

## Linking DRDP Measures to the Foundations DRAccess.org/foundations

# Guidance

#### **Purpose of this tool**

The Desired Results Developmental Profile (DRDP) and individual child reports (available at **DRAccessReports.org**) describe children's progress towards the California Early Learning Foundations, or state standards, on what all young children should know and be able to do. This tool links the DRDP domains and measures to the applicable foundations. When used together, the reports of DRDP results and the Foundations can inform:

- · Present levels of development and learning
- Annual goal and outcome development
- Short term learning targets (what to teach next)
- Families of their child's progress in the curriculum

Administrators can provide staff development to show how the DRDP and the Early Learning Foundations align, with the goal of improving outcomes for children with IEPs and IFSPs.

#### Ways to use this tool

#### Link to levels of development and learning

The Child Report, an illustration of a child's DRDP results at the domain and measure level, helps you identify areas of strength and those needing support. Plan for learning and development by:

- 1. Producing a Child Report, available at **DR Access Reports**, to identify the measure or measures (specific skills) you wish to target for instruction or intervention.
- 2. Using the developmental sequences of the DRDP measures to help plan progress towards that next step.
- Child's Name Amanda Johnson DRDP (2015) Child Report Birthdate: Assessor: Assessment Date: 8/14/2017 (5 years, 1 month) Janet Wilson 10/11/2022 For use with preschool-age children Report Date: 8/26/2022 
   Responding Earlier (RE)
   Responding Later (RL)
   Exploring Earlier (RE)
   Exploring Middle (EM)
   Exploring Later (EL)
   Building Earlier (RE)
   Building Middle (BM)
   Building Later (BL)
   Integrating Earlier (RE)
  Amanda's Development for Fall 2022 PD-HLTH Physical Deve BI BL Measure Name Current Level of Mastery Next Developmental Level Anticipates and then adjusts, on o aspects of movement (e.g., effort, Adjusts, with adult guidance, asp (e.g., effort, spatial, directional) in PD-HLTH Perceptual-Moto Skills and Movement ects of me ing Late vays, with some success (Building Later Applies a variety of manipulative skills, in combination with locomotor skills, in diffe physical activities (Integrating Earlier) PD-HLTH3 Gross Motor Manipulative Skills ms, legs, or body to manipulate onnected sequential or simultaneous objects, with jects, with connected seque ovements (Building Later) Performs, with efficiency, a variety of task that require precise manipulation of small objects (Integrating Earlier) PD-HLTH4 Fine Motor Manipulative Skills Manipulates objects, using hands, with stre accuracy, and coordination (Building Later) Print **Desired Results** Access Project Linking the DRDP Measures to the Foundations Θ Domains PD-HLTH 2: Gross Locomotor Movement Skills California Infant/Toddler Learning & Development California Preschool Learning Foundations (I/T LDF) Foundations (PLF) StD Social and Emotional Development Orceptual and Motor Development – Gross Motor: The developing ability to move the large muscles. Balance 1.2 0 🙆 o COG Cognition, Including Math and Science 48 months 60 months PD-HLTH Physical Walk with balance Walk with balance Ø Walk with balance, Walk with balance, not always stable, oppositional arm oppositional arm movements, and movements still relatively narrow developing, and base of support relatively wise base (space between of support (space feet), between feet). 3 Gross Motor Manipulative Skills 5 Safety Examples: P. 47 of Pr 6 Personal Care Re Foundations Vol. 2 7 Personal Care Routines: Feedin notor Skills 2.2 🧑 o 8 Personal Care Routines: Dressing ocomotor Skills 2.3 o
- 3. Using the Linking Tool to align the measures of focus to the Foundations you will work towards.

## Link to curriculum and instruction

The Foundations, like a road map, lay out what all children should know and be able to do. All children are on this road, starting at various places, moving at their own pace, and headed in the same direction in development and learning.

Development & Learning Working together, general education and special education teachers can determine modifications to the curriculum to increase the child's access, participation, and engagement. The Foundations inform curriculum and can provide an early learning standard for IFSP/IEP outcomes development. The Preschool Curriculum Frameworks (cde.ca.gov/sp/cd/re/psframework.asp) provide many resources and examples of developmentally appropriate curriculum ideas.

## Link to IFSP outcomes/IEP goals

To identify current Foundations a child has met for IEP/IFSPs, link the skills (measures) on the DRDP to the Foundations by the age that closest matches the child's level of mastery on the measure. You can also identify the next level of the Foundations to work toward.

Once the foundations and instructional goals are identified:

- Break long term goals into short term learning targets.
- Embed instruction into everyday routines, activities, and transitions.

For more information, visit Embedded Instruction for Early Learning - California (ca.embeddedinstruction.net).

## Link with families

You can share with families how children are making progress towards the early learning foundations by linking children's current level of mastery on DRDP measures to the corresponding foundations.

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