

## Observing and Documenting for the DRDP Measures by Level: Approaches to Learning–Self-Regulation (ATL-REG)

### ATL-REG 4: Curiosity and Initiative in Learning

Child explores the environment in increasingly focused ways to learn about people, things, materials, and events

<b>Developmental Levels and Descriptors</b>	<b>Responding Earlier</b> Responds to people, things, or sounds	<b>Responding Later</b> Notices new or unexpected characteristics or actions of people or things	<b>Exploring Earlier</b> Explores people or things in the immediate environment	<b>Exploring Later</b> Explores new ways to use familiar things, including simple trial and error	<b>Building Earlier</b> Explores through simple observations, or manipulations, or asking simple questions	<b>Building Middle</b> Explores by engaging in specific observations, manipulations, or by asking specific questions	<b>Building Later</b> Carries out simple investigations using familiar strategies, tools, or sources of information	<b>Integrating Earlier</b> Carries out multi-step investigations, using a variety of strategies, tools, or sources of information
<b>Examples from the DRDP</b>	Orients toward a noise.	Vocalizes or gazes at a familiar adult who makes an animated facial expression or unusual noise.	Bangs a drum with hands repeatedly.	Paints on paper and on arm when given a paintbrush and paint	Asks, “What’s that doing?” when seeing or hearing a bulldozer across the street while on a neighborhood walk.	Puts a dry sponge in water and then squeezes it to see what happens.	Uses a magnifying glass to observe a caterpillar closely and describes its pattern of colors and number of legs.	Examines images from informational books or a computer to learn about the habitats of different animals.
<b>Could look like this in virtual interaction</b>	Child looks at the person who is talking on the screen during a video conference.	Child stares at person on the screen who is wearing a silly hat.	Child may be touching his mother’s face as she holds him.	Child may be given a hairbrush and he uses it to brush a stuffed animal.	Child may show the adult on screen during a video conference a leaf and describe it to her.	Make a band! Invite caregivers to provide children with household materials that could be used as instruments (e.g., pots, pans, spoons)	What is Missing! Show a tray of items, cover with a cloth and take one item off the tray, have children guess what is missing.	Encourage children to choose activities based on their own interests. Ask children about their plans for the day and what they will need to accomplish their plans.
<b>Support learning and development: Ideas to share with families</b>	Provide several simple toys that your child can explore by holding, banging and putting in her mouth. Keep the toys near to her so she can reach them on her own.	Make sure your child gets to spend some time in a quiet place where she can focus on you and her toys without distractions.	Having books all around for your child will let her include them in different parts of her day.	Young children enjoy trying out their new skills outside, as well as inside. Even very short walks outside give children a chance to try out new surfaces for	Children enjoy trying out their new skills outside, as well as inside. Even short walks outside give children a chance to try out new surfaces for	Sink or Float! Invite caregivers to provide water and objects to observe if items sink or float.	Nature Walk! Go on a nature walk and observe the environment (e.g., watch the leaves, listen to the birds)	Set up an activity that involves investigating the growth of a plant.

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				walking, watch the birds, and encounter what the community has to offer.	walking, running and jumping, and to watch the birds and experience what the community has to offer.			
<b>How to support learning and development at this level: Ideas for teachers</b>	Notice what interests each child.	Encourage the family to keep toys in places that are easily visible and accessible.	Teachers can support self-initiated learning by describing the child's actions.	Encourage children to find alternative ways to relate to play materials and other objects.	Allow children ample time to explore, to participate in interactions and care routines, and to make sense of experiences to support their learning.	Model curiosity and enthusiasm, children will be drawn to imitate an adult's curiosity.	Have conversations with children about things they are thinking, planning, and doing.	Provide ample time for free exploration for children to engage in uninterrupted play throughout the day.

## ATL-REG 5: Self-Control of Feelings and Behavior

Child increasingly develops strategies for regulating feelings and behavior, becoming less reliant on adult guidance over time

<b>Developmental Levels and Descriptors</b>	<b>Responding Earlier</b> Calms when comforted by an adult	<b>Responding Later</b> Seeks a familiar adult when distressed, and responds when physically comforted by a familiar adult	<b>Exploring Earlier</b> Calms self when a familiar adult initiates contact, moves close, or offers a special thing	<b>Exploring Later</b> Relies on communication or guidance from a familiar adult to regulate emotional or behavioral reactions in moderately stressful situations	<b>Building Earlier</b> Demonstrates capacity to regulate emotional or behavioral reactions in some moderately stressful situations, occasionally needing adult support	<b>Building Middle</b> Expresses strong feelings through constructive forms of communication, seeking the assistance of familiar adults when needed	<b>Building Later</b> Uses simple strategies (e.g., leaving a difficult situation, offering an alternative toy to a friend) to regulate own feelings or behaviors	<b>Integrating Earlier</b> Uses socially appropriate strategies (e.g., negotiation, compromise, verbal reminders to self) to regulate own feelings or behaviors
<b>Examples from the DRDP</b>	Lessens or stops crying when picked up by an adult.	Reaches toward a familiar adult to be comforted and nestles into the adult when held.	Gets up and looks for an adult after falling down, and then resumes play when the adult gives a reassuring look.	Lets go of another child's toy and accepts a different toy after a familiar adult communicates, "She's playing with the blue truck. You can use the red one."	Pauses and sighs after tower falls down, and then starts to rebuild it when an adult asks, "Do you want to make it again?"	Insists that another child return a favorite doll, but when refused, asks a familiar adult for help.	Offers a toy in exchange when another child has a desired toy.	Communicates to self, in words or signs, that the monsters are just pretend, when attending to a scary story.
<b>Could look like this in virtual interaction</b>	Child is crying and another adult says the child's name and speaks to her in a soft voice and the child stops crying.	Child raise arms to be picked up and stops crying when hugged by his mother.	Child stops crying when given a special comfort blanket or toy.	After getting upset when it is another child's turn, a child may be reminded to wait quietly for his turn to be Simon in a virtual game of Simon Says.	When asked to cut straight lines, the child may take a deep breath when he makes a mistake.	Invite children to tell a story about a time when they had strong feelings.	Read stories involving characters involved in conflict (e.g., <i>Sometimes I'm Bombaloo</i> ).	Create virtual class expectations.
<b>Support learning and development: Ideas to share with families</b>	Smile at your child and talk to her regularly. Listen and respond to her cooing and other sounds.	Respond promptly when your child is hungry, sleepy or needs a diaper change or your attention.	Help her to understand her feelings by offering names for them (ex. "I wonder if you are feeling . . .," "It looks like you are feeling . . .")	Help her find safe ways to express her feelings.	Help her to understand her feelings by offering names for them. (ex. "It looks like you are feeling sad.")	Provide children the opportunity to draw a picture about a time they had a strong feeling.	Engage in play with child and practice sharing and taking turns with materials.	Engage in play with child and practice sharing and taking turns with materials.

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<b>How to support learning and development at this level: Ideas for teachers</b>	Child care teachers can best foster the child's learning by understanding every important relationship in the child's life	Create a partnership with the child's family to provide a window into the child's emotional life.	Respond to children's cues through actions, words, and facial expressions.	Make sure that expectations for emotion regulation, impulse control, and attention are developmentally and individually appropriate.	Child care teachers and families can model positive relationships for children through open communication and mutual respect.	Prompt and guide desired behavior, help children learn appropriate responses by suggesting specific, caring actions that may help the child in distress.	Label the emotions people express and communicate with children about what may be provoking those feelings.	Establish a warm and collaborative relationship with each child's family. Collaborate with families, invite them to share information about child's social interactions.

## ATL-REG 6: Engagement and Persistence

Child increasingly persists in understanding or mastering activities, even if they are challenging or difficult

<b>Developmental Levels and Descriptors</b>	<b>Responding Earlier</b>	<b>Responding Later</b>	<b>Exploring Earlier</b> Participates in a simple activity briefly	<b>Exploring Later</b> Selects activities, but switches quickly from one to another, even with adult support to help focus on one activity	<b>Building Earlier</b> Continues self-selected activities with adult support, even though interest briefly shifts to other activities	<b>Building Middle</b> Continues self-selected activities on own, seeking adult support to work through challenges	<b>Building Later</b> Works through challenges on own while engaged in self-selected activities	<b>Integrating Earlier</b> Returns to activities, including challenging ones, on multiple occasions to practice a skill or to complete the activity
<b>Examples from the DRDP</b>			Puts a ring on and off of a ring stack a few times.	Chooses to play in the dramatic play area for a short while and then plays in the block area.	Strings large beads with an adult to make a necklace, briefly watches another child who brings magnets to the table, and then continues stringing beads.	Starts to get ready to go outside with other children and asks for adult assistance with fasteners when putting on shoes.	Repeatedly tries to trace around own hand.	Continues at a pottery activity that involves shaping clay, letting it dry, painting it, and letting it dry some more.
<b>Could look like this in virtual interaction</b>					Play school with child, during play suggest extensions to the play to add complexity, interactions, and negotiations.	Puzzles Day! Share and put together puzzles created at home.	Have discusses with caregivers about how and when children work through challenges.	Communicate and collaborate with families about child's engagement and persistence.
<b>Support learning and development: Ideas to share with families</b>					Observe child while they pursue self-selected activities focusing on their general level of engagement.	Make a Homemade Puzzles!	Make an obstacle course.	
<b>How to support learning and development at this level: Ideas for teachers</b>					Play school with child, during play suggest extensions to the play to add complexity, interactions, and negotiations.	Support children with creating and trying their own solutions rather than telling them a solution.	Provide specific feedback to children about their efforts (e.g., "You worked hard at blending colors to make exactly the shade of green you wanted for your painting").	Observe children while they pursue their own activities to determine the child's level of engagement and persistence.

## ATL-REG 7: Shared Use of Space and Materials

Child develops the capacity to share the use of space and materials with others

Developmental Levels and Descriptors	Responding Earlier	Responding Later	Exploring Earlier	Exploring Later Provides simple one- or two-word responses to questions when attending to books or other materials that include text, with an adult	Building Earlier Makes comments or asks questions about text presented in books or the environment	Building Middle Demonstrates knowledge of main characters, events, or ideas in familiar narrative or informational text	Building Later Demonstrates knowledge and understanding of details in narrative or informational text that includes order of events or cause and effect	Integrating Earlier Demonstrates understanding of both narrative and informational text by summarizing, comparing, or making inferences about people, objects, or events
<b>Examples from the DRDP</b>			Chooses to play with doll with red hair on repeated occasions	Takes another child's toy, and seems surprised by the other child's protest.	Keeps all of the crayons nearby even if only using one or two colors.	Keeps favorite crayons nearby and pushes the basket of other colored crayons to the center of the table.	Communicates to another child, "That's mine [referring to a carpet square]. Go get one from the pile over there," while getting ready for story time.	Makes room for another child who wants to join in building a spaceship, and then offers a piece for the child to add.
<b>Could look like this in virtual interaction</b>					Read stories about sharing (e.g., <i>Llama Llama Time to Share</i> or <i>Should I Share My Ice Cream</i> ).	Collaborate with families to gain knowledge of how children interact with materials and others.	Create and follow virtual class expectations.	Observe how children share time and interact with one another during virtual interactions.
<b>Support learning and development: Ideas to share with families</b>					Encourage adults to provide opportunities for children to practice sharing (e.g., play along with child's favorite materials).	Make a Family Collage! Use materials (e.g., cotton balls, magazines, paper, crayons) to make a group collage	Create and follow household expectations (e.g., "We are responsible"). Communicate to children when they are engaged in responsible behavior (e.g., putting toys away).	
<b>How to support learning and development at this level: Ideas for teachers</b>					Keep toys in places that are easily visible and accessible for children.		Acknowledge positive choices, comment on what the child is doing (e.g., "You shared the bear, you are friendly").	Comment on children's helpful actions, state the general group goal that their actions help to accomplish (e.g., "You moved over, now your friend can sit too").