

PS DRDP-R

Information Page

Preschool Desired Results Developmental Profile-Revised (PS DRDP-R) for Children with IEPs Information Page

Note: This form plus a Rating Record must be completed for all preschool children with IEPs.

Child's Information

1. Student ID
(Issued by District for Reporting to CASEMIS)

2. Statewide Student Identifier (10-digit SSID)

3. First Name (Legal) _____

4. Last Name (Legal) _____

5. Gender Male Female

6. Birth date (e.g., 12/06/2002)
____ / ____ / ____
month day year

Child's Language Information

Check up to three.

7. Child's Home Language(s)

- English
- Spanish
- Vietnamese
- Cantonese
- Hmong
- Tagalog/Pilipino
- Other

8. What language do you use with this child?

- English
- Spanish
- Vietnamese
- Cantonese
- Hmong
- Tagalog/Pilipino
- Other

9. If you are not familiar with the child's home language, did someone who is familiar with the language assist you with completing the observation?

Yes No

Child's Ethnicity/Race Information

10a. Is this child Hispanic or Latino? Check one.

- Yes, Hispanic or Latino
- No, not Hispanic or Latino
- Intentionally left blank

10b. What is the race of this child? Check up to three.

- African-American
- Asian Indian
- Cambodian
- Chinese
- Filipino
- Guamanian
- Hawaiian
- Hmong
- Japanese
- Korean
- Laotian
- Native American
- Other Asian
- Other Pacific Islander
- Samoan
- Tahitian
- Vietnamese
- White
- Intentionally left blank

Child's Disability Information

11. Primary Disability. Check one.

- Autism
- Deaf-Blindness
- Deafness
- Emotional Disturbance
- Established Medical Disability
- Hard of Hearing
- Mental Retardation
- Multiple Disabilities
- Orthopedic Impairment
- Other Health Impairment
- Specific Learning Disability
- Speech or Language Impairment
- Traumatic Brain Injury
- Visual Impairment

Child's Adaptations Information

12. Adaptations. Check all that apply.

- Augmentative or alternative communication system
- Alternative mode for written language
- Visual support
- Assistive equipment or device
- Functional positioning
- Sensory support
- Alternative response mode

School/Program Information

13. School Code _____

14. District of Residence _____

15. District of Service _____

16. Title and Name of Special Education Case Carrier (e.g., SLP/Maria Lopez)

17. Name of General Education/Preschool Teacher

18. Date PS DRDP-R was completed (e.g., 05/09/2010)
____ / ____ / ____
month day year

PS DRDP-R

Rating Record

Preschool Desired Results Developmental Profile-Revised (PS DRDP-R) for Children with IEPs Rating Record

Child's First Name (Legal):	Student ID:
Child's Last Name (Legal):	Completion Date (MM/DD/YYYY):

Note: The Rating Record is not meant to be used independent of the Preschool DRDP-R for Children with IEPs Manual or Booklet. You will need to refer to the Preschool DRDP-R for Children with IEPs Manual or Booklet to complete this Rating Record. This record plus an Information Page must be completed for all preschool children with IEPs.

Instructions: Write the child's name, student identification number (issued by the district for reporting to CASEMIS), and date this Rating Record was completed. Record the numerical rating for each Measure – the number that corresponds to the Descriptor for the highest developmental level the child has mastered: 0=Not yet, 1=Exploring, 2=Developing, 3=Building, 4=Integrating. Check EM (emerging) if the child is "emerging" to the next level (optional). In the rare circumstance that you are unable to rate a particular Measure, check UR (unable to rate) and circle the reason why you are unable to rate this Measure (absence or other).

Measure	Description	Rating	In the rare circumstance that you are unable to rate a measure:		
			EM	UR	Reason
1. SELF1	Identity of self		<input type="checkbox"/>	<input type="checkbox"/>	absence other
2. SELF2	Recognition of own skills and accomplishments		<input type="checkbox"/>	<input type="checkbox"/>	absence other
3. SOC1	Expressions of empathy		<input type="checkbox"/>	<input type="checkbox"/>	absence other
4. SOC2	Building cooperative relationships with adults		<input type="checkbox"/>	<input type="checkbox"/>	absence other
5. SOC3	Developing friendships		<input type="checkbox"/>	<input type="checkbox"/>	absence other
6. SOC4	Building cooperative play with other children		<input type="checkbox"/>	<input type="checkbox"/>	absence other
7. SOC5	Conflict negotiation		<input type="checkbox"/>	<input type="checkbox"/>	absence other
8. SOC6	Awareness of diversity in self and others		<input type="checkbox"/>	<input type="checkbox"/>	absence other
9. REG1	Impulse control		<input type="checkbox"/>	<input type="checkbox"/>	absence other
10. REG2	Taking turns		<input type="checkbox"/>	<input type="checkbox"/>	absence other
11. REG3	Shared use of space and materials		<input type="checkbox"/>	<input type="checkbox"/>	absence other
12. LANG1	Comprehends meaning		<input type="checkbox"/>	<input type="checkbox"/>	absence other
13. LANG2	Follows increasingly complex instructions		<input type="checkbox"/>	<input type="checkbox"/>	absence other
14. LANG3	Expresses self through language		<input type="checkbox"/>	<input type="checkbox"/>	absence other
15. LANG4	Uses language in conversation		<input type="checkbox"/>	<input type="checkbox"/>	absence other
16. LRN1	Curiosity and initiative		<input type="checkbox"/>	<input type="checkbox"/>	absence other
17. LRN2	Engagement and persistence		<input type="checkbox"/>	<input type="checkbox"/>	absence other
18. COG1	Memory and knowledge		<input type="checkbox"/>	<input type="checkbox"/>	absence other
19. COG2	Cause and effect		<input type="checkbox"/>	<input type="checkbox"/>	absence other
20. COG3	Engages in problem solving		<input type="checkbox"/>	<input type="checkbox"/>	absence other
21. COG4	Socio-dramatic play		<input type="checkbox"/>	<input type="checkbox"/>	absence other

Measure	Description	Rating	In the rare circumstance that you are unable to rate a measure:		
			EM	UR	Reason
22. MATH1	Number sense: Understands quantity and counting		<input type="checkbox"/>	<input type="checkbox"/>	absence other
23. MATH2	Number sense: Math operations		<input type="checkbox"/>	<input type="checkbox"/>	absence other
24. MATH3	Shapes		<input type="checkbox"/>	<input type="checkbox"/>	absence other
25. MATH4	Time		<input type="checkbox"/>	<input type="checkbox"/>	absence other
26. MATH5	Classification		<input type="checkbox"/>	<input type="checkbox"/>	absence other
27. MATH6	Measurement		<input type="checkbox"/>	<input type="checkbox"/>	absence other
28. MATH7	Patterning		<input type="checkbox"/>	<input type="checkbox"/>	absence other
29. LIT1	Interest in literacy		<input type="checkbox"/>	<input type="checkbox"/>	absence other
30. LIT2	Letter and word knowledge		<input type="checkbox"/>	<input type="checkbox"/>	absence other
31. LIT3	Emerging writing		<input type="checkbox"/>	<input type="checkbox"/>	absence other
32. LIT4	Concepts of print		<input type="checkbox"/>	<input type="checkbox"/>	absence other
33. LIT5	Phonological awareness		<input type="checkbox"/>	<input type="checkbox"/>	absence other
34. MOT1	Gross motor movement		<input type="checkbox"/>	<input type="checkbox"/>	absence other
35. MOT2	Fine motor skills		<input type="checkbox"/>	<input type="checkbox"/>	absence other
36. MOT3	Balance		<input type="checkbox"/>	<input type="checkbox"/>	absence other
37. SH1	Personal care routines		<input type="checkbox"/>	<input type="checkbox"/>	absence other
38. SH2	Personal safety		<input type="checkbox"/>	<input type="checkbox"/>	absence other
39. SH3	Understanding healthy lifestyle		<input type="checkbox"/>	<input type="checkbox"/>	absence other