

DRDP (2015) What's It All About?



Agenda

- Overview of the DRDP
- DRDP (2015): What's the same/What's new?
- Professional Development and Resources Available

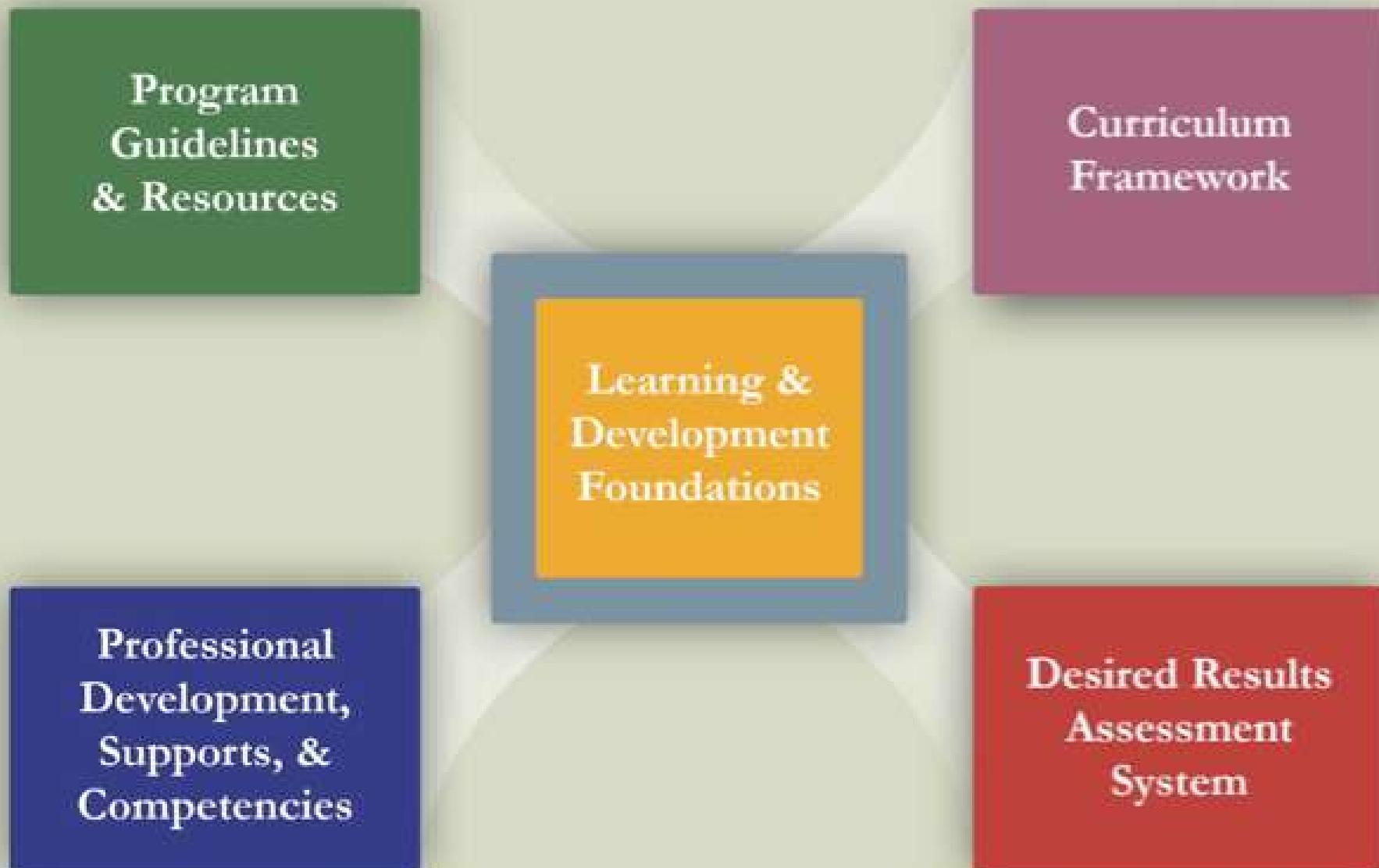


Outcomes

- Learn about the DRDP (2015) including identify similarities and differences between the DRDP (2010) and DRDP (2015).
- Learn about DRDPtech and how the results can be used for planning purposes.
- Identify online resources to support implementing DRDP (2015).



California's Early Learning and Development System



Overview of DRDP (2015)

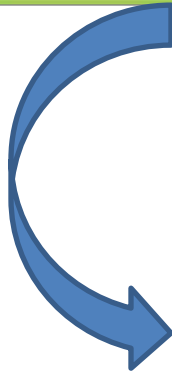
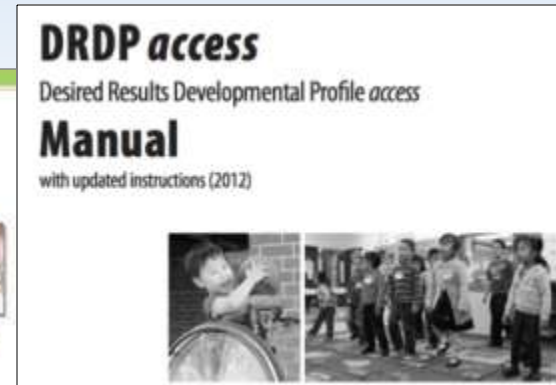
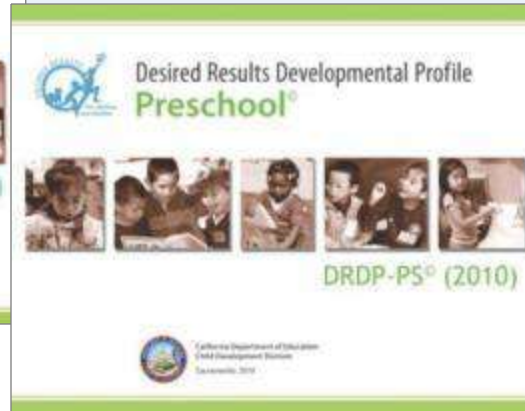
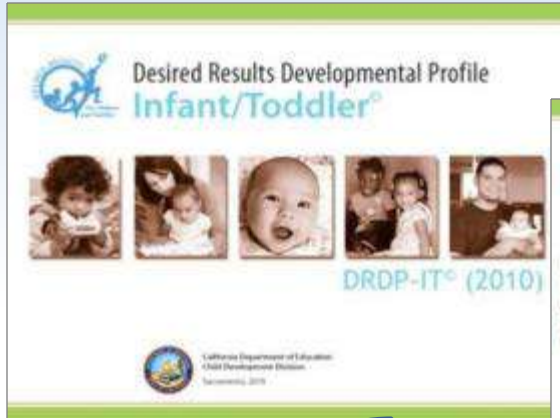


What is the DRDP?

- Individual child assessment
- Observation-based assessment tool
- Based in developmental research and theory
- Includes developmental sequences of behavior
- Based on ongoing activities and routines in the early care and education setting with familiar adults



DRDP (2015) Implementation in 2015



DRDP (2015): A Full Continuum Instrument

The DRDP (2015) represents a full continuum instrument to assess all children from early infancy to kindergarten entry including children with Individual Family Service Plans and Individualized Education Programs.



The DRDP (2015) Instrument

- Create a single DRDP instrument for all children infancy to kindergarten entry — typically developing and special needs
- Add domains for all of the Early Learning Foundations (I/T & Preschool Vol. 1 – 3)
- Comply with federal reporting requirements for the Special Education Division
- Align to Head Start Early Learning Framework



Accommodating the Range of Abilities

Accommodate the development of almost all children in the age range:

Each measure was created to prevent ceiling or floor effects.

- **Preventing a floor effect**: The earliest level of development on the continuum begins a little earlier than what would be expected for most children assessed by the instrument.
- **Preventing a ceiling effect**: In the developmental continuum, the latest level is beyond the development of what would be expect of most children assessed by the instrument.



Developmental Domain: ATL-REG — Approaches to Learning—Self-Regulation

ATL-REG 3: Curiosity and Initiative in Learning

Child explores the environment in increasingly focused ways to learn about people, things, materials, and events

Mark the latest developmental level the child has mastered:

Responding		Exploring		Building			Integrating
Earlier	Later	Earlier	Later	Earlier	Middle	Later	Earlier
Responds to people, things, or sounds	Notifies new or unexpected characteristics or actions of people or things	Explores people or things in the immediate environment	Explores new ways to use familiar things, including simple trial and error	Explores how things work through observing, manipulating, or asking simple questions about them	Explores things, materials, people, or events by engaging in detailed observations, manipulations, or by asking specific questions	Uses familiar strategies, tools, or sources of information to carry out simple investigations to learn about things, materials, people, or events	Uses strategies, tools, or sources of information systematically to carry out extensive investigations to learn about things, materials, people, or events
Examples • Orients toward a noise. • Turns head toward a person who comes into view or begins talking. • Looks at a mobile.	• Vocalizes or gazes at a familiar adult who makes an animated facial expression or unusual noise. • Smiles when an adult begins singing a song. • Moves arms or legs when a mobile begins moving overhead.	• Bangs a drum with hands repeatedly. • Touches hair of another child. • Pats, pokes on, or turns pages of a book. • Watches...	• Paints on paper and... • Drops a marble in a maze and uses hands to follow its path as it rolls to the bottom.	• Watches the fish in the fish tank intently after a conversation about how fish breathe underwater. • Drops a marble in a maze and uses hands to follow its path as it rolls to the bottom.	• Compares leaves gathered on a nature walk by color or shape. • Places a variety of objects in water to see which will float and which will sink. • Observes a snail and asks, "Why does it have a shell?"	• Uses a magnetic wand to figure out which objects on a table it will lift up. • Uses a magnifying glass to observe a caterpillar closely, and describes its pattern of colors and number of legs.	• Examines images from informational books or a computer to learn about the habitats of different animals. • Sets up a project, with an adult, that involves investigating the growth...

2 new levels span into first grade to avoid a ceiling effect

4 levels overlap with DRDP (2015) full continuum to avoid floor effect

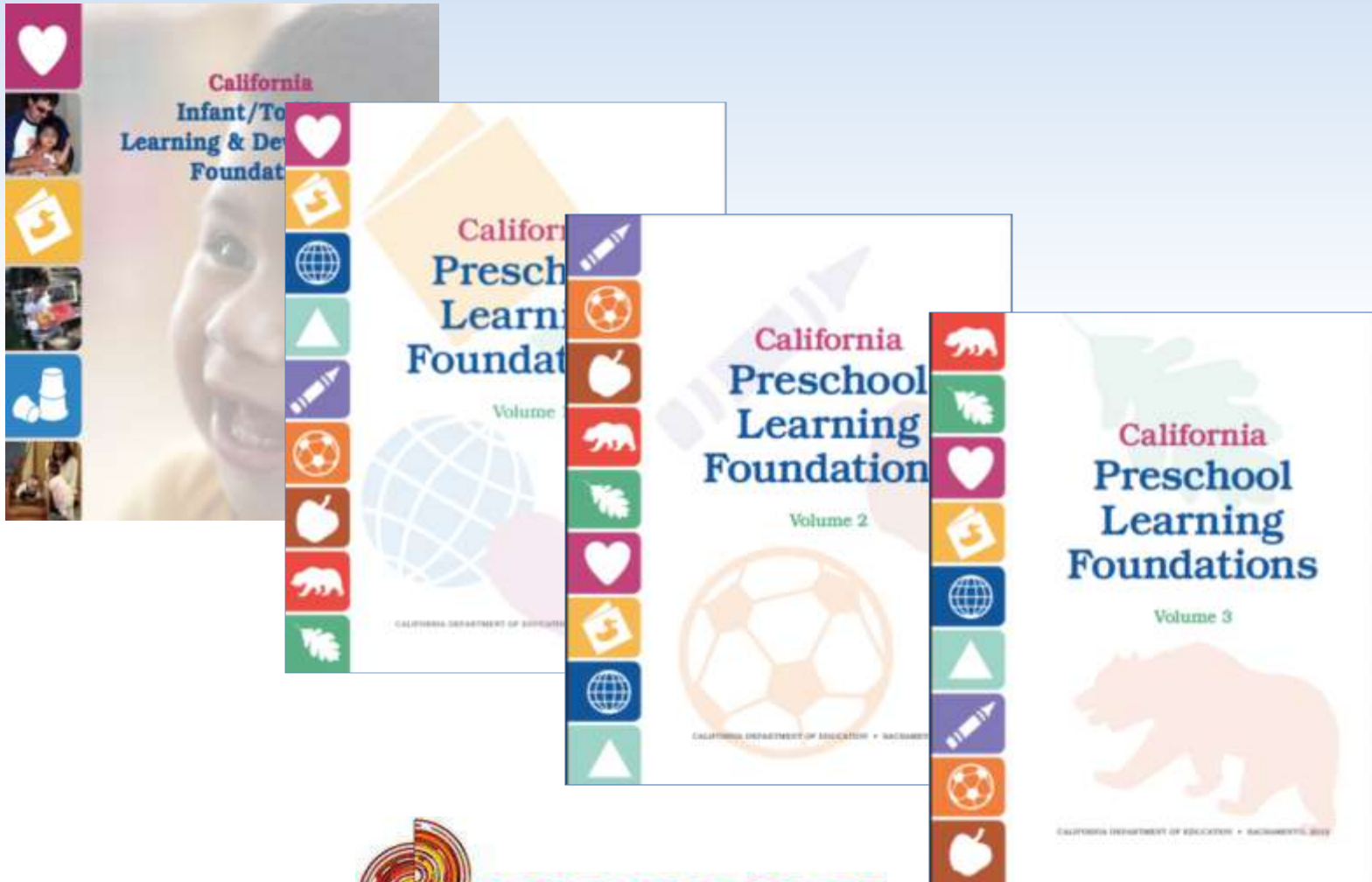
For KIDS Field Study only - NOT FOR DISTRIBUTION

Developmental Domain: ATL-REG – Approaches to Learning – Self-Regulation

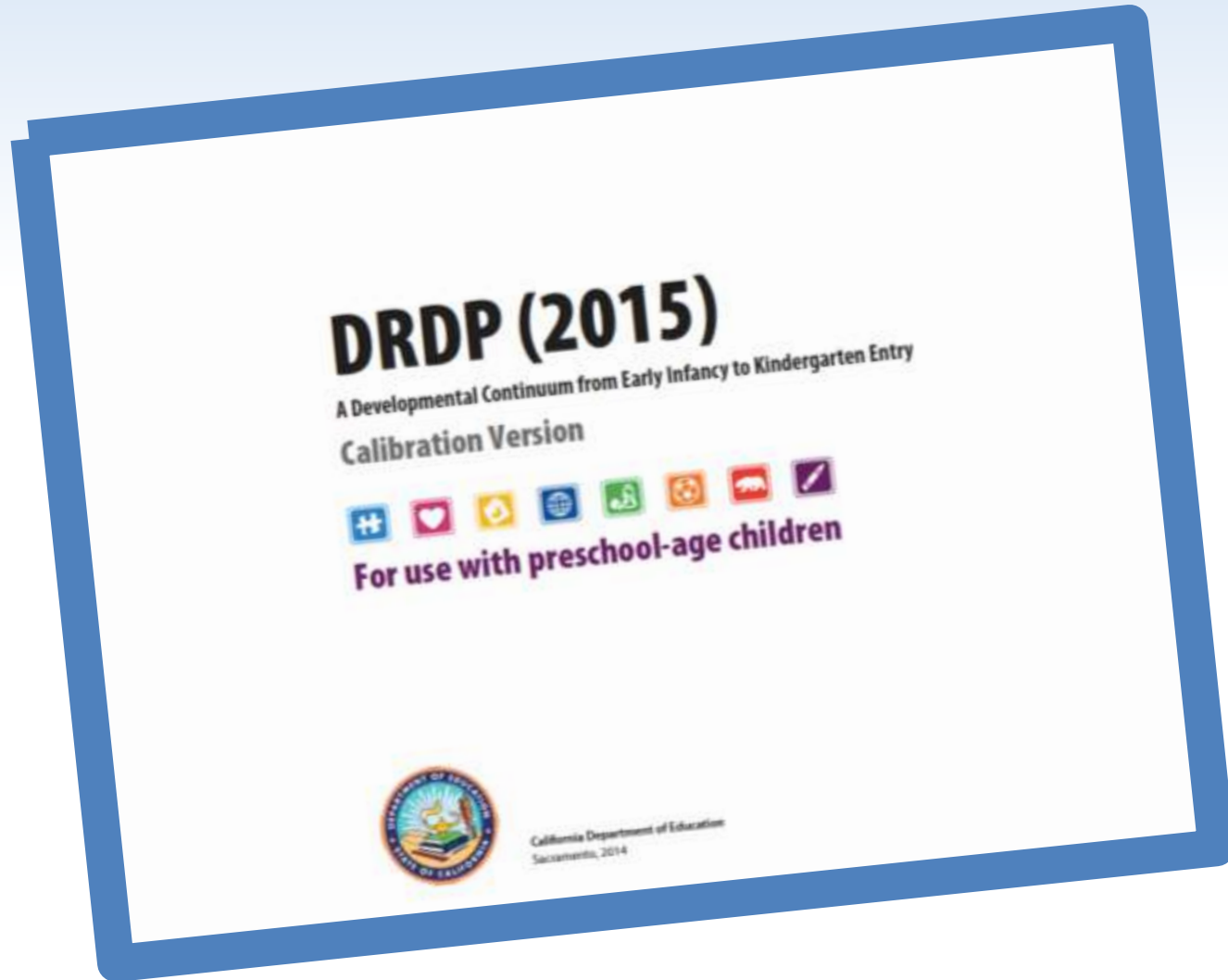
ATL-REG 1: Curiosity and Initiative in Learning

Child explores the environment in increasingly focused ways to learn about people, things, materials, and events

Building				Integrating	
Earlier	Middle	Later	Earlier	Middle	Later
Descriptors					
Explores how things work through observing, manipulating, or asking simple questions about them	Explores things, materials, people, or events by engaging in detailed observations, manipulations, or by asking specific questions	Uses familiar strategies, tools, or sources of information to carry out simple investigations to learn about things, materials, people, or events	Uses strategies, tools, or sources of information systematically to carry out extensive investigations to learn about things, materials, people, or events	Experiments with things or materials, by systematically modifying actions and reacting to the results	Compares multiple sources of information, including experiments, books and pictures, and asking questions, to find out about things, people, or events
Examples					
1. Watches the fish in the fish tank intently after a conversation about how fish breathe underwater. 2. Drops a marble in a maze and uses hands to follow its path as it rolls to the bottom. 3. Asks, "What's that doing?" when seeing or hearing a bulldozer across the street while on a neighborhood walk.	1. Compares leaves gathered on a nature walk by color or shape. 2. Places a variety of objects in water to see which will float and which will sink. 3. Observes a snail and asks, "Why does it have a shell?" 4. Manipulates a movable action figure to change the positions of its body.	1. Uses a magnetic wand to figure out which objects on a table it will lift up. 2. Uses a magnifying glass to observe a caterpillar closely, and describes its pattern of colors and number of legs. 3. Stands back to back with a peer and asks an adult which child is taller. 4. Uses a communication device to find out about the new pet guinea pig.	1. Examines images from informational books or a computer to learn about the habitats of different animals. 2. Sets up a project with an adult that involves investigating the growth of lima bean plants with different amounts of water, and on own documents their growth. 3. Looks through a prism held up to the light, directing its motion until a rainbow of colors appears on the wall.	1. Makes a wooden block ramp steeper and runs a small metal car down it each time to find out what happens. 2. Adds blue paint to a saucer of yellow paint a few drops at a time, stirring after each addition, to see how the green color changes. 3. Kicks a ball into a playground soccer goal repeatedly, placing the ball farther away (and at different angles) before each kick.	1. Communicates, "But that's different from what my daddy told me," and asks why, after hearing an adult's response to a question about why plants are green. 2. Sets up a ramp to experiment with whether it is true that objects roll down steeper ramps more quickly, after a peer shows that objects roll down steeper ramps more quickly than shallow ramps. 3. Describes a personal experience that confirms another's account during a conversation about snowstorms. 4. Creates a model of a bridge, consulting pictures of bridges, talking with an adult and experimenting with creating a bridge across a divide.



DRDP (2015)



DRDP (2015)

A Developmental Continuum from Early Infancy to Kindergarten Entry

Calibration Version

For use with preschool-age children

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Ask Siri.....

- What is the important note on page xiii?
- Do I need to see a child do all of the examples before rating a developmental level as mastered?
- What does the **;and** mean?



What's new in the DRDP (2015) ?

- Domains
- Developmental levels
- Measure names
- Number of measures completed for each age group



LLD 5: Interest in Literacy

Child shows interest in books, songs, rhymes, stories, and other literacy activities in increasingly complex ways

Developmental Level

Mark the latest developmental level the child has mastered:

Definition

Measure

Measure	Emerging		Exploring		Building		Integrating
	Later	Earlier	Later	Earlier	Middle	Later	Earlier
<p>Attends or responds to people or things in basic ways</p> <p>Examples</p> <ul style="list-style-type: none"> • Quiets to the sound of a familiar voice. • Moves in response to an approach by a familiar adult. • Orients to an adult's face or voice during a caregiving routine. 	<p>Plays with books; and Responds to other literacy activities</p> <ul style="list-style-type: none"> • Interacts with a cloth or board book by holding or mouthing it. • Pats a textured board book. • Vocalizes or laughs in response to an adult singing and gesturing a simple finger-play song, such as, "Pat-a-Cake" or "Los cinco dedos," ["Five Little Fingers," a finger play in Spanish]. 	<p>Attends briefly to a familiar adult reading books, singing songs, or saying rhymes</p> <ul style="list-style-type: none"> • Looks at pictures in a book for a short time while a familiar adult reads the book. • Reaches to turn the page of a board book as a familiar adult talks or signs about the pictures on the page. • Uses simple hand movements to participate during a familiar song or rhyme with a familiar adult. • Touches textured or tactile content on pages of a book as an adult is reading the book. 	<p>Looks at books on own briefly, or Chooses to join reading, singing, or other literacy activities led by adult</p> <ul style="list-style-type: none"> • Joins a group doing a simple finger play led by an adult. • Points at a picture when joining an adult who is reading a book, newspaper, or tablet. • Picks up a book and looks at pictures, turns a few pages, and then drops the book to go play. 	<p>Looks at books page by page, or Participates, from beginning to end, in listening to stories, songs, or playing games, when read by an adult</p> <ul style="list-style-type: none"> • Pretends to read a book from start to finish. • Explores a book with Braille and tactile content with hands. • Sings some words of a familiar song, from beginning to end, with an adult. 	<p>Initiates looking at and talking about books, listening to and talking about stories, singing songs, or playing rhyming games</p> <ul style="list-style-type: none"> • Asks questions or communicates about why something happened in a story. • Starts a song or rhyme with others while playing outside. • Uses finger puppets while reciting a familiar rhyme. 	<p>Extends literacy activities by retelling a story, drawing pictures about a story, or acting out a story</p> <ul style="list-style-type: none"> • Uses flannel-board pieces to retell parts of a story after story time. • Retells a familiar story to a peer while pretending to read from a book. • Uses a communication device to tell the sequence of events in a favorite story. • Pretends to be a character from a story using props. 	<p>Initiates literacy activities that relate to classroom experiences as well as to own experiences or interests</p> <ul style="list-style-type: none"> • Chooses to read a book related to a particular theme or interest (e.g., dinosaurs or fairies). • Asks for help finding a book about bugs after a nature walk. • Participates, with others, in using the computer to create a story about a class trip. • Makes up own version of rhyming song with peers' names.

Descriptor

Example

- Child is emerging to the next developmental level
- If you are unable to rate this measure, explain here:

DRDP (2015) Domains

- Approaches to Learning—Self-Regulation*
- Social and Emotional Development*
- Language and Literacy Development*
- English Language Development
- Cognition, Including Math and Science*
- Physical Development—Health*
- History—Social Science
- Visual and Performing Arts



Developmental Levels

The full-range of developmental levels on the DRDP (2015) includes the following:

- **Responding (Earlier, Later):** Generally, knowledge, skills, or behaviors observed during early infancy
- **Exploring (Earlier, Middle, Later):** Generally, knowledge, skills, or behaviors observed in later infancy, toddlerhood, and early preschool
- **Exploring Later/Building Earlier:** Generally, knowledge, skills, or behaviors observed in later toddlerhood and early preschool
- **Building (Earlier, Middle, Later):** Generally, knowledge, skills, or behaviors observed in preschool
- **Integrating Earlier:** Generally, knowledge, skills, or behaviors observed in late preschool and early kindergarten



DRDP (2015) Continuum of Developmental Levels

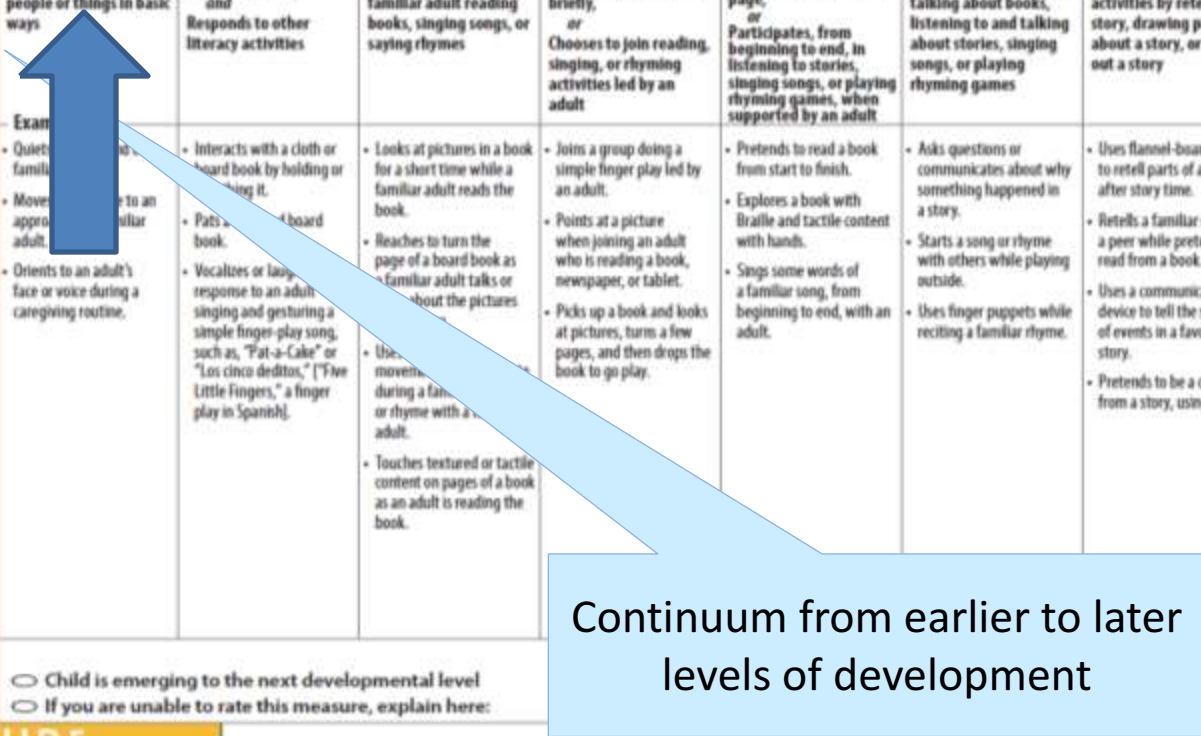
Developmental Domain: LLD — Language and Literacy Development
LLD 5: Interest in Literacy
 Child shows interest in books, songs, rhymes, stories, and other literacy activities in increasingly complex ways

Mark the latest developmental level the child has mastered:

Responding		Exploring		Building			Integrating
Earlier	Later	Earlier	Later	Earlier	Middle	Later	Earlier
<p>Attends or responds to people or things in basic ways</p> <p>Exam</p> <ul style="list-style-type: none"> Quietly follows a familiar adult to an appropriate activity. Orients to an adult's face or voice during a caregiving routine. 	<p>Plays with books; and Responds to other literacy activities</p> <ul style="list-style-type: none"> Interacts with a cloth or board book by holding or touching it. Pats a cloth board book. Vocalizes or laughs in response to an adult singing and gesturing a simple finger-play song, such as, "Pat-a-Cake" or "Los cinco deditos," ["Five Little Fingers," a finger play in Spanish]. 	<p>Attends briefly to a familiar adult reading books, singing songs, or saying rhymes</p> <ul style="list-style-type: none"> Looks at pictures in a book for a short time while a familiar adult reads the book. Reaches to turn the page of a board book as a familiar adult talks or sings about the pictures. Uses simple movements during a familiar song or rhyme with an adult. Touches textured or tactile content on pages of a book as an adult is reading the book. 	<p>Looks at books on own briefly, or Chooses to join reading, singing, or rhyming activities led by an adult</p> <ul style="list-style-type: none"> Joins a group doing a simple finger play led by an adult. Points at a picture when joining an adult who is reading a book, newspaper, or tablet. Picks up a book and looks at pictures, turns a few pages, and then drops the book to go play. 	<p>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</p> <ul style="list-style-type: none"> Pretends to read a book from start to finish. Explores a book with Braille and tactile content with hands. Sings some words of a familiar song, from beginning to end, with an adult. 	<p>Initiates looking at and talking about books, listening to and talking about stories, singing songs, or playing rhyming games</p> <ul style="list-style-type: none"> Asks questions or communicates about why something happened in a story. Starts a song or rhyme with others while playing outside. Uses finger puppets while reciting a familiar rhyme. 	<p>Extends literacy activities by retelling a story, drawing pictures about a story, or acting out a story</p> <ul style="list-style-type: none"> Uses flannel-board pieces to retell parts of a story after story time. Retells a familiar story to a peer while pretending to read from a book. Uses a communication device to tell the sequence of events in a favorite story. Pretends to be a character from a story, using props. 	<p>Initiates literacy activities that relate to classroom experiences as well as to own experiences or interests</p> <ul style="list-style-type: none"> Chooses to read a book related to a particular theme or interest (e.g., dinosaurs or fairies). Asks for help finding a book about bugs after a nature walk. Participates, with others, in using the computer to create a story about a class trip. Makes up own version of rhyming song with peers' names.

○ Child is emerging to the next developmental level
 ○ If you are unable to rate this measure, explain here:

LLD 5 **Interest in Literacy** **LLD 5**



DRDP (2010) and DRDP *access* – DRDP (2015)

DRDP (2010):

Infant/Toddler

35 measures in 5 domains

Preschool

43 measures in 7 domains

DRDP *access*:

Birth to Five

48 Measures in 10 domains

DRDP (2015):

Infant/Toddler

29 measures in 5 domains

Preschool

56 measures in 8 domains



DRDP (2015)

Calibration Version, Fall 2014

A Developmental Continuum from Early Infancy to Kindergarten Entry

Measures at-a-Glance

For use with infants and toddlers

Domain Name	Domain Abbreviation	Page Number	Number within Domain	Measure Name
Approaches to Learning –Self-Regulation	ATL-REG 	1	1	Attention Maintenance
		2	2	Self-Comforting
		3	3	Curiosity and Initiative in Learning
		4	4	Self-Control of Feelings and Behavior
Social and Emotional Development	SED 	5	1	Identity of Self in Relation to Others
		6	2	Social and Emotional Understanding
		7	3	Relationships and Social Interactions with Familiar Adults
		8	4	Relationships and Social Interactions with Peers
		9	5	Symbolic and Sociodramatic Play
Language and Literacy Development	LLD 	10	1	Understanding of Language (Receptive)
		11	2	Responsiveness to Language
		12	3	Communication and Use of Language (Expressive)
		13	4	Reciprocal Communication and Conversation
		14	5	Interest in Literacy
Cognition, Including Math and Science	COG 	15	1	Spatial Relationships
		16	2	Imitation
		17	3	Cause and Effect
		18	4	Classification
		19	5	Number Sense of Quantity
Physical Development– Health	PD-HLTH 	20	1	Perceptual-Motor Skills and Movement Concepts
		21	2	Gross Locomotor Movement Skills
		22	3	Gross Motor Manipulative Skills
		23	4	Fine Motor Manipulative Skills
		24	5	Safety
		25	6	Personal Care Routines: Hygiene
		26	7	Personal Care Routines: Self-Feeding
		27	8	Personal Care Routines: Dressing

DRDP (2015)

Calibration Version, Fall 2014

A Developmental Continuum from Early Infancy to Kindergarten Entry

Measures at-a-Glance

For use with preschool-age children

Domain Name	Domain Abbreviation	Page Number	Number within Domain	Measure Name
Approaches to Learning –Self-Regulation	ATL-REG 	1	1	Attention Maintenance
		2	2	Self-Comforting
		3	3	Curiosity and Initiative in Learning
		4	4	Self-Control of Feelings and Behavior
		5	5	Engagement and Persistence
		6	6	Shared Use of Space and Materials
Social and Emotional Development	SED 	7	1	Identity of Self in Relation to Others
		8	2	Social and Emotional Understanding
		9	3	Relationships and Social Interactions with Familiar Adults
		10	4	Relationships and Social Interactions with Peers
		11	5	Symbolic and Sociodramatic Play
Language and Literacy Development	LLD 	12	1	Understanding of Language (Receptive)
		13	2	Responsiveness to Language
		14	3	Communication and Use of Language (Expressive)
		15	4	Reciprocal Communication and Conversation
		16	5	Interest in Literacy
		17	6	Comprehension of Age-Appropriate Text
		18	7	Concepts About Print
		19	8	Phonological Awareness
		20	9	Letter and Word Knowledge
		21	10	Emergent Writing
English Language Development	ELD 	22	1	Comprehension of English (Receptive English)
		23	2	Self-Expression in English (Expressive English)
		24	3	Understanding and Response to English Literacy Activities
		25	4	Symbol, Letter, and Print Knowledge in English


Domain Name	Domain Abbreviation	Page Number	Number within Domain	Measure Name
Cognition, Including Math and Science	COG 	26	1	Spatial Relationships
		27	2	Imitation
		28	3	Cause and Effect
		29	4	Classification
		30	5	Number Sense of Quantity
		31	6	Number Sense of Math Operations
		32	7	Measurement
		33	8	Patterning
		34	9	Shapes
		35	10	Inquiry Through Observation and Investigation
		36	11	Documentation and Communication of Inquiry
		37	12	Knowledge of the Natural World
Physical Development –Health	PD-HLTH 	38	1	Perceptual-Motor Skills and Movement Concepts
		39	2	Gross Locomotor Movement Skills
		40	3	Gross Motor Manipulative Skills
		41	4	Fine Motor Manipulative Skills
		42	5	Safety
		43	6	Personal Care Routines: Hygiene
		44	7	Personal Care Routines: Self-Feeding
		45	8	Personal Care Routines: Dressing
		46	9	Active Physical Play
		47	10	Nutrition
History–Social Science	HSS 	48	1	Sense of Time
		49	2	Sense of Place
		50	3	Ecology
		51	4	Conflict Negotiation
		52	5	Responsible Conduct as a Group Member
Visual and Performing Arts	VPA 	53	1	Visual Art
		54	2	Music
		55	3	Drama
		56	4	Dance

Three Types of Measures

- **Full Continuum Measures** consist of 7-9 levels that describe development from early infancy to early kindergarten.
- **Earlier Development Measures** consist of 5-6 levels that describe development that typically occurs in the infant/toddler and early preschool years.
- **Later Development Measures** consist of 6 levels that describe development that typically occurs in the preschool years and early kindergarten.



Full Continuum Measures

Developmental Domain: PD-HLTH — Physical Development–Health									
PD-HLTH 1: Perceptual-Motor Skills and Movement Concepts									
Child moves body and interacts with the environment, demonstrating increasing awareness of own physical effort, body awareness, spatial awareness, and directional awareness									
Mark the latest developmental level the child has mastered:									
Responding		Exploring			Building			Integrating	
Earlier	Later	Earlier	Middle	Later	Earlier	Middle	Later	Earlier	
<p>Responds to sensory information or input (e.g., visual, auditory, tactile) with basic movements of body parts</p> <p>Examples</p> <ul style="list-style-type: none"> • Turns head in response to a light being turned on. • Quiets in response to an adult singing. • Responds to being touched on the cheek. 	<p>Responds to sensory information by moving body or limbs to reach for or move toward people or objects</p> <ul style="list-style-type: none"> • Moves toward a familiar adult while being picked up. • Bats or kicks at a hanging mobile. • Turns toward, then grasps, a rattle being shaken. • Gazes at, then reaches toward, glasses on someone's face. 	<p>Uses sensory information to control body while exploring people or objects</p> <ul style="list-style-type: none"> • Leans forward while using both hands to push a ball. • Shifts body to stabilize it, in order to reach up toward an adult's face while sitting on the adult's lap. • Repositions body in order to manipulate levers and buttons on a busy box. 	<p>Uses senses to explore changes in the physical environment, and then adjusts body movements based on sensory information</p> <ul style="list-style-type: none"> • Dabs fingers in water before placing whole hand in. • Pats play dough with whole hand, then leans forward to roll it. • Adjusts footing when transitioning between different surfaces, such as going from grass to sand. 	<p>Demonstrates awareness of major body parts by exploring their movement potential</p> <ul style="list-style-type: none"> • Participates in songs or games requiring movement of specific body parts. • Moves arm up and down, with increasing momentum, to shake bells louder. • Uses arms to push against a container of wooden blocks that does not move, then leans body forward to push harder. 	<p>Tries different ways to coordinate movements of large or small body parts</p> <ul style="list-style-type: none"> • Changes movements when dancing with scarves. • Starts and stops movements of different body parts during a freeze-dance game. • Moves over, under, around, and through large objects in an obstacle course, sometimes bumping them. 	<p>Adjusts aspects of movement (e.g., effort, spatial, directional) in relation to people and objects, with adult guidance</p> <ul style="list-style-type: none"> • Avoids bumping into orange cones on a path for wheel toys by moving around them, after an adult points to the cones. • Raises knees high when following an adult marching. • Moves away from a nearby child after an adult communicates, "Make sure you have enough room to stretch without bumping your neighbor." 	<p>Adjusts aspects of movement (e.g., effort, spatial, directional) on own in relation to people and objects in familiar spaces</p> <ul style="list-style-type: none"> • Changes pathway of movement from straight to curved or zigzag when following another child during a game of follow the leader. • Pedals a wheel toy harder to go faster when catching up to another child on a wheel toy. • Uses feet to slow self when coming down a ramp. • Reaches for a small pitcher of milk without bumping into other objects on the table during lunch. 	<p>Adjusts aspects of movement (e.g., effort, spatial, directional) during new activities, in changed environments, or on different surfaces</p> <ul style="list-style-type: none"> • Carries a large-sized empty box through a doorway, with the help of another child. • Tries several different ways to move through sections of a new obstacle course. • Walks carefully after slipping on wet leaves or grass during a nature walk. 	
<p>○ Child is emerging to the next developmental level</p> <p>○ If you are unable to rate this measure, explain here:</p>									
PD-HLTH 1		Perceptual-Motor Skills and Movement Concepts					PD-HLTH 1		

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Full Continuum Measures Continued...

Developmental Domain: PD-HLTH — Physical Development–Health
PD-HLTH 1: Perceptual-Motor Skills and Movement Concepts
 Child moves body and interacts with the environment, demonstrating increasing awareness of own physical effort, body awareness, spatial awareness, and directional awareness

Mark the latest developmental level the child has mastered:

Responding		Exploring			Building		Integrating	
Earlier ○	Later ○	Earlier ○	Middle ○	Later ○	Middle N/A	Later N/A	Earlier N/A	
<p>Responds to sensory information or input (e.g., visual, auditory, tactile) with basic movements of body parts</p> <p>Examples</p> <ul style="list-style-type: none"> • Turns head in response to a light being turned on. • Quiets in response to an adult singing. • Responds to being touched on the cheek. 	<p>Responds to sensory information by moving body or limbs to reach for or move toward people or objects</p> <ul style="list-style-type: none"> • Moves toward a familiar adult while being picked up. • Bats or kicks at a hanging mobile. • Turns toward, then grasps, a rattle being shaken. • Gazes at, then reaches toward, glasses on someone's face. 	<p>Uses sensory information to control body while exploring people or objects</p> <ul style="list-style-type: none"> • Leans forward while using both hands to push a ball. • Shifts body to stabilize it, in order to reach up toward an adult's face while sitting on the adult's lap. • Repositions body in order to manipulate levers and buttons on a busy box. 	<p>Uses senses to explore changes in the physical environment, and then adjusts body movements based on sensory information</p> <ul style="list-style-type: none"> • Dabs fingers in water before placing whole hand in. • Pats play dough with whole hand, then leans forward to roll it. • Adjusts footing when transitioning between different surfaces, such as going from grass to sand. 	<p>Demonstrates awareness of major body parts by exploring their movement potential</p> <ul style="list-style-type: none"> • Participates in songs or games requiring movement of specific body parts. • Moves arm up and down, with increasing momentum, to shake bells louder. • Uses arms to push against a container of wooden blocks that does not move, then leans body forward to push harder. 	<p>Tries different ways to coordinate movements of large or small body parts</p> <ul style="list-style-type: none"> • Changes movements when dancing with scarves. • Starts and stops movements of different body parts during a freeze-dance game. • Moves over, under, around, and through large objects in an obstacle course, sometimes bumping them. 	<p>Adjusts aspects of movement (e.g., effort, spatial, directional) in relation to people and objects, with adult guidance</p> <ul style="list-style-type: none"> • Avoids bumping into orange cones on a path for wheel toys by moving around them, after an adult points to the cones. • Raises knees high when following an adult marching. • Moves away from a nearby child after an adult communicates, "Make sure you have enough room to stretch without bumping your neighbor." 	<p>Adjusts aspects of movement (e.g., effort, spatial, directional) on own in relation to people and objects in familiar spaces</p> <ul style="list-style-type: none"> • Changes pathway of movement from straight to curved or zigzag when following another child during a game of follow the leader. • Pedals a wheel toy harder to go faster when catching up to another child on a wheel toy. • Uses feet to slow self when coming down a ramp. • Reaches for a small pitcher of milk without bumping into other objects on the table during lunch. 	<p>Adjusts aspects of movement (e.g., effort, spatial, directional) during new activities, in changed environments, or on different surfaces</p> <ul style="list-style-type: none"> • Carries a large-sized empty box through a doorway, with the help of another child. • Tries several different ways to move through sections of a new obstacle course. • Walks carefully after slipping on wet leaves or grass during a nature walk.

○ Child is emerging to the next developmental level
 ○ If you are unable to rate this measure, explain here:

PD-HLTH 1 **Perceptual-Motor Skills and Movement Concepts** **PD-HLTH 1**

DRDP (2015): A Developmental Continuum from Early Infancy to Kindergarten Entry – Infant/Toddler – Field Study Version, Spring 2014 Do not distribute or use for other purposes © 2013-2014 California Department of Education – All rights reserved Page 20 of 29



Earlier Development Measures

Developmental Domain: ATL-REG — Approaches to Learning—Self-Regulation

ATL-REG 1: Attention Maintenance
Child develops the capacity to pay attention to people, objects, or the environment when interacting with others or exploring play materials.

Mark the latest developmental level the child has mastered:

Responding		Exploring		Building			Integrating
Earlier <input type="radio"/>	Later <input type="radio"/>	Earlier <input type="radio"/>	Later <input type="radio"/>	Earlier <input type="radio"/>	Middle	Later	Earlier
Attends or responds briefly to people, things, or sounds	Shifts attention frequently from one person or thing to another	Maintains attention, on own or with adult support, during brief activities	Maintains attention, with adult support, during activities that last for extended periods of time	Maintains attention on own during activities that last for extended periods of time	<i>There are no later levels for this measure</i>		
Examples <ul style="list-style-type: none"> • Pays attention to a moving mobile. • Quiets to the voice of a familiar person. • Gazes at the smiling face of a familiar person. 	<ul style="list-style-type: none"> • Turns attention toward an interesting toy, then back to a person. • Actively shifts interest from one child to another playing close by. • Drops one thing in order to reach for another. 	<ul style="list-style-type: none"> • Briefly watches other children playing and then resumes play with a toy. • Resumes playing at sand table when an adult joins in the digging. • Dumps toy animals from container, puts animals back in the container, and then dumps them out again. 	<ul style="list-style-type: none"> • Listens to a book from beginning to end and then gestures for an adult to read it a second time. • Starts working on a simple puzzle with an adult and continues when the adult steps away briefly. • Continues playing with toy cars, adding a bridge offered by an adult sitting nearby. 	<ul style="list-style-type: none"> • Makes a pile of pretend pancakes with play dough on own and then offers them to peers. • Builds multiple towers with interlocking blocks. • Looks through several books on own in library corner during the morning. • Listens to audio books while looking at enlarged pictures related to the story on a screen, on own, during the morning. 			

Child is beyond the latest developmental level on this measure
 Child is emerging to the next developmental level
 If you are unable to rate this measure, explain here:

ATL-REG 1
Attention Maintenance
ATL-REG 1



Later Development Measures

Developmental Domain: ATL-REG — Approaches to Learning-Self-Regulation

ATL-REG 5: Engagement and Persistence
Child increasingly persists in understanding or mastering activities, even if they are challenging or difficult

Responding		Exploring		Building			Integrating
Earlier	Later	Earlier ○	Later ○	Earlier ○	Middle ○	Later ○	Earlier ○
	<i>There are no earlier levels for this measure</i>	Participates in a simple activity briefly	Selects activities, but switches quickly from one to another, even with adult support to help focus on one activity	Continues self-selected activities with adult support, even though interest briefly shifts to other activities	Continues self-selected activities on own, seeking adult support to work through challenges	Works through challenges on own while engaged in self-selected activities	Returns to activities, including challenging ones, on multiple occasions to practice a skill or to complete the activity
		<ul style="list-style-type: none"> Puts a ring on and off of a ring stack a few times. Fills and dumps sand from a bucket. Shakes a bell while others are singing. Uses hands to smear finger paint. Activates a switch toy. 	<ul style="list-style-type: none"> Chooses to play in the dramatic play area for a short while and then plays in the block area. Selects a puzzle to work on with an adult, works on it together for a short time, and then wanders off, even with the adult's encouragement to continue. Joins a small group and attends briefly to an adult reading a book, and then shifts attention to another activity. 	<ul style="list-style-type: none"> Strings large beads with an adult to make a necklace, briefly watches another child who brings magnets to the table, and then continues stringing beads. Stops playing with blocks and starts to move away from block area, but returns when an adult offers props, such as cars and street signs, to use with the blocks. Pauses to watch children raring by while scooping sand, but returns to scooping when the adult offers another sand toy. 	<ul style="list-style-type: none"> Continues working on a difficult puzzle, asking an adult for help when needed. Continues looking at a book as an adult encourages other children entering the same area to find a book. Asks adult for headphones, while listening to a story on tape, when other children begin to play noisily nearby. Starts to get ready to go outside with other children, and asks for adult assistance with fasteners when putting on shoes. 	<ul style="list-style-type: none"> Continues to build a structure with interlocking blocks even when having difficulty finding the "right" pieces. Glues a variety of materials together to create a three-dimensional collage, trying different ways to make them stick. Repeatedly tries to trace around own hand. Completes an obstacle course using a walker, even on bumpy ground. 	<ul style="list-style-type: none"> Continues to work on spinning a round hoop around own waist over successive days. Continues at a pottery activity that involves shaping clay, letting it dry, painting it, and letting it dry some more. Writes own name, then writes it more clearly a second time at classroom sign-in table.

○ Child is not yet at the earliest developmental level on this measure. Explain here:

Engagement and Persistence **ATL-REG 5**

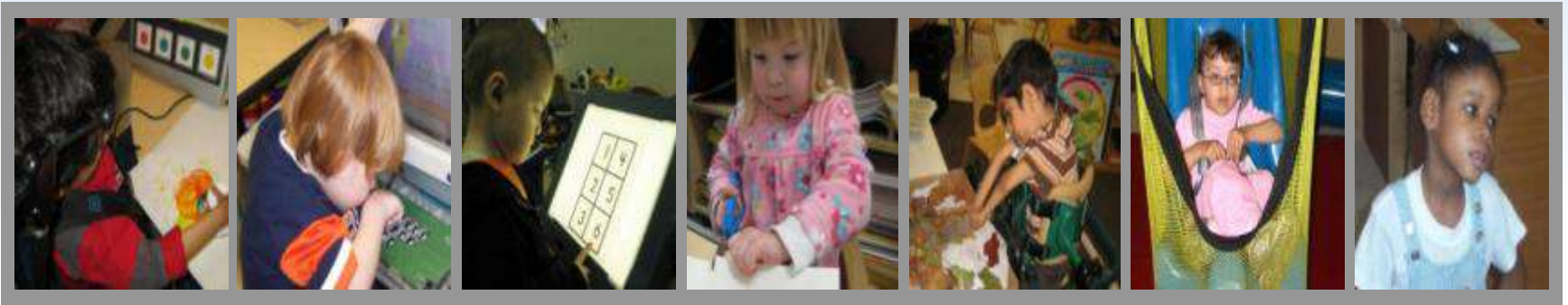
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Sample of the ATL-REG Domain

Domain	For Field Study	Measures Coded in IT Domain	Measures Coded in PS Domain
ATL/ REG	ATL/REG 1	Attention maintenance	
	ATL/REG 2	Self comforting	
	ATL/REG 3	Curiosity and initiative in learning	Curiosity and initiative in learning
	ATL/REG 4	Self-control of feelings and behavior	Self-control of feelings and behavior
	ATL/REG 5		Engagement and persistence
	ATL/REG 6		Shared use of space and materials
			Number of ATL/REG measures at IT: 4 (2 ED; 2 Full Continuum)

Using Adaptations



For more information:

<http://draccess.org/training/learningmodules.html>



Adaptations

- Are changes in the environment or differences in observed behavior that enable children with IFSPs and IEPs to be most accurately assessed in their typical settings
- Used throughout the day to allow children more control in their environment
- May be appropriate for other children in the classroom



DRDP Adaptations

1. Augmentative or alternative communication system

2. Alternative mode for written language

3. Visual support

4. Assistive equipment or device

5. Functional positioning

6. Sensory support

7. Alternative response mode



The System of Adaptations

- A set of adaptations was developed to use with the DRDP *access*, based on research and recommend practice.
- The same set of adaptations will be integrated into the DRDP (2015).



Why use adaptations?

To ensure that the DRDP instruments measure *ability*, rather than disability



Resources



Desired Results *for Children and Families*
Brought to you by California Department of Education, Child Development Division

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Research shows that children who attend high quality programs are more successful in school, have lower drop out rates, and are better readers. The California Department of Education (CDE), Early Education and Support Division (EESD), has established the Desired Results System to improve program quality in early care and education programs across the state.

This website offers a wide variety of downloadable tools and resources for teachers, administrators, trainers, and families to support the achievement of these goals for California's children.

★What's New

Upcoming Certified Trainer Institutes

Fresno - February 17-20, 2015 - [Register now](#) (Registration deadline - Jan. 9, 2015)
Los Angeles - March 2-5, 2015 - [Register now](#) (Registration deadline - Jan. 30, 2015)



DRDP (2015) Module



http://www.desiredresults.us/training_drdp2015.html



Completing the Assessment

- **Gather evidence**
- **Review and reflect**
- **Determine mastery**
- **Select developmental level**



Working with Special Education

- With the DRDP (2015), assessments can be completed collaboratively.
- Observations may be shared.
- Conversations about ratings and results can lead to joint planning and ongoing communication.
- Special educators will continue to submit data to the Special Education Division.



DRDPtech



Welcome Tamarra Barrett ([Logout](#))
Agency: WestEd Center for Child and Family Studies

Assessment Period: Fall 2012 ([Change](#))
[\[Español\]](#) , [English](#)

Desired Results Developmental Profile[©]

Navigation

- ▶ [Classes/Children](#)
- ▶ [DRDP[©] Assessments](#)
- ▶ [Child Reports](#)
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Welcome

The DRDPtech[©] system allows teachers, program administrators, and other designated staff to access the DRDP[©] and conduct assessments online via the Internet. DRDPtech[©] stores the data entered by teachers in a secure database and automatically produces a variety of assessment reports, both for individual children and for groups of children.

Classes/Children



DRDP[©] Assessments



Child Reports



Group Reports



Other Options



Resources



DRDPtech Resources

DRDPtech Webinars are provided twice a month for free.



http://www.desiredresults.us/trainings_opp_teacher.html



Putting It All Together



Use Frameworks as a Resource

California Infant/Toddler Curriculum Framework

California Preschool Curriculum Framework
Volume 3

California Preschool Curriculum Framework
Volume 3

California Preschool Curriculum Framework
Volume 3

California Department of Education

CALIFORNIA DEPARTMENT OF EDUCATION • SACRAMENTO, 2019

STATE OF CALIFORNIA

All frameworks including school-age are available on CDE Web site

Curriculum Framework in CECO

Welcome to the California Early Childhood Online course on the California Infant/Toddler Learning and Development Foundations and Curriculum Framework, Social-Emotional Development Domain



Adapted from the *California Infant/Toddler Learning and Development Foundations* and the *California Infant/Toddler Curriculum Framework*



Welcome to the California Early Childhood Online course on the California Preschool Learning Foundations and Curriculum Framework, Social-Emotional Development Domain

<http://www.caearlychildhoodonline.org/>



Language and Literacy

“Children learn more when adults model language and literacy as well as provide playful, purposeful instruction. Play spaces with literacy props (e.g., signs, lists) allow children to congregate and to make choices that foster rich language and literacy experiences.”

California Preschool Curriculum Framework, p. 103



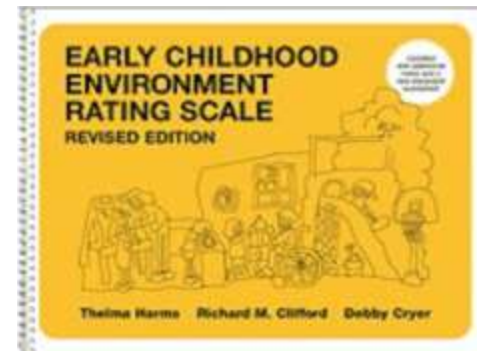
According to Our Data



Putting It All Together

Let's take a look at:

- California Preschool Framework, Volume 1 for some ideas on strategies to implement
- The ECERS item 15, for quality items and appropriate practice that support language and literacy



Some of the ideas include...

- Create a place to display family items
- Create a cozy library or book area
- Centers or Interest areas
 - Blocks
 - Art
 - Writing
- Make thoughts explicit, think out loud
- Culturally sensitive environment



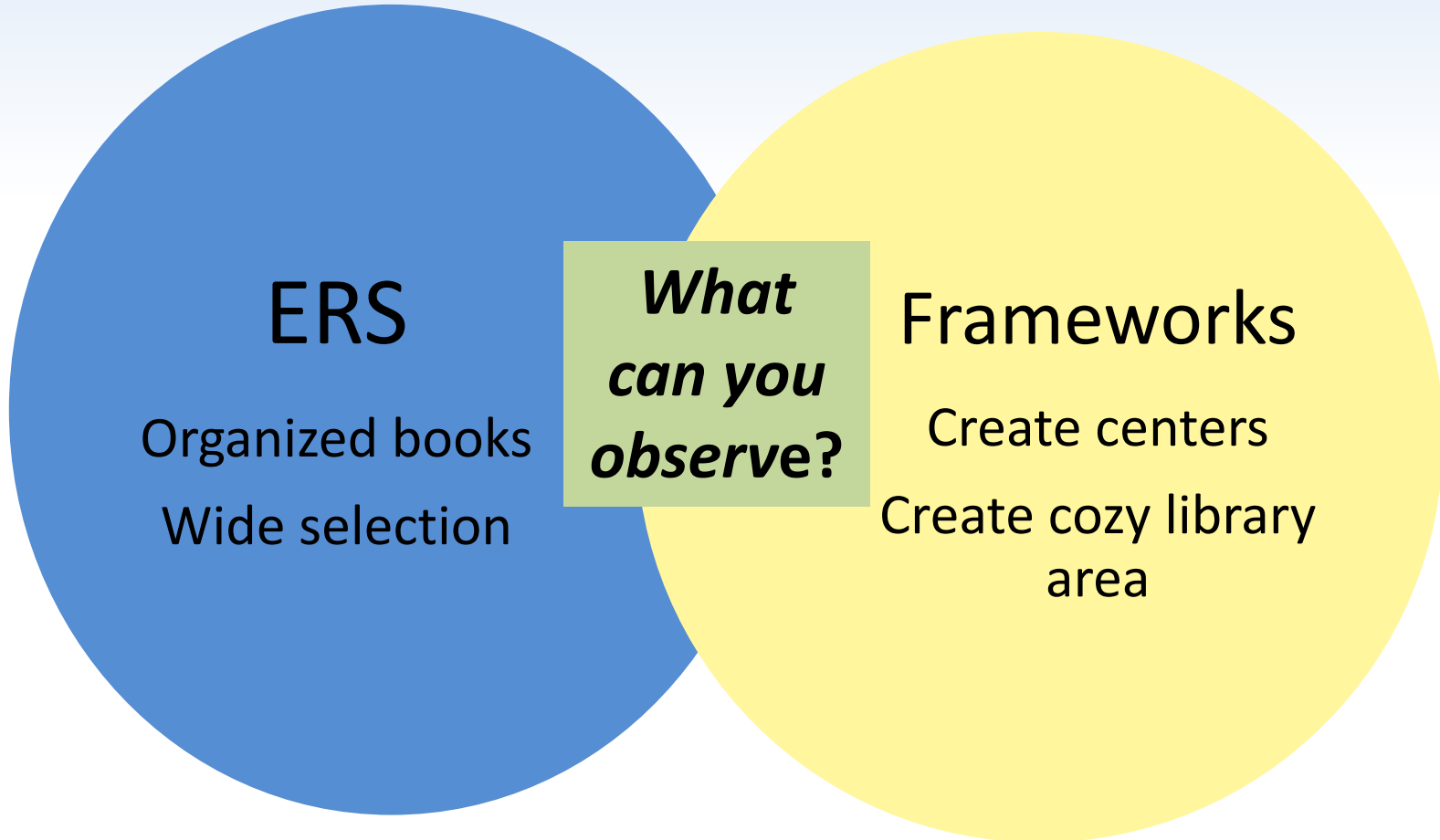
Environment Rating Scale

Item 15 Books and Pictures

- A wide selection of books
- Staff read books to children informally
- Books are organized in a reading center



When Observing in the Classroom



Resources

Desired Results *for Children and Families*
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California Early Childhood Online (CECO)



California Early Childhood Online

[Contact Us](#)

Welcome to CECO

To support early childhood teachers, the California Early Learning and Development System provides an integrated set of resources based on state-of-the-art information for early learning and development and best practices in early education.

The courses provided on the California Early Childhood Online (CECO) Web site enable teachers to increase content knowledge and ability to provide developmentally appropriate experiences for children in their care. Meeting the developmental needs of young children and their families requires a comprehensive approach. CECO provides access to comprehensive resources and courses in one centralized location to meet the ever-changing needs of the early childhood field.

[Learn More](#)
[Modules Available](#)
[View Tutorial](#)

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Training Opportunities

- CECO Online Modules
- Interactive Modules
- Face to Face Training
- Live Web Conferences
- Certified Trainers Institutes (for EESD programs)
- Train-the Trainer Institutes (for SED programs)



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The Desired Results access Project supports special educators, administrators, and families in implementing the California Department of Education's Desired Results Assessment System for preschool-age children with Individualized Education Programs (IEPs). This site provides you with a wealth of essential information and resources – we encourage you to look around and re-visit periodically for the latest guidance, professional development resources, tools, and other resources. We also invite you to join our listservs and subscribe to our newsletter.

Information regarding the Desired Results System for children in child development programs funded by California Department of Education can be found at [Desired Results for Children and Families](#).

Last updated: 03/12/2012

DRDP TIMELINE:
Continue ongoing authentic assessment


New Recorded Webinar: Using the DRDP access Reports

Updated DRDP Timeline Tutorial

New DRDP access Reports section with User Manual and Guidance Docs

Updated Common Abbreviations used by the Desired Results access Project

Updated Abreviaciones Comunes usadas por el Desired Results access Project



Collaborative Team



UC Berkeley – BEAR Center



California Department of Education, Early Education and Support Division and Special Education Division



Questions??





Thank you!!