

Desired Results Developmental Profile (2015) [DRDP (2015)]

Correspondence to California Foundations:

Approaches to Learning – Self-Regulation (ATL-REG) and the California Infant/Toddler Learning & Development Foundations (I/TLDF)

The Approaches to Learning–Self-Regulation (ATL-REG) domain of the DRDP (2015) instrument corresponds to the California Infant/Toddler Development & Learning Foundations (I/TLDF) in its five measures: attention maintenance, self-comforting, imitation, curiosity and initiative in learning, and self-control of feelings and behavior. These correspondences are consistent with the major achievements in approaches to learning and self-regulation for this developmental stage: developing capacities to focus and maintain attentional engagement and to manage distress and behavioral impulses, developing imitation, developing initiative in learning motivated by curiosity, and sharing with others.

Correspondence between the DRDP (2015) and the California Infant/Toddler Learning & Development Foundations

DRDP (2015) Measure	California Infant/Toddler Learning & Development Foundations (I/TLDF)			Measure Corresponds with I/TLDF in the Following Ways:
ATL-REG 1: Attention Maintenance Definition: Child develops the capacity to pay attention to people, things, or the environment when interacting with others or exploring play materials	Cognitive Development—Attention Maintenance: The developing ability to attend to people and things while interacting with others and exploring the environment and play materials			<u>Attention Maintenance</u> Child develops early attentional skills.
	<i>8 months</i>	<i>18 months</i>	<i>36 months</i>	
	At around eight months of age, children pay attention to different things and people in the environment in specific, distinct ways. (Bronson 2000, 64)*	At around 18 months of age, children rely on order and predictability in the environment to help organize their thoughts and focus attention. (Bronson 2000, 191)	At around 36 months of age, children sometimes demonstrate the ability to pay attention to more than one thing at a time.	

* The full list of references, which correspond to citations found throughout this document, is available in: California Department of Education. (2009). *California Infant/Toddler Learning & Development Foundations*. Sacramento, CA: Author (pp. 35–41 and 83–86).

DRDP (2015) Measure	California Infant/Toddler Learning & Development Foundations (I/TLDF)			Measure Corresponds with I/TLDF in the Following Ways:
<p>ATL-REG 2: Self-Comforting</p> <p>Definition: Child develops the capacity to comfort or soothe self in response to distress from internal or external stimulation</p>	<p>Social-Emotional Development—Emotion Regulation: The developing ability to manage emotional responses, with assistance from others and independently</p>			<p>Emotion Regulation</p> <p>Child develops strategies for self-comforting.</p>
<p><i>8 months</i></p>	<p><i>18 months</i></p>	<p><i>36 months</i></p>		
<p>At around eight months of age, children use simple behaviors to comfort themselves and begin to communicate the need for help to alleviate discomfort or distress.</p>	<p>At around 18 months of age, children demonstrate a variety of responses to comfort themselves and actively avoid or ignore situations that cause discomfort. Children can also communicate needs and wants through the use of a few words and gestures. (National Research Council and Institute of Medicine 2000, 112; 15–18 mos.; American Academy of Pediatrics 2004, 270; Coplan 1993, 1)</p>	<p>At around 36 months of age, children anticipate the need for comfort and try to prepare themselves for changes in routine. Children have many self-comforting behaviors to choose from, depending on the situation, and can communicate specific needs and wants. (Kopp 1989; CDE 2005)</p>		
<p>ATL-REG 3: Imitation</p> <p>Definition: Child mirrors, repeats, and practices the actions or words of others in increasingly complex ways</p>	<p>Cognitive Development—Imitation: The developing ability to mirror, repeat, and practice the actions of others, either immediately or later</p>			<p>Imitation</p> <p>Child develops imitative skills.</p>
<p><i>8 months</i></p>	<p><i>18 months</i></p>	<p><i>36 months</i></p>		
<p>At around 8 months of age, children imitate simple actions and expressions of others during interactions.</p>	<p>At around 18 months of age, children imitate others' actions that have more than one step and imitate simple actions that they have observed others doing at an earlier time. (Parks 2004; 28)</p>	<p>At around 36 months of age, children reenact multiple steps of others' actions that they have observed at an earlier time. (30–36 mos.; Parks 2004, 29)</p>		

DRDP (2015) Measure	California Infant/Toddler Learning & Development Foundations (I/TLDF)			Measure Corresponds with I/TLDF in the Following Ways:
ATL-REG 3: Imitation (continued) Definition: Child mirrors, repeats, and practices the actions or words of others in increasingly complex ways	Social-Emotional Development—Social Understanding: The developing understanding of the responses, communication, emotional expressions, and actions of other people			Social Understanding Child uses imitative behavior in changing ways in social interactions.
	<i>8 months</i>	<i>18 months</i>	<i>36 months</i>	
	At around eight months of age, children have learned what to expect from familiar people, understand what to do to get another’s attention, engage in back-and-forth interactions with others, and imitate the simple actions or facial expressions of others.	At around 18 months of age, children know how to get the infant care teacher to respond in a specific way through gestures, vocalizations, and shared attention; use another’s emotional expressions to guide their own responses to unfamiliar events; and learn more complex behavior through imitation. Children also engage in more complex social interactions and have developed expectations for a greater number of familiar people.	At around 36 months of age, children can talk about their own wants and feelings and those of other people, describe familiar routines, participate in coordinated episodes of pretend play with peers, and interact with adults in more complex ways.	

DRDP (2015) Measure	California Infant/Toddler Learning & Development Foundations (I/TLDF)			Measure Corresponds with I/TLDF in the Following Ways:
<p>ATL-REG 4: Curiosity and Initiative in Learning</p> <p>Definition: Child explores the environment in increasingly focused ways to learn about people, things, materials, and events</p>	<p>Social-Emotional Development—Recognition of Ability: The developing understanding that the child can take action to influence the environment</p>			<p>Recognition of Ability Child takes initiative in exploring things and making things happen.</p>
	<p><i>8 months</i></p>	<p><i>18 months</i></p>	<p><i>36 months</i></p>	
	<p>At around eight months of age, children understand that they are able to make things happen.</p>	<p>At around 18 months of age, children experiment with different ways of making things happen, persist in trying to do things even when faced with difficulty, and show a sense of satisfaction with what they can do. (McCarty, Clifton, and Collard 1999)</p>	<p>At around 36 months of age, children show an understanding of their own abilities and may refer to those abilities when describing themselves.</p>	

DRDP (2015) Measure	California Infant/Toddler Learning & Development Foundations (I/TLDF)			Measure Corresponds with I/TLDF in the Following Ways:
<p>ATL-REG 5: Self-Control of Feelings and Behavior</p> <p>Definition: Child increasingly develops strategies for regulating feelings and behavior, becoming less reliant on adult guidance over time</p>	<p>Social-Emotional Development—Emotion Regulation: The developing ability to manage emotional responses, with assistance from others and independently</p>			<p>Emotion Regulation Child develops self-control of feelings.</p>
	<i>8 months</i>	<i>18 months</i>	<i>36 months</i>	
	<p>At around eight months of age, children use simple behaviors to comfort themselves and begin to communicate the need for help to alleviate discomfort or distress.</p>	<p>At around 18 months of age, children demonstrate a variety of responses to comfort themselves and actively avoid or ignore situations that cause discomfort. Children can also communicate needs and wants through the use of a few words and gestures. (National Research Council and Institute of Medicine 2000, 112; 15–18 mos.; American Academy of Pediatrics 2004, 270; Coplan 1993, 1)</p>	<p>At around 36 months of age, children anticipate the need for comfort and try to prepare themselves for changes in routine. Children have many self-comforting behaviors to choose from, depending on the situation, and can communicate specific needs and wants. (Kopp 1989; CDE 2005)</p>	

DRDP (2015) Measure	California Infant/Toddler Learning & Development Foundations (I/TLDF)			Measure Corresponds with I/TLDF in the Following Ways:
<p>ATL-REG 5: Self-Control of Feelings and Behavior (continued)</p> <p>Definition: Child increasingly develops strategies for regulating feelings and behavior, becoming less reliant on adult guidance over time</p>	<p>Social-Emotional Development—Impulse Control: The developing capacity to wait for needs to be met, to inhibit potentially hurtful behavior, and to act according to social expectations, including safety rules</p>			<p><u>Impulse Control</u> Child develops capacity to exert self-control and act according to adult expectations.</p>
	<i>8 months</i>	<i>18 months</i>	<i>36 months</i>	
	<p>At around eight months of age, children act on impulses. (Birth–9 mos.; Bronson 2000b, 64)</p>	<p>At around 18 months of age, children respond positively to choices and limits set by an adult to help control their behavior. (18 mos.; Meisels and others 2003, 34; Kaler and Kopp 1990)</p>	<p>At around 36 months of age, children may sometimes exercise voluntary control over actions and emotional expressions. (Bronson 2000b, 67)</p>	