

**Desired Results Developmental Profile (2015) [DRDP (2015)]**  
**Correspondence to California Foundations:**  
**Physical Development–Health (PD-HLTH) and the California Preschool Learning Foundations (PLF)**

Overall, the Physical Development–Health (PD-HLTH) domain of the DRDP (2015) corresponds with the California Preschool Learning Foundations (PLF). There are some differences in the broad categorization of physical development and health skills as well as in whether concepts are addressed explicitly through descriptors versus implicitly through examples. Even so, the key observable skills and behavioral indicators of physical development and health in the DRDP (2015) are consistent with those of the PLF. For example, the DRDP captures elements of balance in its descriptors and examples across multiple measures, whereas the PLF has a foundation dedicated to “Balance.”

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

<b>DRDP (2015) Measure</b>	<b>California Preschool Learning Foundations (PLF)</b>	<b>Measure Corresponds with PLF in the Following Ways:</b>
<p><b>PD-HLTH 1: Perceptual-Motor Skills and Movement Concepts</b></p> <p><b>Definition:</b> Child moves body and interacts with the environment, demonstrating increasing awareness of own physical effort, body awareness, spatial awareness, and directional awareness</p>	<p><b>Balance</b></p> <p><i>At around 48 months</i></p> <p>1.1 Maintain balance while holding still; sometimes may need assistance.</p> <p><i>At around 60 months</i></p> <p>1.1 Show increasing balance and control when holding still.</p>	<p>Child maintains balance while remaining still (<b>Balance 1.1</b>).</p>

DRDP (2015) Measure	California Preschool Learning Foundations (PLF)	Measure Corresponds with PLF in the Following Ways:
<p><b>PD-HLTH 1: Perceptual-Motor Skills and Movement Concepts (continued)</b></p> <p><b>Definition:</b> Child moves body and interacts with the environment, demonstrating increasing awareness of own physical effort, body awareness, spatial awareness, and directional awareness</p>	<p><b>Balance (continued)</b></p> <p><i>At around 48 months</i></p> <p>1.2 Maintain balance while in motion when moving from one position to another or when changing directions, though balance may not be completely stable.</p> <p><i>At around 60 months</i></p> <p>1.2 Show increasing balance control while moving in different directions and when transitioning from one movement or position to another.</p> <p><b>Body Awareness</b></p> <p><i>At around 48 months</i></p> <p>1.1 Demonstrate knowledge of the names of body parts.</p> <p><i>At around 60 months</i></p> <p>1.1 Demonstrate knowledge of an increasing number of body parts.</p> <p><b>Spatial Awareness</b></p> <p><i>At around 48 months</i></p> <p>2.1 Use own body as reference point when locating or relating to other people or objects in space.</p> <p><i>At around 60 months</i></p> <p>2.1 Use own body, general space, and other people’s space when locating or relating to other people or objects in space.</p>	<p>Child maintains balance while moving (<b>Balance 1.2</b>).</p> <p>Child explores movements of major body parts (<b>Body Awareness 1.1</b>).</p> <p>Child demonstrates spatial awareness when referencing self, other people, or objects (<b>Spatial Awareness 2.1</b>).</p>
<p><b>PD-HLTH 1: Perceptual-Motor Skills and</b></p>	<p><b>Directional Awareness</b></p>	<p>Child changes directions with control when</p>

<b>DRDP (2015) Measure</b>	<b>California Preschool Learning Foundations (PLF)</b>	<b>Measure Corresponds with PLF in the Following Ways:</b>
<p><b>Movement Concepts (continued)</b></p> <p><b>Definition:</b> Child moves body and interacts with the environment, demonstrating increasing awareness of own physical effort, body awareness, spatial awareness, and directional awareness</p>	<p><i>At around 48 months</i> 3.2 Move forward and backward or up and down easily.</p> <p><i>At around 60 months</i> 3.2 Can change directions quickly and accurately.</p> <p><i>At around 48 months</i> 3.3 Can place an object on top of or under something with some accuracy.</p> <p><i>At around 60 months</i> 3.3 Can place an object or own body in front of, to the side, or behind something else with greater accuracy.</p>	<p>moving (<b>Directional Awareness 3.2</b>).</p> <p>Child can place objects or own body in specific directions (<b>Directional Awareness 3.3</b>).</p>
<p><b>PD-HLTH 2: Gross Locomotor Movement Skills</b></p> <p><b>Definition:</b> Child shows increasing proficiency in fundamental locomotor skills (e.g., rolling, crawling, cruising, walking, running, jumping, galloping)</p>	<p><b>Balance</b></p> <p><i>At around 48 months</i> 1.2 Maintain balance while in motion when moving from one position to another or when changing directions, though balance may not be completely stable.</p> <p><i>At around 60 months</i> 1.2 Show increasing balance control while moving in different directions and when transitioning from one movement or position to another.</p>	<p>Child maintains balance while traveling through space in various ways (<b>Balance 1.2</b>).</p>
<p><b>PD-HLTH 2: Gross Locomotor Movement</b></p>	<p><b>Locomotor Skills</b></p> <p><i>At around 48 months</i></p>	<p>Child walks without falling but is not always</p>

<b>DRDP (2015) Measure</b>	<b>California Preschool Learning Foundations (PLF)</b>	<b>Measure Corresponds with PLF in the Following Ways:</b>
<p><b>Skills (continued)</b></p> <p><b>Definition:</b> Child shows increasing proficiency in fundamental locomotor skills (e.g., rolling, crawling, cruising, walking, running, jumping, galloping)</p>	<p>2.1 Walk with balance, not always stable, oppositional arm movements still developing, and relatively wide base of support (space between feet).</p> <p><i>At around 60 months</i></p> <p>2.1 Walk with balance, oppositional arm movements, and relatively narrow base of support (space between feet).</p> <p><i>At around 48 months</i></p> <p>2.2 Run with short stride length and feet off the ground for a short period of time. May show inconsistent opposition of arms and legs.</p> <p><i>At around 60 months</i></p> <p>2.2 Run with a longer stride length and each foot off the ground for a greater length of time. Opposition of arms and legs is more consistent.</p> <p><i>At around 48 months</i></p> <p>2.3 Jump for height (up or down) and for distance with beginning competence.</p> <p><i>At around 60 months</i></p> <p>2.3 Jump for height (up or down) and for distance with increasing competence. Uses arm swing to aid forward jump.</p>	<p>stable (<b>Locomotor Skills 2.1</b>).</p> <p>Child is learning to run, but movements are not smooth or efficient (<b>Locomotor Skills 2.2</b>).</p> <p>Child jumps upward with increasing control (<b>Locomotor Skills 2.3</b>).</p>
<p><b>PD-HLTH 2: Gross Locomotor Movement Skills (continued)</b></p>	<p><b>Locomotor Skills (continued)</b></p> <p><i>At around 48 months</i></p>	<p>Child travels through space using movements that require balance and coordination</p>

<b>DRDP (2015) Measure</b>	<b>California Preschool Learning Foundations (PLF)</b>	<b>Measure Corresponds with PLF in the Following Ways:</b>
<p><b>Definition:</b> Child shows increasing proficiency in fundamental locomotor skills (e.g., rolling, crawling, cruising, walking, running, jumping, galloping)</p>	<p>2.4 Begin to demonstrate a variety of locomotor skills, such as galloping, sliding, hopping, and leaping.</p> <p><i>At around 60 months</i></p> <p>2.4 Demonstrate increasing ability and body coordination in a variety of locomotor skills, such as galloping, sliding, hopping, and leaping.</p>	<p><b>(Locomotor Skills 2.4).</b></p>
<p><b>PD-HLTH 3: Gross Motor Manipulative Skills</b></p> <p><b>Definition:</b> Child shows increasing proficiency in gross motor manipulative skills (e.g., reaching, kicking, grasping, throwing, and catching)</p>	<p><b>Balance</b></p> <p><i>At around 48 months</i></p> <p>1.2 Maintain balance while in motion when moving from one position to another or when changing directions, though balance may not be completely stable.</p> <p><i>At around 60 months</i></p> <p>1.2 Show increasing balance control while moving in different directions and when transitioning from one movement or position to another.</p>	<p>Child maintains balance while executing gross motor manipulative actions <b>(Balance 1.2)</b>.</p>
<p><b>PD-HLTH 3: Gross Motor Manipulative Skills</b></p>	<p><b>Manipulative Skills</b></p>	<p>Child uses large muscles of the arms or legs to interact with objects <b>(Manipulative Skills</b></p>

DRDP (2015) Measure	California Preschool Learning Foundations (PLF)	Measure Corresponds with PLF in the Following Ways:
<p><b>(continued)</b></p> <p><b>Definition:</b> Child shows increasing proficiency in gross motor manipulative skills (e.g., reaching, kicking, grasping, throwing, and catching)</p>	<p><i>At around 48 months</i></p> <p>3.1 Begin to show gross motor manipulative skills by using arms, hands, and feet, such as rolling a ball underhand, tossing underhand, bouncing, catching, striking, throwing overhand, and kicking.</p> <p><i>At around 60 months</i></p> <p>3.1 Show gross motor manipulative skills by using arms, hands, and feet with increased coordination, such as rolling a ball underhand, tossing underhand, bouncing, catching, striking, throwing overhand, and kicking.</p> <p><b>Directional Awareness</b></p> <p><i>At around 48 months</i></p> <p>3.4 Use any two body parts together.</p> <p><i>At around 60 months</i></p> <p>3.4 Demonstrate more precision and efficiency during two-handed fine motor activities.</p>	<p><b>3.1).</b></p> <p>Child uses large muscles of multiple body parts simultaneously when manipulating objects (<b>Directional Awareness 3.4</b>).</p>
<p><b>PD-HLTH 4: Fine Motor Manipulative Skills</b></p>	<p><b>Manipulative Skills</b></p>	<p>Child uses both hands simultaneously to</p>

DRDP (2015) Measure	California Preschool Learning Foundations (PLF)	Measure Corresponds with PLF in the Following Ways:
<p><b>Definition:</b> Child demonstrates increasing precision, strength, coordination, and efficiency when using muscles of the hand for play and functional tasks</p>	<p><i>At around 48 months</i> 3.2 Begin to show fine motor manipulative skills using hands and arms such as in-hand manipulation, writing, cutting, and dressing.</p> <p><i>At around 60 months</i> 3.2 Show increasing fine motor manipulative skills using hands and arms such as in-hand manipulation, writing, cutting, and dressing.</p> <p><b>Directional Awareness</b></p> <p><i>At around 48 months</i> 3.1 Distinguish movements that are up and down and to the side of the body (for example, understands “use that side, now the other side”).</p> <p><i>At around 60 months</i> 3.1 Begin to understand and distinguish between the sides of the body.</p> <p><i>At around 48 months</i> 3.4 Use any two body parts together.</p> <p><i>At around 60 months</i> 3.4 Demonstrate more precision and efficiency during two-handed fine motor activities.</p>	<p>manipulate objects (<b>Manipulative Skills 3.2</b>).</p> <p>Child begins to demonstrate handedness during fine motor activities (<b>Directional Awareness 3.1</b>).</p> <p>Child performs two-handed activities in a coordinated, skillful manner (<b>Directional Awareness 3.4</b>).</p>
<p><b>PD-HLTH 5: Safety</b> <b>Definition:</b> Child shows awareness of safety</p>	<p><b>Injury Prevention</b> <i>At around 48 months</i></p>	<p>Child exhibits increasing knowledge of safety as well as awareness of how to behave safely</p>

<b>DRDP (2015) Measure</b>	<b>California Preschool Learning Foundations (PLF)</b>	<b>Measure Corresponds with PLF in the Following Ways:</b>
and increasingly demonstrates knowledge of safety skills when participating in daily activities	<p>1.1 Follow safety rules with adult support and prompting.</p> <p><i>At around 60 months</i></p> <p>1.1 Follow safety rules more independently though may still need adult support and prompting.</p> <p><i>At around 48 months</i></p> <p>1.3 Show beginning ability to follow transportation and pedestrian safety rules with adult instruction and supervision.</p> <p><i>At around 60 months</i></p> <p>1.3 Show increased ability to follow transportation and pedestrian safety rules with adult support and supervision.</p>	<b>(Injury Prevention 1.1, 1.3).</b>
<p><b>PD-HLTH 6: Personal Care Routines: Hygiene</b></p> <p><b>Definition:</b> Child increasingly responds to and initiates personal care routines that support hygiene</p>	<p><b>Basic Hygiene</b></p> <p><i>At around 48 months</i></p> <p>1.1 Demonstrate knowledge of some steps in the handwashing routine.</p> <p><i>At around 60 months</i></p> <p>1.1 Demonstrate knowledge of more steps in the handwashing routine.</p>	Child engages in hygiene-related personal care routines with increasing independence <b>(Basic Hygiene 1.1).</b>
<b>PD-HLTH 6: Personal Care Routines: Hygiene (continued)</b>	<p><b>Basic Hygiene (continued)</b></p> <p><i>At around 48 months</i></p>	Child engages in hygiene-related personal care routines with increasing independence



<b>DRDP (2015) Measure</b>	<b>California Preschool Learning Foundations (PLF)</b>	<b>Measure Corresponds with PLF in the Following Ways:</b>
<p><b>Definition:</b> Child increasingly responds to and initiates personal care routines that support hygiene</p>	<p>1.2 Practice health habits that prevent infectious diseases and infestations (such as lice) when appropriate, with adult support, instruction, and modeling.</p> <p><i>At around 60 months</i></p> <p>1.2 Begin to independently practice health habits that prevent infectious disease and infestations (such as lice) when appropriate, with less adult support, instruction, and modeling.</p> <p><b>Oral Health</b></p> <p><i>At around 48 months</i></p> <p>2.1 Demonstrate knowledge of some steps of the routine for brushing teeth, with adult supervision and instruction.</p> <p><i>At around 60 months</i></p> <p>2.1 Demonstrate knowledge of more steps of the routine for brushing and when toothbrushing should be done, with less adult supervision.</p>	<p><b>(Basic Hygiene 1.2, Oral Health 2.1).</b></p>
<p><b>PD-HLTH 7: Personal Care Routines: Feeding</b> <b>Definition:</b> Child responds to feeding and</p>	<p><i>No relevant foundations.</i></p>	<p><i>This is a conditional measure on the DRDP (2015) Preschool View. It is recommended for</i></p>

DRDP (2015) Measure	California Preschool Learning Foundations (PLF)	Measure Corresponds with PLF in the Following Ways:
feeds self with increasing proficiency		<p><i>preschool children when the information would be useful for documenting progress or planning the child's learning activities and supports.</i></p> <p><i>No relevant foundations.</i></p>
<p><b>PD-HLTH 8: Personal Care Routines: Dressing</b>  <b>Definition:</b> Child develops and refines ability to participate in and take responsibility for dressing self</p>	<p><b>Manipulative Skills</b></p> <p><i>At around 48 months</i>  3.2 Begin to show fine motor manipulative skills using hands and arms such as in-hand manipulation, writing, cutting, and dressing.</p> <p><i>At around 60 months</i>  3.2 Show increasing fine motor manipulative skills using hands and arms such as in-hand manipulation, writing, cutting, and dressing.</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's ability to dress self emerges and becomes increasingly refined (<b>Manipulative Skills 3.2</b>).</p>
<p><b>PD-HLTH 9: Active Physical Play</b>  <b>Definition:</b> Child engages in physical activities with increasing endurance and intensity</p>	<p><b>Directional Awareness</b></p> <p><i>At around 48 months</i>  3.2 Move forward and backward or up and down easily.</p> <p><i>At around 60 months</i>  3.2 Can change directions quickly and accurately.</p>	<p>Child's ability to move in various directions supports participation in active play (<b>Directional Awareness 3.2</b>).</p>
<p><b>PD-HLTH 9: Active Physical Play (continued)</b>  <b>Definition:</b> Child engages in physical activities</p>	<p><b>Active Participation</b>  <i>At around 48 months</i></p>	<p>Child engages in increasingly sustained active play (<b>Active Participation 1.1</b>).</p>

DRDP (2015) Measure	California Preschool Learning Foundations (PLF)	Measure Corresponds with PLF in the Following Ways:
with increasing endurance and intensity	<p>1.1 Initiate or engage in simple physical activities for a short to moderate period of time.</p> <p><i>At around 60 months</i></p> <p>1.1 Initiate more complex physical activities for a sustained period of time.</p> <p><b>Cardiovascular Endurance</b></p> <p><i>At around 48 months</i></p> <p>2.1 Engage in frequent bursts of active play that involves the heart, the lungs, and the vascular system.</p> <p><i>At around 60 months</i></p> <p>2.1 Engage in sustained active play of increasing intensity that involves the heart, the lungs, and the vascular system.</p> <p><b>Muscular Strength, Muscular Endurance, and Flexibility</b></p> <p><i>At around 48 months</i></p> <p>3.1 Engage in active play activities that enhance leg and arm strength, muscular endurance, and flexibility.</p> <p><i>At around 60 months</i></p> <p>3.1 Engage in increasing amounts of active play activities that enhance leg and arm strength, muscular endurance, and flexibility.</p>	<p>Child’s cardiovascular endurance supports engagement in active physical play (<b>Cardiovascular Endurance 2.1</b>).</p> <p>Child’s muscular strength, muscular endurance, and flexibility support engagement in active physical play (<b>Muscular Strength, Muscular Endurance, and Flexibility 3.1</b>).</p>
<p><b>PD-HLTH 10: Nutrition</b></p> <p><b>Definition:</b> Child demonstrates increasing knowledge about nutrition and healthful food</p>	<p><b>Nutrition Knowledge</b></p> <p><i>At around 48 months</i></p>	<p>Child exhibits increasing knowledge of food and the relationship between food choices and health (<b>Nutrition Knowledge 1.1</b>,</p>

DRDP (2015) Measure	California Preschool Learning Foundations (PLF)	Measure Corresponds with PLF in the Following Ways:
choices	<p>1.1 Identify different kinds of foods.</p> <p><i>At around 60 months</i></p> <p>1.1 Identify a larger variety of foods and may know some of the related food groups.</p> <p><b>Nutrition Choices</b></p> <p><i>At around 48 months</i></p> <p>2.1 Demonstrate a beginning understanding that eating a variety of food helps the body grow and be healthy, and choose from a variety of foods at mealtimes.</p> <p><i>At around 60 months</i></p> <p>2.1 Demonstrate greater understanding that eating a variety of food helps the body grow and be healthy, and choose from a greater variety of foods at mealtimes.</p>	<b>Nutrition Choices 2.1).</b>

## Foundations not addressed by DRDP (2015) PD-HLTH domain

### Knowledge of Wellness

- *At around 48 months:* 3.1 Identify a few internal body parts (most commonly the bones, brain, and heart) but may not understand their basic function.
- *At around 60 months:* 3.1 Identify several different internal body parts and demonstrate a basic, limited knowledge of some functions.
  - The DRDP contains no reference to identification of internal body parts.
- *At around 48 months:* 3.2 Begin to understand that healthcare providers try to keep people well and help them when they are not well.
- *At around 60 months:* 3.2 Demonstrate greater understanding that health-care providers try to keep people well and help them when they are not well.
  - The DRDP contains no assessment of understanding what health care providers do.

### Sun Safety

- *At around 48 months:* 4.1 Begin to practice sun-safe actions, with adult support and guidance.
- *At around 60 months:* 4.1 Practice sun-safe actions with decreasing adult support and guidance.
  - The DRDP contains no reference to the practice of sun-safe actions.

### Injury Prevention

- *At around 48 months:* 1.2 Begin to show ability to follow emergency routines after instruction and practice (for example, a fire drill or earthquake drill).
- *At around 60 months:* 1.2 Demonstrate increased ability to follow emergency routines after instruction and practice.
  - The DRDP contains no reference to the ability to follow emergency routines.

### Nutrition Choices

- *At around 48 months:* 2.2 Indicate food preferences that reflect familial and cultural practices.
- *At around 60 months:* 2.2 Indicate food preferences based on familial and cultural practices and on some knowledge of healthy choices.
  - The DRDP contains no reference to food preferences that clearly reflect familial and/or cultural practices.