

**Desired Results Developmental Profile–Kindergarten (DRDP-K)  
Correspondence to California Learning Standards:  
Approaches to Learning–Self-Regulation (ATL-REG) and the California Preschool  
Learning Foundations (PLF)**

There is a strong correspondence between the DRDP-K domain Approaches to Learning–Self-Regulation (ATL-REG) and the California Preschool Learning Foundations (PLF). Every DRDP-K measure is matched by a foundation in close alignment, and every strongly relevant foundation is reflected in a DRDP-K measure in this domain. Each resource or tool recognizes that self-regulatory skills and approaches to learning are important to young children’s success in the classroom—both academic and social. Moreover, these resources intersect within the most important skills and behaviors they address: curiosity and initiative in learning; self-regulation (of attention, feelings, and behavior); engagement and persistence in learning activities; and sharing space and materials or cooperating with others. The foundations that relate to these DRDP-K measures are drawn both from the social-emotional development foundations and the history–social science foundations.

**Correspondence between the DRDP-K Instrument and  
the California Preschool Learning Foundations**

<b>DRDP-K Measure</b>	<b>California Preschool Learning Foundations (PLF)</b>	<b>Measure Corresponds with PLF in the Following Ways:</b>
<p><b>ATL-REG 1: Curiosity and Initiative in Learning</b></p> <p><b>Definition:</b> Child explores the environment in increasingly focused ways to learn about people, things, materials, and events</p>	<p><b><u>Social-Emotional Development</u></b></p> <p><b>Self</b></p> <p><b>Initiative in Learning, at around 60 months</b></p> <p>5.1 Take greater initiative in making new discoveries, identifying new solutions, and persisting in trying to figure things out.</p>	<p>Child takes initiative in learning activities (<b>Initiative in Learning 5.1</b>).</p>
<p><b>ALT-REG 2: Self-Control of Feelings and Behavior</b></p> <p><b>Definition:</b> Child increasingly develops strategies for regulating feelings and behavior, becoming less reliant on adult guidance over time</p>	<p><b><u>Social-Emotional Development</u></b></p> <p><b>Self</b></p> <p><b>Self-Regulation, at around 60 months</b></p> <p>2.1 Regulate their attention, thoughts, feelings, and impulses more consistently, although adult guidance is sometimes necessary.</p>	<p>Child develops self-regulatory skills (<b>Self-Regulation 2.1</b>).</p>

DRDP-K Measure	California Preschool Learning Foundations (PLF)	Measure Corresponds with PLF in the Following Ways:
<p><b>ALT-REG 2: Self-Control of Feelings and Behavior (continued)</b></p> <p><b>Definition:</b> Child increasingly develops strategies for regulating feelings and behavior, becoming less reliant on adult guidance over time</p>	<p><b>Cooperation and Responsibility, at around 60 months</b></p> <p>4.1 Have growing capacities for self-control and are motivated to cooperate in order to receive adult approval and think approvingly of themselves.</p> <p><b>Close Relationships with Teachers and Caregivers, at around 60 months</b></p> <p>2.1 Take greater initiative in seeking the support of their primary teachers and caregivers.</p>	<p>Child develops self-control of feelings and behavior with adult assistance (<b>Cooperation and Responsibility 4.1</b>).</p> <p>Child seeks assistance from familiar adults in managing feelings and behavior (<b>Close Relationships with Teachers and Caregivers 2.1</b>).</p>
<p><b>ATL-REG 3: Engagement and Persistence</b></p> <p><b>Definition:</b> Child increasingly persists in understanding or mastering activities, even if they are challenging or difficult</p>	<p><b><u>Social-Emotional Development</u></b></p> <p><b>Self</b></p> <p><b>Initiative in Learning, at around 60 months</b></p> <p>5.1 Take greater initiative in making new discoveries, identifying new solutions, and persisting in trying to figure things out.</p>	<p>Child develops persistence in problem-solving activities (<b>Initiative in Learning 5.1</b>).</p>
<p><b>ATL-REG 4: Shared Use of Space and Materials</b></p> <p><b>Definition:</b> Child develops the capacity to share the use of space and materials with others</p>	<p><b><u>Social Emotional Development</u></b></p> <p><b>Self</b></p> <p><b>Self-Regulation, at around 60 months</b></p> <p>2.1 Regulate their attention, thoughts, feelings, and impulses more consistently, although adult guidance is sometimes necessary.</p> <p><b>Social Interaction</b></p> <p><b>Interactions with Peers, at around 60 months</b></p> <p>2.1 More actively and intentionally cooperate with each other.</p>	<p>Child self-regulates with respect to sharing space or materials (<b>Self-Regulation 2.1</b>).</p> <p>Child cooperates with peers through sharing space or materials (<b>Interactions with Peers 2.1</b>).</p>

DRDP-K Measure	California Preschool Learning Foundations (PLF)	Measure Corresponds with PLF in the Following Ways:
<p><b>ATL-REG 4: Shared Use of Space and Materials (continued)</b></p> <p><b>Definition:</b> Child develops the capacity to share the use of space and materials with others</p>	<p><b>Interactions with Peers, at around 60 months (continued)</b></p> <p>2.3 Negotiate with each other, seeking adult assistance when needed, and increasingly use words to respond to conflict. Disagreements may be expressed with verbal taunting in addition to physical aggression.</p> <p><b>Group Participation, at around 60 months</b></p> <p>3.1 Participate positively and cooperatively as group members.</p> <p><b>Cooperation and Responsibility, at around 60 months</b></p> <p>4.1 Have growing capacities for self-control and are motivated to cooperate in order to receive adult approval and think approvingly of themselves.</p> <p><b><u>History–Social Science</u></b></p> <p><b>Becoming a Preschool Community Member (Civics)</b></p> <p><b>Responsible Conduct, at around 60 months</b></p> <p>2.1 Exhibit responsible conduct more reliably as children develop self-esteem (and adult approval) from being responsible group members. May also manage others’ behavior to ensure that others also fit in with group expectations.</p>	<p>Child develops ability to avoid conflict with peers while sharing space and materials <b>(Interactions with Peers 2.3)</b>.</p> <p>Child shares with peers as a responsible group member <b>(Group Participation 3.1)</b>.</p> <p>Child develops cooperation with adult instructions concerning sharing <b>(Cooperation and Responsibility 4.1)</b>.</p> <p>Child shares as a responsible group member <b>(Responsible Conduct 2.1)</b>.</p>

DRDP-K Measure	California Preschool Learning Foundations (PLF)	Measure Corresponds with PLF in the Following Ways:
<p><b>ATL-REG 4: Shared Use of Space and Materials (continued)</b></p> <p><b>Definition:</b> Child develops the capacity to share the use of space and materials with others</p>	<p><b>Fairness and Respect for Other People, at around 60 months</b></p> <p>3.1 Pay attention to others' feelings, more likely to provide assistance, and try to coordinate personal desires with those of other children in mutually satisfactory ways. Actively support rules that protect fairness to others.</p> <p><b>Conflict Resolution, at around 60 months</b></p> <p>4.1 More capable of negotiating, compromising, and finding cooperative means of resolving conflict with peers or adults, although verbal aggression may also result.</p>	<p>Child shares with other children who also wish to use materials (<b>Fairness and Respect for Other People 3.1</b>).</p> <p>Child shares as a cooperative means of avoiding conflict over materials (<b>Conflict Resolution 4.1</b>).</p>