



## Worksheet for Leading Focused Conversations with Families Preschool Version

Child's name: _____
Assessment period: _____
Family member: _____
Date of conversation: _____ / _____ / _____

If confident with existing documentation (including your and other's observations) **indicate a rating**.  
 If more information/documentation is needed to rate the measure, **fill in the other columns** for that measure.

<b>Measures on the DRDP (2015) Preschool Fundamental View</b>		List family and child routines/activities that are likely opportunities for observing skills related to the measure	↔ Indicate which of these routines/activities you want to observe	List questions or prompts to ask the family or other providers about these routines/activities	Keep notes from conversation
<b>Approaches to Learning—Self-Regulation (ATL-REG)</b>	Indicate a rating				
<b>1. Attention Maintenance</b> Child develops the capacity to pay attention to people, things, or the environment when interacting with others or exploring play materials					
<b>2. Self-Comforting</b> Child develops the capacity to comfort or soothe self in response to distress from internal or external stimulation					
<b>3. Imitation</b> Child mirrors, repeats, and practices the actions or words of others in increasingly complex ways					

Approaches to Learning–Self-Regulation (ATL-REG)	Rating	Routines/activities	↔ Observe	Questions/prompts for family or other providers	Keep notes from conversation
<p><b>4. Curiosity and Initiative in Learning</b>            Child explores the environment in increasingly focused ways to learn about people, things, materials, and events</p>					
<p><b>5. Self-Control of Feelings and Behavior</b>            Child increasingly develops strategies for regulating feelings and behavior, becoming less reliant on adult guidance over time</p>					
<p><b>6. Engagement and Persistence</b>            Child increasingly persists in understanding or mastering activities, even if they are challenging or difficult</p>					
<p><b>7. Shared Use of Space and Materials</b>            Child develops the capacity to share the use of space and materials with others</p>					

Social and Emotional Development (SED)	Rating	Routines/activities	⇌ Observe	Questions/prompts for family or other providers	Keep notes from conversation
<p><b>1. Identity of Self in Relation to Others</b>            Child shows increasing awareness of self as distinct from and also related to others</p>					
<p><b>2. Social and Emotional Understanding</b>            Child shows developing understanding of people’s behaviors, feelings, thoughts, and individual characteristics</p>					
<p><b>3. Relationships and Social Interactions with Familiar Adults</b> Child develops close relationships with one or more familiar adults (including family members) and interacts in an increasingly competent and cooperative manner with familiar adults</p>					
<p><b>4. Relationships and Social Interactions with Peers</b> Child becomes increasingly competent and cooperative in interactions with peers and develops friendships with several peers</p>					
<p><b>5. Symbolic and Sociodramatic Play</b>            Child develops the capacity to use objects to represent other objects or ideas and to engage in symbolic play with others</p>					

Language and Literacy Development (LLD)	Rating	Routines/activities	↔ Observe	Questions/prompts for family or other providers	Keep notes from conversation
<b>1. Understanding of Language (Receptive)</b> Child understands increasingly complex communication and language					
<b>2. Responsiveness to Language</b> Child communicates or acts in response to language and responds to increasingly complex language					
<b>3. Communication and Use of Language (Expressive)</b> Child's communication develops from nonverbal communication to using language with increasingly complex words and sentences					
<b>4. Reciprocal Communication and Conversation</b> Child engages in back-and-forth communication that develops into increasingly extended conversations					
<b>5. Interest in Literacy</b> Child shows interest in books, songs, rhymes, stories, and other literacy activities in increasingly complex ways					

Language and Literacy Development (LLD)	Rating	Routines/activities	↔ Observe	Questions/prompts for family or other providers	Keep notes from conversation
<p><b>6. Comprehension of Age-Appropriate Text</b>            Child develops capacity to understand details and ideas from age-appropriate text presented by adults</p>					
<p><b>7. Concepts About Print</b>            Child shows an increasing understanding of the conventions and physical organization of print material and that print carries meaning</p>					
<p><b>8. Phonological Awareness</b>            Child shows increasing awareness of the sounds (elements) that make up language, including the ability to manipulate them in language</p>					
<p><b>9. Letter and Word Knowledge</b>            Child shows increasing awareness of letters in the environment and their relationship to sound, including understanding that letters make up words</p>					
<p><b>10. Emergent Writing</b>            Child shows increasing ability to write using scribbles, marks, drawings, letters, characters, or words to represent meaning</p>					

English—Language Development (ELD)	Rating	Routines/activities	⇌ Observe	Questions/prompts for family or other providers	Keep notes from conversation
<b>1. Comprehension of English (Receptive English)</b> Child understands increasingly complex communication and language					
<b>2. Self-Expression in English (Expressive English)</b> Child shows increasing progress toward fluency in speaking English					
<b>3. Understanding and Response to English Literacy Activities</b> Child shows an increasing understanding of and response to books, stories, songs, and poems presented in English					
<b>4. Symbol, Letter, and Print Knowledge in English</b> Child shows an increasing understanding that print in English carries meaning					

Cognition, Including Math and Science (COG)	Rating	Routines/activities	⇌ Observe	Questions/prompts for family or other providers	Keep notes from conversation
<p><b>1. Spatial Relationships</b>            Child increasingly shows understanding of how objects move in space or fit in different spaces</p>					
<p><b>2. Classification</b>            Child shows an increasing ability to compare, match, and sort objects into groups according to their attributes</p>					
<p><b>3. Number Sense of Quantity</b>            Child shows developing understanding of number and quantity</p>					
<p><b>4. Number Sense of Math Operations</b>            Child shows increasing ability to add and subtract small quantities of objects</p>					
<p><b>5. Measurement</b>            Child shows an increasing understanding of measurable properties such as size, length, weight, and capacity (volume), and how to quantify those properties</p>					

Cognition, Including Math and Science (COG)	Rating	Routines/activities	⇌ Observe	Questions/prompts for family or other providers	Keep notes from conversation
<p><b>6. Patterning</b> Child shows an increasing ability to recognize, reproduce, and create patterns of varying complexity</p>					
<p><b>7. Shapes</b> Child shows an increasing knowledge of shapes and their characteristics</p>					

Physical Development–Health (PD-HLTH)	Rating	Routines/activities	⇌ Observe	Questions/prompts for family or other providers	Keep notes from conversation
<p><b>1. Perceptual-Motor Skills and Movement Concepts</b> Child moves body and interacts with the environment, demonstrating increasing awareness of own physical effort, body awareness, spatial awareness, and directional awareness</p>					
<p><b>2. Gross Locomotor Movement Skills</b> Child shows increasing proficiency in fundamental locomotor skills (e.g., rolling, crawling, cruising, walking, running, jumping, galloping)</p>					



Physical Development–Health (PD-HLTH)	Rating	Routines/activities	⇄ Observe	Questions/prompts for family or other providers	Keep notes from conversation
<p><b>3. Gross Motor Manipulative Skills</b>            Child shows increasing proficiency in gross motor manipulative skills (e.g., reaching, kicking, grasping, throwing, and catching)</p>					
<p><b>4. Fine Motor Manipulative Skills</b>            Child demonstrates increasing precision, strength, coordination, and efficiency when using muscles of the hand for play and functional tasks</p>					
<p><b>5. Safety</b>            Child shows awareness of safety and increasingly demonstrates knowledge of safety skills when participating in daily activities</p>					
<p><b>6. Personal Care Routines: Hygiene</b>            Child increasingly responds to and initiates personal care routines that support hygiene</p>					

Physical Development–Health (PD-HLTH)	Rating	Routines/activities	↔ Observe	Questions/prompts for family or other providers	Keep notes from conversation
<b>7. Personal Care Routines: Feeding</b> Child responds to feeding and feeds self with increasing proficiency					
<b>8. Personal Care Routines: Dressing</b> Child develops and refines ability to participate in and take responsibility for dressing self					
<b>9. Active Physical Play</b> Child engages in physical activities with increasing endurance and intensity					
<b>10. Nutrition</b> Child demonstrates increasing knowledge about nutrition and healthful food choices					