



Guidance for IEP Teams: Including Preschool Children with Disabilities in California's Desired Results Assessment System

In the fall of 2006, the Child Development Division (CDD) of the California Department of Education (CDE) will implement statewide assessment of children in state-funded preschool programs using the Desired Results assessment system. Children in state-funded preschool programs will be assessed with the Preschool Desired Results Developmental Profile-Revised (PS DRDP-R). The Individuals with Disabilities Education Improvement Act of 2004 (IDEA 2004) requires the inclusion of children with disabilities in any state or district-wide assessments for accountability purposes (IDEA 2004: Sec 612(a)(16)(A)). Therefore, preschool children with disabilities will need to be included in the Desired Results assessments.

IDEA 2004 also specifies that the IEP must include a statement of any adaptations that are necessary to measure the academic achievement and functional performance of children on the statewide assessment. In addition, if the child's skills cannot be adequately measured by the statewide assessment, the IEP must specify the assessment that will be used (IDEA 2004: Sec 614 (d)(1) (A) (i) (VI)(aa) and (bb)). The Desired Results Decision-Making Summary has been developed to assist in fulfilling both of these IDEA requirements.

Desired Results Decision-Making Summary

The Desired Results Decision-Making Summary (see page 2) may be used to determine the recommendations for preschool statewide assessment to be documented in the IEP. Two decisions need to be made and documented on the IEP:

- **Adaptations:** The adaptations necessary to measure the academic achievement and functional performance of a child on state and district-wide assessments must be specified (IDEA 2004 Sec 614(d)(1)(A)(i)(VI)(aa)). Identified adaptations should be in place for a child during everyday routines and activities and also during any observation or documentation that informs the Desired Results assessment. Descriptions of the adaptations that may be used with the Desired Results assessments appear on page 3.
- **Instrument:** The Preschool Desired Results Developmental Profile-Revised (PS DRDP-R) is the general statewide assessment for preschool children in California. The PS DRDP-R may not adequately measure the skills of some children with disabilities (e.g., children who do not demonstrate mastery of items that are typically mastered by 3-year-old children). If the IEP team believes that the child will need a birth to kindergarten instrument rather than the PS DRDP-R, which begins at age 3, the DRDP *access* should be specified for use. The worksheet on page 4 may be helpful as a guide in making this decision.

Please Note: For the spring 2007 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.

Desired Results Decision-Making Summary

Child's Name: _____ Date: _____

Identify Adaptations Necessary for Observation and Functional Assessment			
Adaptation	Yes	No	If yes, briefly describe
Augmentative or alternative communication			
Alternative mode for written language			
Visual support			
Assistive equipment or device			
Functional positioning			
Sensory support			
Alternative response mode			

Note: See the descriptions of the adaptations on page 3.

Select the Appropriate DRDP Instrument			
Criteria	Yes	No	If yes . . .
1. Child can be adequately assessed with a preschool instrument (see page 4)	<input type="checkbox"/>	<input type="checkbox"/>	Use PS DRDP-R
2. Child will need a birth to kindergarten instrument	<input type="checkbox"/>	<input type="checkbox"/>	Use DRDP <i>access</i>

Note: See the process for selecting the appropriate DRDP instrument on page 4.

Adaptations Used with the PS DRDP-R and DRDP *access*

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.

Alternate 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: Braillewriter, keyboard, or computer.

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.

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.

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.

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.

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.

Worksheet for Selecting the Appropriate DRDP Instrument

The following worksheet shows two descriptions of child skills for each of six measures from the Desired Results assessment system. For each measure, check the statement that best describes the child, with or without the use of adaptations. If neither statement applies, leave it blank and move to the next row.

Guidelines: If four or more statements are checked in the right-hand column, the PS DRDP-R is likely to be the developmentally appropriate instrument. Otherwise, the child should be observed using the DRDP *access*.

Check the statements that best describe the child	
Are the child's <u>social skills</u>	
more like this ←	→ or like this?
Needs adult to resolve conflict	Starts to use words and actions to resolve a conflict and if needed, seeks adult's help
Needs adult's direction and support to wait for turn or to give another child a turn	Follows rules and cues in turn-taking
Are the child's <u>language and literacy skills</u>	
more like this ←	→ or like this?
Interacts with adult using vocalizations, gestures, or facial expressions	Engages in short conversations
Shows understanding that a series of pictures represents a story	Knows some letters by sight and by name, or recognizes own name in print
Are the child's <u>motor skills</u>	
more like this ←	→ or like this?
Picks up or holds things with fingertip(s) and thumb	Can use both hands together to accomplish a simple task
Balances in standing with support	Balances well enough to carry an object while moving independently

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