



IFSP and IEP Team Responsibilities for the DRDP (2015)

Children receiving special education services who must be assessed include:

1. Preschool-age children (3 - 5 year olds not enrolled in transitional kindergarten or kindergarten) who have Individualized Education Programs (IEPs); and
2. Infants and toddlers with Individualized Family Service Plans (IFSPs) who are reported to the California Department of Education

The chart below describes the responsibilities of IFSP and IEP Teams in using the DRDP (2015) assessment with these children.

Responsibilities for IFSP/IEP Teams

Notes

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| <p>1. The teacher or service provider who has the most contact with the child, as determined by the IFSP or IEP Team, is responsible for completing and submitting the DRDP (2015), including the Rating Record and Information Page.</p> | <p>Although the primary teacher or service provider is responsible, she or he should gather information from other team members, including the family, to complete the assessment. Collaboration to complete the DRDP (2015) is recommended; the primary special education service provider should collaborate with the general education team/teacher on completing the DRDP (2015) with children who are dually enrolled.</p> |
| <p>2. Additional IFSP or IEP team members, including the family, may be asked to provide information and documentation that will assist the responsible teacher or provider in completing the assessment.</p> | <p>Only one person submits the assessment, but anyone who knows the child well can help to inform the ratings.</p> |
| <p>3. The primary service provider should collaborate with the general education teacher/team on completing the DRDP (2015) with children who are enrolled in general education programs who also receive special education services.</p> | <p>Special education continues to submit DRDP results to the California Department of Education via the SELPA.</p> <p>General education will enter DRDP results into DRDPtech.</p> <p>Both the general educator and the special educator should retain a copy of the Rating Record.</p> |
| <p>4. The IFSP or IEP Team must document on the IFSP or IEP form that the DRDP (2015) will be used with the child.</p> | <p>This information must be recorded at the initial IFSP or IEP meeting and all annual meetings.</p> |
| <p>5. The IFSP or IEP Team must document on the IFSP or IEP form the categories of adaptations that the child uses throughout the day and that are in place for the DRDP (2015) assessment.</p> | <p>The IFSP or IEP Teams need only list which of the seven categories of adaptations are used and not individual adaptations.</p> |
| <p>6. The IFSP or IEP Team must annually revisit the adaptations identified for a child to consider if any additions or changes need to be made.</p> | <p>Adaptations may change over time as the child grows and develops, but need only be updated at the annual IFSP or IEP meeting. An addendum is <i>not</i> required.</p> |

Additional Resources

Including the Family in the DRDP (2015) Assessment

- Overview of the DRDP (2015) for Families: <http://draccess.org/OverviewOfDRDP2015forFamilies.html>
- The Role of Family Observations in the DRDP (2015) Assessment: <http://draccess.org/RoleOfFamilyObsv.html>
- Viewing the DRDP (2015) online: <http://draccess.org/instrument>

Adaptations:

- Using Adaptations with the DRDP (2015) Handout: <http://draccess.org/AdaptationsHandout.html>