

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

Correspondence to California Foundations:

Approaches to Learning–Self-Regulation (ATL-REG) and the California Preschool Learning Foundations (PLF)

The Approaches to Learning–Self-Regulation (ATL-REG) domain of the DRDP (2015) instrument corresponds to the California Preschool Learning Foundations (PLF) in each of the four measures particularly relevant to this developmental period: curiosity and initiative in learning, self-control of feelings and behavior, engagement and persistence, and shared use of space and materials. These correspondences are consistent with some of the important ways that approaches to learning and self-regulation develop during this period: growing engagement, initiative, and persistence in learning opportunities; developing self-regulation of behavior and emotions; and expanding capacities to share materials with others.

Correspondence between the DRDP (2015) and the California Preschool Learning Foundations

DRDP (2015) Measure	California Preschool Learning Foundations (PLF)	Measure Corresponds with PLF in the Following Ways:
<p>ATL-REG 1: Attention Maintenance</p> <p>Definition: Child develops the capacity to pay attention to people, things, or the environment when interacting with others or exploring play materials</p>	<p>Social-Emotional Development—Self-Regulation</p> <p><i>At around 48 months</i></p> <p>2.1 Need adult guidance in managing their attention, feelings, and impulses and show some effort at self-control.</p> <p><i>Also see alignment to I/TLDF.</i></p>	<p><i>This is a conditional measure on the DRDP (2015) Preschool View. It is recommended for preschool children when the information would be useful for documenting progress or planning the child’s learning activities and supports.</i></p> <p>Child develops attentional regulation with adult assistance (Self-Regulation 2.1).</p>

DRDP (2015) Measure	California Preschool Learning Foundations (PLF)	Measure Corresponds with PLF 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—Self-Regulation</p> <p><i>At around 48 months</i></p> <p>2.1 Need adult guidance in managing their attention, feelings, and impulses and show some effort at self-control.</p> <p>Social-Emotional Development—Close Relationships with Teachers and Caregivers</p> <p><i>At around 48 months</i></p> <p>2.1 Seek security and support from their primary teachers and caregivers.</p> <p><i>Also see alignment to I/TLDF.</i></p>	<p><i>This is a conditional measure on the DRDP (2015) Preschool View. It is recommended for preschool children when the information would be useful for documenting progress or planning the child’s learning activities and supports.</i></p> <p>Child develops self-regulation of feelings (Self-Regulation 2.1).</p> <p>Child develops ability to self-comfort and seeks assistance from adults in emotion management (Close Relationships with Teachers and Caregivers 2.1).</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><i>See alignment to I/TLDF.</i></p>	<p><i>This is a conditional measure on the DRDP (2015) Preschool View. It is recommended for preschool children when the information would be useful for documenting progress or planning the child’s learning activities and supports.</i></p>
<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—Initiative in Learning</p> <p><i>At around 48 months</i></p> <p>5.1 Enjoy learning and are confident in their abilities to make new discoveries although may not persist at solving difficult problems.</p> <p><i>At around 60 months</i></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 initiates learning activities (Initiative in Learning 5.1).</p>

DRDP (2015) Measure	California Preschool Learning Foundations (PLF)	Measure Corresponds with PLF 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—Self-Regulation</p> <p><i>At around 48 months</i> 2.1 Need adult guidance in managing their attention, feelings, and impulses and show some effort at self-control.</p> <p><i>At around 60 months</i> 2.1 Regulate their attention, thoughts, feelings, and impulses more consistently, although adult guidance is sometimes necessary.</p> <p>Social-Emotional Development—Cooperation and Responsibility</p> <p><i>At around 48 months</i> 4.1 Seek to cooperate with adult instructions but their capacities for self-control are limited, especially when they are frustrated or upset.</p> <p><i>At around 60 months</i> 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>Child develops self-regulation of feelings and behavior (Self-Regulation 2.1).</p> <p>Child develops self-control of feelings and behavior with adult assistance (Cooperation and Responsibility 4.1).</p>

DRDP (2015) Measure	California Preschool Learning Foundations (PLF)	Measure Corresponds with PLF 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—Close Relationships with Teachers and Caregivers</p> <p><i>At around 48 months</i> 2.1 Seek security and support from their primary teachers and caregivers.</p> <p><i>At around 60 months</i> 2.1 Take greater initiative in seeking the support of their primary teachers and caregivers.</p>	<p>Child seeks assistance from familiar adults in managing feelings and behavior (Close Relationships with Teachers and Caregivers 2.1).</p>
<p>ATL-REG 6: Engagement and Persistence</p> <p>Definition: Child increasingly persists in understanding or mastering activities, even if they are challenging or difficult</p>	<p>Social-Emotional Development—Initiative in Learning</p> <p><i>At around 48 months</i> 5.1 Enjoy learning and are confident in their abilities to make new discoveries although may not persist at solving difficult problems.</p> <p><i>At around 60 months</i> 5.1 Take greater initiative in making new discoveries, identifying new solutions, and persisting in trying to figure things out.</p>	<p>Child develops initiative and persistence in learning (Initiative in Learning 5.1).</p>

DRDP (2015) Measure	California Preschool Learning Foundations (PLF)	Measure Corresponds with PLF in the Following Ways:
<p>ATL-REG 7: Shared Use of Space and Materials</p> <p>Definition: Child develops the capacity to share the use of space and materials with others</p>	<p>Social-Emotional Development—Self-Regulation</p> <p><i>At around 48 months</i></p> <p>2.1 Need adult guidance in managing their attention, feelings, and impulses and show some effort at self-control.</p> <p><i>At around 60 months</i></p> <p>2.1 Regulate their attention, thoughts, feelings, and impulses more consistently, although adult guidance is sometimes necessary.</p> <p>Social-Emotional Development—Interactions with Peers</p> <p><i>At around 48 months</i></p> <p>2.1 Interact easily with peers in shared activities that occasionally become cooperative efforts.</p> <p>2.3 Seek assistance in resolving peer conflict, especially when disagreements have escalated into physical aggression.</p> <p><i>At around 60 months</i></p> <p>2.1 More actively and intentionally cooperate with each other.</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>Child develops ability to self-regulate when sharing space and materials (Self-Regulation 2.1).</p> <p>Child develops ability to cooperate in interactions with shared space and materials (Interactions with Peers 2.1).</p> <p>Child develops ability to avoid conflict with peers while sharing space and materials (Interactions with Peers 2.3).</p>

DRDP (2015) Measure	California Preschool Learning Foundations (PLF)	Measure Corresponds with PLF in the Following Ways:
<p>ATL-REG 7: Shared Use of Space and Materials (continued)</p> <p>Definition: Child develops the capacity to share the use of space and materials with others</p>	<p>Social-Emotional Development—Group Participation</p> <p><i>At around 48 months</i> 3.1 Participate in group activities and are beginning to understand and cooperate with social expectations, group rules, and roles.</p> <p><i>At around 60 months</i> 3.1 Participate positively and cooperatively as group members.</p> <p>Social-Emotional Development—Cooperation and Responsibility</p> <p><i>At around 48 months</i> 4.1 Seek to cooperate with adult instructions but their capacities for self-control are limited, especially when they are frustrated or upset.</p> <p><i>At around 60 months</i> 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>Child develops ability to cooperate in sharing space and materials (Group Participation 3.1).</p> <p>Child develops cooperation with adult instructions concerning sharing (Cooperation and Responsibility 4.1).</p>

DRDP (2015) Measure	California Preschool Learning Foundations (PLF)	Measure Corresponds with PLF in the Following Ways:
<p>ATL-REG 7: Shared Use of Space and Materials (continued)</p> <p>Definition: Child develops the capacity to share the use of space and materials with others</p>	<p>History-Social Science—Responsible Conduct <i>At around 48 months</i> 2.1 Strive to cooperate with group expectations to maintain adult approval and get along with others. Self-control is inconsistent, however, especially when children are frustrated or upset.</p> <p><i>At around 60 months</i> 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>History-Social Science—Fairness and Respect for Other People <i>At around 48 months</i> 3.1 Respond to the feelings and needs of others with simple forms of assistance, sharing, and turn-taking. Understand the importance of rules that protect fairness and maintain order.</p> <p><i>At around 60 months</i> 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>Child shares as a responsible group member (Responsible Conduct 2.1).</p> <p>Child shares with other children who also wish to use materials (Fairness and Respect for Other People 3.1).</p>

DRDP (2015) Measure	California Preschool Learning Foundations (PLF)	Measure Corresponds with PLF in the Following Ways:
<p>ATL-REG 7: Shared Use of Space and Materials (continued)</p> <p>Definition: Child develops the capacity to share the use of space and materials with others</p>	<p>History-Social Science—Conflict Resolution</p> <p><i>At around 48 months</i></p> <p>4.1 Can use simple bargaining strategies and seek adult assistance when in conflict with other children or adults, although frustration, distress, or aggression also occurs.</p> <p><i>At around 60 months</i></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 as a cooperative means of avoiding conflict over materials (Conflict Resolution 4.1).</p>