

## Desired Results Developmental Profile-Infant Toddler © (2015)

### Developmental Domain

| Approaches to Learning-Self-Regulation (ATL-REG) |   |   |  |  |  |   |  |   |  |
|--|---|---|--|--|--|---|--|---|--|
| Number   | Measure & Definition  | Responding Earlier  | Responding Later   | Exploring Earlier  | Exploring Later  | Building Earlier  | Building Middle  | Building Later  | Integrating  |
| 1<br>(ATL-REG)                                   | Attention Maintenance<br>Child develops the capacity to pay attention to people, things, or the environment when interacting with others or exploring play materials    | 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   | There are no later levels for this measure   |   |  |
| 2<br>(ATL-REG)                                   | Self-Comforting<br>Child develops the capacity to comfort or soothe self in response to distress from internal or external stimulation                                  | Responds to internal or external stimulation in basic ways    | Engages in behaviors that have previously worked to soothe self                                    | Comforts self by seeking a familiar adult or a special thing                                 | Comforts self in different ways, based on the situation  | Anticipates need for comfort and prepares self by asking questions, getting a special thing, or in other ways                                   | There are no later levels for this measure   |   |  |
| 3<br>(ATL-REG)                                   | Imitation<br>Child mirrors, repeats, and practices the actions or words of others in increasingly complex ways  | Responds to facial expressions or vocalizations in basic ways | Imitates approximations of single simple actions or sounds when interacting with others            | Imitates actions, or Repeats familiar words or gestures by others when interacting with them | Imitates a few actions, or Repeats familiar actions or words experienced at an earlier time  | Imitates multiple steps of others' actions, or Repeats phrases, experienced at an earlier time  | There are no later levels for this measure   |   |  |
| 4<br>(ATL-REG)                                   | Curiosity and Initiative in Learning<br>Child explores the environment in increasingly focused ways to learn about people, things, materials, and events                | Responds to people, things, or sounds                         | Notices 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 through simple observations, manipulations, or asking simple questions   | Explores by engaging in specific observations, manipulations, or by asking specific questions                                | Carries out simple investigations using familiar strategies, tools, or sources of information   | Carries out multi-step investigations, using a variety of strategies, tools, or sources of information                               |
| 5<br>(ATL-REG)                                   | Self-Control of Feelings and Behavior<br>Child increasingly develops strategies for regulating feelings and behavior, becoming less reliant on adult guidance over time | Calms when comforted by an adult                              | Seeks a familiar adult when distressed, and responds when physically comforted by a familiar adult | Calms self when a familiar adult initiates contact, moves close, or offers a special thing   | Relies on communication or guidance from a familiar adult to regulate emotional or behavioral reactions in moderately stressful situations | Demonstrates capacity to regulate emotional or behavioral reactions in some moderately stressful situations, occasionally needing adult support | Expresses strong feelings through constructive forms of communication, seeking the assistance of familiar adults when needed | Uses simple strategies (e.g., leaving a difficult situation, offering an alternative toy to a friend) to regulate own feelings or behaviors | Uses socially appropriate strategies (e.g., negotiation, compromise, verbal reminders to self) to regulate own feelings or behaviors |

### Developmental Domain

#### Social and Emotional Development (SED)

| Number     | Measure & Definition  | Responding Earlier                                       | Responding Later  | Exploring Earlier   | Exploring Later   | Building Earlier   | Building Middle  | Building Later  | Integrating  |
|------------|---|--|---|---|---|--|--|---|--|
| 1<br>(SED) | Identity of Self in Relation to Others<br>Child shows increasing awareness of self as distinct from and also related to others  | Responds in basic ways to others                         | Uses senses to explore self and others  | Recognizes self and familiar people   | Communicates own name and names of familiar people (e.g., "dada," "mama," "grandma," or sibling's name) | Expresses simple ideas about self and connection to others   | Describes self or others based on physical characteristics   | Describes own preferences or feelings; Describes the feelings or desires of family members, friends, or other familiar people | Compares own preferences or feelings to those of others  |
| 2<br>(SED) | Social and Emotional Understanding<br>Child shows developing understanding of people's behaviors, feelings, thoughts, and individual characteristics  | Responds to faces, voices, or actions of other people    | Shows awareness of what to expect from familiar people by responding to or anticipating their actions | Adjusts behavior in response to emotional expressions of familiar people, especially in novel or uncertain situations | Adjusts behavior in response to emotional expressions of people who are less familiar                   | Identifies own or others' feelings   | Communicates, with adult assistance, about feelings that caused own behavior or others' behavior             | Communicates ideas about why one has a feeling or what will happen as a result of a feeling                                   | Communicates ideas about how own or another's personality affects how one thinks, feels, and acts                          |
| 3<br>(SED) | Relationships and Social Interactions with Familiar Adults<br>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 | Responds to faces, voices, or actions of familiar people | Shows a preference for familiar adults and tries to interact with them                                | Interacts in simple ways with familiar adults and tries to maintain the interactions                                  | Initiates activities with familiar adults; and seeks assistance or support from familiar adults         | Engages in extended interactions with familiar adults in a variety of situations (e.g., sharing ideas or experiences, solving simple problems) | Seeks a familiar adult's ideas or explanations about events or experiences that are interesting to the child | Takes initiative in creating cooperative activities with a familiar adult   | Works cooperatively with familiar adults, over sustained periods, to plan and carry out activities or to solve problems    |
| 4<br>(SED) | Relationships and Social Interactions with Peers<br>Child becomes increasingly competent and cooperative in interactions with peers and develops friendships with several peers   | Shows awareness of other people, including children      | Shows interest in other children  | Plays alongside other children, rarely interacting with them  | Interacts in simple ways with familiar peers as they play side by side                                  | Participates in brief episodes of cooperative play with one or two peers, especially those with whom child regularly plays                     | Participates in extended episodes of cooperative play (including pretend play) with one or two friends       | Initiates sustained episodes of cooperative play (including pretend play), particularly with friends                          | Organizes or participates in planning cooperative play activities with several peers, particularly with friends            |
| 5<br>(SED) | Symbolic and Sociodramatic Play<br>Child develops the capacity to use objects to represent other objects or ideas and to engage in symbolic play with others  | Responds to people or objects in basic ways              | Explores people and objects in a variety of ways  | Uses or combines objects in functional or meaningful ways   | Pretends that an object represents another object or serves a different purpose                         | Engages in pretend-play sequences  | Engages in pretend play with others around a shared idea   | Engages in roles in pretend-play sequences with others  | Engages in pretend-play sequences with others by organizing and negotiating rules or roles around a shared elaborated idea |

### Developmental Domain

#### Language and Literacy Development (LLD)

| Number     | Measure & Definition  | Responding Earlier  | Responding Later  | Exploring Earlier  | Exploring Middle  | Exploring Later   | Building Earlier  | Building Middle   | Building Later  | Integrating  |
|------------|---|---|---|--|---|---|---|---|---|--|
| 1<br>(LLD) | Understanding of Language (Receptive)<br>Child understands increasingly complex communication and language  | Responds to voices, sounds, gestures, or facial expressions in basic ways | Responds to voices, gestures, or facial expressions in a variety of ways (e.g., gaze aversion, vocalization, movements)           | Recognizes a few frequently used words or gestures in familiar situations  | Shows understanding of a variety of single words  | Shows understanding of frequently used simple phrases or sentences  | Shows understanding of a wide variety of phrases or sentences   | Shows understanding of some complex vocabulary, phrases, or sentences as used in conversations, stories, or learning activities         | Shows understanding of language that refers to abstract concepts, including imaginary events  | Shows understanding of a series of complex statements that explain how or why things happen                                |
| 2<br>(LLD) | Responsiveness to Language<br>Child communicates or acts in response to language and responds to increasingly complex language  | Responds to voices, sounds, gestures, or facial expressions in basic ways | Responds to voices, gestures, or facial expressions in a variety of ways (e.g., eye gaze, gaze aversion, vocalization, movements) | Responds to a few frequently used words or gestures in familiar situations   |   | Responds to one-step requests or questions involving an action that will happen right away                | Responds to one-step requests or questions that involve a familiar activity or routine  | Carries out a one-step request that relates to a new or an unfamiliar activity or situation   | Carries out multi-step requests that involve a familiar activity or situation   | Carries out multi-step requests that involve a new or unfamiliar activity or situation                                     |
| 3<br>(LLD) | Communication and Use of Language (Expressive)<br>Child's communication develops from nonverbal communication to using language with increasingly complex words and sentences | Makes sounds spontaneously  | Uses sounds, gestures, or facial expressions to communicate   | Uses a few "first words," word-like sounds, or gestures to communicate   | Uses a variety of single words to communicate   | Uses two words together to communicate  | Uses short phrases or sentences of more than two words to communicate   | Uses short sentences that contain nouns, verbs, and other words, such as adjectives and recently encountered vocabulary, to communicate | Uses phrases and sentences with a variety of word forms, including past tense, future tense, plurals, pronouns, or possessives, to communicate, sometimes with errors | Combines phrases and sentences with a variety of word forms to communicate ideas or to describe people, objects, or events |
| 4<br>(LLD) | Reciprocal Communication and Conversation<br>Child engages in back and forth communication that develops into increasingly extended conversations                             | Responds to sounds or movements of others in basic ways                   | Responds to or seeks contact with familiar adults, using vocalizations, gestures, or facial expressions during interactions       | Engages in brief back-and-forth communication with a familiar adult, using word approximations, vocalizations, gestures, or facial expressions | Engages in brief back-and-forth communication with a familiar adult, using simple words or conventional gestures to communicate meaning | Engages in brief back-and-forth communication, combining words to communicate meaning                     | Engages in brief back-and-forth communication, using short phrases and sentences  | Engages in brief conversations with a shared focus  | Engages in conversations with a shared focus, contributing clarifying comments or building on the other person's ideas  | Engages in extended focused conversations that involve reasoning, predicting, problem solving, or understanding ideas      |
| 5<br>(LLD) | Interest in literacy<br>Child shows interest in books, songs, rhymes, stories, and other literacy activities in increasingly complex ways                                     | Attends or responds to people or things in basic ways                     | Plays with books; and Responds to other literacy activities   | Attends briefly to a familiar adult reading books, singing songs, or saying rhymes   |   | Looks at books on own briefly, or chooses to join reading, singing, or rhyming activities led by an adult | 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 | Initiates looking at and talking about books, listening to and talking about stories, singing songs, or playing rhyming games           | Extends literacy activities by retelling a story, drawing pictures about a story, or acting out a story   | Initiates literacy activities that relate to classroom experiences as well as to own experiences or interests              |

### Developmental Domain

#### Cognition, Including Math and Science

| Number      | Measure & Definition   | Responding Earlier   | Responding Later   | Exploring Earlier   | Exploring Middle  | Exploring Later   | Building Earlier   | Building Middle   | Building Later   | Integrating Earlier |
|-------------|--|--|--|---|---|---|--|---|--|---------------------|
| 1<br>(COG)  | Spatial Relationships<br>Child increasingly shows understanding of how objects move in space or fit in different spaces  | Moves body parts in basic ways   | Attends or responds as objects, people, or own body move through space                         | Explores how self or objects fit in or fill up different spaces   | Explores spatial relationships (e.g., distance, position, direction), or movement of self or objects through space, trying a variety of possibilities | Takes into account spatial relationships (e.g., distance, position, direction) and physical properties (e.g., size, shape) when exploring possibilities of fitting objects together or moving through space | There are no later levels for this measure   |   |  |                     |
| 2<br>(COG)  | Classification<br>Child shows an increasing ability to compare, match, and sort objects into groups according to their attributes  | Attends to people, objects, or events                                    | Interacts differently with familiar people and objects than with unfamiliar people and objects | Associates a person or object with another person or object, based on a similarity or relationship between them | Selects some objects that are similar from a collection of objects  | Sorts objects into two groups based on one attribute, but not always accurately   | Sorts objects accurately into two or more groups based on one attribute, then puts all the objects together and re-sorts the entire collection into new groups | Sorts objects into two or more groups based on one attribute, then puts all the objects together and re-sorts the entire collection into new groups   | Sorts objects into groups based on at least two attributes, sometimes sorting by one attribute and then subdividing those groups based on a second attribute |                     |
| 3<br>(COG)  | Number Sense of Quantity<br>Child shows developing understanding of number and quantity  | Responds to people or objects in basic ways                              | Responds to changes in the number of objects observed or interacted with                       | Demonstrates awareness of quantity  | Uses number names, but not always correctly, in situations related to number or quantity  | Identifies small quantities without counting, up to three   | Counts up to five objects using one-to-one correspondence; and Recites numbers in order, one through ten   | Shows understanding that the last number counted is the total number of objects in the group  | Solves simple everyday problems involving numbers by counting up to 10 objects using one-to-one correspondence; Recites numbers correctly, up to 20          |                     |
| 8<br>(COG)  | Cause and Effect<br>Child demonstrates an increasing ability to observe, anticipate, and reason about the relationship between cause and effect  | Responds or shows anticipatory excitement to people, objects, or actions | Repeats actions that have effects  | Tries out different behaviors to cause effects  | Searches for possible causes of actions, events, or behaviors   | Acts on objects to cause a specific result  | Acts in ways that take into account an anticipated result  | Offers possible explanations for why certain actions or behaviors result in specific effects  | Shows understanding that variations in actions or degrees of actions with the same objects or materials cause different results                              |                     |
| 9<br>(COG)  | Inquiry Through Observation and Investigation<br>Child observes and investigates objects (living and nonliving things) and events in the environment and becomes increasingly sophisticated in pursuing knowledge about them | Responds to people, things, or sounds                                    | Attends to responses of objects and people that result from own actions                        | Shows interest in people or things in the environment   | Engages in simple purposeful explorations of familiar objects in the environment  | Engages in sustained explorations   | Observes objects and events of interest in the environment, makes simple predictions about them, and checks the predictions                                    | Engages in detailed observations and complex investigations of objects and events in the environment (e.g., tests predictions, makes comparisons, uses scientific tools, or tracks changes over time) | Contributes to planning and carries out detailed observations and complex investigations to answer questions of interest                                     |                     |
| 11<br>(COG) | Knowledge of the Natural World<br>Child develops the capacity to understand objects (living and nonliving things) and events in the natural world, including how they change and their characteristics                       | Attends to people, objects, or events                                    | Interacts with objects or people   | Shows interest in the characteristics of living and nonliving things in the environment                         | Explores how objects in the natural world will behave or function   | Identifies basic characteristics of living things, earth materials, or events in the environment (e.g., how they look, feel, sound, or behave)  | Demonstrates awareness of basic needs and processes that are unique to living things (e.g., need for water and food; change and growth)                        | Demonstrates an awareness of differences among living things, earth materials, or events in the environment by identifying some of their specific characteristics                                     | Demonstrates knowledge of categories of living things, earth materials, or events in the environment, and knowledge of processes unique to living things     |                     |

### Developmental Domain

#### Physical Development-Health (PD-HLTH)

| Number         | Measure & Definition  | Responding Earlier  | Responding Later  | Exploring Earlier  | Exploring Middle  | Exploring Later   | Building Earlier   | Building Middle   | Building Later  | Integrating  |
|----------------|---|---|---|--|---|---|--|---|---|--|
| 1<br>(PD-HLTH) | Perceptual-Motor Skills and Movement Concepts<br>Child moves body and interacts with the environment, demonstrating increasing awareness of own physical effort, body awareness, spatial awareness, and directional awareness | Responds to sensory information or input (e.g., visual, auditory, tactile) with basic movements of body parts | Responds to sensory information by moving body or limbs to reach for or move toward people or objects | Uses sensory information to control body while exploring people, objects, or changes in the physical environment                                   |   | Demonstrates awareness of major body parts by exploring their movement potential                    | Tries different ways to coordinate movements of large or small body parts                                    | Adjusts, with adult guidance, aspects of movement (e.g., effort, spatial, directional) in relation to people and objects in familiar spaces | Anticipates and then adjusts, on own, aspects of movement (e.g., effort, spatial, directional) during new activities, in changed environments, or on different surfaces |  |
| 2<br>(PD-HLTH) | Gross Locomotor Movement Skills<br>Child shows increasing proficiency in fundamental locomotor skills (e.g., rolling, crawling, cruising, walking, running, jumping, galloping)   | Moves in basic and often involuntary ways   | Moves two or more body parts together, often with intention   | Coordinates movements of body parts to move whole body, such as creeping, crawling, or scooting on bottom  | Coordinates movement in an upright position without using support         | Coordinates movements, in an upright position, that momentarily move whole body off the ground      | Coordinates movements, in an upright position, that momentarily move whole body off the ground               | Coordinates and controls individual locomotor movements, with some success  | Combines and coordinates two or more locomotor movements together in effective ways, with some success  | Combines a variety of locomotor movements and moves effectively across a range of activities |
| 3<br>(PD-HLTH) | Gross Motor Manipulative Skills<br>Child shows increasing proficiency in gross motor manipulative skills (e.g., reaching, kicking, grasping, throwing, and catching)  | Moves in basic and often involuntary ways   | Uses arms, legs, or body to move toward or reach for people or objects                                | Uses arms, legs, or body in various ways to manipulate objects, while in positions such as sitting, moving on all fours, or upright, using support | Manipulates objects, using one or more body parts, with limited stability | Manipulates objects, using one or more body parts, with stability but limited coordination          | Uses two or more movements sequentially to manipulate objects, sometimes pausing briefly between movements   | Coordinates arms, legs, or body to manipulate objects, with connected sequential or simultaneous movements                                  | Applies a variety of manipulative skills, in combination with locomotor skills, in different physical activities  |  |
| 4<br>(PD-HLTH) | Fine Motor Manipulative Skills<br>Child demonstrates increasing precision, strength, coordination, and efficiency when using muscles of the hand for play and functional tasks  | Moves arms or hands in basic ways   | Uses arms or hands to make contact with objects in the environment                                    | Grasps objects with entire hand  | Grasps objects with fingers and thumb                                     | Explores ways to use one hand, or to use both hands doing the same movements, to manipulate objects | Manipulates objects with one hand while stabilizing the objects with other hand or with another part of body | Manipulates objects with both hands doing different movements   | Manipulates objects, using hands, with strength, accuracy, and coordination   | Performs, with efficiency, a variety of tasks  |