

Desired Results Developmental Profile (2015) [DRDP (2015)]
Correspondence to California Foundations:
Physical Development–Health (PD-HLTH) and the California Infant/Toddler Learning & Development Foundations (I/TLDF)

Overall, the Physical Development–Health (PD-HLTH) domain of the DRDP (2015) corresponds with the California Infant/Toddler Learning & Development Foundations (I/TLDF). Although there are a couple of differences in whether concepts are addressed explicitly through descriptors versus implicitly through examples, the DRDP’s key developmental progressions and behavioral indicators of physical development and health are consistent with the I/TLDF. The DRDP’s measures are more inclusive of different aspects of development than the I/TLDF in the way they cover similar content.

**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:
PD-HLTH 1: Perceptual-Motor Skills and Movement Concepts Definition: Child moves body and interacts with the environment, demonstrating increasing awareness of own physical effort, body awareness, spatial awareness, and directional awareness	Perceptual and Motor Development—Perceptual Development: The developing ability to become aware of the social and physical environment through the senses			<u>Perceptual Development</u> Child uses sensory input to move the body and interact with the environment.
	<i>8 months</i>	<i>18 months</i>	<i>36 months</i>	
	At around eight months of age, children use the senses to explore objects and people in the environment. (6–9 mos.; Ruff and Kohler 1978)*	At around 18 months of age, children use the information received from the senses to change the way they interact with the environment.	At around 36 months of age, children can quickly and easily combine the information received from the senses to inform the way they interact with the environment.	

* 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. 83–86 and 100–102).

DRDP (2015) Measure	California Infant/Toddler Learning & Development Foundations (I/TLDF)			Measure Corresponds with I/TLDF in the Following Ways:
<p>PD-HLTH 2: Gross Locomotor Movement Skills</p> <p>Definition: Child shows increasing proficiency in fundamental locomotor skills (e.g., rolling, crawling, cruising, walking, running, jumping, galloping)</p>	<p>Perceptual and Motor Development—Gross Motor: The developing ability to move the large muscles</p>			<p><u>Gross Motor</u></p> <p>Child demonstrates increasing control while moving the body through space in various ways.</p>
	<i>8 months</i>	<i>18 months</i>	<i>36 months</i>	
	<p>At around eight months of age, children demonstrate the ability to maintain their posture in a sitting position and to shift between sitting and other positions.</p>	<p>Around 18 months of age, children move from one place to another by walking and running with basic control and coordination.</p>	<p>At around 36 months of age, children move with ease, coordinating movements and performing a variety of movements.</p>	
<p>PD-HLTH 3: Gross Motor Manipulative Skills</p> <p>Definition: Manipulative Skills Child shows increasing proficiency in gross motor manipulative skills (e.g., reaching, kicking, grasping, throwing, and catching)</p>	<p>Perceptual and Motor Development—Gross Motor: The developing ability to move the large muscles</p>			<p><u>Gross Motor</u></p> <p>Child demonstrates increasingly proficient interactions with objects using large muscles, such as when throwing or kicking.</p>
	<i>8 months</i>	<i>18 months</i>	<i>36 months</i>	
	<p>At around eight months of age, children demonstrate the ability to maintain their posture in a sitting position and to shift between sitting and other positions.</p>	<p>Around 18 months of age, children move from one place to another by walking and running with basic control and coordination.</p>	<p>At around 36 months of age, children move with ease, coordinating movements and performing a variety of movements.</p>	

DRDP (2015) Measure	California Infant/Toddler Learning & Development Foundations (I/TLDF)			Measure Corresponds with I/TLDF in the Following Ways:
<p>PD-HLTH 4: Fine Motor Manipulative Skills</p> <p>Definition: Child demonstrates increasing precision, strength, coordination, and efficiency when using muscles of the hand for play and functional tasks</p>	<p>Perceptual and Motor Development—Fine Motor: The developing ability to move the small muscles</p>			<p><u>Fine Motor</u></p> <p>Child demonstrates increasingly proficient manipulation of objects using the muscles of the hand.</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 easily reach for and grasp things and use eyes and hands to explore objects actively. (6 mos.; Alexander, Boehme, and Cupps 1993, 112)</p>	<p>At around 18 months of age, children are able to hold small objects in one hand and sometimes use both hands together to manipulate objects. (18 mos.; Meisels and others 2003, 40)</p>	<p>At around 36 months of age, children coordinate the fine movements of the fingers, wrists, and hands to skillfully manipulate a wide range of objects and materials in intricate ways. Children often use one hand to stabilize an object while manipulating it.</p>	

DRDP (2015) Measure	California Infant/Toddler Learning & Development Foundations (I/TLDF)			Measure Corresponds with I/TLDF in the Following Ways:
<p>PD-HLTH 5: Safety</p> <p>Definition: Child shows awareness of safety and increasingly demonstrates knowledge of safety skills when participating in daily activities</p>	<p>Social-Emotional Development—Relationships with Adults: The development of close relationships with certain adults who provide consistent nurturance</p>			<p><u>Relationships with Adults</u></p> <p>Child increasingly engages with the environment while relying on guidance or reassurance from familiar adults or adults with whom he or she is attached.</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 seek a special relationship with one (or a few) familiar adult(s) by initiating interactions and seeking proximity, especially when distressed. (6–9 mos.; Marvin and Britner 1999, 52)</p>	<p>At around 18 months of age, children feel secure exploring the environment in the presence of important adults with whom they have developed a relationship over an extended period of time. When distressed, children seek to be physically close to these adults. (6–18 mos.; Marvin and Britner 1999, 52; Bowlby 1983)</p>	<p>At around 36 months of age, when exploring the environment, from time to time children reconnect, in a variety of ways, with the adult(s) with whom they have developed a special relationship: through eye contact; facial expressions; shared feelings; or conversations about feelings, shared activities, or plans. When distressed, children may still seek to be physically close to these adults. (By 36 mos.; Marvin and Britner 1999, 57)</p>	

DRDP (2015) Measure	California Infant/Toddler Learning & Development Foundations (I/TLDF)			Measure Corresponds with I/TLDF in the Following Ways:
<p>PD-HLTH 5: Safety (continued)</p> <p>Definition: Child shows awareness of safety and increasingly demonstrates knowledge of safety skills when participating in daily activities</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></p> <p>Child responds to limits set by adults with increasing self-control.</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>	
<p>PD-HLTH 6: Personal Care Routines: Hygiene</p> <p>Definition: Child increasingly responds to and initiates personal care routines that support hygiene</p>	<p>Cognitive Development—Understanding of Personal Care Routines: The developing ability to understand and participate in personal care routines</p>			<p><u>Understanding of Personal Care Routines</u></p> <p>Child develops awareness of personal care routines and increasingly initiates the steps on his or her own.</p>
	<i>8 months</i>	<i>18 months</i>	<i>36 months</i>	
	<p>At around eight months of age, children are responsive during the steps of personal care routines. (CDE 2005)</p>	<p>At around 18 months of age, children show awareness of familiar personal care routines and participate in the steps of these routines. (CDE 2005)</p>	<p>At around 36 months of age, children initiate and follow through with some personal care routines. (CDE 2005)</p>	

DRDP (2015) Measure	California Infant/Toddler Learning & Development Foundations (I/TLDF)			Measure Corresponds with I/TLDF in the Following Ways:
<p>PD-HLTH 7: Personal Care Routines: Feeding</p> <p>Definition: Child responds to feeding and feeds self with increasing proficiency</p>	Perceptual and Motor Development—Fine Motor: The developing ability to move the small muscles			<p><u>Fine Motor</u></p> <p>Child’s developing fine motor control enables increasingly proficient manipulative activities.</p>
	<i>8 months</i>	<i>18 months</i>	<i>36 months</i>	
	At around eight months of age, children easily reach for and grasp things and use eyes and hands to explore objects actively. (6 mos.; Alexander, Boehme, and Cupps 1993, 112)	At around 18 months of age, children are able to hold small objects in one hand and sometimes use both hands together to manipulate objects. (18 mos.; Meisels and others 2003, 40)	At around 36 months of age, children coordinate the fine movements of the fingers, wrists, and hands to skillfully manipulate a wide range of objects and materials in intricate ways. Children often use one hand to stabilize an object while manipulating it.	
	Cognitive Development—Understanding of Personal Care Routines: The developing ability to understand and participate in personal care routines			<p><u>Understanding of Personal Care Routines</u></p> <p>Child develops awareness of personal care routines and increasingly initiates the steps on his or her own.</p>
	<i>8 months</i>	<i>18 months</i>	<i>36 months</i>	
	At around eight months of age, children are responsive during the steps of personal care routines. (CDE 2005)	At around 18 months of age, children show awareness of familiar personal care routines and participate in the steps of these routines. (CDE 2005)	At around 36 months of age, children initiate and follow through with some personal care routines. (CDE 2005)	

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<p>PD-HLTH 8: Personal Care Routines: Dressing</p> <p>Definition: Child develops and refines ability to participate in and take responsibility for dressing self</p>	<p>Cognitive Development—Understanding of Personal Care Routines: The developing ability to understand and participate in personal care routines</p>			<p><u>Understanding of Personal Care Routines</u></p> <p>Child develops awareness of personal care routines and increasingly initiates the steps on his or her own.</p>
	<i>8 months</i>	<i>8 months</i>	<i>8 months</i>	
	<p>At around eight months of age, children are responsive during the steps of personal care routines. (CDE 2005)</p>	<p>At around eight months of age, children are responsive during the steps of personal care routines. (CDE 2005)</p>	<p>At around eight months of age, children are responsive during the steps of personal care routines. (CDE 2005)</p>	