

DRDP (2015) Peer Reference Report for Infants and Toddlers: Family Guidance

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 at home, in child care, or at 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 in the classroom.
- SED: Social and Emotional Development – how children get along or play with others.
- LLD: Language and Literacy Development – how children communicate and are learning to read.
- 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 the things you see your child doing during everyday activities with your child's early interventionist. Perhaps you heard your child counting during playtime; or when dressing, you saw your child sit by herself. 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 about the things your child uses to help with everyday activities. Examples are a special spoon or larger print. These are known as adaptations.

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

- Your child benefits from the DRDP (2015) because your child's early interventionist uses the information to help your child learn.
- Your child's early interventionist will have up-to-date information to help plan your child's learning activities.
- The benefit to you is that your child's early interventionist will share your child's progress with you using the DRDP (2015) child reports. You will then know more about your child's development and ways to support your child's 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.

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

About the Peer Reference Report

The Peer Reference Report compares your child's DRDP (2015) results to a group of children in the same age range. These age ranges are shown as age bands in the report. For example, if your child is 13 months old, you can see her results are in the 0-24 month age band. This report shows areas of strength as well as those that may need more support. 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 Peer Reference Report

Page 3 includes a sample domain box from the Peer Reference Report and labels indicating the different elements of the report.

- The DRDP (2015) date and your child's age are at the top of the page.
- Each domain appears in a **box**. Next to each box is the name of the domain and what it is about.
- Your child's ratings for all the measures in a domain are combined into a **domain rating**. The long line in each box is your child's domain rating.
 - The line going across the domain rating is the "**standard error of measurement**" and is often shown for assessments like the DRDP (2015). For the DRDP, it is likely that your child's "true" domain rating falls within the range of ratings shown by the line.
- Each box has long bands for every age group. These are **age bands**. The band for the youngest children, 0-24 month olds, is at the bottom of each box. Every other band is a 12-month band.
- Your **child's age band** is highlighted and it matches your child's age at the time of the DRDP (2015) assessment.
- The short line going up and down in the middle of the dark part of the age band shows how well children in that age band are doing, on average, in that domain. This is the **age-group mean or average**.
- If a domain scale does not have a marker, not all measures were rated within the domain. This may happen, for example, if your child has been absent from the program for a long period of time so the early interventionists were not able to observe your child in everyday activities.

How to use this Report

- In each box, find your child's domain rating in his or her age band.
- Find your child's domain rating in his or her age band. These markers in the **darker** part of the band show your child's domain score to be **within age expectations**. The markers in the **lighter** part of the band are close **to age expectations**.
- Markers that are not in the age band are domain ratings that show your child's domain score is not yet similar to other children of the same age (**not at age expectations**).
- A child who is younger than other children in the same age range may have domain ratings at the lower end of the age band. A child at the older end of an age range may have domain ratings at the upper end of the age band.

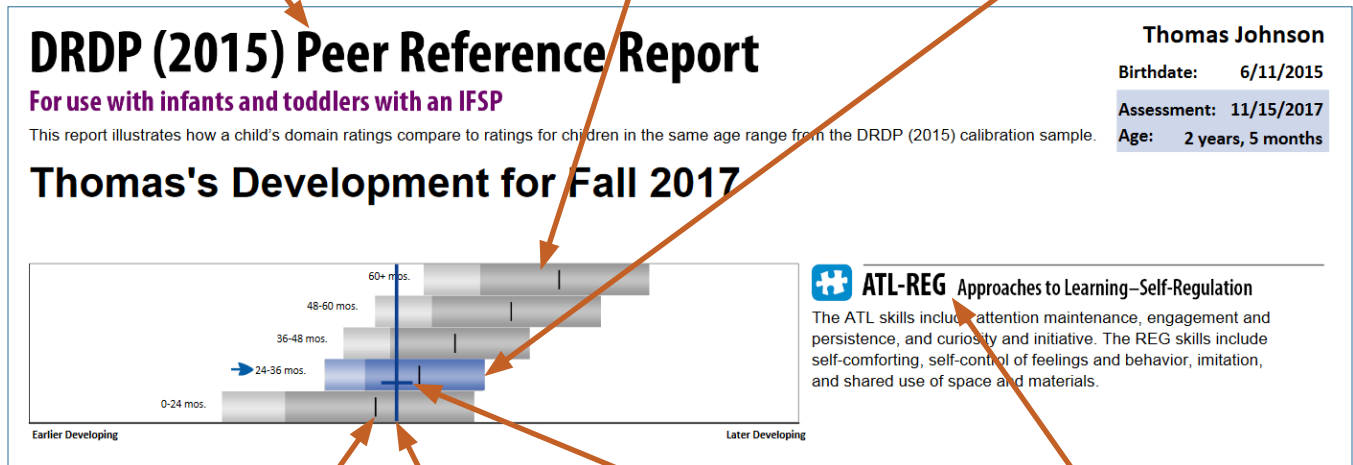
Review the sample report on page 4 to help you better understand the Peer Reference Report.

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

This report compares your child's development on the domains of DRDP (2015) to children in the same age range.

Domain Box – where you can find the age bands for each DRDP (2015) domain.

Age band – the range of development for a group of children in an age range.



Age-group mean – how well children in an age range are doing, on average, in the domain.

Child's Domain Rating – the thick vertical line shows the child's overall rating based on all the measures in the domain.

Standard error line for a child's domain rating – the range in which it is likely the child's true domain rating lies.

Domain Name – name of the DRDP (2015) area of development.

DRDP (2015) Peer Reference Report

For use with infants and toddlers with an IFSP

This report illustrates how a child's domain ratings compare to ratings for children in the same age range from the DRDP (2015) calibration sample.

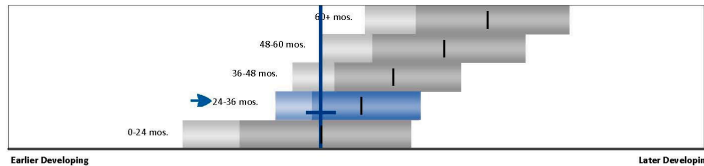
Thomas Johnson

Birthdate: 6/11/2015

Assessment: 11/15/2017

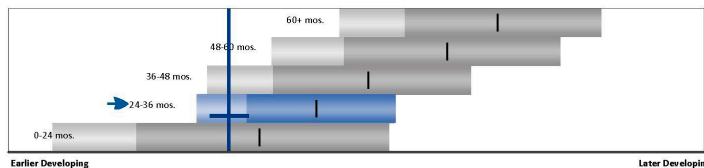
Age: 2 years, 5 months

Thomas's Development for Fall 2017



ATL-REG A
The ATL skills include persistence, and curiosity, self-comforting, self-control, and shared use of space.

The marker in Approaches to Learning and Self-Regulation (ATL-REG) is in the darker part of the child's age band, so the child is at age expectations here.

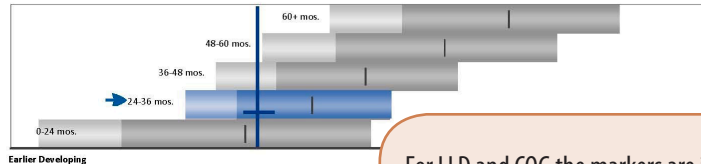


SED Social and Emotional Development
The SED domain assesses the child's ability to understand and interact with others, and to form relationships with others.

The marker for Social and Emotional Development (SED) is also in the lighter shaded area so "close to age expectations" in this domain. This shows that the child's development is at an earlier step for the SED domain than for ATL-REG.

LLD Language Development

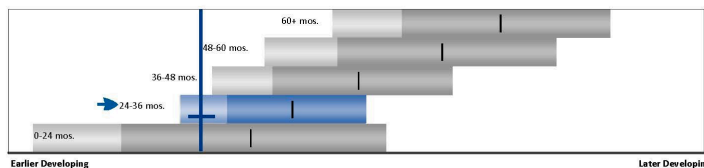
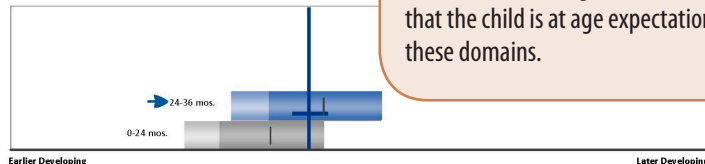
The LLD domain assesses the progress of all children in developing foundational language and literacy skills. LANG knowledge and skill areas include understanding language, responsiveness to language, communication and use of language, reciprocal communication and conversation, and interest in literacy.



For LLD and COG the markers are in the darker area of the age band which means that the child is at age expectations in these domains.

COG Cognition, Including Math and Science

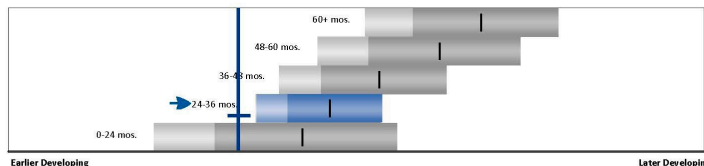
The COG domain focuses on observation, exploration of people and objects, and investigation of objects and concepts. MATH knowledge and skill areas include spatial relationships, classification, number sense of quantity, number sense of math operations, measurement, patterning, and shapes.



PD-HLTH Physical Development

The PD-HLTH domain assesses motor development and the development of routines related to personal care, safety, and nutrition. PD knowledge and skill areas include perceptual-motor skills and fine motor manipulation skills, fine motor manipulation skills, fine motor manipulation skills.

The marker for Health (PD-HLTH) is to the left of the age band, showing that the child is not at age expectation (or not yet where other children near his age are) in this area.



PD-HLTH Physical Development
The PD-HLTH domain assesses motor development and the development of routines related to personal care, safety, and nutrition. HLTH knowledge and skill areas include personal care, safety, and personal care.

Over time, you will see the markers move to the right as your child progresses.

Talk with your child's early interventionist about what your child will be learning next in all areas, what the early interventionist is doing to help your child learn, and what you can do to support your child's learning.