Desired Results Developmental Profile (DRDP) Full Continuum

Trainer

Date

DRDP (2015)
An Early Childhood Developmental Continuum
Preschool Comprehensive View

For use with preschool age children

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Agenda

- Welcome/Introductions
- Relationship Between the DRDP and the Foundations
- DRDP Introduction
- Orientation to the DRDP

BREAK-10 minutes

- Three Types of Measures
- Developmental Levels – Adult Perspective
- Developmental Levels – Children

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DRDP Training Outcomes

Understand:

- Purpose of the DRDP
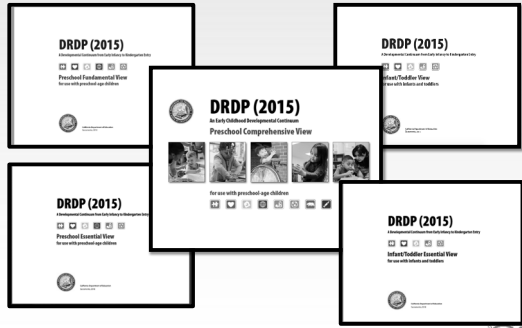- Format of DRDP
- Developmental progressions

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DRDP: A Full Continuum Instrument

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Research Based Assessment

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Orientation to the DRDP

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Continuing Education Unit (CEU) and Academic Units

Earning units requires:
• All day attendance

• Sign **in** and **out** to verify all day attendance

• Go to Desired Results/Training website and download the most current academic unit package.

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Three Types of Measures

• **Full Continuum Measures—**7-9 levels that describe development from early infancy to early kindergarten

• **Earlier Development Measures—**5-6 levels that describe development that typically occurs in the infant/toddler and early preschool years

• **Later Development Measures—**6 levels that describe development that typically occurs in the preschool years and early kindergarten.

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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

Full Continuum Measures, p. 17

○ Child is emerging to the next developmental level
○ Unable to rate this measure due to extended absence

LLD 5   © 2020 California Department of Education   **Interest in Literacy**   LLD 5

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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
						N/A	

○ Child is emerging to the next developmental level
○ Unable to rate this measure due to extended absence

LLD 5   **Interest in Literacy**   LLD 5

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

ATL-REG 1: Attention Maintenance   **Conditional Measure**
○ Measure not rated (the child's development is beyond the latest developmental level. (Required for children with IEPs)
Child develops the capacity to pay attention to people, things, 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	Later	Earlier	Later	Earlier	Middle	Later	Earlier
					There are no later levels for this measure		

Earlier Development Measures, p. 1

○ Child is emerging to the next developmental level
○ Unable to rate this measure due to extended absence

ATL-REG 1   **Attention Maintenance**   ATL-REG 1

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Developmental Domain: LLD — Language and Literacy Development
LLD 7: Concepts About Print
Child shows an increasing understanding of the conventions and physical organization of print material and that print carries meaning*

Mark the latest developmental level the child has mastered:

Responding		Exploring			Building			Integrating
Earlier	Later	Earlier	Middle	Later	Earlier	Middle	Later	Earlier
		There are no earlier levels for this measure	Explores books	Engages with print materials while being read to by an adult	Demonstrates awareness of the way books are handled	Demonstrates understanding that print and symbols carry meaning	Demonstrates understanding of how to follow print on a page of text	Demonstrates understanding that print is organized into units, such as letters, sounds, and words
Possible Examples			• Opens and closes a book. • Touches the pages of a book when looking at a book on own. • Holds or carries a book. • Brings book to adult.	• Points to pictures in a book while an adult reads the book aloud. • Asks, "What's that?" when pointing to a picture in a book. • Lifts tabs in an interactive book while being read to by an adult.	• Picks up a book, opens it up, and then turns it right side up. • "Reads" to self, attempting to turn pages from front to back. • Turns pages of an adapted book, using ice pop stick handles.	• Points at a stop sign and then communicates, "That means stop," while on a neighborhood walk. • Points to the print while pretending to read a page with both print and pictures. • Requests that an adult write words next to a picture the child has drawn.	• Moves fingers along print, from one end of the page to another. • Points to the first word on a page and then communicates, "Bữa đầu ngày," ["Start here," in Vietnamese]. • Points to the words on the front cover of the book or title page and communicates that it is the name of the book. • Follows along Braille text with both hands.	• Communicates, "There are two words on this sign," while looking at a sign with the words "Writing Center." • Creates a pretend grocery list with letters that look like words, then names the words as "corn," "milk," and "bread." • Communicates that the first letter or sound of a peer's name is the same as the first letter or sound of child's own name.

Later Development Measures, p. 19

within a media.

○ Child is not yet at the earliest developmental level on this measure
○ Child is emerging to the next developmental level
○ Unable to rate this measure due to extended absence

LLD 7	Concepts About Print	LLD 7

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The Four Ds

Domains

Definitions

Developmental levels

Descriptors

LOOK to the 4 Ds:
Domains, definitions, developmental levels, and descriptors to clarify the intent of each measure.

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Eight Developmental Domains

- **Approaches to Learning and Self Regulation (ATL-REG)**
- **Social and Emotional Development (SED)**
- **Language and Literacy Development (LLD)**
- English Language Development (ELD)
- **Cognition, Including Math and Science (COG)**
- **Physical Development – Health (PD-HLTH)**
- History Social Science (HSS)
- Visual and Performing Arts (VPA)

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Homework

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Contact Information

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