



# Alignment of the State Performance Plan Child Outcomes and the DRDP (2015) Measures

Each year, the federal Office of Special Education Programs (OSEP) requires states to report on three child outcomes for infants, toddlers, and preschoolers as part of their State Performance Plan/Annual Performance Report (SPP/APR). The California Department of Education, Special Education Division uses DRDP (2015) results submitted by its special education programs to calculate children's progress on these child outcomes.

The three SPP Child Outcomes are:

- (A) **Social relationships**, which includes getting along with other children and relating well with adults,
- (B) Use of **knowledge and skills**, which refers to thinking, reasoning, problem-solving, and early literacy and math skills, and
- (C) Taking **action to meet needs**, which includes feeding, dressing, self-care, and following rules related to health and safety.

The following tables illustrate how the measures of the DRDP (2015) Infant/Toddler View and Preschool Fundamental View correspond to the three child outcomes.

<b>DRDP (2015) Measures Aligned to SPP/APR Child Outcomes</b>		
<b>Infant/Toddler View</b>		
<b>DRDP (2015) I/T Measures Aligned to Outcome 1: Social Relationships</b>	<b>DRDP (2015) I/T Measures Aligned to Outcome 2: Knowledge and Skills</b>	<b>DRDP (2015) I/T Measures Aligned to Outcome 3: Action to Meet Needs</b>
<p><b>Approaches to Learning—Self-Regulation:</b></p> <ul style="list-style-type: none"> <li>• Attention Maintenance</li> <li>• Self-Comforting</li> <li>• Imitation</li> <li>• Curiosity and Initiative in Learning</li> <li>• Self-Control of Feelings and Behaviors</li> </ul> <p><b>Social and Emotional Development:</b></p> <ul style="list-style-type: none"> <li>• Identity of Self in Relation to Others</li> <li>• Social and Emotional Understanding</li> <li>• Relationships and Social Interactions with Familiar Adults</li> <li>• Relationships and Social Interactions with Peers</li> <li>• Symbolic and Sociodramatic Play</li> </ul>	<p><b>Language and Literacy Development:</b></p> <ul style="list-style-type: none"> <li>• Understanding of Language (Receptive)</li> <li>• Responsiveness to Language</li> <li>• Communication and Use of Language (Expressive)</li> <li>• Reciprocal Communication and Conversation</li> <li>• Interest in Literacy</li> </ul> <p><b>Cognition, Including Math and Science:</b></p> <ul style="list-style-type: none"> <li>• Spatial Relationships</li> <li>• Classification</li> <li>• Number Sense of Quantity</li> <li>• Cause and Effect</li> <li>• Inquiry through Observation and Investigation</li> <li>• Knowledge of the Natural World</li> </ul>	<p><b>Physical Development—Health:</b></p> <ul style="list-style-type: none"> <li>• Perceptual-Motor Skills and Movement Concepts</li> <li>• Gross Locomotor Movement Skills</li> <li>• Gross Motor Manipulative Skills</li> <li>• Fine Motor Manipulative Skills</li> <li>• Safety</li> <li>• Personal Care Routines: Hygiene</li> <li>• Personal Care Routines: Feeding</li> <li>• Person Care Routines: Dressing</li> </ul>

## DRDP (2015) Measures Aligned to SPP/APR Child Outcomes

### Preschool Fundamental View

DRDP (2015) PSF Measures Aligned to Outcome 1: Social Relationships	DRDP (2015) PSF Measures Aligned to Outcome 2: Knowledge and Skills	DRDP (2015) PSF Measures Aligned to Outcome 3: Action to Meet Needs
<p><b>Approaches to Learning—Self-Regulation:</b></p> <ul style="list-style-type: none"> <li>• Attention Maintenance</li> <li>• Self-Comforting</li> <li>• Imitation</li> <li>• Curiosity and Initiative in Learning</li> <li>• Self-Control of Feelings and Behaviors</li> <li>• Engagement and Persistence</li> <li>• Shared Use of Space and Materials</li> </ul> <p><b>Social and Emotional Development:</b></p> <ul style="list-style-type: none"> <li>• Identity of Self in Relation to Others</li> <li>• Social and Emotional Understanding</li> <li>• Relationships and Social Interactions with Familiar Adults</li> <li>• Relationships and Social Interactions with Peers</li> <li>• Symbolic and Sociodramatic Play</li> </ul>	<p><b>Language and Literacy Development:</b></p> <ul style="list-style-type: none"> <li>• Understanding of Language (Receptive)</li> <li>• Responsiveness to Language</li> <li>• Communication and Use of Language (Expressive)</li> <li>• Reciprocal Communication and Conversation</li> <li>• Interest in Literacy</li> <li>• Comprehension of Age-Appropriate Text</li> <li>• Concepts About Print</li> <li>• Phonological Awareness</li> <li>• Letter and Word Knowledge</li> <li>• Emergent Writing</li> </ul> <p><b>Cognition, Including Math and Science:</b></p> <ul style="list-style-type: none"> <li>• Spatial Relationships</li> <li>• Classification</li> <li>• Number Sense of Quantity</li> <li>• Number Sense of Math Operations</li> <li>• Measurement</li> <li>• Patterning</li> <li>• Shapes</li> <li>• Cause and Effect</li> <li>• Inquiry through Observation and Investigation</li> <li>• Documentation and Communication of Inquiry</li> <li>• Knowledge of the Natural World</li> </ul>	<p><b>Physical Development--Health:</b></p> <ul style="list-style-type: none"> <li>• Perceptual-Motor Skills and Movement Concepts</li> <li>• Gross Locomotor Movement Skills</li> <li>• Gross Motor Manipulative Skills</li> <li>• Fine Motor Manipulative Skills</li> <li>• Safety</li> <li>• Personal Care Routines: Hygiene</li> <li>• Personal Care Routines: Feeding</li> <li>• Personal Care Routines: Dressing</li> <li>• Active Physical Play</li> <li>• Nutrition</li> </ul>