



# Rollout Training Handout

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# The DRDP Assessment System for Preschool Children with IEPs

Beginning in February 2007, preschool children in California who have Individualized Education Programs (IEPs) will participate in the Desired Results Developmental Profile (DRDP) assessment system. The following information provides some background.

## **The California Desired Results System**

The Desired Results is a statewide accountability and progress assessment system. The Desired Results System includes four components including:

1. The DRDP assessment system of individual children's developmental progress.
2. Support of families' goals using parent *surveys*.
3. Assessment of children's environments using the *Environment Rating Scale (ERS)*.
4. Assessment of program quality using the *Coordinated Compliance Review (CCR)* instrument.

The Desired Results Developmental Profiles (DRDP), is a set of observation-based assessment instruments for infants and toddlers, preschool children, and children in CDD-funded after-school programs. In the fall of 2006, the Child Development Division (CDD) of the California Department of Education (CDE) implemented statewide assessment of children in CDD-funded programs using the DRDPs. All children in preschool programs funded by the CDD are assessed using the Preschool DRDP-Revised (PS DRDP-R).

## **The Requirements of the Individuals with Disabilities Education Improvement Act**

Preschool children in California who have IEPs will only be participating in the first component of the Desired Results System, the DRDP assessment system. Implementing the DRDP assessment system ensures that the California Department of Education/Special Education Division, Special Education Local Plan Areas (SELPA), and school districts comply with requirements of the Individuals with Disabilities Education Improvement Act of 2004 (IDEA 2004) and the U.S. Department of Education's Office of Special Education Programs (OSEP). One requirement is that children with disabilities are included in any state or district-wide assessments. A second requirement is that every state must report progress toward three child outcomes for preschool children with disabilities. To meet these requirements, preschool children with IEPs served by CDE's Special Education Division (SED) will participate in the DRDP assessment system. All three, four, and five year old preschoolers with Individualized Education Programs (IEPs) will be assessed using either the PS DRDP-R for Children with IEPs or the DRDP access.

## **The Benefits Exceed Federal Requirements**

Participation in the DRDP assessment system will accomplish more than enabling California to comply with federal law. It will assist educators and programs to better monitor and understand children's progress and tailor interventions to the individual needs of each child. Teachers will be better able to inform families about their children's progress. The data collected will contribute to program evaluation and continual quality improvement efforts, assisting in decision-making at the child, program, and policy levels. Lastly, by participating in the DRDP assessment system, California's preschool special educators will be better able to document the positive results of their programs and services.

## Overview of Requirements for Preschool Special Education

|   |  |
|---|--|
| <p><b>Eligible Children</b></p>         | <p>All 3, 4, and 5 year old preschoolers who have IEPs, regardless of instructional setting or services received, must be assessed using either the PS DRDP-R for Children with IEPs or the DRDP access.<br/>Children must enter preschool:</p> <ul style="list-style-type: none"> <li>• before November 1st to be included in the fall assessment, and</li> <li>• before April 1st to be included in the spring assessment.</li> </ul> <p>For Spring 2007 only, 4 and 5 year olds who will attend kindergarten in Fall 2007 need not be assessed.</p>   |
| <p><b>Assessment Points</b></p>         | <p>Assessors should continually observe children and document their progress on the PS DRDP-R for Children with IEPs or the DRDP access. Based on those observations and documentation, children’s progress will be rated and reported on the PS DRDP-R or DRDP access two times a year, once in the fall and once in the spring (see the timeline on the following page).</p>   |
| <p><b>IEP Team Responsibilities</b></p> | <p>Beginning in January, 2007, Individualized Education Program (IEP) teams are responsible for:</p> <ol style="list-style-type: none"> <li>1. Determining which instrument to use for each child, and</li> <li>2. Documenting the adaptations that each child uses on a daily basis and will use for this assessment.</li> </ol> <p><i>Notes:</i> For the spring 07 assessment period, IEP teams do not need to convene especially for the purpose of specifying whether the PS DRDP-R or the DRDP access will be used to assess each child. If the child is to be assessed before the next IEP Team meeting, the primary service provider will determine which instrument to use. Until further notice from CDE, the instrument chosen for the child’s first assessment must be used for all subsequent assessments.</p>   |
| <p><b>Assessor Responsibilities</b></p> | <p>The person responsible for making sure the assessment is completed is the primary IEP service provider, which includes credentialed classroom special education teachers, speech therapists, and other itinerant staff.</p> <p>The primary IEP service provider will be responsible for collecting documentation and reporting data twice a year for each child.</p> <p>When a child receives special education services and is enrolled in an early childhood program, all of the child’s service providers should participate in completing the assessment collaboratively. DRDP results will be reported to both SED and CDD, according to the requirements of each Division.</p> <p><i>Note:</i> Special Education Administrators will determine the assessor in special circumstances, e.g. children served solely by California Children’s Services, Non-Public Schools, and Non-Public Agents.</p> |
| <p><b>Reporting Data</b></p>            | <p>DRDP data will be reported to CDE through the Special Education Desired Results System (SEDRS) or an individual SELPA’s Management Information System (MIS).</p>  |

## Timeline for DRDP Assessment System Data Collection and Reporting

| Month                    | Activity   |
|--------------------------|--|
| January, 2007            | IEP Teams begin identifying instruments and adaptations for eligible children  |
| February – April, 2007   | Eligible children are assessed using either the PS DRDP-R for Children with IEPs or DRDP access  |
| April – May, 2007        | DRDP ratings are entered through the Special Education Desired Results System (SEDRS) or an individual SELPA's Management Information System (MIS) |
| June, 2007               | SELPA reports data to CDE and certifies the data is complete   |
| October – December, 2007 | Eligible children are assessed using either the PS DRDP-R for Children with IEPs or DRDP access  |
| December – January, 2007 | DRDP ratings are entered through the Special Education Desired Results System (SEDRS) or an individual SELPA's Management Information System (MIS) |
| January, 2008            | SELPA reports data to CDE and certifies the data is complete   |

Note: This cycle will repeat according to this time table on an ongoing basis in subsequent years.

# Responsibilities in Implementing the DRDP Assessment System

## IEP Team

- Determines which instrument to use for each child.  
Notes: If the child is to be assessed before the next IEP Team meeting, the primary service provider determines which instrument to use. Until further notice from CDE, the instrument chosen for the child's first assessment must be used for all subsequent assessments.)
- Documents the adaptations that each child uses.



## Assessor

- Observes each child over time and collaborates with other programs, service providers, and family members to collect additional documentation
- Completes the instrument twice a year (fall and spring) for each child and records ratings on the Rating Record
- Completes the Rating Record and an Information Page
- Enters data (assessor or data clerk) in one of the two web based reporting systems
- Maintains a copy of the Rating Record and Information Page



## SELPA

- Facilitates training for all appropriate staff
- Provides organizational local support for state training efforts
- Monitors Implementation – provide and secure technical assistance as needed
- Understands data collection and reporting requirements
- Ensures data collection, reporting, and certification



## CDE's Special Education Division

- Documents the positive results of programs
- Reports progress on required child outcomes to the federal Office of Special Education Programs
- Plans statewide training and technical assistance activities

**Important Note:** The priority during the first year of preschool special education's participation in the Desired Results Developmental Profile assessment system is to build the capacity for statewide reporting of data. Additional tools are being developed to support the programs' use of the data to track developmental progress of children, report progress to families, inform instructional practices and make data-driven decisions.

# Sample Page from the PS DRDP-R for Children with IEPs

**Desired Result**   **Indicator**   **Measure**   **Definition**   **Developmental Level**

**Descriptor**   **Examples**   **Not Yet**   **Emerging**

**Record Evidence**   **Unable to Rate**

**Desired Result 1:** Children are personally and socially competent.  
 ↓ Indicator: LANG – Preschoolers show growing abilities in communication and language  
 ↓ **Measure 14: Expresses self through language**  
 Definition: Child uses language to communicate with increasingly complex words and sentences

**Preschool**

1. Mark the highest developmental level the child has mastered.

| Exploring   | Developing  | Building  | Integrating  |
|---|---|---|--|
| <p>Produces simple and simple sentences that communicate basic ideas and needs</p> <p><input type="radio"/> Not yet at first level</p> <p><b>Examples</b></p> <ul style="list-style-type: none"> <li>▶ Produces simple, understandable phrases and sentences, such as:</li> <li>▶ "I want mommy."</li> <li>▶ "For you."</li> <li>▶ "More crayons."</li> <li>▶ "I like dogs."</li> <li>▶ "Lila is sick."</li> <li>▶ "Climb over."</li> </ul> | <p>Uses three- to five-word sentences that contain nouns, verbs, and recently learned vocabulary</p> <p><b>Examples</b></p> <ul style="list-style-type: none"> <li>▶ Sentences at this level include ones that use:                             <ul style="list-style-type: none"> <li>▶ Negative forms- "She won't go," or "This isn't a butterfly."</li> <li>▶ Linking nouns and adjectives- "I see a brown ball," or "This is my green hat."</li> <li>▶ Past tense (walked, went) and future tense (will walk) verbs.</li> <li>▶ Possessive pronouns (your, his) and articles (a, an, the).</li> </ul> </li> <li>▶ Uses newly learned vocabulary in sentences and phrases- "That's an engine," or "He's important."</li> </ul> | <p>Uses words that are relatively precise and makes longer sentences by connecting shorter sentences</p> <p><b>Examples</b></p> <ul style="list-style-type: none"> <li>▶ Produces longer, more complex sentences, such as:                             <ul style="list-style-type: none"> <li>▶ "I went outside with Bobby, but he left."</li> <li>▶ "Are those Lu's crayons, or can I use them?"</li> <li>▶ "I brush my teeth every day, in the morning and before I go to bed."</li> </ul> </li> <li>▶ Uses new vocabulary words and asks what words mean.</li> <li>▶ Uses words for categories to name groups of objects, such as desserts, vegetables, or clothes.</li> </ul> | <p>Uses more complex language or vocabulary to describe events that are imaginary, to explain, or to predict</p> <p><b>Examples</b></p> <ul style="list-style-type: none"> <li>▶ Uses more complex language that may include:                             <ul style="list-style-type: none"> <li>▶ Describing imaginary things- "Dragons don't need bikes because they can fly. If a dragon wants to ride a bike, it needs a really big bike!"</li> <li>▶ Reasoning about events- "Maybe he was angry."</li> <li>▶ Problem solving- "You can use this dark green marker or ask Sally if you can borrow the olive green one."</li> <li>▶ Predicting- "If we finish early then we will have more time to play outside."</li> </ul> </li> </ul> |

2. Record evidence for this rating here.

3. Mark here if the child is emerging to the next level.  
 4. If you are unable to rate this measure, explain why.

**Measure 14**   **Expresses self through language**   **LANG 3 (of 4)**

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# Sample Page from the DRDP access

**Desired Result**      **Indicator**      **Measure**      **Definition**      **Developmental Level**

**Measure 15**  
REG 5 of 5

**DR 1: Children are personally and socially competent**  
↓ **Indicator: REG—Children demonstrate effective self-regulation in their behavior**  
↓ **Measure 15: Taking Turns**  
Child develops increased understanding of taking turns and begins to propose strategies for taking turns

Mark the highest developmental level the child has mastered.

| Descriptors   | Examples  |
|---|---|
| <input type="checkbox"/> 6 Routinely proposes turn-taking as a solution to conflicts about use of materials and equipment                             | <ul style="list-style-type: none"> <li>Uses verbal, sign or augmentative communication to suggest: "He paints first, then me, then you."</li> <li>Reminds other child to take a ticket and wait for his turn on the trike.</li> <li>"Justin can wash his hands first, then Carlos, then me."</li> </ul> |
| <input type="checkbox"/> 7 Demonstrates knowledge of turn-taking rules and procedures and abides by them most of the time                             | <ul style="list-style-type: none"> <li>"We can each get a turn to paint."</li> <li>Communicates, "I wash my hands after Justin," then waits for her turn.</li> <li>Accepts the rule when another child says, "The rule is—We each get five minutes."</li> </ul>   |
| <input type="checkbox"/> 6 Uses adult-structured turn-taking procedures (including rules and/or cues)   | <ul style="list-style-type: none"> <li>Accepts that her turn on the easel is over when she finishes one picture.</li> <li>Takes ticket or puts name in a pouch or on a list to take a turn.</li> <li>Accepts a timer or hourglass to determine start and end of a turn.</li> </ul>                      |
| <input type="checkbox"/> 5 Follows adult's request to wait for turn   | <ul style="list-style-type: none"> <li>When all the easels are being used, follows adult's request to work at the art table until an easel is available.</li> <li>Goes with a group of children to wash hands; waits for turn when asked by an adult.</li> </ul>  |
| <input type="checkbox"/> 4 Needs adult's direction and support to wait for turn or to give another child a turn                                       | <ul style="list-style-type: none"> <li>Waits for his turn to stir cookie dough when adult is directing activity.</li> <li>Allows another child to pet the Guinea pig adult is holding when told, "Now it's Sam's turn."</li> </ul>  |
| <input type="checkbox"/> 0 Not yet  |   |
| <input type="checkbox"/> Emerging to the next level   |   |
| <input type="checkbox"/> In the rare circumstance that you are unable to rate this measure, indicate the reason (circle one):      absence      other |   |

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**Descriptor**

**Examples**

**Not Yet**

**Emerging**

**Unable to Rate**

# Terms and Definitions

## Desired Result

A Desired Result is a condition of well-being for children and families, each defining a single overall outcome. Each of the Indicators in the DRDP instruments represents one of the four Desired Results for children:

DR1: Children are personally and socially competent

DR2: Children are effective learners

DR3: Children show physical and motor competence

DR4: Children are safe and healthy

## Indicator

An Indicator is a specific measurable developmental dimension within an overall Desired Result. For example, for the first Desired Result (DR1: Children are personally and socially competent) one Indicator is "Children show growing abilities in communication and language" (See Figures 1 and 2). There are multiple Indicators for DR1 and DR2 and one Indicator each for DR3 and DR4. The same ten Indicators apply to both instruments.

## Measure

A Measure is the developmental continuum along which a child's observed behavior is assessed. Measures are the individual assessment "items" in the DRDP instruments. An Indicator is made up of several measures, each covering one aspect of development within that Indicator. For example, the Indicator "Children show growing abilities in communication and language" on the DRDP *access* has four measures:

1. Language Comprehension,
2. Responsiveness to Language,
3. Expresses Self Through Language, and
4. Uses Language in Conversation.

## Definition

The definition of a measure specifies the developmental achievement (knowledge, skill) that is being measured. For example, on the DRDP *access*, the definition given for the measure "Expresses Self Through Language" is "Child uses language to communicate with increasingly complex words and grammar."

## Developmental Level

A Developmental Level is one point along the developmental progression defined for a particular measure. All measures on the PS DRDP-R have four Developmental Levels that are named: Exploring, Developing, Building and Integrating. The Developmental Levels on the DRDP *access*, however, vary from five to nine, and they are numbered rather than named. Eleven of the measures in the DRDP *access* have only five levels. Of these, four measures represent primarily infant-toddler skills and seven represent primarily preschool skills. For example, "Taking Turns" and "Conflict Resolution" are primarily preschool measures. "Self-Comforting" and "Seeking Other's Help to Regulate Self" are primarily infant-toddler measures.



## Descriptor

Each Developmental Level has a Descriptor that defines the behaviors that would be observed if a child were at that level. For example, for the measure “Expresses Self Through Language,” the Descriptor for Developmental Level 7 on the DRDP *access* is “Uses simple phrases and sentences, applying simple grammatical rules.”

## Example

Each Descriptor is illustrated with several examples of behaviors that are consistent with the Developmental Level. An Example is one way, but not the only way, a child might demonstrate mastery at a particular Developmental Level, as defined by the Descriptor.

## Emerging

If your observations indicate that the child has mastered a Developmental Level and is also demonstrating behaviors described for the next level (although not yet easily or consistently across settings), he or she may be emerging to the next level. Indicate this by marking the appropriate box to indicate “Emerging” on the instrument page or the rating form you are using. If the child is rated at the highest Developmental Level, the child cannot be rated as emerging. “Emerging” may not be selected for measures that are rated “Not Yet.” It is recommended that you document evidence of emerging behaviors. Not only will this be helpful to you for monitoring the child’s progress, but this information will be useful in conversations with families. Note: Indicating that the child is emerging to the next level within a measure does not affect the rating.

## Not Yet

“Not Yet” indicates that the child has not yet mastered the behaviors described for the first Developmental Level. Most of the measures on the DRDP *access* capture children’s development beginning at birth or in early infancy. However, because of the nature of what is being observed, some measures describe behaviors that begin later in development. These measures have a rating option of “Not Yet” to indicate that the child has not yet mastered the behaviors described for the first developmental level. If you determine that the child has not yet mastered the first developmental level that is described, select the “Not Yet” rating. The “Not Yet” rating option appears on all measures of the PS DRDP-R. “Not Yet” appears only on the seven preschool-age measures of the DRDP *access*.

## Unable to Rate

“Unable to Rate” is used in the rare circumstance that you are unable to rate a child on a Measure. If you were unable to rate a measure because you don’t have enough information, you should make additional observations.

## Record Evidence

“Record Evidence” is a space provided on the PS DRDP-R for Children with IEPs to document a child’s skills, behaviors, and knowledge. “Record Evidence” appears on all measures of the PS DRDP-R for Children with IEPs and may be used to write observations and other documentation to support a particular rating, but it is not required. “Record Evidence” does not appear on any pages of the DRDP *access*.

## Similarities and Differences between the PS DRDP-R for Children with IEPs and the DRDP *access*

| <b>Key Similarities</b>  |  |                             |
|--|--|-----------------------------|
| Inclusive as possible of children with disabilities                          | Both instruments feature: <ul style="list-style-type: none"> <li>• universal design, and</li> <li>• the use of adaptations</li> </ul>  |                             |
| Assessment of children’s level of mastery                                    | Both instruments assess children’s level of mastery in the same manner. On both instruments: <ul style="list-style-type: none"> <li>• The indicators are identical</li> <li>• Ratings are based on child’s highest level of mastery</li> <li>• Ratings are observation-based</li> <li>• Ratings are based on multiple sources of evidence</li> </ul>   |                             |
| Reporting data   | On both instruments: <ul style="list-style-type: none"> <li>• The Information Pages and Rating Records are virtually identical, except for titles of pages</li> <li>• Data from the Rating Records and Information Pages are entered in one of two web based reporting systems</li> </ul>  |                             |
| Help children reach the California Department of Education’s Desired Results | Both instruments: <ul style="list-style-type: none"> <li>• Document the progress made by individual children in achieving the Desired Results</li> <li>• Assist practitioners in improving their early care and education and special education services</li> <li>• Document how children across the state are progressing in state-funded programs</li> <li>• Provide data to meet state and federal assessment and reporting requirements</li> </ul> |                             |
| <b>Primary differences between the instruments</b>                           |  |                             |
| Feature  | PS DRDP-R  | DRDP <i>access</i>          |
| Developmental range for assessing preschool children                         | Three years to kindergarten  | Birth to kindergarten       |
| Layout of rating pages   | Landscape  | Portrait                    |
| Total number of measures   | 39   | 48                          |
| Number of developmental levels per measure                                   | 4  | Varies from 5 -9            |
| Referencing of developmental levels  | Named  | Numbered                    |
| “Not Yet” rating option  | On all measures  | On 7 preschool-age measures |
| Space provided to record evidence  | Yes  | No                          |

# Naturalistic Observation is Key to the DRDP Assessment

| Description (Objective)   | Interpretation (Subjective)   |
|---|---|
| <p>Includes the specific details of what you actually observed.</p> <p>Example: <i>She is sitting cross legged.</i></p> <p>When making descriptive observations:</p> <ul style="list-style-type: none"> <li>• Strive to be objective, specific, complete</li> <li>• Avoid labels when describing behavior</li> <li>• Be aware of your biases</li> </ul> | <p>Includes your initial reactions and things you felt about what you observed.</p> <p>Example: <i>She looks like she might be mad.</i></p> <p>When analyzing your interpretations:</p> <ul style="list-style-type: none"> <li>• Identify questions that may be answered in further observations and inquiry</li> </ul> |

## Key Considerations when Observing Children

- Materials or toys that a child can easily see, grasp, and manipulate should be available.
- Observations should take place in a familiar environment, by a familiar adult and with toys or materials that are familiar to and preferred by the child.
- Hearing aid or cochlear implants should be checked to ensure that they are functioning properly.
- Glasses or contacts should be worn, if needed.
- Children should be allowed adequate time to complete any task they are engaged in, even if they are slower than their peers in task completion.

## **Strategies for Naturalistic Observation**

1. **Know the instrument** – Be familiar with the instrument, including the Indicators, Measures, and the Developmental Levels being observed.
2. **Use appropriate adaptations** – Ensure that appropriate adaptations (as determined by the IEP team) are in place when observing the child.
3. **Observe objectively** – Focus on what the child does. Be as objective as possible. Use description as much as possible, and avoid using labels or qualitative descriptors.
4. **Observe Strategically** – Observe for skills that correspond to the PS DRDP-R and the *DRDP access* Measures and record your observations. You may be able to gather information on more than one measure during one observation.
5. **Observe variety and consistency** – Be aware of a child’s overall performance, even when focusing on a single aspect of behavior. Observe children over time and in different settings.
6. **Observe naturally** – Observe children during natural daily routines and in settings in which they are as comfortable and familiar as possible.
7. **Observe daily** – When observations are gathered daily, children become accustomed to being observed and seeing notes being recorded.
8. **Plan ahead** – Devote enough time to observations. Plan to observe during activities that do not require your full assistance. Arrange activities in a way that will allow children’s conversations to be heard.

# Sources of Observations

## **Direct observations**

Direct observations that a service provider makes of a child during typical daily activities and routines are the primary sources of evidence that inform the rating of measures. These observations may be made in a variety of settings, including classrooms, children's homes, and child care centers. Although direct, naturalistic observation is the primary method used to inform ratings, there are other sources of documentation and observations that can be used to inform the DRDP.

## **Portfolios**

Child portfolios often contain information that could be used to support ratings. Portfolios may consist of anecdotal notes, children's work samples, photos of children's activities, audio or video recordings, and/or transcripts of children's language.

## **Observations of others**

In order to obtain the most complete and accurate picture of the child's skills and abilities it is very helpful to seek input from individuals who have ongoing contact with the child and know the child well. Collaborating with others in the assessment process is especially critical in situations where the special educator has limited contact with the child. Parent descriptions of child behavior in the home or in community settings will help assessors make more accurate ratings and can add to the assessor's information about the child's behaviors across settings, particularly for those skills the child may not demonstrate routinely in the educational setting. Special education service providers will also need to work hand-in-hand with general education teachers and child care providers to complete the observations and DRDP ratings. How this collaboration will take place – e.g. who will be involved and what roles each individual will play – will vary, depending on the situation.

## **Curriculum based measures**

A child's performance on curriculum-based measures might help inform judgments or validate observations. The same observations of a child's behavior that informed a recent curriculum-based measure could also be used to inform a rating on the DRDP. It is important to note that the scores on such measures cannot be imported directly into the DRDP. Rather, the child's behaviors that led to those scores could be used to validate a DRDP rating, if the behavior occurred within the child's daily routine and was not the result of a contrived testing situation.

# Steps in Rating Each Measure on the Two Instruments

## Step 1: Mark the highest level of mastery

**Background:** A child has mastered a Developmental Level if she or he typically demonstrates the behaviors in that level's Descriptor. Behaviors are considered to be mastered if the child demonstrates them:

- easily and confidently,
- consistently over time, and
- in different settings.

A child may occasionally behave at a higher or lower level, but in general the child mainly demonstrates behaviors representative of one level. Examples illustrate the Descriptors, but are "only examples." Many behaviors you might observe in determining a child's Developmental Level may not be listed as Examples. First and foremost, refer to the Descriptor. Sometimes, a child might seem to exhibit inconsistent behavior across the observation period so the level might be unclear. In this case, rate the child's most typical level of mastery even if the child demonstrates isolated behaviors at higher levels.

### Steps:

- Carefully read the Descriptors and decide the highest level of mastery that is most consistent with your observations and other documentation.
- Mark the highest level of mastery on the rating page. If the child has not yet mastered the first developmental level, mark "Not Yet".

**Note:** "Not yet" appears on all measures of the PS DRDP-R and on only seven measures of the DRDP access.

## Step 2: Consider if the child is emerging to the next level and mark if appropriate

**Background:** If your observations indicate that the child has mastered a Developmental Level and is also demonstrating behaviors described for the next level (although not yet easily or consistently across settings), he or she may be Emerging to the next level. Note that if the child is rated at the highest Developmental Level, the child cannot be rated as Emerging to the next level. You must mark the level of mastery before indicating that the child is emerging to the next level. "Emerging" may not be selected for measures that are rated "Not Yet." It is recommended that you document evidence of emerging behaviors.

**Note:** Indicating that the child is emerging to the next level within a measure does not affect the rating.

### Steps:

- Determine if the child is emerging.
- Indicate "emerging," by checking the box on the rating page.

**Unable to Rate:** In the rare circumstance that you are unable to rate a child on a Measure, indicate "unable to rate" and indicate either "absence" or "other" as the reason.

# Adaptations

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## **AUGMENTATIVE OR ALTERNATIVE COMMUNICATION SYSTEM**

Another system of communication may be used when the child cannot use spoken language. Examples include: sign language, picture cards, and electronic communication devices. It is important to use these systems as part of the observation and not just to elicit responses. Assessors should observe the child using language in a natural context rather than contriving an adult-directed situation. The child's home language, if other than English, is also acceptable.

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## **ALTERNATIVE MODE FOR WRITTEN LANGUAGE**

If a child cannot see or cannot hold a pencil or marker, an adaptation may be used to assist in writing or emerging writing. Examples of this adaptation include using a Braillewriter, keyboard, or computer.

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## **VISUAL SUPPORT**

A child who does not see well might need visual supports in the environment. Any type of visual support is acceptable, including: adjustments in contrast, adjustments in lighting, distance from objects, increased size of materials, and verbal description of events.

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## **ASSISTIVE EQUIPMENT OR DEVICE**

Any type of adaptive equipment or assistive device that the child needs for mobility, positioning or manipulating objects is acceptable, including: walkers, splints, special utensils, and switches.

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## **FUNCTIONAL POSITIONING**

Functional positioning is important so that the child has the stability needed to control his movements as much as possible. Positioning should enhance the child's participation in typical routines and activities.

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## **SENSORY SUPPORT**

Sensory support may be needed for some children to allow them to focus attention and learn in their typical environments. Sensory support may include: reducing background noise, adjusting tactile stimulation, and adjusting visual stimulation.

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## **ALTERNATIVE RESPONSE MODE**

Some children demonstrate skills in a manner that looks different from their typical peers. For example, the child with autism may look out of the corner of his eye instead of establishing direct eye contact, or the child with a physical impairment may demonstrate atypical movement patterns. The form of a child's response may differ from that of his peers and still may be considered to demonstrate mastery of a skill.

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# 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 disorder and has language delays, particularly in processing.

**IEP Team Determination of the Assessment Instrument Used with Joseph:**

The IEP team has determined that Joseph may be assessed using the PS DRDP-R. No adaptations are used during Joseph's school day, therefore, none will be included in the DRDP observations.

**Step 1:** In the PS DRDP-R, read Measure 32: 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 the assessor, a special education teacher, during her weekly visit to the general education classroom | <p>The assessor 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 told the assessor 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 chatted for a couple of minutes with the assessor and shared:</p> <p>“He said, ‘that says dog,’ when I asked him to find the word 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).

### **IEP Team Determination of the Assessment Instrument Used with Cameron:**

The IEP team has determined that Cameron will be more appropriately assessed using the DRDP access based on his language and social interaction skills. Cameron's attention and communication is aided by touch cues, visual cues, verbal cues, and preferential seating (across from the teacher). For the DRDP access, Cameron will use Alternative Communication, Visual Support, Functional Positioning, and Sensory Support as adaptations.

**Step 1:** In the DRDP access, 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: 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.

### **IEP Team Determination of the Assessment Instrument Used with Michelle:**

Although Michelle has delays in expressive language, the IEP team has determined that Michelle may be assessed using the PS DRDP-R as her skills fall in the preschool range in all areas of development. When communicating with others, Michelle's uses gestures and a few signs ("more," "mine") as well as one or two word phrases. For the DRDP-R observations, Michelle's signs and gestures will be accepted as part of her expressive communication system when observing her daily activities (Alternative Communication adaptation).

**Step 1:** In the PS DRDP-R, read Measure 35: Fine Motor Skills.

**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.

## Rating Practice 4: 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 using beginning to use words to express his needs and is beginning to learn sign language. Kaleb has Down Syndrome and has significant health concerns.

### **IEP Team Determination of the Assessment Instrument Used with Kaleb:**

The IEP team has determined that Kaleb will be assessed using the DRDP *access*. Although he demonstrates preschool-level gross motor skills, Kaleb will require a broader developmental range to measure his progress in the other DRDP Indicators, including language, cognition, and social-interpersonal skills. For the DRDP *access* observations, Kaleb's use of sign and gestures will be accepted as part of his expressive language system (Alternative Communication adaptation). His use of adult touch cues to help him attend will also be accepted when observing him (Sensory Support adaptation).

**Step 1:** In the DRDP *access*, 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  |
|---|---|
| <p>Observations made by the itinerant special education teacher (assessor) during class visit</p> | <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> |
| <p>Observations made by the Head Start teacher during class time</p>                              | <p>The teacher told the assessor that during the <b><u>past week</u></b>:<br/>           “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>  |
| <p>Observations made by Kaleb’s grandmother</p>   | <p>During a phone call <b><u>two weeks ago</u></b>, Kaleb’s grandmother shared:<br/>           “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.

# Notes

# Notes