### 7 Adaptations Used with the DRDP (2015)

**Augmentative or alternative communication system**  
Methods of communication other than speech that allow a child who is unable to use spoken language to communicate.

**Alternative Mode for Written Language**  
Methods of reading or writing used by a child who cannot see well enough to read or write or cannot hold and manipulate a writing utensil well enough to produce written symbols.

**Visual Support**  
Adjustments to the environment that provide additional information to a child who has limited or reduced visual input.

**Assistive Equipment or Device**  
Tools that make it possible or easier for a child to perform a task.

**Functional Positioning**  
Strategic positioning and postural support that allow a child to have increased control of his body.

**Sensory Support**  
Increasing or decreasing sensory input to facilitate a child's attention and interaction in the environment.

**Alternative Response Mode**  
Recognition that a child might demonstrate mastery of a skill in a unique way.

Adaptations are changes in the environment or differences in observed behavior that allow children with IFSPs and IEPs to be accurately assessed in their typical environments.

The adaptations for the DRDP (2015) have been developed so that the assessment will more accurately measure a child's abilities rather than the impact of a child's disability.

Adaptations are used throughout the day, not only during assessment, to enable children to interact with their environment and ensure that assessors obtain the most valid measure of a child's skills.