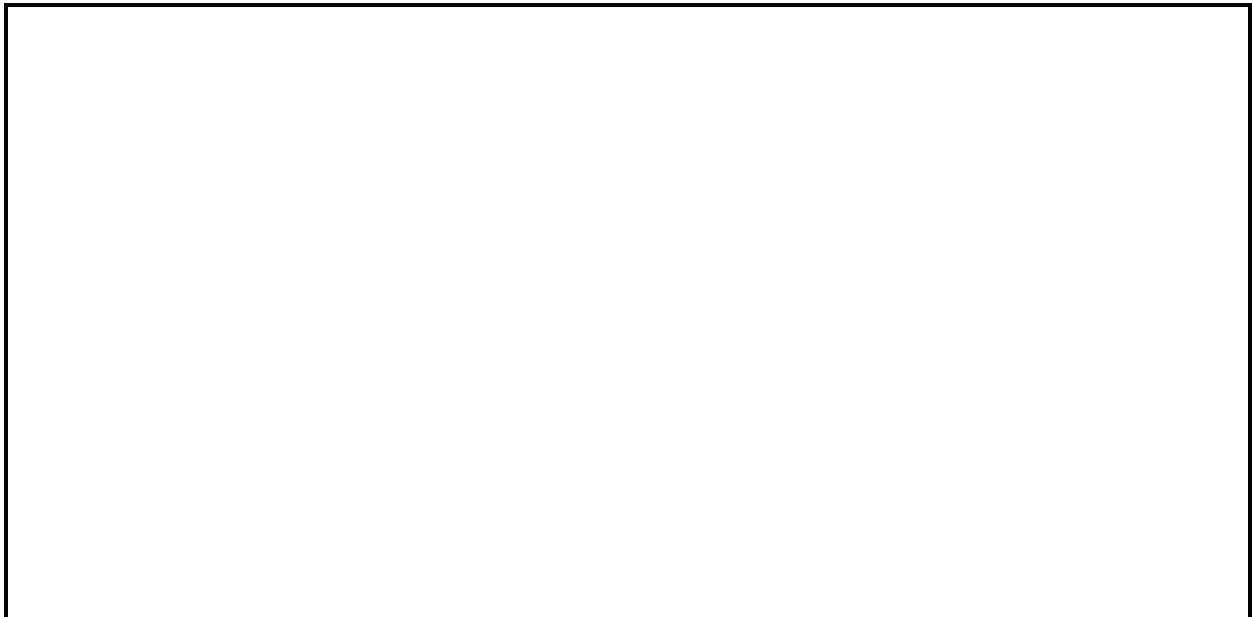


SED 2: Social Awareness

Child shows a developing awareness and acceptance of others' thoughts, perspectives, and individual characteristics

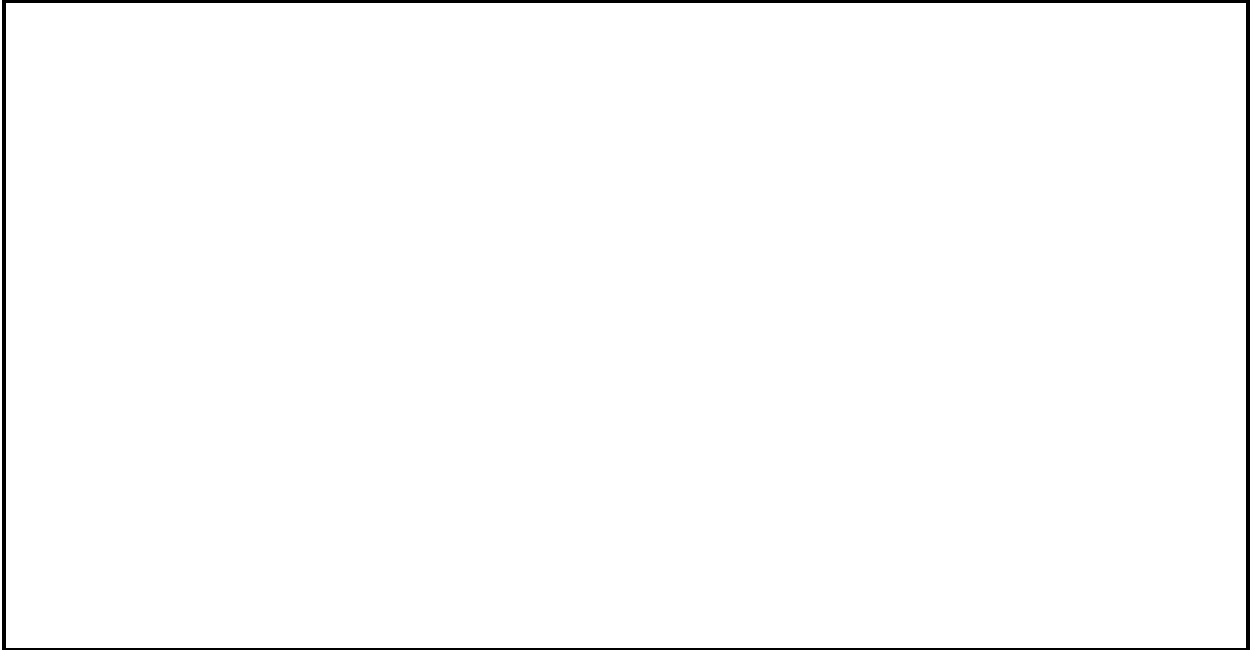
**SED 3: Relationships and Reciprocal Interactions with Familiar Adults**

Child develops close relationships with one or more familiar adults (including family members) and interacts in an increasingly competent and cooperative manner with familiar adults

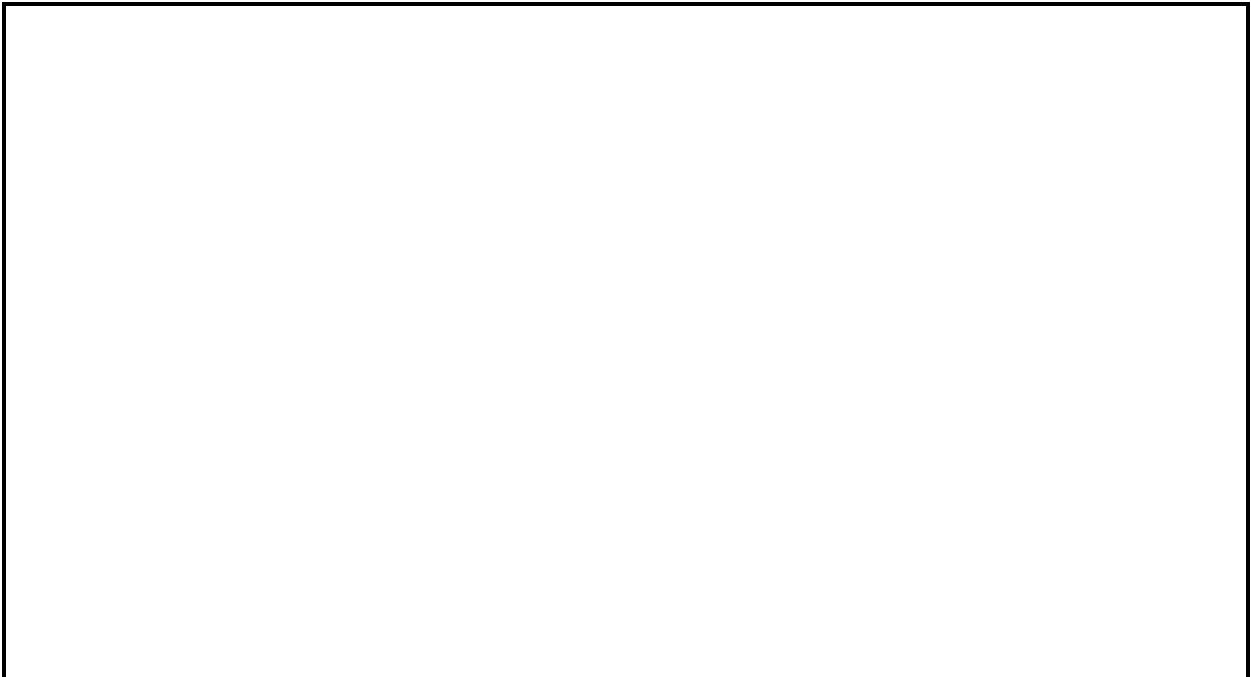


SED 4: Relationships and Interactions with Peers

Child develops and maintains close relationships with one or more peers and becomes increasingly competent and cooperative in peer interactions

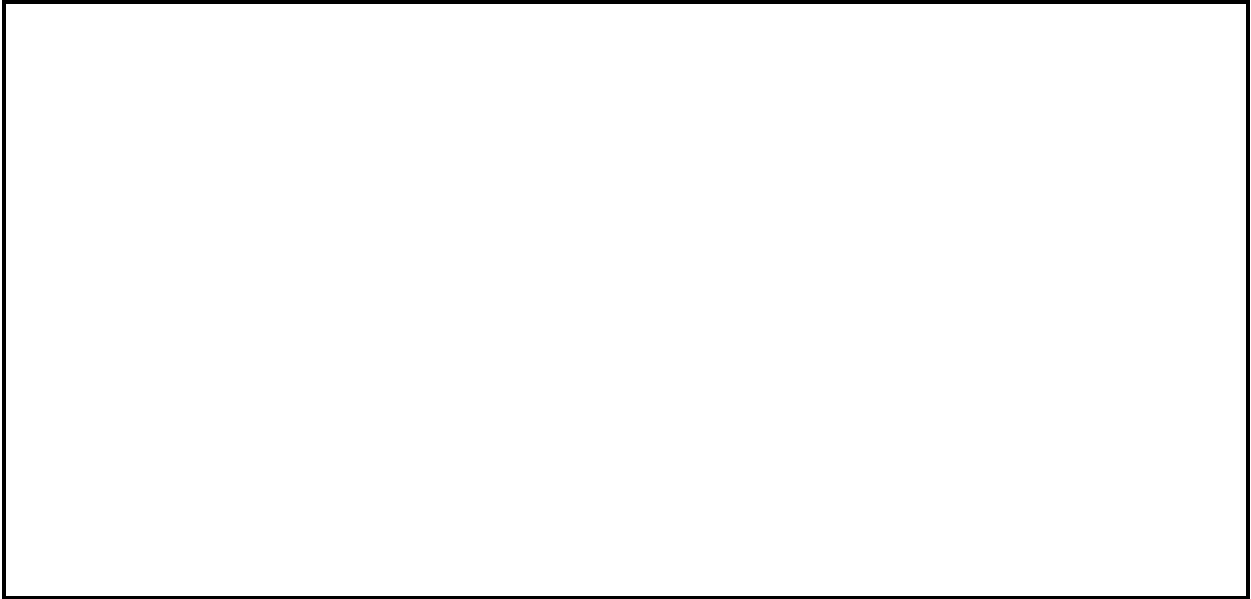
**SED 5: Emotional Knowledge and Regulation**

Child develops an increasing ability to identify and process emotions

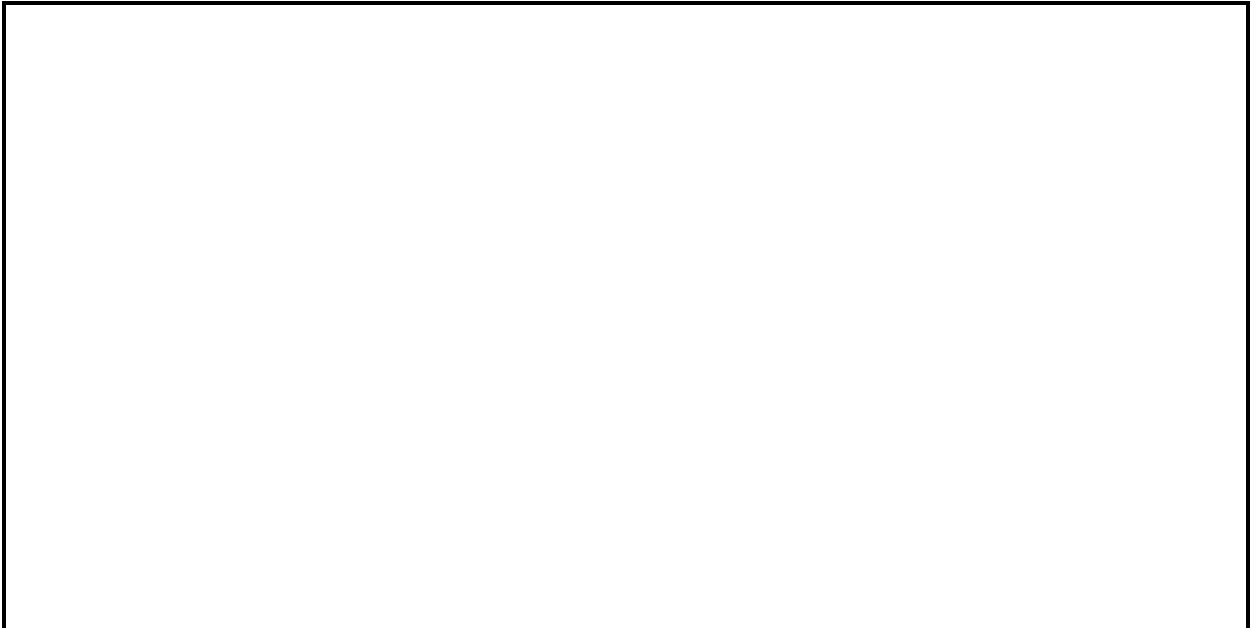


FLD 1: Understanding Language (Receptive)

Child understands increasingly complex language, including vocabulary in home language, English, sign language, or Augmentative and Alternative Communication (AAC)

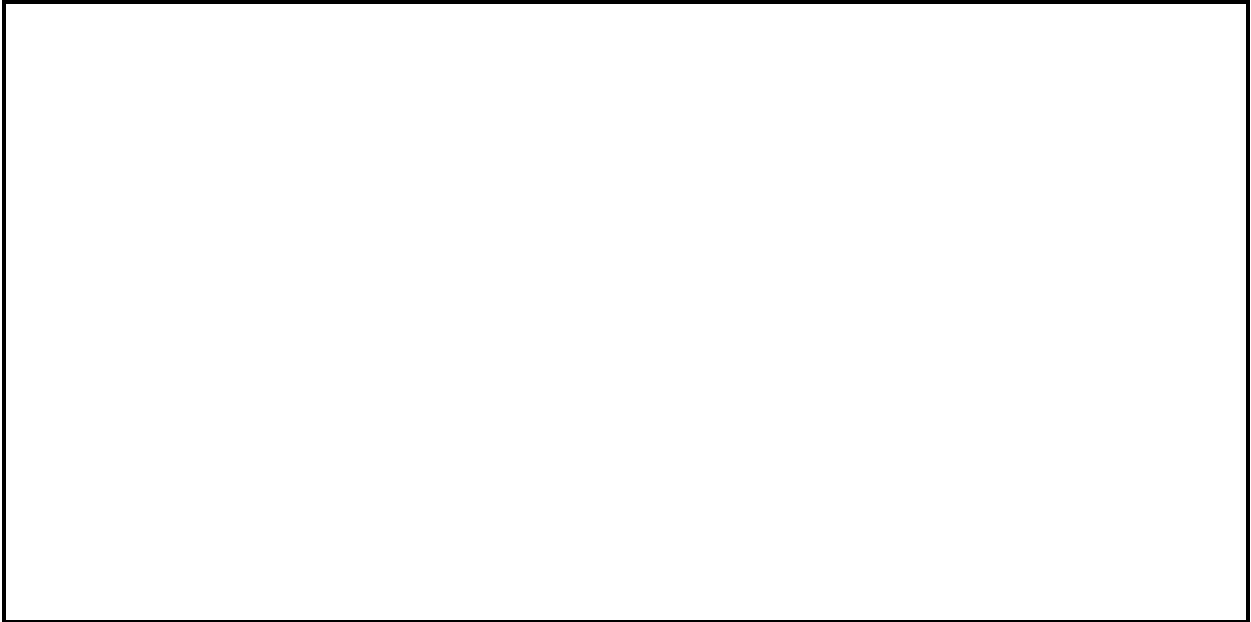
**FLD 2: Using Language (Expressive)**

Child uses increasingly complex language, including vocabulary, sentences, questions, narratives, and explanations, in their home language, English, sign language, or Augmentative and Alternative Communication (AAC)



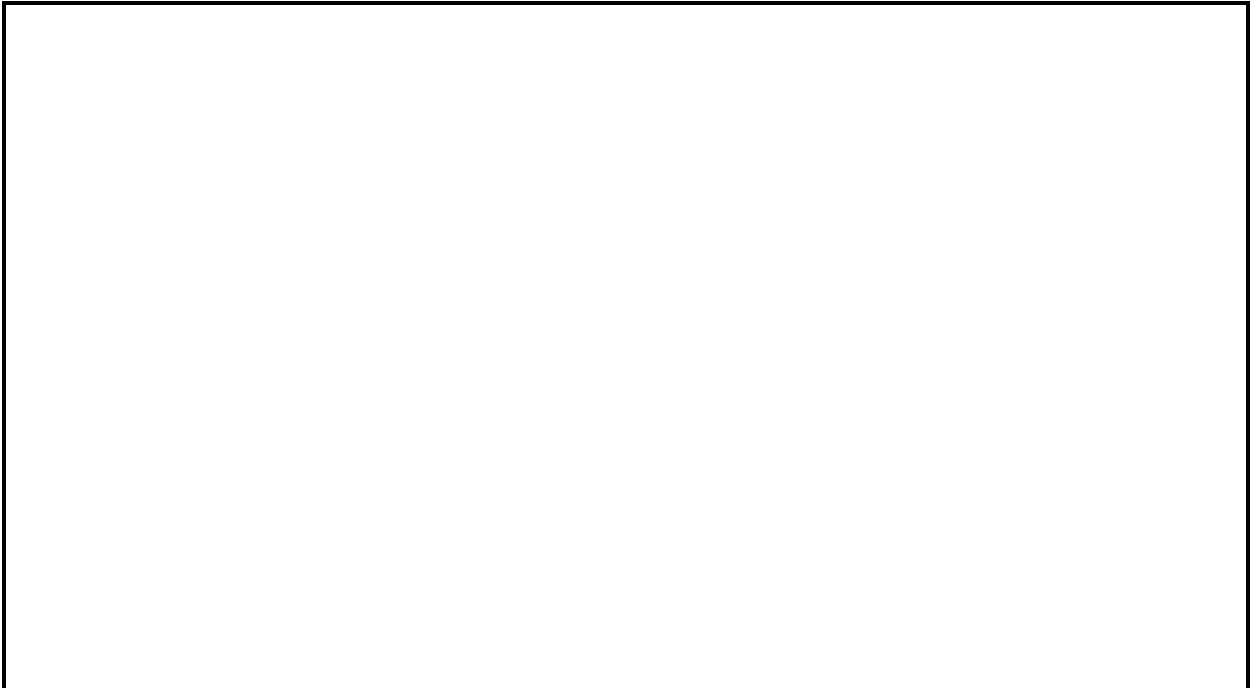
FLD 3: Shared Communication and Conversation

Child engages in back-and-forth communication with shared focus in increasingly extended conversations, using home language, English, sign language, or augmentative and alternative communication (AAC)



COG 1: Imitation

Child repeats and practices the actions or words of others in increasingly complex ways



COG: MATH 1: Spatial Thinking

Child shows increasing understanding of objects in relation to each other and how objects move in space

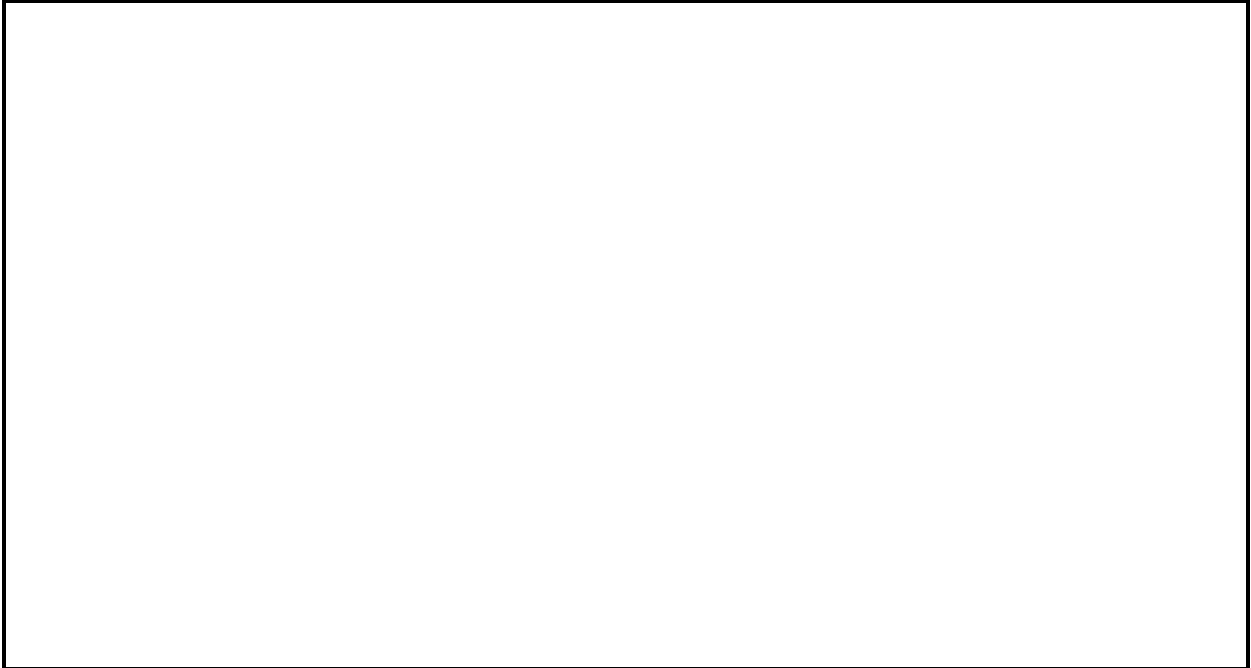
**COG: MATH 2: Classification**

Child shows increasing ability to sort objects into groups according to attributes, qualities, features, characteristics, or use



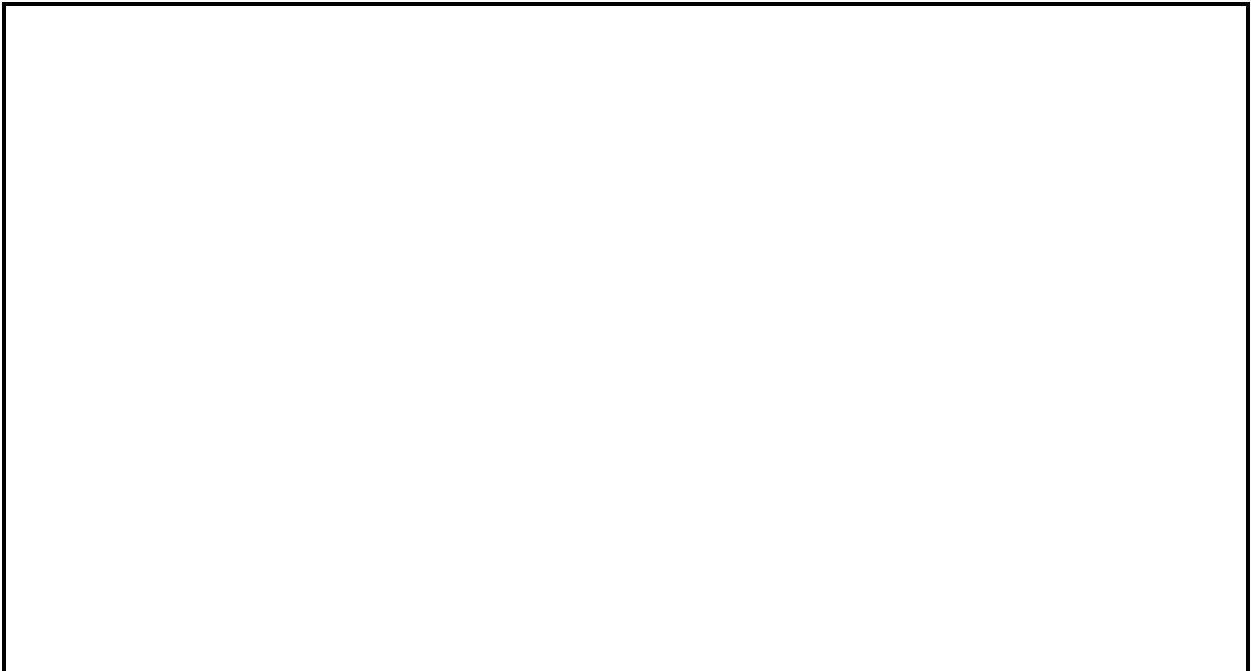
COG: MATH 3: Number and Counting

Child shows developing understanding of number and quantity



COG: SCI 1: Cause and Effect

Child develops increasing ability to observe, anticipate, and reason about the cause-and-effect relationships between actions and events



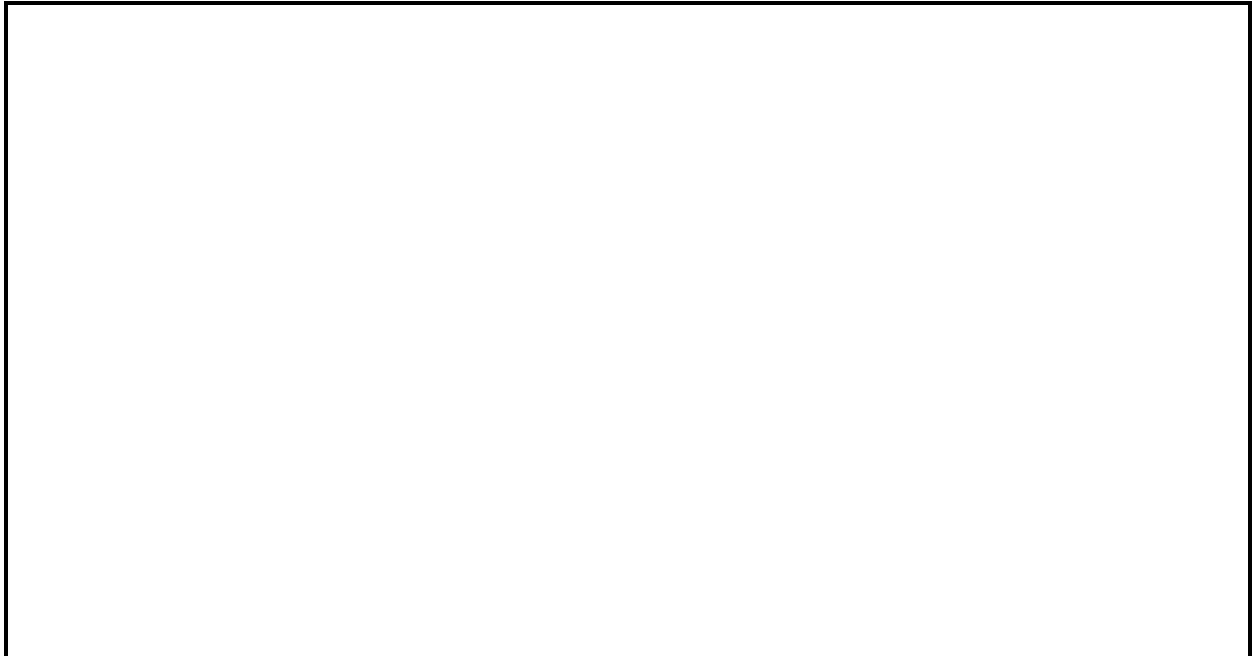
COG: SCI 2: Inquiry Through Observation and Investigation

Child develops increasing ability to carry out observations, explorations, and investigations in the environment



PD 1: Perceptual-Motor Skills and Movement Concepts

Child moves body and interacts with the environment, demonstrating increasing body awareness, spatial awareness, and directional awareness*



**May be demonstrated while using a stability aid such as a stander or a mobility aid such as a walker or a wheelchair.*

PD 2: Gross Locomotor Movement Skills

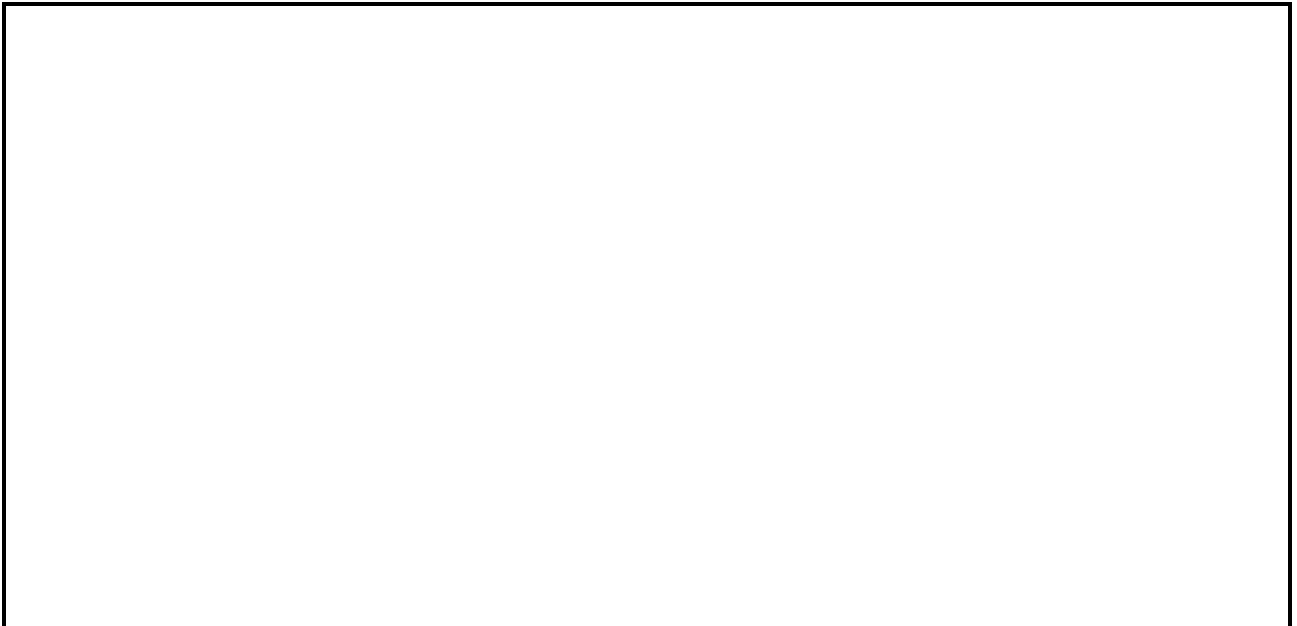
Child shows increasing proficiency in fundamental locomotor skills (e.g., rolling, crawling, cruising, walking, running, jumping, galloping)*



**May be demonstrated while using a stability aid such as a stander or a mobility aid such as a walker or a wheelchair.*

PD 3: Gross Motor Manipulative Skills

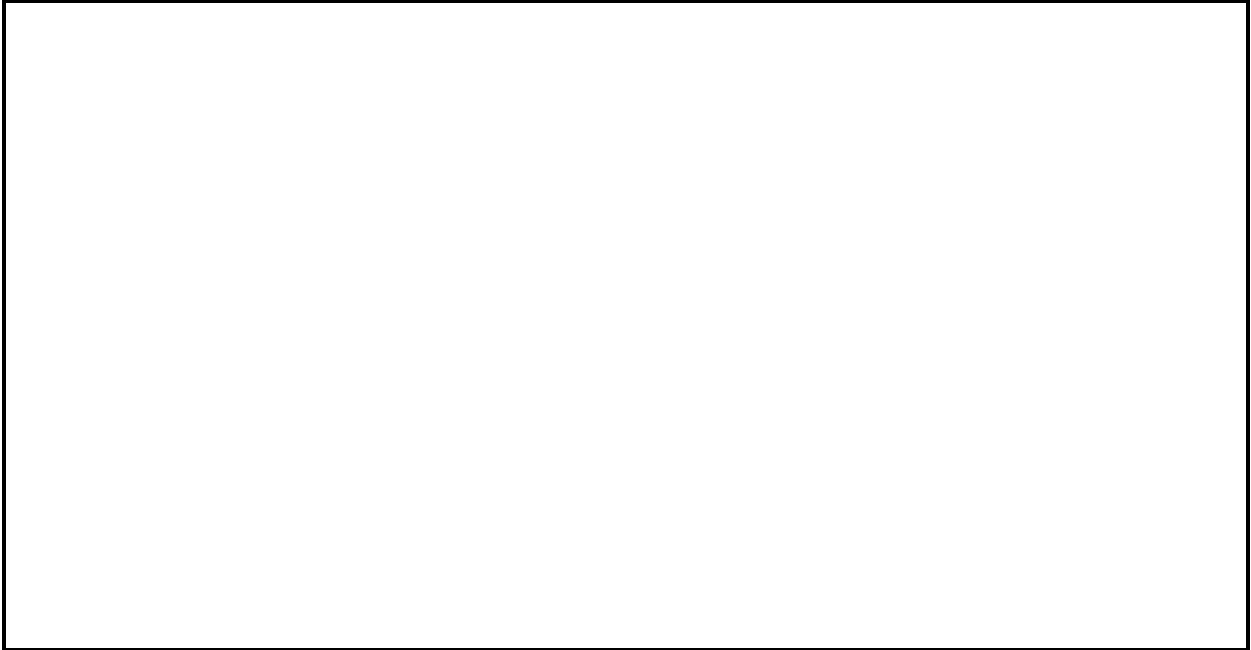
Child shows increasing proficiency in gross motor manipulative skills (e.g., reaching, kicking, throwing, and catching)*



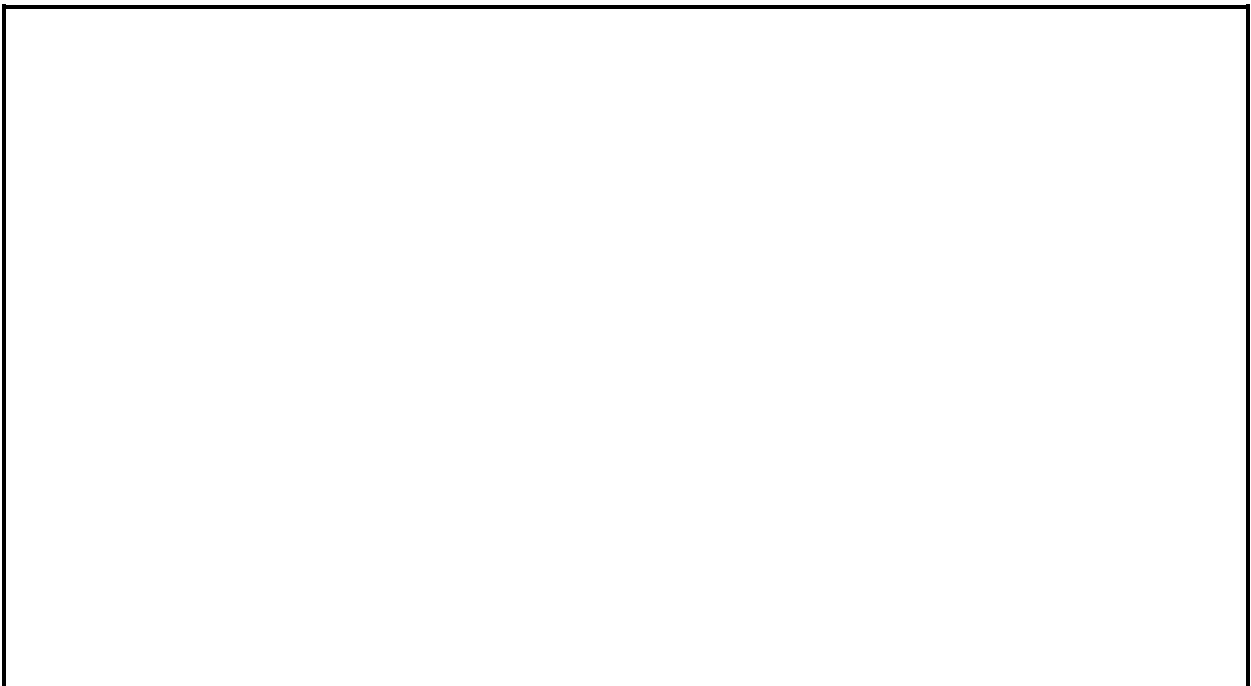
**May be demonstrated while using a stability aid such as a stander or a mobility aid such as a walker or a wheelchair.*

PD 4: Fine Motor Manipulative Skills

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

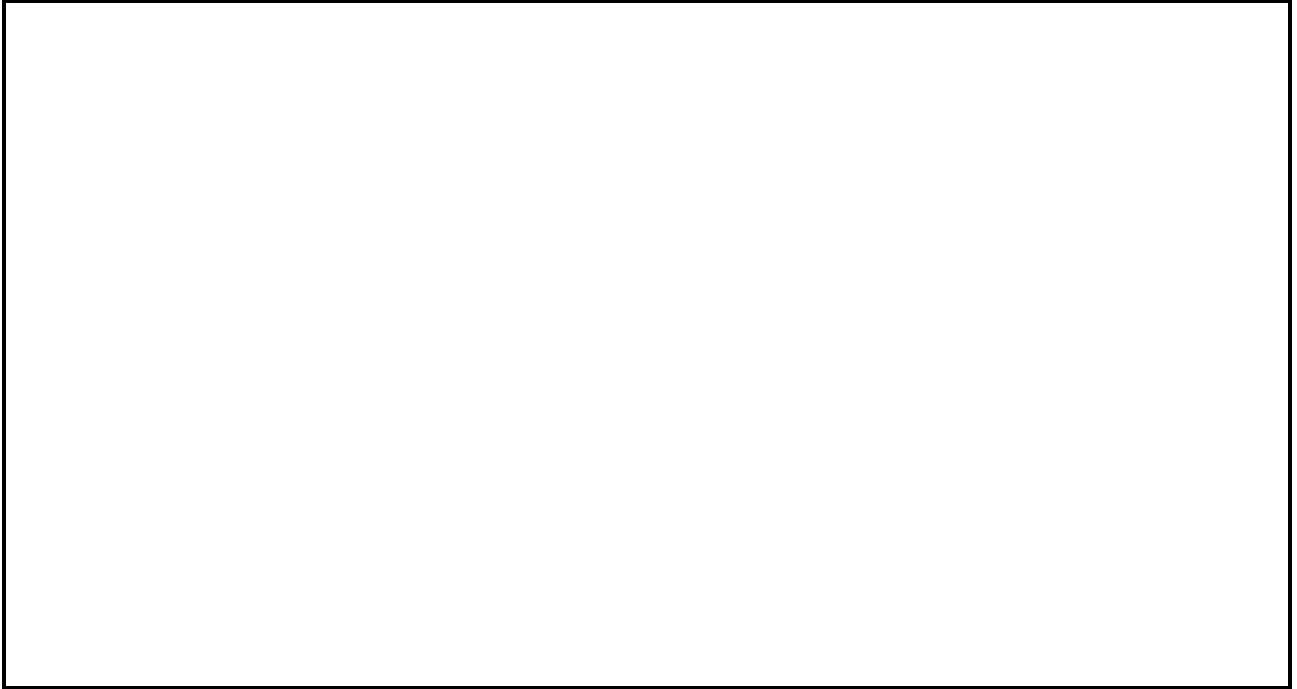
A large, empty rectangular box with a black border, intended for recording observations or data related to the skill described above.**HLTH 1: Safety**

Child shows increasing awareness of safety and increasingly demonstrates knowledge of safety skills

A large, empty rectangular box with a black border, intended for recording observations or data related to the skill described above.

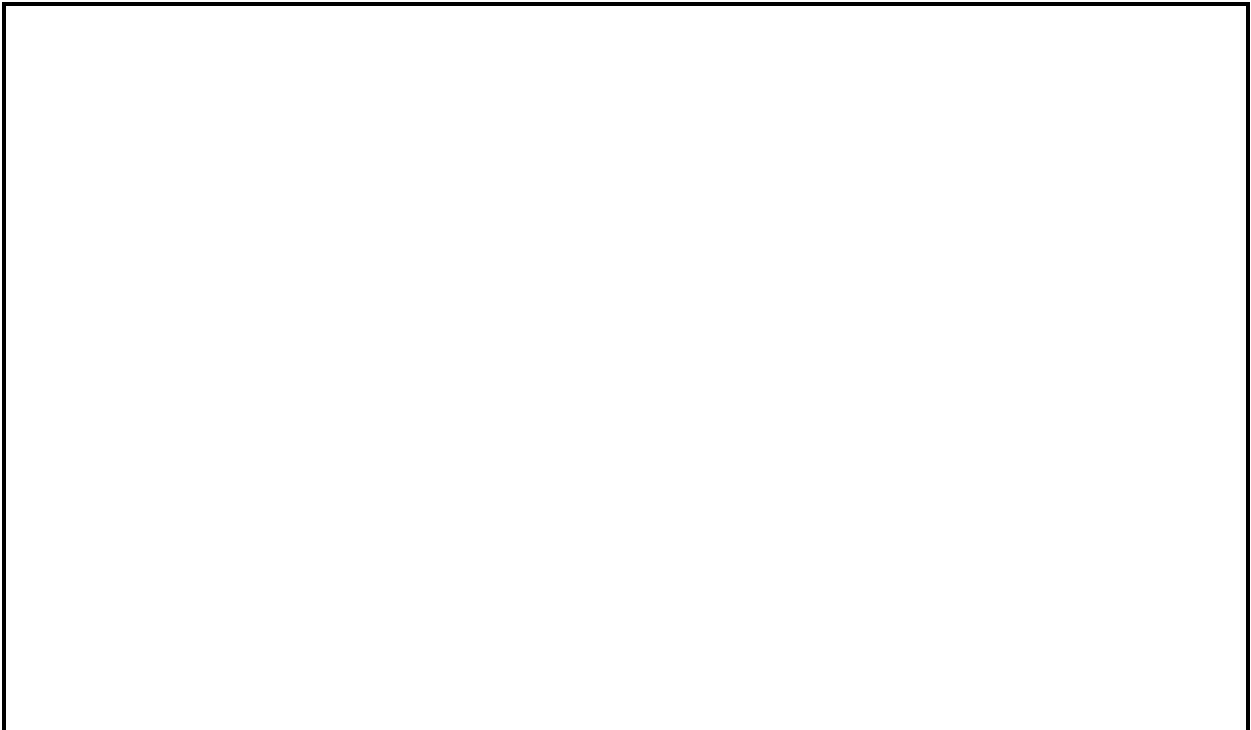
HLTH 3: Personal Care Routines: Hygiene

Child increasingly responds to and initiates personal care routines that support hygiene

A large, empty rectangular box with a black border, intended for recording observations or notes related to the hygiene routine.

HLTH 4: Personal Care Routines: Feeding

Child responds to feeding and feeds self with increasing proficiency

A large, empty rectangular box with a black border, intended for recording observations or notes related to the feeding routine.

HLTH 5: Personal Care Routines: Self-Dressing

Child develops and refines ability to participate in and take responsibility for dressing self

