

# DRDP (2015) Detailed Child Report for Infants and Toddlers: Family Guidance

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## Overview of the DRDP (2015)

You may have heard about the DRDP from your child's early interventionist. "DRDP" stands for the "Desired Results Developmental Profile." The DRDP (2015) is a tool that early interventionists use to record information about your child's learning and development.

Early interventionists complete the DRDP (2015) two times each year by observing children during everyday activities in places such as home, child care, or preschool. These observations are used to complete the items on the DRDP (2015). You might also be asked to share what you see your child doing.

The DRDP (2015) looks at six areas of children's development, called **domains**. The domains are:

- **ATL-REG:** Approaches to Learning and Self-Regulation – how children learn.
- **SED:** Social and Emotional Development – how children get along or play with others.
- **LLD:** Language and Literacy Development – how children communicate and participate in early reading and writing activities.
- **ELD:** English-Language Development – how children learn English if another language is spoken at home.
- **COG:** Math – how children learn about numbers and counting.
- **PD-HLTH:** Physical Development and Health – how children move around and learn to do things on their own.

Each domain is made up of **measures**. Measures describe the steps children follow to learn important skills in a domain. For example, learning to play with others ("Relationships and Social Interactions with Peers") is one measure in the Social Emotional Development domain.

You can participate in the DRDP (2015) assessment in many ways:

- Share with your child's early interventionist the things you see your child doing during everyday activities. Perhaps you heard your child use new words during playtime; or when dressing, you saw your child put her feet out when you put on her shoes. You can share what you noticed, as well as stories, photos, drawings, or videos.
- Talk with your child's early interventionist about what your child does well and what you want to focus on.
- Talk about the DRDP (2015) results at parent conferences and meetings and ask questions.
- Talk with your child's early interventionist about what to expect next for your child's learning and development.
- Make sure that your child's early interventionist knows how your child is supported in everyday activities. Examples are a special spoon at meal time or larger print in books. These are known as **adaptations**.

Children, early interventionists, families, and others benefit from the DRDP (2015).

- Early interventionist will have up-to-date information to help plan your child's learning activities.
- The benefit to you is that the early interventionist will share your child's progress with you using the DRDP (2015) reports. You will then know more about your child's development and ways to support learning.
- The California Department of Education will know how children are making progress in its programs, can make sure that its programs are high quality, and can submit required information about the program's progress to the U.S. Department of Education.

For a copy of the DRDP (2015), visit [www.draccess.org](http://www.draccess.org) or ask your child's early interventionist for a copy.

## About the Detailed Child Report

The Detailed Child Report helps you better understand your child's DRDP (2015) results. This report shows ratings for each of the individual measures of the DRDP (2015). Your child's early interventionist uses the results to guide the activities that you will develop together to support your child's development. As you look at this report, think about what your child can do and share what you know with your child's early interventionist.

## What you see on the Detailed Child Report

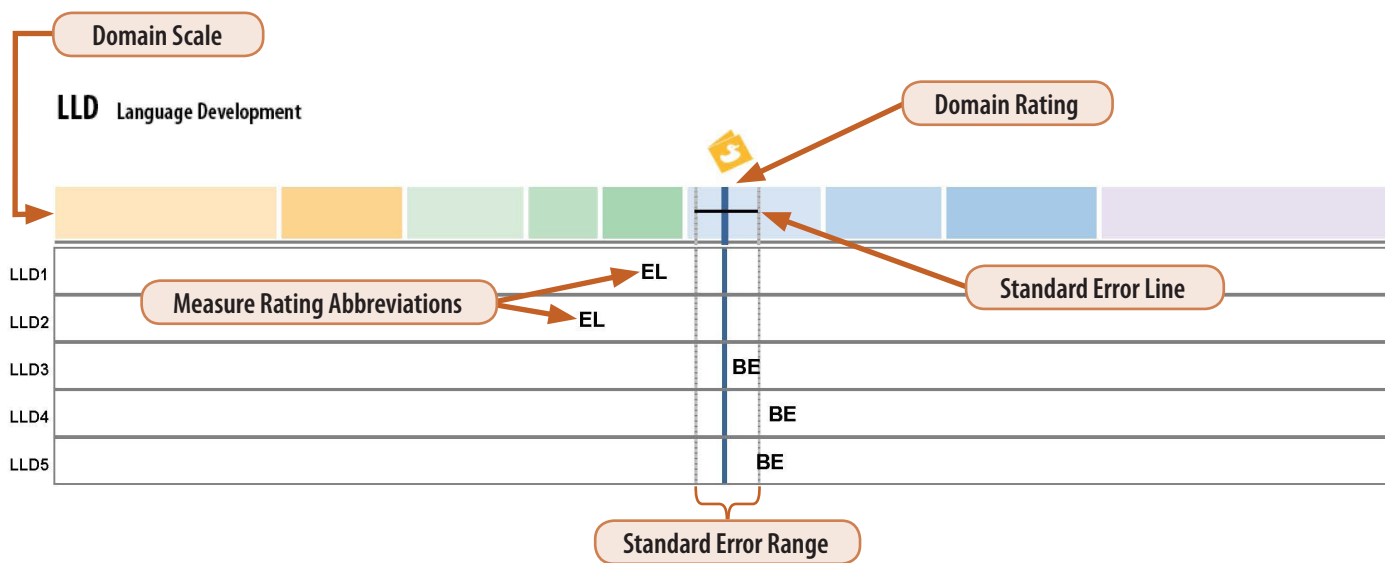
Page 3 includes a sample measure table from the Detailed Child Report and labels indicating the different elements of the report.

- Each area of development on the report has a colored band called a **domain scale** which appears at the top of each measure table.
- The developmental levels go from early infancy on the left to early kindergarten on the right.
- The levels are not all the same size on the domain scale—some areas of development are more difficult than others and may take longer for children to master. The sizes of the boxes for the developmental levels were determined by a study of the DRDP (2015).
- Each domain is made up of a group of measures. Each measure illustrates a sequence of knowledge, skills, and behaviors relative to the domain content (i.e., social emotional development, language development, etc.).
- The child's **domain rating** is the dark blue vertical line across each domain scale and running all the way down the measure table.
- The **standard error** is the horizontal line across the domain rating. This line represents a range of ratings, known as the confidence interval. While any assessment rating has some degree of error, we are most confident that the child's level of development falls within this range. This range may be different in each domain. The range runs down the measure table with the dashed lines.
- The child's ratings for every measure are indicated by the abbreviation for that level.
- The table with text, just below the measure ratings, includes the text descriptions of the measures. The first column is the measure abbreviation, then the measure name, the full description of the current level the child has mastered, and the description for the next developmental level. Use this information to better understand the specific skills your child is working on within each measure.
- If a domain or measure does not have a rating, then your child's teacher or service provider did not rate any or all of the measures within the domain. This may happen if your child has been absent from the program for a long period of time.

## How to use the Detailed Child Report

- Look at the measure level abbreviations for each measure within each domain.
- The markers to the right of the child's domain rating show areas of strength and the markers to the left may be areas for further support. In the sample report below:
  - The markers for LLD 4 and LLD 5 are furthest to the right and both are above the domain rating and standard error range. These are areas of strength for this child.
  - The markers for LLD 1 and LLD 2 are furthest to the left and are below both the domain rating and the lower range of the standard error. This may indicate areas for additional support.
- Over time, you will see the markers move to the right as your child progresses.
- Talk with your child's early interventionist about what is coming up next for your child in all areas, what the early interventionist is doing to guide your child's learning and development, and what you might do to support your child.

Review the sample report on page 4 to help you better understand the Detailed Child Report.



Measure	Measure Name	Current Level of Mastery	Next Developmental Level
LLD1	Understanding of Language (Receptive)	Shows understanding of frequently used simple phrases or sentences ( <i>Exploring Later</i> )	Shows understanding of a wide variety of phrases or sentences ( <i>Building Earlier</i> )
LLD2	Responsiveness to Language	Responds to simple comments that relate to a present situation ( <i>Exploring Later</i> )	Responds to one-step requests or questions that involve a familiar activity or routine ( <i>Building Earlier</i> )
LLD3	Communication and Use of Language (Expressive)	Uses short phrases or sentences of more than two words to communicate ( <i>Building Earlier</i> )	Uses short sentences that contain nouns, verbs, and other words, such as adjectives and recently encountered vocabulary, to communicate ( <i>Building Middle</i> )
LLD4	Reciprocal Communication and Conversation	Engages in brief back-and-forth communication, using short phrases and sentences ( <i>Building Earlier</i> )	Engages in brief conversations with a shared focus ( <i>Building Middle</i> )
LLD5	Interest in Literacy	Looks at books page by page, or Participates, from beginning to end, in listening to stories, singing songs, or playing rhyming games, when supported by an adult ( <i>Building Earlier</i> )	Initiates looking at and talking about books, listening to and talking about stories, singing songs, or playing rhyming games ( <i>Building Middle</i> )

# DRDP (2015)

## Detailed Child Report

For use with infants and toddlers

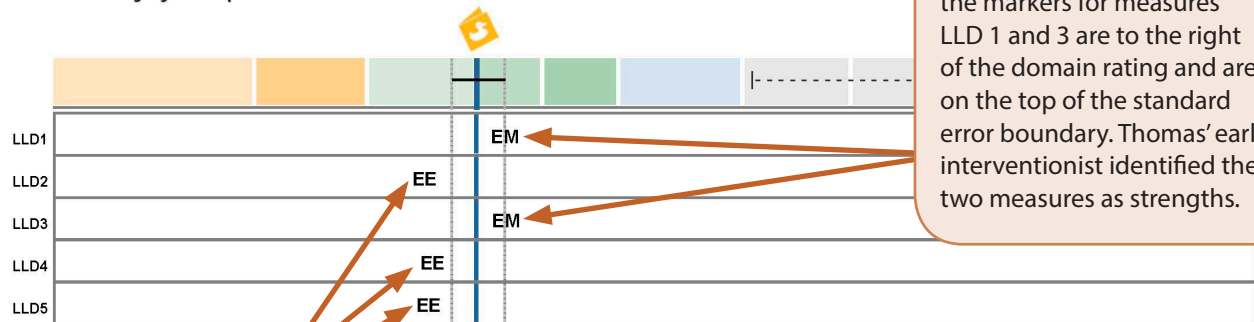
Child's Name: Thomas Johnson  
 Birthdate: 6/11/2015 (2 years, 5 month)  
 Assessor: Elizabeth Schroeder  
 Assessment Date: 11/15/2017 Report Date 03/14/2018

Responding Earlier (RE) Responding Later (RL) Exploring Earlier (EE) Exploring Middle (EM) Exploring Later (EL) Building Earlier (BE) Building Middle (BM) Building Later (BL) Integrating Earlier (IE)

Early Infancy Kindergarten

## Thomas's Development for Fall 2017

### LLD Language Development



In Language Development, the markers for measures LLD 1 and 3 are to the right of the domain rating and are on the top of the standard error boundary. Thomas' early interventionist identified these two measures as strengths.

The markers for LLD 2, 4, and 5 are to the left of both the domain rating and the lower standard error boundary. These measures may require additional focus and support.

Current Level of Mastery		Next Developmental Level	
	(Expressive)	Shows understanding of a variety of single words ( <i>Exploring Middle</i> )	Shows understanding of frequently used simple phrases or sentences ( <i>Exploring Later</i> )
		Responds to a few frequently used words or gestures in familiar situations ( <i>Exploring Earlier</i> )	Responds to simple comments that relate to a present situation ( <i>Exploring Later</i> )
		Uses a variety of single words to communicate ( <i>Exploring Middle</i> )	Uses two words together to communicate ( <i>Exploring Later</i> )
LLD4	Reciprocal Communication and Conversation	Engages in brief back-and-forth communication with a familiar adult, using word approximations, vocalizations, gestures, or facial expressions ( <i>Exploring Earlier</i> )	Engages in brief back-and-forth communication with a familiar adult, using simple words or conventional gestures to communicate meaning ( <i>Exploring Middle</i> )
LLD5	Interest in Literacy	Attends briefly to a familiar adult reading books, singing songs, or saying rhymes ( <i>Exploring Earlier</i> )	Looks at books on own briefly, or Chooses to join reading, singing, or rhyming activities led by an adult ( <i>Exploring Later</i> )

Thomas' early interventionist identified LLD 1: Understanding of Receptive Language and LLD 3: Communication and Use of Expressive Language as measures of strength. They identified LLD 2: Responsiveness to Language, LLD 4: Reciprocal Communication and Conversation, and LLD 5: Interest in Literacy to see if these are areas to look at in more depth. His early interventionist, speech therapist, and early head start teacher will review Thomas' observation notes for these measures to determine if changes are needed to Thomas' supports and goals.

For more information or if you have questions, contact Desired Results Access Project at (800) 673-9220 ext. 4 or [reports@draccess.org](mailto:reports@draccess.org)