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*Trainer's Guide for Leading a  
Half-Day Workshop on:*

**Using the DRDP (2015)  
for Special Education**

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Ninth Edition, July 19, 2016

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# Introduction

This publication, *Trainer's Guide: Using the DRDP (2015) for Special Education*, provides step-by-step instructions for leading a half-day workshop for special educators on using the DRDP (2015). This *Trainer's Guide* is part of a comprehensive set of trainer's materials that include PowerPoint slides, handouts, and video clips.

The past editions of the *Trainer's Guide* provide a history of many of the significant changes made in how the California Department of Education's Special Education Division (SED) has implemented the Desired Results Developmental Profile (DRDP) Assessment System.

- Beginning in 2007, the *Trainer's Guide* has been used as the foundation for a number of professional development activities that support the SED's preschool special education programs to implement the DRDP Assessment System. Early in 2007, the first edition of the *Trainer's Guide* was used by Desired Results Access Project trainers to provide one-day training sessions throughout the state to assist preschool special education teachers and service providers in knowing how to use the DRDP instruments.
- In 2008, the second edition of the *Trainer's Guide* was shared with SELPA-level training teams through a number of Train-the-Trainer Institutes to prepare them to lead the one-day training sessions for preschool special education teachers and service providers in their respective SELPAs. Also in 2008, the Desired Results Access Project began using the information in the *Trainer's Guide* to create and post a number of online learning modules on the use of the DRDP instruments for preschool special education at [www.draccess.org](http://www.draccess.org).
- The third edition of the *Trainer's Guide* included several essential updates including the policy change announced that beginning September 1, 2009 all new preschool-age children with Individualized Education Programs (IEPs) would be assessed using only the DRDP *access*.
- The fourth edition included only the change in data reporting from SEDRS to CASEMIS.
- The fifth edition was a major revision that reflected policy changes as well as improvements in how we have learned to describe the use of the DRDP *access*.
- The sixth and seventh editions were significantly revised to focus on both infant/toddler and preschool special education programs, and herald the policy change that beginning in fall 2013, all infants and toddlers with Individualized Family Service Plans (IFSPs) who are reported in the CASEMIS system would be assessed with the DRDP *access*. Another significant change in the seventh edition was to address requests to provide instructions for leading a half-day, rather than a full-day, workshop.
- The eighth edition of the *Trainer's Guide* represents a major shift: beginning in fall 2015 all eligible children in California will be assessed using one DRDP instrument, the DRDP (2015).
- This ninth edition of the *Trainer's Guide* includes guidance on using the new DRDP (2015) Preschool Fundamental View for all preschool children with IEPs beginning in fall 2016 as well as revised guidance for trainers on playing the training videos.

We truly appreciate the expertise all of the Desired Results Access Project staff and consultants who have contributed over the years to the ongoing development of this *Trainer's Guide*.

Larry Edelman and Patty Salcedo, Editors  
Desired Results Access Project, Napa County Office of Education



## Qualifications for Trainers

This Trainer's Guide and accompanying materials were developed to be used by qualified trainers to present workshops on the use of the DRDP (2015). Trainers might include program specialists, special education directors, and lead early intervention or early childhood special education teachers – particularly those with responsibilities for the implementation of the DRDP (2015). We recommend the following qualifications for trainers.

### **Trainers should possess one of the following:**

- Early Childhood Special Education credential or graduate degree
- Special Education graduate degree with early childhood emphasis
- Special Education credential with early childhood experience
- Early Childhood Education graduate degree
- Graduate degree in a related services field

### **Trainers should have experience:**

- Working in an early intervention or early childhood special education settings for at least 3 years
- Administering developmental assessments to young children, especially assessments based on naturalistic observation/authentic assessment
- Having used the DRDP (2015) at least once with an infant or toddler or with a preschooler, either as part of a study, or if not, as an exercise
- Working with young children who are Dual Language Learners
- Attending a Desired Results Access Project workshop on using the DRDP (2015) (in fall, 2015)
- Leading professional development workshops and providing coaching and technical assistance

### **Trainers should have effective skills in:**

- Organizing professional development programs
- Presenting information
- Facilitating group activities
- Communicating effectively, in both written and verbal formats
- Using computers and audio-visual equipment

### **Should have knowledge and competence in:**

- Developmentally appropriate practice with young children with disabilities
- Collaborating with families and general early care and education programs
- Early childhood curricula
- Authentic assessment practices

### **Administrative Supports:**

- Release time to practice using the DRDP (2015)
- Release time to attend training
- Release time to plan and conduct training
- Access to audio-visual equipment, copy/printing facilities to prepare materials, and rooms for training

# Preparing to Lead the Workshop

Following are recommended activities that trainers should complete in order to develop the expertise required to lead this half-day workshop.

## **Attend a TTT workshop**

- If at all possible, attend a Train-the-Trainer workshop presented by the Desired Results Access Project.

## **Get to Know the DRDP (2015)**

- Become very knowledgeable regarding the DRDP (2015).
- Become familiar with [www.draccess.org](http://www.draccess.org) and the resources to be found at this site.
- Practice using the DRDP (2015) with at least one child before leading the workshop.

## **Get to Know the Workshop Material**

- It is extremely important that you lead the training as described in the Trainer’s Notes in order to help assessors learn to use the instrument with fidelity and rate with reliability.
- Review the Agenda-At -A-Glance in this Guide to understand the big picture of the half-day session.
- Become comfortable and skilled in leading each of the activities. The session uses a variety of activities including short presentations, small group exercises, large group discussions, and video-based exercises. Practice introducing and leading each activity.
- Carefully read through the Trainer’s Notes and the handout materials so you can lead each activity in a relaxed manner and know what to say. *Please remember* – make the points outlined in the Trainer’s Notes genuinely in your own words; these points should not be memorized or read.
- Spend a significant amount of preparation time mastering how to lead the Rating Practice Exercises. The guide for leading these exercises appears on pages 49 – 60 of this document.
- Watch the video clips in context of the activities in which they will be used and become familiar with all of the clips so you will be able to lead discussions around them.
- For each of the three video-based activities you will need to choose whether to show a video clip of a toddler or a preschooler, and organize the slides and handouts to align with your decision.

## **Practice Using the Audio-Visual Materials and Equipment**

- Practice presenting the short presentations using the accompanying PowerPoint (PPT) slides.
- Learn how to “mute the projector” (darken the screen). There are a few easy ways to do this:
  - While in “Slide Show” mode in PowerPoint, simply press the “B” on the keyboard to darken the screen and press “B” again to return to the PowerPoint image.
  - Many (but not all) projectors have a “Mute” button on either the projector or the remote control for the projector.
  - Remote control devices for advancing PowerPoint slides have “AV Mute” buttons.
- Learn how to use the audio-visual equipment. Practice setting up and using your laptop computer with a projector and speakers. Practice toggling back and forth between using PowerPoint slides and the video clips. Practice showing the video clips and adjusting the volume of them.

### **Plan How to Work Together with your Co-Trainer Effectively**

- ❑ It is sometimes useful to have a team of two trainers present the workshop. Meet with your co-trainer and support staff in advance to plan: who will lead which activities; how you can support each other; ways to ensure the activities will be delivered accurately; and, for all the logistical arrangements that need to be made.

### **Add Engagement – Spice up the Presentation!**

- ❑ The materials provided have been regarded as engaging and enjoyable by participants. Trainers who have delivered this workshop have reported that they have further increased the engagement, enjoyment, and effectiveness by:
  - sharing personal stories, experiences, and anecdotes to illustrate key points;
  - adding a few pertinent cartoons to the slides; and
  - showing videos that creatively and humorously illustrate key points.

# Arranging the Workshop Space

It is important to establish an environment that will be comfortable for the participants and will facilitate effective learning. Below are some tips for setting up the workshop space.

- Arrive early to arrange the room and complete all of the preparations so that you will be available to meet and greet the participants as they arrive. Arranging the room just about always takes more time than anticipated. One or more room set-up challenges are common; begin setting up at least one hour prior to when the participants are expected to arrive for registration (as opposed to one hour before the workshop is scheduled to begin).
- If you are expecting a large group, consider setting up a registration table outside the room. Organize the sign-in procedures and the handout materials.
- If possible, set up the audio-visual equipment before the tables and chairs because the optimal location for the screen, projector, laptop, and audio speakers often determines how the seating and tables need to be arranged. Be sure that the projector is set far enough back in the room so that the image fills the screen. If the tables and chairs are arranged before you arrive, they may need to be rearranged after the audio-visual equipment is set up (another good reason for setting up early).
- Learn how to adjust the room lighting and the volume of the speakers. If you will be using microphones, learn how to control the volume and check the volume before the participants arrive.
- Arrange the tables and seating to support interactive learning and the exchange of ideas in both small and large group discussions. Do all that you can to arrange the room so that the participants will have enough room to sit comfortably and move about easily. Once the space is arranged, sit in various parts of the room to make sure that everyone will be able to see and hear the trainer and the audio-visual presentations. Make adjustments as necessary.
- Place the handouts and related materials at tables or on the registration table.
- Prepare a sign-in sheet at registration to include key information, e.g., names, signature, and email.
- If you can provide the following optional materials, place them on each table:
  - Post-It notes (so assessors can tab certain pages in the materials or jot down notes for the Parking Lot).
  - Highlighters (these are useful for assessors who want to highlight specific components of the materials).
  - In addition to the above materials, some (but not all!) trainers like to provide a range of toys on the table for tactile learners, e.g. squishy toys, a smooth ball, etc. Avoid noisy or distracting items such as puzzles and toys that make sounds.
- Write the *Ground Rules* on chart paper and post them on a wall (see instructions for the Introduction Activity in the Trainer's Notes).
- Place a sheet or two of chart paper labeled "Parking Lot" on one or two walls of the room (see instructions for the Introduction Activity for how the *Parking Lots* might be used).  
**Note:** The Parking Lots are helpful when you don't have sufficient time to address everyone's questions or don't have immediate answers to complex problems that arise with uniquely different agencies or types of programs.
- Optional: Prepare displays of examples of resources available at [www.draccess.org](http://www.draccess.org)

# Checklist of Materials and Equipment

## Trainer's materials

- Trainer's Guide
- PowerPoint File (PPT)
- Video clips

## Equipment

- Laptop computer with:
  - Free software for playing the videos. On both PCs and Macs we recommend you use VLC Media Player (<http://www.videolan.org>) or UMPlayer (<http://www.umplayer.com/>). Additionally, on Macs, you might also use QuickTime Player ([www.apple.com](http://www.apple.com)) however QuickTime is NOT recommended for PCs. If you have QuickTime installed on a PC, the United States Computer Emergency Readiness Team recommends that you uninstall it (<https://www.us-cert.gov/ncas/alerts/TA16-105A>).
  - Microsoft PowerPoint version 2010 or more recent for PC or version 2011 or higher for Mac.
  - Microsoft Word version 2010 or more recent for PC or version 2011 or higher for Mac.
  - The most recent version of the free Adobe Reader, available at <http://get.adobe.com/reader>
- LCD projector (including remote control device) – the projector should be bright enough to fill a ten-foot screen. 3000 lumens or higher is recommended.
- Projection screen (for a group of 100 participants, at least a 10 foot screen is recommended – this is very important since the session relies heavily on visuals in all activities).
- A way to amplify the sound from your laptop so that the sound from the videos can be heard throughout the room. In a small room, a good set of desktop or portable computer speakers works fine. For large groups, work with the facility's AV support person WELL IN ADVANCE. The activities will be seriously compromised if there is not clear amplification of the sound from the videos.
- Tables for the laptop and projector
- Surge protector(s)/power strips
- Extension cord(s)
- Cable to connect the laptop to the LCD (this usually requires a longer than standard cable)
- Cable to connect the laptop to the amplification system (this might require a longer than standard cable)
- Easel, colored markers, and chart paper
- Masking tape and/or push pins for affixing chart paper to the wall

## Materials that need to be copied prior to the session

- DRDP (2015) Assessment Manual (the Rating Record/Information Page is included in the Manual)
- PowerPoint Thumbnails
- Rating Practice Exercise Worksheets (NOTE: You will need to copy only the worksheets for the videos that you plan to use)
- Key Rules to Remember When Using the DRDP (2015)
- Evaluation Form

# Technical Tips for Showing the Videos

During the workshop you will be showing a number of video clips that are required for leading the activities. Be sure to practice well in advance of your first workshop to learn how to use your equipment and make sure that everything is working together.

Copy the video clips to your computer’s hard drive. To play the videos, on both PCs and Macs we recommend you use VLC Media Player (<http://www.videolan.org>) or UMPlayer (<http://www.umplayer.com/>). Additionally, on Macs, you might also use QuickTime Player ([www.apple.com](http://www.apple.com)) however QuickTime is NOT recommended for PCs.

Important Note: Even if you have these media players on your computer, download the most recent versions and practice using them with the video clips prior to the session so that you learn how to use the player well and are confident that everything is working well.

## Useful Tips

- **Cables:** Depending on the equipment that you will be using, you might need various cables to connect the different pieces of equipment (e.g. laptop, projector, audio amplification system). Our advice: 1) Do a practice run of setting up the equipment to be sure you know what equipment you’ll need and how to use it; and 2) If you have any doubts about figuring this out, find an audio-visual technician who can help you.
- **Make sure the audio from your computer is amplified.** It is essential that the audio signal from your laptop is amplified so that the participants will be able to clearly hear the videos. Remember that the amplification system needs to be able to accommodate the size of the room and the number of people attending. A pair of desktop computer speakers may be sufficient for 15 – 20 people, but not for 100. For large rooms, work with the contact person from the facility and/or an audio-visual technician well in advance to assure that you will have an adequate sound system.
- **Practice showing the clips.** Practice showing the clips well in advance of your first workshop. In addition, try the videos out whenever you are using new equipment because occasionally different laptops, projectors, and audio systems don’t work well together.
- **Remember:** When in doubt, secure the services of an audio-visual technician who will provide and configure all the necessary equipment, set it up, and help you learn how to use it.
- **Videos clips (in the order in which you will show them):**

Activity	Choose one of these	
	Infant/Toddler	Preschooler
Observing for Multiple Measures Exercise	Harper Hope at Snack Time	Aundon at Breakfast
Rating Practice Exercise Part 1	Lydia in the Kitchen (SED 5)	Said on the Playground (PD-HLTH 2)
Rating Practice Exercise Part 2	Tyler Playing on the Floor (PD-HLTH 4)	Cody at Breakfast (PD-HLTH 7)
Optional: Rating Practice Exercise 3	Morgan Playing with Blocks (ATL-REG 1)	Angel Playing with Playdough (SED 4)



## Agenda-At-A-Glance

The following agenda is a suggested design for a half-day workshop (four hours or less). The information might also be delivered in other ways, such as at periodic staff meetings or in coaching sessions with individuals or teams.

Time (Approximate)	Activity	Learning Goals – These sections of the workshop will assist assessors to:
7:00 – 8:00 a.m.	Set up the equipment and materials and fine tune the room arrangement	
8:00 – 8:30 a.m.	Coffee and Registration	<ul style="list-style-type: none"> <li>• Feel welcome and comfortable</li> </ul>
8:30 – 8:45 a.m.	Welcome	<ul style="list-style-type: none"> <li>• Understand the goals and agenda</li> </ul>
8:45 – 8:55 p.m.	Background	<ul style="list-style-type: none"> <li>• Understand the basis of the DRDP (2015)</li> </ul>
8:55 – 9:05 a.m.	General Requirements	<ul style="list-style-type: none"> <li>• Understand responsibilities in using the DRDP (2015)</li> </ul>
9:05 – 9:20 a.m.	Understanding the DRDP (2015)	<ul style="list-style-type: none"> <li>• Understand the instrument</li> </ul>
9:20 – 9:50 a.m.	Step 1: Collect Documentation	<ul style="list-style-type: none"> <li>• Conduct accurate observations and collect other information</li> </ul>
9:50 – 10:05 a.m.	Break	<ul style="list-style-type: none"> <li>• Replenish energy!</li> </ul>
10:05 – 10:20 a.m.	Step 2: Rate the Measures	<ul style="list-style-type: none"> <li>• Rate the measures</li> </ul>
10:20 – 10:50 a.m.	Rating Practice Part 1	<ul style="list-style-type: none"> <li>• Become familiar with the DRDP (2015) and practice using the rating procedures</li> </ul>
10:50 – 11:20 a.m.	Rating Practice Part 2	<ul style="list-style-type: none"> <li>• Become familiar with the DRDP (2015) and practice using the rating procedures</li> </ul>
11:20 – 11:35 p.m.	Using Adaptations	<ul style="list-style-type: none"> <li>• Understand the use of adaptations</li> </ul>
11:35 – 11:45 p.m.	Step 3: Finalize the Assessment	<ul style="list-style-type: none"> <li>• Finalize the assessment</li> </ul>
11:45 – 11:55 a.m.	Resources and Other Information	<ul style="list-style-type: none"> <li>• Know where to go for more information</li> </ul>
11:55 a.m. – 12:15 p.m.	Wrap-up (Questions and Answers and Evaluation)	<ul style="list-style-type: none"> <li>• Understand more about the DRDP (2015) and offer their feedback on the session</li> </ul>
12:15 p.m.	Adjourn	<ul style="list-style-type: none"> <li>• Go home!</li> </ul>
<b>Optional Activity If You Have Time</b>		
30 minutes	Rating Practice Part 3	<ul style="list-style-type: none"> <li>• Become familiar with the DRDP (2015) and practice using the rating procedures</li> </ul>

# Trainer's Notes: Leading a Half-Day Workshop on Using the DRDP (2015) for Special Education

## Welcome (15 minutes)

Slide 1: Review the information on this slide and make these points:


- Welcome the participants to the workshop on using the Desired Results Developmental Profile (2015) Assessment, or, DRDP (2015) for short.
- Thank the participants for their commitment to the field and their implementation of the DRDP (2015) with children with IFSPs and IEPs.

Slide 2: Review the information on this slide and make these points:

- Briefly introduce the trainers, other staff, administrators, or guests.
- If the participants do not know one another, if the number of participants is low enough, and if time allows, ask the participants to BRIEFLY introduce themselves.

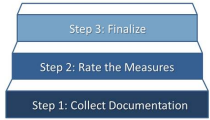
Slide 3: Review the information on this slide and make these points:

- The workshop is focused on assisting you to use the DRDP (2015).
- The Desired Results Developmental Profile (2015) Assessment is a mouthful, so we will use the shorthand terms "DRDP (2015)" or just "DRDP" for short.

 Learning Goals and Agenda

**Understand:**


- The DRDP (2015):
  - Background
  - General Requirements
  - The Instrument
- 3 steps to using the DRDP (2015)
- Use of adaptations
- Resources



4

Slide 4: Review the information on this slide and make these points:

- Because of time limitations this workshop will focus on the most foundational information and skills needed to use the DRDP (2015).
- We will refer you to guidance materials and other resources that address more specific topics.

 Overview of Materials


1. DRDP (2015) Assessment Manual
2. PowerPoint Thumbnails
3. Rating Practice Exercise Worksheets
4. Key Rules to Remember When Using the DRDP (2015)
5. Training Evaluation Form

5

Slide 5: Review the information on this slide and make these points:


- Mention that the manual, and other resources, are available for free at [www.draccess.org](http://www.draccess.org)

**Note:** If you plan to distribute handouts other than the ones listed on this slide, you may want to add them to this slide.

 Ground Rules

Let's all...


- Be courteous with the use of cell phones
- Honor one person speaking at a time
- Begin and end on time
- Commit to the learning goals
- Recognize that we may not have answers to all questions—we'll do our best to find the answers and get back to you
- Any others you'd like to add?

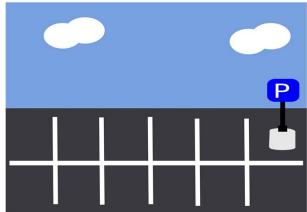


6

Slide 6: Review the information on this slide and make these points:

- Ask if anyone has any other ground rules to suggest.
- If everyone pitches in, we'll have a great day.

 Parking Lot

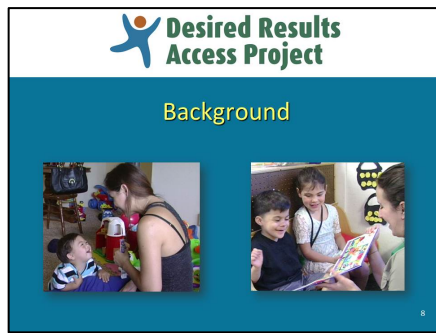


7

Slide 7: Review the information on this slide and make these points:

- All questions are welcome, but there may not be time to get to some of them and there may not be immediate answers to others.
- If we can't answer certain questions, we'll do our best to find the answers and get back to you. In addition, you can, and should, contact your local administrators and/or the Desired Results Access Project for answers.
- Toward the end of the workshop we'll review where to turn for more information.

## Background (10 minutes)



Slide 8: Review the information on this slide and make these points:

- Before we dive in to using the instrument, let's briefly review some background information about the DRDP (2015).

**Background on Federal Requirements for Special Education**

The Individuals with Disabilities Education Act of 2004 (IDEA 2004) requires all states to report progress toward child outcomes through an Annual Performance Report (APR) for both Part B and Part C.

The California Department of Education's Special Education Division uses data from the DRDP to meet these requirements. The DRDP has been used:

- Since 2007: with preschool-age children (3 - 5 year olds not enrolled in transitional kindergarten or kindergarten) who have Individualized Education Programs (IEPs); and
- Since 2013: with infants and toddlers with Individualized Family Service Plans (IFSPs) who are reported in the CASEMIS system.

Slide 9: Review the information on this slide and make these points:

- The California Department of Education, Special Education Division (CDE/SED) compiles DRDP data to meet these requirements.
- The Department of Developmental Services (DDS) also collects and reports information related to infants and toddlers who receive Part C services gathered through the Early Start Report (ESR) and does not use the DRDP (2015).

**Benefits**

**DRDP (2015) results can help practitioners:**

- Better understand and monitor children's progress and target their interventions to the individual needs of each child;
- Inform IFSP and IEP review and planning; and
- Inform families about their children's progress.

**The data collected can:**

- Assist in decision-making at the child and family, program, and policy levels; and
- Help document the positive results of programs, making the case for increased funding for early intervention and preschool special education programs.

Slide 10: Review the information on this slide and make these points:

- Using the DRDP (2015) enables CDE, SELPAs, county offices of education, and school districts to comply with IDEA 2004 requirements. But the use of the DRDP (2015) Assessment accomplishes much more than compliance with federal law.
- This slide describes a number of benefits of using the DRDP (2015).


**Prior to Fall, 2016 there were 2 views of the DRDP (2015)**

Slide 11: Review the information on this slide and make these points:

- The DRDP Assessment has been a collaborative effort between CDE's Early Education and Support Division (EESD) – formerly called the Child Development Division (CDD) – and Special Education Division (SED) since its inception so that the system will include ALL children in California's state-funded early care and education programs.
- In the past, the DRDP was a family of assessment instruments, all based on observations of a child's skills within typical routines and activities.
- EESD used three versions of the DRDP: infant toddler, preschool, and school age, and SED used the DRDP *access*.

**Beginning Fall, 2016: Three Views of the DRDP (2015)**

**One Infant/Toddler View**



- There is only one Infant/Toddler View. All ESD-funded and SED-funded infant-toddler programs will continue to use this view
- This view contains 29 measures across five domains

**Two Preschool Views**

**DRDP (2015) Preschool Comprehensive View**

- ESD-funded preschool programs will select whether to use the PS Comprehensive or PS Fundamental View for children in the program
- This view contains 56 measures across eight domains

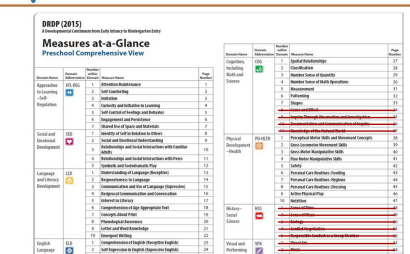
**DRDP (2015) Preschool Fundamental View**

- All preschool special education programs will complete the PS Fundamental View for all children with IEPs and submit to CASEMIS
- This view contains the 43 measures across six domains

Slide 12: Review the information on this slide and make these points:

- Beginning in fall 2016, there are three views of the DRDP (2015), one for infants and toddlers and two for preschoolers, referred to as the Preschool Comprehensive View and the Preschool Fundamental View.
- Special education assessors use the Infant/Toddler View with children receiving Part C/Early Start services and the Preschool Fundamental View for preschoolers with IEPs. Note: if asked, preschool-age children with significant disabilities are not assessed with the Infant/Toddler view.

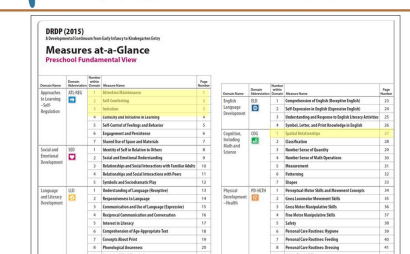
**Measures in the PS Comprehensive View that do not appear in the PS Fundamental View**



Slide 13: Review the information on this slide and make these points:

- This illustration shows the measures on the DRDP (2015) Preschool Comprehensive View. The 13 Measures in red strikethrough remain part of the DRDP (2015) Preschool Comprehensive View but do not appear on the DRDP (2015) Preschool Fundamental View. These measures include 4 science measures from the COG domain and the History/Social Science and Visual and Performing Arts domains.
- While these measures were removed from the DRDP (2015) Preschool Fundamental View, they are still part of a comprehensive early childhood curriculum.


**DRDP (2015) Preschool Fundamental View**



Slide 14: Review the information on this slide and make these points:

- Note that COG now is comprised only of math measures.
- Also note that ATL 1, 2, and 3 and COG 1, which were previously conditional, are now required for children with IEPs; these are highlighted in yellow.

**The Special Education Division's official source of information on the DRDP (2015)**



Slide 15: Review the information on this slide and make these points:

- [www.draccess.org](http://www.draccess.org) is SED's official site for information related to the DRDP (2015) for special education. On this site you can find answers to questions as well as guidance documents, videos, online modules, the DRDP (2015) instrument, and much more.
- Please take some time to visit the site, look around, and bookmark it.

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	<ul style="list-style-type: none"><li>• The site is frequently updated, so visit it from time to time.</li><li>• <b>INVITE A BRIEF DISCUSSION:</b> Ask the participants for questions specifically about the background of the DRDP and answer them. If questions are asked that you know will be addressed in upcoming sections of the workshop, let them know that the question will be addressed shortly.</li></ul>
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# General Requirements (10 minutes)



**Desired Results Access Project**


General Requirements



16

Slide 16: Review the information on this slide and make these points:

- Over the next handful of slides we'll review the general requirements for using the DRDP (2015).




Which children must be assessed?

SED	EESD
<ol style="list-style-type: none"> <li>1. Preschool-age children (3 - 5 year olds not enrolled in transitional kindergarten or kindergarten) who have Individualized Education Programs (IEPs); and</li> <li>2. Infants and toddlers with Individualized Family Service Plans (IFSPs) who are reported in the CASEMIS system.</li> </ol>	<ol style="list-style-type: none"> <li>1. Children who attend a California State Preschool Program.</li> <li>2. Children who attend an EESD Head Start or Early Head Start Program.</li> <li>3. Children who are served by the Family Child Care Home Education Network.</li> </ol>

17

Slide 17: Review the information on this slide and make these points:

- The CDE's Early Education and Support Division (EESD) and Special Education Division (SED) have different criteria for which children must be assessed.
- Infants and toddlers served by a Local Education Agency (LEA) under a regional center vendor contract are not included in the DRDP (2015) assessment as they are not reported to CASEMIS.




When are children assessed?

SED	EESD
<p>The eligible child must have a signed IFSP or IEP and special education services initiated</p> <ul style="list-style-type: none"> <li>• before October 1 to be included in the fall assessment,</li> <li>• before March 1 to be included in the spring assessment,</li> </ul> <p>and then completed every spring and fall that the child receives SED services.</p>	<p>First assessment must be completed within the first 60 days of enrollment in program and then completed every six months after initial assessment.</p>


18

Slide 18: Review the information on this slide and make these points:

- Remember that the child must have a signed IFSP or IEP and special education services initiated before these dates, not on these dates.
- Remember that observing children and collecting documentation are ongoing activities, but when you rate the DRDP (2015) your ratings should be informed by observations made within 6 weeks of when the data is due.



Who are the Assessors?





- The primary LEA early intervention or preschool special education service provider is responsible for the assessment
- The person responsible for the assessment should consult with other teachers, service providers, and family members to complete the assessment

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Slide 19: Review the information on this slide and make these points:

- In special circumstances special education administrators will determine whom the assessor will be, e.g., for a child served only by CCS or a Non-Public School.




 **Assessor Responsibilities** 

1. Observe each child over time and collaborate with other programs, service providers, and families to collect additional information that will help inform the assessment
2. Rate the DRDP (2015) measures and submit a Rating Record and Information Page twice a year, in the fall and spring
3. Maintain a copy of the Rating Record and Information Page

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Slide 20: Review the information on this slide and make these points:

- Emphasize that the primary service provider does not need to gather all the information for the assessment; recommended practice is to collaborate with others.
- The next slide will describe the reporting periods.

 **General Timelines for Special Education DRDP Data Collection and Reporting**


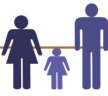
Assessment Period	General Period for Observation and Documentation	General Period to Submit DRDP Data to SELPA	Date by which SELPAs Must Submit Data to CASEMIS
Fall	Oct. 1 – Jan. 1	December – January	February 1
Spring	March 1 – June 1	May – June	July 1

**Note:** These dates are general – consult your program administrator for the specific dates for your program

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Slide 21: Review the information on this slide and make these points:

- The SELPA data submission and certification date is not general; DRDP (2015) data is always due on February 1 and July 1.
- The periods for assessors for observation, documentation, and submission of data are more general as SELPAs set the dates that data are due to them. Ask your administrator or SELPA office when DRDP data are due.
- Remember that for children who are dually enrolled, only one assessment should be completed (and completed collaboratively), but both the general and special educator will each need to submit their Rating Records to their respective systems.
- Whichever assessor has the earlier due date, collaborate to help complete the assessment by that date.

 **Families' Roles** 

Family members might take part in the DRDP (2015) assessment in a variety of ways, including:



- As part of the IFSP or IEP team, helping to determine adaptations
- Sharing observations and documentation with service providers
- Talking with teachers and service providers about their child's development
- Helping to plan the next steps for their child's learning and development

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Slide 22: Review the information on this slide and make these points:

- It is up to family members to decide how they might take part in the assessment; on this slide are a few examples of how they might choose to participate.
- Naturally, families would also talk about the results of the DRDP (2015) with providers in IFSP and IEP meetings and parent conferences. We will talk about reports of DRDP (2015) results towards the end of the workshop.



 **IFSP and IEP Team Responsibilities** 

- At the initial IFSP or IEP meeting, determine the primary service provider who will be responsible for completing and submitting the DRDP (2015).
- Document on the IFSP or IEP that the DRDP (2015) is being used.
- Document that the adaptations that the child uses throughout the day are in place for the DRDP (2015) assessment—record the adaptations on both the IFSP or IEP form and on the Information Page.
- IFSP and IEP teams must annually revisit the adaptations identified for a child to consider if any additions or changes need to be made. (Refer to the “Adaptations Worksheet”)
- For more information see “Guidance for IFSP/IEP Teams”

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Slide 23: Review the information on this slide and make these points:

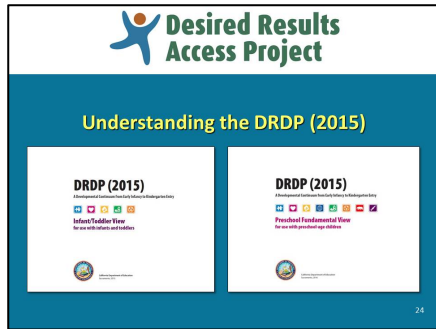
- At the IFSP or IEP meeting, the primary service provider who will conduct the assessment should be identified.
- For more information, refer to “Guidelines for IFSP/IEP Teams” in the section for teachers and service providers at [www.draccess.org](http://www.draccess.org).

**Mute the projector**

**Mute the projector (see p. 7 for tips):**

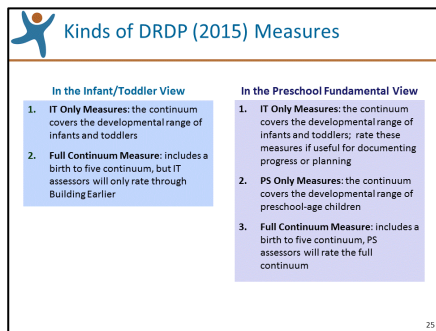
- Ask the participants for questions specifically about the basic requirements for the DRDP (2015) and answer them. If questions are asked that will be addressed in upcoming sections of the workshop, acknowledge that the question will be addressed shortly.

# Understanding the DRDP (2015) (15 minutes)



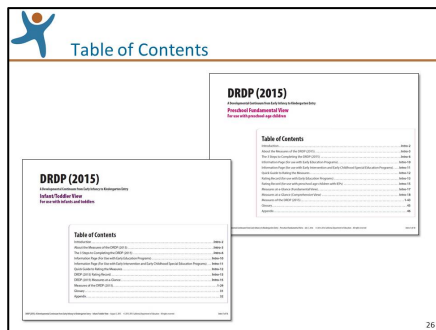
Slide 24: Review the information on this slide and make these points:

- Now we move on to the fun part, actually learning about how to use the DRDP (2015).
- Ask the participants to take a couple of minutes to scan through the DRDP (2015) Assessment Manual.



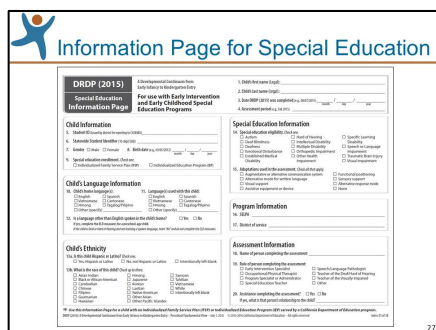
Slide 25: Review the information on this slide and make these points:

- Remember that infants and toddlers are only assessed with the Infant/Toddler View and preschoolers are assessed only with the Preschool Fundamental View.
- Most of the measures in the Infant/Toddler view contain full continuum measures that run from early infancy to early kindergarten.
- The Preschool Fundamental View contains all of the measures in the IT view, plus some additional measures just for preschool-age children.



Slide 26: Review the information on this slide and make these points:

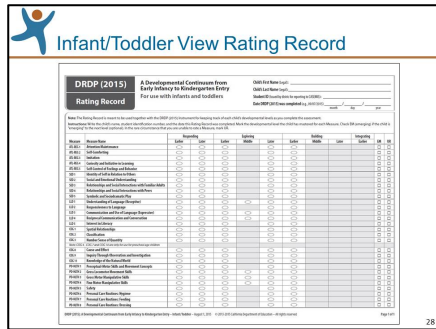
- There is some preliminary guidance in the beginning of the Assessment Manual followed by the Rating Record and Information Page.
- And there are some important appendices at the end of the Manual, but the bulk of the Manual is devoted to the measures.



Slide 27: Review the information on this slide and make these points:

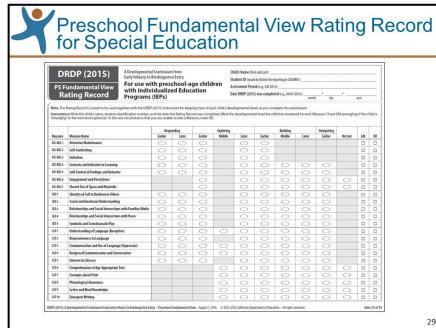
- There is a copy of the Information Page in the Manual that we'll review in a bit.
- Be sure you are using the correct version of the Information Page—the EESD Information Page precedes ours in the Assessment Manual.
- Occasionally, there are changes made to the Information Page. For example, in fall 2016 there was a change in Question 12 about the child's home language. The best way

to make sure that you are using the most current version of the Information Page and Rating Record is to download the version at draccess.org.



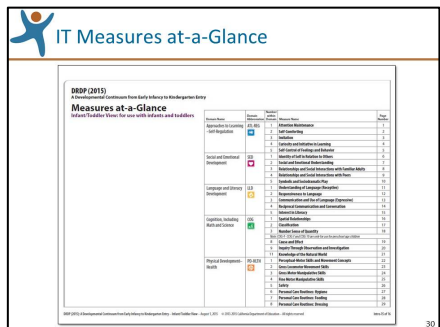
Slide 28: Review the information on this slide and make these points:

- Special Education assessors will be using 2 Rating Records: one for the Infant/Toddler View which includes 29 measures and one for the Preschool Fundamental View which includes 43 measures. Both versions appear in their respective Manuals.
- The version on this slide is for the Infant/Toddler View.
- Like the Information Page, there are occasionally changes made to the Rating Record and the best way to make sure that you are using the most current version is to download a copy at draccess.org.



Slide 29: Review the information on this slide and make these points:

- The version of the Rating Record on this slide is for the Preschool Fundamental View.
- This is the first time there has been a specific rating record for preschoolers with IEPs on the DRDP (2016).
- Note at the top of page 2 that the ELD measures look different; we will cover these a little bit later.



Slide 30: Review the information on this slide and make these points:

- Walk the participants through this IT version of the Measures at-a-Glance highlighting the organization and relationship among the domains and the measures.

**Preschool Fundamental View Measures at-a-Glance**

DRDP (2015) Information System for Early Childhood Programs  
Measures at-a-Glance  
Preschool Fundamental View

Measure	Category	Priority	Notes	Measure	Category	Priority	Notes
ELC-1	Language	1	English	ELC-1	Language	1	English
ELC-2	Language	1	Spanish	ELC-2	Language	1	Spanish
ELC-3	Language	1	Other	ELC-3	Language	1	Other
ELC-4	Language	1	Other	ELC-4	Language	1	Other
ELC-5	Language	1	Other	ELC-5	Language	1	Other
ELC-6	Language	1	Other	ELC-6	Language	1	Other
ELC-7	Language	1	Other	ELC-7	Language	1	Other
ELC-8	Language	1	Other	ELC-8	Language	1	Other
ELC-9	Language	1	Other	ELC-9	Language	1	Other
ELC-10	Language	1	Other	ELC-10	Language	1	Other
ELC-11	Language	1	Other	ELC-11	Language	1	Other
ELC-12	Language	1	Other	ELC-12	Language	1	Other
ELC-13	Language	1	Other	ELC-13	Language	1	Other
ELC-14	Language	1	Other	ELC-14	Language	1	Other
ELC-15	Language	1	Other	ELC-15	Language	1	Other
ELC-16	Language	1	Other	ELC-16	Language	1	Other
ELC-17	Language	1	Other	ELC-17	Language	1	Other
ELC-18	Language	1	Other	ELC-18	Language	1	Other
ELC-19	Language	1	Other	ELC-19	Language	1	Other
ELC-20	Language	1	Other	ELC-20	Language	1	Other
ELC-21	Language	1	Other	ELC-21	Language	1	Other
ELC-22	Language	1	Other	ELC-22	Language	1	Other
ELC-23	Language	1	Other	ELC-23	Language	1	Other
ELC-24	Language	1	Other	ELC-24	Language	1	Other
ELC-25	Language	1	Other	ELC-25	Language	1	Other
ELC-26	Language	1	Other	ELC-26	Language	1	Other
ELC-27	Language	1	Other	ELC-27	Language	1	Other
ELC-28	Language	1	Other	ELC-28	Language	1	Other
ELC-29	Language	1	Other	ELC-29	Language	1	Other
ELC-30	Language	1	Other	ELC-30	Language	1	Other
ELC-31	Language	1	Other	ELC-31	Language	1	Other
ELC-32	Language	1	Other	ELC-32	Language	1	Other
ELC-33	Language	1	Other	ELC-33	Language	1	Other
ELC-34	Language	1	Other	ELC-34	Language	1	Other
ELC-35	Language	1	Other	ELC-35	Language	1	Other
ELC-36	Language	1	Other	ELC-36	Language	1	Other
ELC-37	Language	1	Other	ELC-37	Language	1	Other
ELC-38	Language	1	Other	ELC-38	Language	1	Other
ELC-39	Language	1	Other	ELC-39	Language	1	Other
ELC-40	Language	1	Other	ELC-40	Language	1	Other
ELC-41	Language	1	Other	ELC-41	Language	1	Other
ELC-42	Language	1	Other	ELC-42	Language	1	Other
ELC-43	Language	1	Other	ELC-43	Language	1	Other
ELC-44	Language	1	Other	ELC-44	Language	1	Other
ELC-45	Language	1	Other	ELC-45	Language	1	Other
ELC-46	Language	1	Other	ELC-46	Language	1	Other
ELC-47	Language	1	Other	ELC-47	Language	1	Other
ELC-48	Language	1	Other	ELC-48	Language	1	Other
ELC-49	Language	1	Other	ELC-49	Language	1	Other
ELC-50	Language	1	Other	ELC-50	Language	1	Other
ELC-51	Language	1	Other	ELC-51	Language	1	Other
ELC-52	Language	1	Other	ELC-52	Language	1	Other
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ELC-57	Language	1	Other	ELC-57	Language	1	Other
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ELC-62	Language	1	Other	ELC-62	Language	1	Other
ELC-63	Language	1	Other	ELC-63	Language	1	Other
ELC-64	Language	1	Other	ELC-64	Language	1	Other
ELC-65	Language	1	Other	ELC-65	Language	1	Other
ELC-66	Language	1	Other	ELC-66	Language	1	Other
ELC-67	Language	1	Other	ELC-67	Language	1	Other
ELC-68	Language	1	Other	ELC-68	Language	1	Other
ELC-69	Language	1	Other	ELC-69	Language	1	Other
ELC-70	Language	1	Other	ELC-70	Language	1	Other
ELC-71	Language	1	Other	ELC-71	Language	1	Other
ELC-72	Language	1	Other	ELC-72	Language	1	Other
ELC-73	Language	1	Other	ELC-73	Language	1	Other
ELC-74	Language	1	Other	ELC-74	Language	1	Other
ELC-75	Language	1	Other	ELC-75	Language	1	Other
ELC-76	Language	1	Other	ELC-76	Language	1	Other
ELC-77	Language	1	Other	ELC-77	Language	1	Other
ELC-78	Language	1	Other	ELC-78	Language	1	Other
ELC-79	Language	1	Other	ELC-79	Language	1	Other
ELC-80	Language	1	Other	ELC-80	Language	1	Other
ELC-81	Language	1	Other	ELC-81	Language	1	Other
ELC-82	Language	1	Other	ELC-82	Language	1	Other
ELC-83	Language	1	Other	ELC-83	Language	1	Other
ELC-84	Language	1	Other	ELC-84	Language	1	Other
ELC-85	Language	1	Other	ELC-85	Language	1	Other
ELC-86	Language	1	Other	ELC-86	Language	1	Other
ELC-87	Language	1	Other	ELC-87	Language	1	Other
ELC-88	Language	1	Other	ELC-88	Language	1	Other
ELC-89	Language	1	Other	ELC-89	Language	1	Other
ELC-90	Language	1	Other	ELC-90	Language	1	Other
ELC-91	Language	1	Other	ELC-91	Language	1	Other
ELC-92	Language	1	Other	ELC-92	Language	1	Other
ELC-93	Language	1	Other	ELC-93	Language	1	Other
ELC-94	Language	1	Other	ELC-94	Language	1	Other
ELC-95	Language	1	Other	ELC-95	Language	1	Other
ELC-96	Language	1	Other	ELC-96	Language	1	Other
ELC-97	Language	1	Other	ELC-97	Language	1	Other
ELC-98	Language	1	Other	ELC-98	Language	1	Other
ELC-99	Language	1	Other	ELC-99	Language	1	Other
ELC-100	Language	1	Other	ELC-100	Language	1	Other

Slide 31: Review the information on this slide and make these points:

- Walk the participants through the Preschool Fundamental View of the Measures at-a-Glance highlighting the organization and relationship among the domains and the measures.

**Conditional Measures on the Preschool Fundamental View**

- Some measures in the DRDP (2015) Preschool View are considered "conditional measures" that are assessed when certain conditions are met.
- For preschoolers with IEPs, only the ELD measures are conditional.
- NOTE:** all of the HLTH measures are required for children with IFPS and IEPs

Slide 32: Review the information on this slide and make these points:

- Conditional measures (2015) apply to preschool-age children only.
- In the Preschool Fundamental View, you will see the conditional measures clearly marked in the upper right hand corner and on the Rating Record.
- The conditional measures are now also designated, required for children with IEPs except for the ELD measures.

**Rating Conditional Measures**

Measure	How to Mark the DRDP
<b>Earlier Development Measures</b>	
EL-100: 1.5 Months-Maturity	If these measures are rated, determine the child's latest level of maturity and mark accordingly. These measures are required for all preschool-age children with IEPs. If the measure is not rated, mark the box, "Measure not rated; this child's development is beyond the latest developmental level."
EL-100: 2.5 Months	
EL-100: 3.5 Months	
<b>English Language Development Measures</b>	
EL-100: 1.5 Months-Maturity	If these measures are rated, determine the child's latest level of maturity and mark accordingly. Check the box on the Information Page about the child's home language. Not required for children who are deaf or hard of hearing who are not learning a spoken language. If these measures are not rated, leave them blank.
EL-100: 2.5 Months	
EL-100: 3.5 Months	
<b>Physical Development and Health Measures</b>	
PD-100: 1.5 Months-Maturity	In the Comprehensive View PD-100:1.5 and 2 are conditional. In the Fundamental View PD-100:1.5 and 2 are conditional. These measures are required for preschool-age children with IEPs. If these measures are rated, determine the level of maturity and mark accordingly. If these measures are not rated, check the box, "I do not rate this measure because it is not used for documenting progress or planning this child's learning activities and support."
PD-100: 2.5 Months	
PD-100: 3.5 Months	

Slide 33: Review the information on this slide and make these points:

- In the left-hand column of this table, you will see the list of conditional measures for preschool. The right-hand column describes when, and with whom, to use these measures.
- The earlier development measures are required for children with IEPs and are used for preschool children in EESD programs who are still at that earlier developmental level.
- The ELD measures are only used if you answer "yes" to question #12 on the Information Page.
- The PD-HLTH measures are required for all children with IEPs. They are only optional for children in EESD programs.
- This information appears in the Introduction section of the Manual.

**The Measures**

**LLD 5: Interest in Literacy**

Mark the latest developmental level the child has reached:

Response	Emerging	Early	Developing	Building	Late	Integrating
Emerging	Child is beginning to show interest in literacy.	Child is beginning to show interest in literacy.	Child is beginning to show interest in literacy.	Child is beginning to show interest in literacy.	Child is beginning to show interest in literacy.	Child is beginning to show interest in literacy.
Early	Child is beginning to show interest in literacy.	Child is beginning to show interest in literacy.	Child is beginning to show interest in literacy.	Child is beginning to show interest in literacy.	Child is beginning to show interest in literacy.	Child is beginning to show interest in literacy.
Developing	Child is beginning to show interest in literacy.	Child is beginning to show interest in literacy.	Child is beginning to show interest in literacy.	Child is beginning to show interest in literacy.	Child is beginning to show interest in literacy.	Child is beginning to show interest in literacy.
Building	Child is beginning to show interest in literacy.	Child is beginning to show interest in literacy.	Child is beginning to show interest in literacy.	Child is beginning to show interest in literacy.	Child is beginning to show interest in literacy.	Child is beginning to show interest in literacy.
Late	Child is beginning to show interest in literacy.	Child is beginning to show interest in literacy.	Child is beginning to show interest in literacy.	Child is beginning to show interest in literacy.	Child is beginning to show interest in literacy.	Child is beginning to show interest in literacy.
Integrating	Child is beginning to show interest in literacy.	Child is beginning to show interest in literacy.	Child is beginning to show interest in literacy.	Child is beginning to show interest in literacy.	Child is beginning to show interest in literacy.	Child is beginning to show interest in literacy.

Developmental Domain: Interest in Literacy

Measure: Interest in Literacy

Definition: Interest in literacy is the child's interest in books, letters, and writing.

Developmental Level: Emerging, Early, Developing, Building, Late, Integrating

Descriptor: Interest in literacy is the child's interest in books, letters, and writing.

Example: Child is beginning to show interest in literacy.

Slide 34: Review the information on this slide and make these points:

- The next series of slides will review the components of the measures.
- Ask the participants to open their Manuals to Measure LLD 5: Interest in Literacy so they can follow along.

**Developmental Domain:**  
Represents an essential area of learning and development for young children.

Slide 35: Review the information on this slide and make these points:

- The measures in the DRDP (2015) are organized into broad developmental dimensions referred to as Developmental Domains.

**Developmental Domains of the DRDP (2015)**

**5 Domains in the Infant/Toddler View**

- Approaches to Learning-Self-Regulation
- Social and Emotional Development
- Language and Literacy Development
- Cognition, including Math and Science
- Physical Development-Health

**6 Domains in the Preschool Fundamental View**

- Approaches to Learning-Self-Regulation
- Social and Emotional Development
- Language and Literacy Development
- English Language Development\*
- Cognition, including Math and Science
- Physical Development-Health

\* Preschool only domain

Slide 36: Review the information on this slide and make these points:

- As you see there are 5 Infant/Toddler 6 Preschool domains.
- All of the Infant/Toddler domains appear in the Preschool Fundamental View.
- The Preschool Fundamental View contains three additional domains: ELD, HSS, and VPA.

**Measure:**  
The developmental continuum along which a child's observed behavior is assessed.

Slide 37: Review the information on this slide and make these points:

- The measure is the developmental continuum along which a child's observed behavior is assessed.

**Definition:**  
Specifies the aspects of development to be observed.

Slide 38: Review the information on this slide and make these points:

- The Definition gives us more information about the area of development described in the measure.

**Developmental Level:**  
A point along a developmental progression for a particular measure that ranges from earlier to later levels of development.

The screenshot shows a grid for the measure 'L1D-5 Interest in Literacy'. The grid has columns for 'Earlier' and 'Later' developmental levels. The 'Earlier' column contains levels 1 through 4, and the 'Later' column contains levels 4 through 5. Each cell in the grid contains a brief description of the skill or behavior associated with that level.

Slide 39: Review the information on this slide and make these points:

- Note that the row of levels has two parts.
- The levels run from earlier development on the left to later development on the right.
- This is an example of a “full continuum” measure, with levels from early infancy to early kindergarten.

### More about developmental levels

The number of levels for each measure can vary depending on the competencies that are appropriate for that measure’s developmental continuum.

**The full-range of developmental levels on the DRDP (2015) includes:**

- Responding (Earlier, Later):** Generally, knowledge, skills, or behaviors observed during early infancy
- Exploring (Earlier, Middle, Later):** Generally, knowledge, skills, or behaviors observed in later infancy, toddlerhood, and early preschool
- Building (Earlier, Middle, Later):** Generally, knowledge, skills, or behaviors observed in preschool
- Integrating (Earlier):** Generally, knowledge, skills, or behaviors observed in late preschool and early kindergarten

Slide 40: Review the information on this slide and make these points:

- The levels are organized under four categories: responding, exploring, building, and integrating.
- Under each category, you may see a range of sub-levels: early, middle, or later.
- The broad ages associated with these four categories tells us approximately when we might typically expect to see these skills.

### Even more about developmental levels

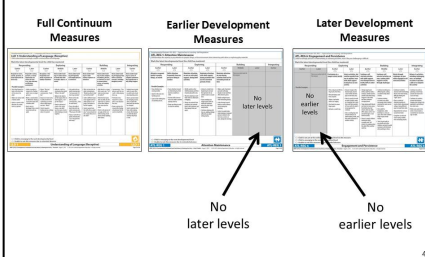
Due to their differing ranges, the measures require different numbers of developmental levels to describe a continuum.

- The measures that cover the full continuum (i.e., the full age range of early infancy through five) include 8 or 9 developmental levels.
- The measures that cover either an infant/toddler or preschool continuum include 5 or 6 developmental levels.

Slide 41: Review the information on this slide and make these points:

- This information is provided just to give you a sense of how the measures are structured.
- You can find this information in the Introduction to the Manual and we’ll look at this more closely in a while.

### Three Types of Developmental Continua



Slide 42: Review the information on this slide and make these points:

- Most of the measures in the DRDP (2015) cover an early infancy to early kindergarten range. These are named, “Full Continuum measures.”
- A few measures of the DRDP (2015) address children at the early levels of development (called Earlier Development measures) and some apply to children at the later end of the developmental range (called Later Development measures).
- We’ll look at these three types of measures one at a time and the information appears in the Introduction of the Manual.



**Full Continuum Measure**

Consists of 8-9 levels that describe development from early infancy to early kindergarten.

43

Slide 43: Review the information on this slide and make these points:

- This measure, LLD 1, is an example of a full continuum measure, early infancy to early kindergarten.
- You will find full continuum measures in both the Infant/Toddler and Preschool Fundamental Views of the instrument.
- Note that in the Infant/Toddler View, full continuum measures can only be rated through “Building Earlier.”
- The remaining levels indicate “N/A” under the level names that can’t be rated for infants and toddlers.

**Earlier Development Measure**

Consists of 5 levels that describe development that typically occurs in infant/toddler and early preschool years.

44

Slide 44: Review the information on this slide and make these points:

- Earlier Development measures describe development that typically occurs in the infant/toddler and early preschool years.
- Notice that these measures only have developmental levels up to “Building Earlier”.
- The DRDP (2015) only contains four earlier developing measures. The majority of the measures are early infancy to kindergarten entry.
- You will find the Earlier Development measures in the Preschool Fundamental View as well; we’ll discuss this in more detail later.

**Later Development Measure**

Consist of 6 levels that describes development that typically occurs in the preschool years and early kindergarten.

45

Slide 45: Review the information on this slide and make these points:

- Later Development measures describe development that typically occurs in the preschool years and early kindergarten.
- Notice at the bottom of the page, a choice to select, “Child is not yet at the earliest developmental level.” We will discuss this further when we talk about the rating process.

**Descriptor:**  
Defines the behaviors that would be observed for a child at that developmental level.

Slide 46: Review the information on this slide and make these points:

- When we rate the measures, we are assessing the child's skills related to these descriptors.

**Example:**  
Specific behaviors you might see that would demonstrate that a child has reached mastery of a particular developmental level.

Slide 47: Review the information on this slide and make these points:

- The examples in the DRDP (2015) function just as they did in the DRDP *access*: they should help you understand the descriptor and should not be used as a checklist.
- Some of the examples have been translated into languages other than English. For example, see LLD 3 Exploring Later.

**The Examples**

- Provide illustrations of each Descriptor.
- Are only examples – many behaviors you observe while determining a child's level of mastery will not appear in the list of examples.
- Should not be the basis of your rating; always base your rating on the Descriptors.

Slide 48: Review the information on this slide and make these points:

- KEEP IN MIND: the examples are just examples! When observing a child, you may not actually observe any or all of them.
- Very few examples contain specific adaptations. You will, however, see them in your observations of a child's mastery.

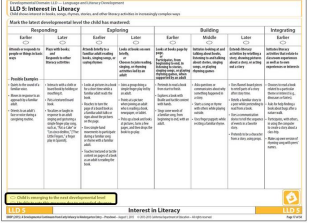
**"Not Yet"**  
If, after careful consideration, you determine that a preschool-age child is not yet demonstrating mastery of the earliest level of a later development measure, mark "Child is not yet at the earliest developmental level on this measure."

Slide 49: Review the information on this slide and make these points:

- Ask the participants to locate the COG 4 measure to illustrate a measure that has the "Not Yet" option.
- We'll talk more about this when we discuss the rating process.



**Emerging:**  
If your observations indicate that the child has demonstrated mastery for a developmental level and is also beginning to demonstrate knowledge, skills, or behaviors described for the next level (although not yet consistently across situations or settings), the child may be emerging to the next level.

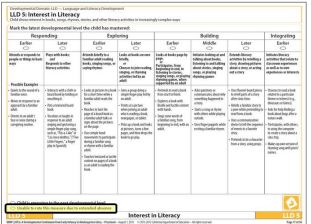


50

Slide 50: Review the information on this slide and make these points:

- Emerging indicates the child demonstrates skills consistently at one level, but also demonstrates some skills at the next higher Level but has not yet mastered it.
- We will discuss this in more detail when we talk about the rating process.

**Unable to Rate:**  
Used only when the child is absent from the program for such an extended period of time during the four to six weeks prior to submitting your DRDP data that you could not gather information to rate the measures.



51

Slide 51: Review the information on this slide and make these points:

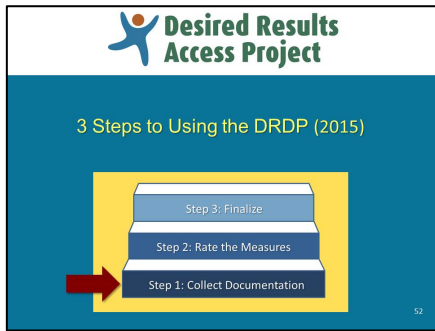
- Unable to rate should hardly ever be used.
- It should only be used in the rare situation in which the child is absent from the program for such an extended period of time during the four to six weeks prior to submitting your DRDP data that you could not gather information to rate the measures.

**Mute the projector**

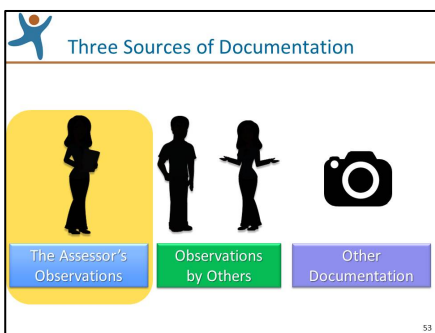
**Mute the projector (see p. 7 for tips):**

- Ask for questions specifically about the components of the measures; in order to stay on time, keep the questions focused on the components of the measures.
- If questions are asked about the rating process, tell them the rating process will be reviewed in depth shortly.

# Step 1: Collect Documentation (30 Minutes)



- Slide 52: Review the information on this slide and make these points:
- Now that we know how to navigate the instrument, we can explore how to use it.
  - This slide lists the three steps to using the DRDP (2015). We'll focus on the first step, collecting documentation in order to rate the measures on the DRDP (2015).



- Slide 53: Review the information on this slide and make these points:
- There are three primary sources of information that can be used to support rating a measure.
  - Let's begin with direct, naturalistic observation.



- Slide 54: Review the information on this slide and make these points:
- The DRDP (2015) is based on naturalistic observation and this slide lists 5 key strategies we should use when using naturalistic observation.
  - Children demonstrate their best skills when operating from a secure base with familiar people they trust and in familiar places.
  - Rather than test under artificial conditions, we should observe the child's skills in natural settings, such as preschool classrooms, the child's home, and child care settings.
  - Typical daily routines and activities provide a meaningful context in which children can best demonstrate their skills.
  - One observation may not give us a true picture of the child's developmental levels. If a child is tired, under stress, or not feeling well during one observation, the results may not accurately reflect the child's best skills. We are looking for mastery, which by definition is consistent behavior over time.

**Mute the projector**

**MUTE THE PROJECTOR AND LEAD THE FOLLOWING EXERCISE (Keeping the projector muted).**

- Tell the group that you're going to lead a brief, fun exercise.

- Ask the participants to stand up and find one partner.
- Once they locate a partner, ask them to stand face to face and observe their partner for 30 seconds.
- After 30 seconds, ask them to turn back to back with their partner and “re-arrange” or change five things about themselves.
- After the “change-over” ask them to face their partner and identify the five changes that their partner had made.
- Debrief the activity by asking questions such as:
  - Who found all five changes? Four of them? Three of them? (Ask these playfully – not to shame!)
  - What lessons can we learn from this little exercise about making accurate observations?
- Summarize the activity.

Observations are more accurate when we:

- Take note of specific details;
- Know the person we are observing;
- Make observations over time;
- Apply our full attention and focus; and
- Give sufficient time to the observation.

**With the projector still muted**, ask the participants to find a piece of blank paper.

Tell them that you will show them a photo of three children and that they should work by themselves to write down their observations of the child in the middle.



Slide 55: Review the information on this slide and make these points:


- When they’ve finished writing, ask everyone to find a partner and trade papers.

**Reminder:**  
Description versus Interpretation

**Description (Objective)**

- What are the specific details?
- What you actually observe.

*Example: The boy is holding a blue block and is sitting in "W sitting"*



**Interpretation (Subjective)**

- What were your initial reactions?
- Things you felt about what you observe.


*Example: The child is watching the other boys play, but doesn't know how to join in; it looks like he feels left out*

56

Slide 56: Review the information on this slide and make these points:

- Ask the participants to label each of their partner's observations with a "D" for the observations they consider being descriptive or "I" for the observations they consider to be interpretative.
- Remind the participants that the purpose of this activity is to become more aware of and refine our observation skills, not to judge anyone's observations as inaccurate or inappropriate.
- Once they are finished labeling, ask the group for examples of observations that they labeled as descriptive then ask the large group for examples of notes that they labeled as interpretative.
- Lead a discussion about description versus interpretation. (Note: it may be useful to flip back to the photo on slide 55). If the following points are not made by the participants, bring them up:
  - We often sense things so quickly that we initially interpret what we see.
  - Good observation skills include the need for remaining objective and being specific, direct, and complete.

**The rest of the story**



Original clip      A few seconds later

57

Slide 57: Review the information on this slide and make these points:

- The photo on the left is the original photo that you observed. We do not have enough information to objectively know what the look on the child's face might mean when the second the photo was taken, so we should avoid making interpretations such as the child was sad, or felt left out.
- The photo on the right was taken just moments later, and as we see, the child was fully engaged in play with the other boys. According to the photographer who took both photos, in the first photo the boy in the middle took a break from actively building with the blocks to observe the other boys for a few seconds and then he resumed playing.

**Key Points:**  
Description and Interpretation

When **MAKING** descriptive observations:

- Strive to be objective, specific, and complete
- Avoid labels when describing behavior
- Be aware of your biases


When **REVIEWING** your observations:

- You might identify questions that may be answered by further observations and inquiry

58

Slide 58: Review the information on this slide and make these points:

- In order to keep our ratings of the DRDP (2015) objective, we should describe what we actually see and hear rather than what we infer or guess about what we observe.


 Do's and Don'ts when Observing Children

Do	Don't
Observe children in typical routines, activities, and places with familiar people and materials	Set up, or ask others to set up, contrived "testing" situations
Plan to observe typically occurring routines and activities in which you are likely to be able to see the kinds of behaviors in order to confidently rate a measure	Ask the family to rearrange their schedule and routines so that you can make an observation
Ensure that hearing aids or cochlear implants are functioning properly. Ensure that glasses are worn, if needed.	
Allow children adequate time to complete any task they are engaged in, even if they require more time than their peers to complete a task	

59

Slide 59: Review the information on this slide and make these points:

- Before we move on to the next source of documentation, let's take a moment to read through these do's and don'ts to keep in mind when observing children.


 Two Important Strategies for Efficient Observation

- 1 • In group settings, you can plan your observations so you can observe more than one child at a time
- 2 • Observe for more than one measure

60

Slide 60: Review the information on this slide and make these points:

- As you review the measures of the DRDP (2015), consider particular routines or activities during the day in group settings where you would be able to observe more than one child for a particular measure.
- Once you become familiar with the instrument, you will note how easily you may observe for more than one measure.

 Exercise: Observe for more than one measure

1. Read through the Measures-At-A-Glance
2. As you watch the video clip, identify which measures can be informed by this observation

61

Slide 61: Lead this exercise:

**IMPORTANT NOTE:** You can lead this activity using either a toddler or a preschooler as an example. If you want to focus on a toddler, use the video clip of *Harper Playing on the Floor*, the Infant/Toddler View, and slide 62; if you want to focus on a preschooler, use the clip of *Aundon at Breakfast*, the Preschool Fundamental View, and slide 63. NOTE: you may wish to move the slide that you won't be showing to the end of the PPT slides.

- Tell the participants: Open your manuals to the Measures At-a-Glance Page (either the Infant/Toddler or Preschool Fundamental Views as indicated by the clip you will show) and briefly read through the names of all of the measures to familiarize yourselves with the scope of the instrument.
- After a minute or so, tell the participants to find a sheet of blank paper.
- Tell the participants: I'm going to show you a video clip of [Harper or Aundon]. As you watch, jot down the abbreviations for all of those measures that you think might this observation might help you rate.
- Show the video of either Harper or Aundon.
- When the video ends, tell the participants: Take a look at the Measures At-a-Glance Page again and add any measures that you might have missed.
- After a minute, tell the participants: Please share the measures that




you think might be informed by what you observed.

- **NOTE:** If the participants share measure abbreviations, you may want to give the full name of the measure so everyone will know how it relates to the clip.

**Measures that might be informed by the clip of Harper**

- ATL-REG 1: Attention Maintenance
- ATL-REG 3: Imitation
- SED 3: Relationships and Social Interactions with Familiar Adults
- LLD 1: Understanding of Language (Receptive)
- LLD 2: Responsiveness to Language
- LLD 3: Communication and Use of Language (Expressive)
- PD-HLTH 4: Fine Motor Manipulative Skills
- PD-HLTH 7: Personal Care Routines: Feeding




62

Slide 62: Use this slide if you showed the video of Harper. Review the information on this slide and make these points:

- We looked through the DRDP (2015) and identified the measures on this slide. The ratings on these measures could be informed by the observations from the video clip.
- Remember: although observations of Harper in this clip could partially inform a rating, in actual practice, ratings must be based on multiple observations over time and across multiple settings.

**Measures that might be informed by the clip of Aundon**

- SED 3: Relationships and Social Interactions with Familiar Adults
- SED 4: Relationships and Social Interactions with Peers
- LLD 1: Understanding of Language (Receptive)
- LLD 2: Responsiveness to Language
- LLD 3: Communication and Use of Language (Expressive)
- LLD 4: Reciprocal Communication and Conversation
- COG 6: Patterning
- PD-HLTH 1: Perceptual Motor Skills and Movement Concepts
- PD-HLTH 4: Fine Motor Manipulative Skills
- PD-HLTH 7: Personal Care Routines: Feeding

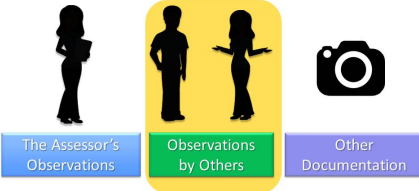


63

Slide 63: Use this slide if you showed the video of Aundon. Review the information on this slide and make these points:

- We looked through the DRDP (2015) and identified the measures on this slide. The ratings on these measures could be informed by the observations from the video clip.
- Remember: although observations of Aundon in this clip could partially inform a rating, in actual practice, ratings must be based on multiple observations over time and across multiple settings.

**Three Sources of Documentation**




64

Slide 64: Review the information on this slide and make these points:

- Let's review the second primary source of information, the conversations where we can learn about what others who know the child well have observed.

**Conversations with others**

- To obtain the most complete and accurate picture of the child's skills, we need to seek input from people who have ongoing contact with the child, including:
  - Parents and other family members
  - Frequent caregivers
  - Child care providers
  - Other practitioners
- Collaboration is *especially* critical when the assessor has limited contact with the child



65

Slide 65: Review the information on this slide and make these points:

- Keep in mind: Observations from parents are a valid and reliable source of information. Read: *The Role of Family Observations in the DRDP (2015) Assessment* at [www.draccess.org](http://www.draccess.org)



**Desired Results Access Project**

**Guidance for Home Visitors**  
Leading Focused Conversations with Families to Help Complete the DRDP (2015)

66

Slide 66: Review the information on this slide and make these points:

- A new set of materials has been produced to assist home visitors with leading conversations with families.

**Leading Focused Conversations with Families**

- Ongoing conversations with family members are rich opportunities for learning about their child and should occur whenever we have contact with the family.
- Additionally, it may be useful to lead conversations in a particularly focused manner during the two times a year when the DRDP (2015) is completed.
- Having conversations with families is an important part of completing the DRDP (2015) for all assessors, but may be particularly important for home visitors who do not have frequent opportunities to observe the child participating in a variety of routines and activities.
- When combined with your observations, the perspectives of families help you gain a more complete picture of a child across settings, activities, and interacting with a variety of people.

67

Slide 67: Review the information on this slide and make these points:

- On the draccess.org site is a set of materials that will help assessors lead conversations with families.

**4 Steps to Leading Focused Conversations**

- Step 1:** Take a first pass at completing the DRDP
- Step 2:** Identify child and family routines and activities
- Step 3:** Lead a focused conversation
- Step 4:** Take another pass at completing the DRDP (2015)

68

Slide 68: Review the information on this slide and make these points:

- One document you'll find at draccess.org is titled "Leading Focused Conversations with Families to Help Complete the DRDP (2015)." This handout describes in detail how to use these 4 steps.

**Worksheet for Leading Conversations with Families to Help Complete the DRDP (2015)**

69

Slide 69: Review the information on this slide and make these points:

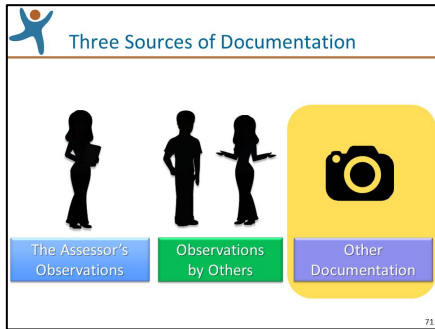
- The "Worksheet for Leading Focused Conversations with Families to Help Complete the DRDP (2015)" can help you organize your thoughts and your notes as you use this 4 step process.

**Do's and Don'ts when having conversations with families (and other providers)**

Do	Don't
<ul style="list-style-type: none"> <li>Have conversations with the family (and other providers) that will help inform your rating of the measures</li> </ul>	<ul style="list-style-type: none"> <li>Ask the parent to complete the instrument</li> </ul>
<ul style="list-style-type: none"> <li>Formulate questions before you have the conversation</li> </ul>	<ul style="list-style-type: none"> <li>Read the measure, descriptors, or examples to families and ask them to rate the measure</li> </ul>
<ul style="list-style-type: none"> <li>Be sure your conversations are clear enough that both you and the family understand the measure and the descriptors in the same way</li> </ul>	<ul style="list-style-type: none"> <li>Have such a general conversation that you and the family have different understandings of the behaviors being discussed</li> </ul>
<ul style="list-style-type: none"> <li>Honor the family's (and your own) time by planning your contact with them carefully</li> </ul>	<ul style="list-style-type: none"> <li>Dishonor the family's time by being unprepared</li> </ul>

Slide 70: Review the information on this slide and make these points:

- These Do's and Don'ts apply to the observation and assessment of children with and without disabilities.



Slide 71: Review the information on this slide and make these points:

- Let's review the third primary source of information, other documentation.



Slide 72: Review the information on this slide and make these points:

- Observations can't do us much good unless we can remember them. Fortunately, there are several ways to capture them. For instance, we can write a brief note, collect a sample of children's work, take a picture, or video record our observations.
- These documentation strategies are described in the Appendices to the Assessment Manual.
- No documentation method works best for everyone, so be sure to use the ones that work for you.

**Mute the projector**

**Mute the Projector:**

Ask for questions specifically about collecting documentation and answer them. If questions are asked that will be addressed in upcoming sections of the workshop, acknowledge that the question will be addressed shortly.



## Step 2: Rate the Measures (15 minutes)

**Desired Results Access Project**

3 Steps to Using the DRDP (2015)

Step 3: Finalize  
Step 2: Rate the Measures  
Step 1: Collect Documentation

73

Slide 73: Review the information on this slide and make these points:

- In this next section we'll review the second step in using the instrument, rating the measures.
- The process that we'll review for rating the measures is also described in the Manual.

**Desired Results Access Project**

Process for confidently rating the measures when you have sufficient information

- 1 • Review your documentation/evidence
- 2 • Carefully read the definition and the descriptors, looking for mastery
- 3 • After you read the descriptors, consider the examples
- 4 • Based on your careful reading of the descriptors and examples and a review of your documentation, determine the child's level of mastery
- 5 • Indicate if the child is emerging to the next level (when the option to mark emerging is available)

74

Slide 74: Review the information on this slide and make these points:

- Assuming that you do have sufficient documentation to rate a measure, these are the steps for rating.

**Desired Results Access Project**

Consider behaviors mastered if the child demonstrates them...

1. Consistently over time  
*and*
2. In different situations or settings

75

Slide 75: Review the information on this slide and make these points:

- Mastery indicates that the child typically demonstrates the behaviors indicated by a descriptor consistently over time and in different situations and settings.
- On this slide, we see Harper at different times and activities demonstrating skills related to PD-HLTH 4: Fine Motor Manipulative Skills. In all three photos she uses her right hand to grasp and manipulate objects and in one photo she manipulates an object using both hands doing different movements.

**Desired Results Access Project**

Determining the Latest Level of Mastery

The Descriptor in each Level describes the behaviors that would be observed if the child were at that level of mastery

The Examples provide illustrations of the Descriptors

76

Slide 76: Review the information on this slide and make these points:

- Keeping the two criteria for mastery in mind, determining the child's highest level of mastery on a measure should be a straightforward process.
- In determining the level of mastery we are assessing the child's behaviors relative to the descriptor.
- The examples provide illustrations of each descriptor. Examples are useful, but you should not assess the examples. The examples are intended to help the assessor by illustrating the descriptors. Many of the behaviors that you observe that you consider indicative of mastery may not be included as examples.
- As you review the descriptors, carefully consider what you know

about the child. As you reflect on your observations and other documentation that you've gathered, choose the descriptor that best depicts the child's highest level of mastery.

- You do not need to observe everything below the level of mastery.









### Determining the Latest Level of Mastery

Developmental Domains LLD – Language and Literacy Development

#### LLD 5: Interest in Literacy

Child demonstrates simple formula, signs, and other literacy activities to recognize complex ones

Mark the latest developmental level the child has mastered:



Responding		Exploring		Building		Integrating	
Earlier	Later	Earlier	Later	Earlier	Later	Earlier	Later
<p>Responds to requests to sing or play a song with lyrics or lyrics on a screen</p> <p>Possible examples:</p> 	<p>Looks at books or media and responds to simple requests to sing or play</p> <p>Possible examples:</p> 	<p>Looks at books or media briefly</p> <p>Looks at books or media and responds to simple requests to sing or play</p> <p>Possible examples:</p> 	<p>Looks at books or media and responds to simple requests to sing or play</p> <p>Possible examples:</p> 	<p>Looks at books or media and responds to simple requests to sing or play</p> <p>Possible examples:</p> 	<p>Looks at books or media and responds to simple requests to sing or play</p> <p>Possible examples:</p> 	<p>Looks at books or media and responds to simple requests to sing or play</p> <p>Possible examples:</p> 	<p>Looks at books or media and responds to simple requests to sing or play</p> <p>Possible examples:</p> 

Slide 77: Review the information on this slide and make these points:

- This slide illustrates how two pieces of photographic documentation taken during observations illustrate the Exploring Later descriptor for LLD 5: Interest in Literacy.
- On this slide, we see two photos of Morgan that illustrate the examples given for Exploring Later on LLD 5. However, in general, keep in mind that while the observations may fit the descriptor, you may not actually observe any or all of the examples given.

### All children should be allowed consideration for the unique ways in which they demonstrate mastery

- Children demonstrate mastery in a number of ways, through a variety of communication modes, languages, and behaviors.
- Children who are dual language learners may demonstrate mastery when communicating in a single language, in their home language, or when code switching (the ability to alternate between two languages in a conversation).
- Children with IFSPs and IEPs who use adaptations should have those adaptations in place to ensure accurate assessment.
- Many behaviors you observe while determining a child's level of mastery will not appear in the list of examples.

Slide 78: Review the information on this slide and make these points:



- The top photo illustrates a child using a sensory roll as he attends to his teacher during circle time.
- The bottom photo illustrates a child who wears his glasses every day, and therefore, must be wearing them when we observe the child to inform our rating of the DRDP (2015).

### Important Note about Mastery

- If you observe skills that seem to be across two or more levels, or
- If a child demonstrates inconsistent behavior,

choose the level that the child demonstrates most typically and solidly.

NOTE: When selecting a level of mastery you do not need to observe skills associated with earlier levels.

Slide 79: Review the information on this slide and make these points:

- This guidance applies to rating a measure when mastery is less clear.
- The photos on this slide show that sometimes Miriam walks independently with her walker and other times with adult assistance. The teachers in the classroom, who know her well, will know which behavior Miriam most consistently demonstrates.

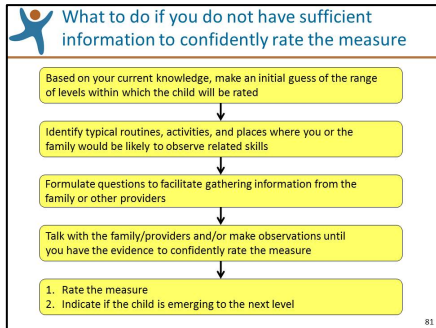
### Examples of "Grammatical Guidance" for the DRDP (2015)

If the Descriptor	Sample Measure
If the descriptor says "and..." all parts of the descriptor are required for mastery and need to be observed together.	SED 3: Relationships and Social Interactions with Familiar Adults Interacts in simple ways with familiar adults and tries to maintain the interactions.
If the descriptor says "or..." the child only needs to demonstrate the behavior in one of the listed ways to master the developmental level. Either part of the descriptor may be observed to rate the child as mastered at that level; both parts of the descriptor are not required for mastery.	LLD 5: Interest in Literacy Looks at books on own briefly or chooses to join reading, singing, or rhyming activities led by an adult
If the descriptor has a semi-colon followed by the word "and..." means the child must demonstrate the behavior in all the listed ways to master the level, but not necessarily during the same observation.	SED 3: Relationships and Social Interactions with Familiar Adults Initiates activities with familiar adults; and Seeks out assistance or support from familiar adults

Slide 80: Review the information on this slide and make these points:

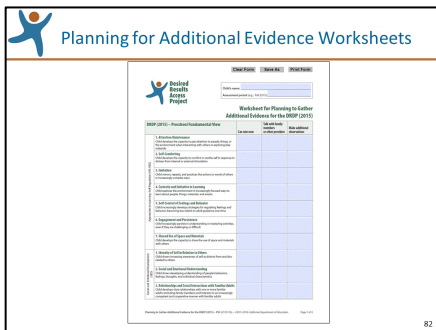
- Most of the descriptors in a measure define discrete knowledge, skills, or behaviors. However, some descriptors include more than one behavior or skill, separated by "and," "or," or a semicolon (;) followed by "and".
- If the descriptor says "and," all parts of the descriptor are required for mastery and need to be observed together.
- If the descriptor says "or," either part of the descriptor may be observed.
- If the descriptor has a semi-colon followed by "and" the child must demonstrate the behavior in all the listed ways to master the level, but not necessarily during the same observation.
- This information appears in the introduction of the Manual.

- NOTE TO TRAINER: You may want to humorously let the participants know that you empathize with them having to learn and remember so many grammatical rules and at the same time highlight the importance of these rules. You can offer the example of “Let’s eat Grandma” vs. “Let’s eat, Grandma.”



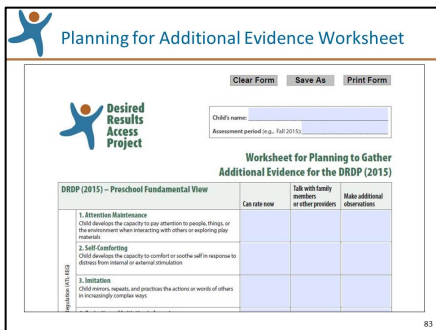
Slide 81: Review the information on this slide and make these points:

- We just reviewed the rating process for when you have enough information to confidently rate a measure.
- This slide illustrates a process that you can use when you do not have sufficient information to confidently rate a measure.




Slide 82: Review the information on this slide and make these points:

- You should know about a very useful tool, the “Planning for Additional Evidence Worksheet,” available at [draccess.org](http://draccess.org).
- This tool can help you keep track of and organize which measures you can confidently rate with your existing documentation, and which measures will need additional documentation.
- There are two versions of the worksheet, one for the Infant/Toddler View and one for the Preschool Fundamental View.



Slide 83: Review the information on this slide and make these points:


- This slide shows a close-up of the Preschool Fundamental View of the “Planning for Additional Evidence Worksheet.”
- When you sit down to rate the measures, keep this worksheet handy along with all of your documentation, the Rating Record, and the Manual.
- As you rate each measure, review the relevant documentation. If you can confidently rate the measure indicate the rating in the “Can rate now” column or if you prefer, directly on the Rating Record. If you find that you need additional information to confidently rate the measure, jot down conversations you might want to have with others, or what additional observations you want to make.

 **“Emerging” is an optional rating**

If a child has mastered a level and is also demonstrating behaviors described for the next level, but not consistently, the child is considered to be **Emerging** to the next level.

84

- Slide 84: Review the information on this slide and make these points:
- Emerging indicates that the child is at a certain level of mastery and is also demonstrating behaviors described for the next level, although not yet easily or consistently across settings.

 **Instructions for Using Emerging**


- First, record the level the child has mastered.
- Then, mark Emerging if the child also demonstrates behaviors described for the next developmental level, but not consistently.

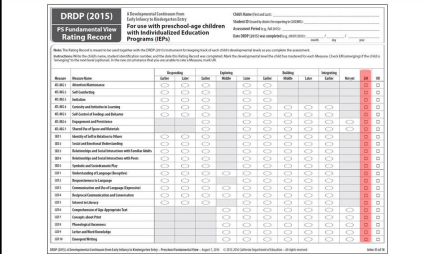
**NOTES:**

- When rating full-continuum measures with infants and toddlers, you may mark emerging if the child has mastered the latest ratable level and also demonstrates some behaviors in the next level.
- A child cannot be considered to be emerging if the measure is rated as Not Yet.
- Do not mark Emerging if the child has mastered the latest level on a measure or if the child does not yet demonstrate mastery of the earliest level on a measure.
- Indicating that the child is Emerging to the next level within a measure does not affect the rating of mastery.

85


- Slide 85: Review the information on this slide and make these points:
- There is value in documenting observations of emerging behaviors. Not only will this be helpful in monitoring the child’s progress, but this information will be useful in conversations with families and others.


 **“Emerging” on the Rating Record**



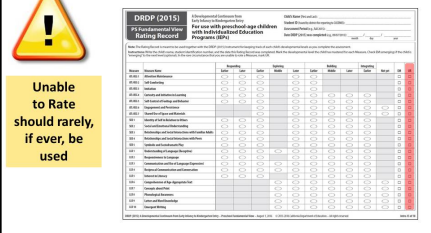
86

- Slide 86: Review the information on this slide and make these points:
- This slide illustrates where Emerging is indicated on the rating Record.

 **“Unable to Rate”**



**Unable to Rate should rarely, if ever, be used**



87

- Slide 87: Review the information on this slide and make these points:
- This slide illustrates where Unable to Rate is indicated on the Rating Record.

### Notes about "Unable to Rate"

- Used only when the child is absent from the program for such an extended period of time during the four to six weeks prior to submitting your DRDP data that you could not gather information to rate the measures.
- The following are **NOT** valid reasons to indicate Unable to Rate:
  - Not having enough time or enough information; and
  - The nature of a child's disability or the severity of a child's disability.
- The Responding Earlier level is designed to be inclusive of all children. Mark this earliest level unless the child demonstrates skills at a later level.
- Do not use Unable to Rate because you feel a child does not demonstrate the skills for the earliest level.

Slide 88: Review the information on this slide and make these points:

- Note this new guidance about Responding Earlier.
- This earliest level is designed to include all children.
- If you cannot rate the measure at any higher level, mark Responding Earlier.
- Do not mark Unable to Rate, and do not leave the rating blank.

### Record scores on the Rating Record

Slide 89: Review the information on this slide and make these points:

- This slide illustrates on the Preschool Fundamental View Rating Record for Preschool Children with IEPs where you indicate your scores and serves as a reminder that no matter where you record your scores during the rating process, ultimately they will need to be transferred to the Rating Record.

### Key Rules to Remember When Using the DRDP (2015)

- Use the appropriate view of the instrument (Infant/Toddler View or Preschool Fundamental View).
- Use the ELD measures according to the instructions for the Preschool Fundamental View.
- You may mark Emerging when rating full-continuum measures with infants and toddlers if the child has mastered Building Earlier and the child demonstrates behaviors in the level that follows.
- You may not mark Emerging when rating a measure at the Integrating (Earlier) level.
- Be aware of the use of "and" and "or" and semi-colon/and in the descriptors.
- You must mark the Responding Earlier level rather than Unable to Rate if you cannot rate the measure at any later levels.
- Make sure that adaptations that are typically present throughout a child's day are in place and in good working order when making observations.
- All children should be allowed consideration for the unique ways in which they demonstrate mastery.
- When selecting a level of mastery you do not need to observe skills associated with earlier levels.

Slide 90: Review the information on this slide and make these points:

- There is a handout in your packet of materials titled *Key Rules to Remember When Using the DRDP (2015)*. Please keep it handy and follow along as we review these points.
- You will find all of this information in various sections in the Manual's opening pages, but we've summarized it here to keep it all in one central place to help you remember.

### Do's and Don'ts when Rating Measures

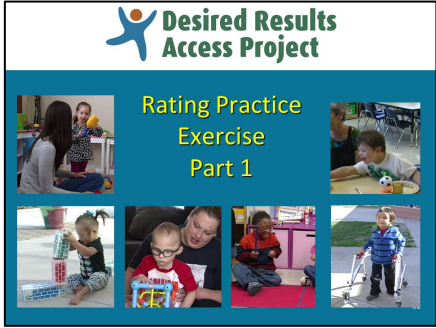
Do	Don't
Continue to gather information through your own observations or conversations with families and other providers until you feel you can confidently rate the measure	Take a guess without having enough information Check Unable to Rate because you feel you don't have enough information to confidently rate the measure
Determine the latest level of mastery along the continuum of descriptors, when rating a measure	Over-rely on examples when determining mastery – examples only illustrate some ways that a child may demonstrate mastery

Slide 91: Review the information on this slide and make these points:

- Before we move on to the next topic, let's take a moment to read through these do's and don'ts to keep in mind when rating measures.



# Rating Practice Exercise Parts 1 and 2 (30 minutes)



Slide 92: Title slide for this activity

**PREPARATION:**

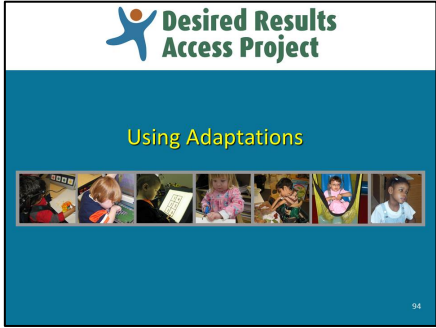
- You will need to select the child to focus on; you can lead Part 1 focusing on either a toddler (Lydia) or a preschooler (Said), depending on the interests of the training participants.
- To lead this activity, refer to the slides and instructions described in the “Procedures for Leading the Rating Practice Activities” in the last section of this guide.



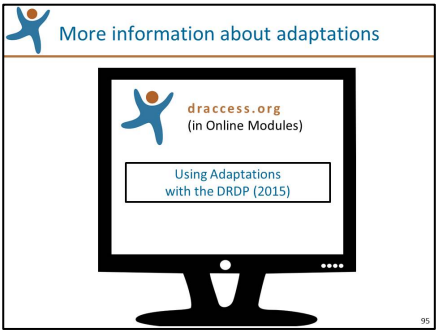
Slide 93: Title slide for this activity

- As with Part 1, you will need to select the child to focus on; you can lead Part 2 focusing on either a toddler (Tylor) or a preschooler (Cody), depending on the interests of the training participants.
- To lead this activity, refer to the slides and instructions described in the “Procedures for Leading the Rating Practice Activities” in the last section of this guide.

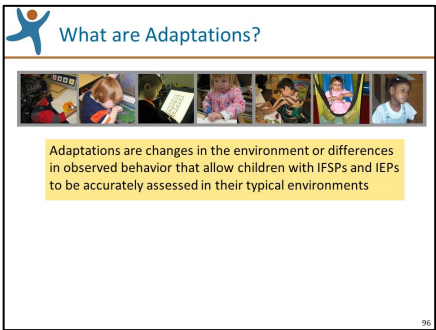
# Using Adaptations (15 minutes)



- Slide 94: Review the information on this slide and make these points:
- We'll now explore the adaptations that are used with the DRDP (2015).
  - The adaptations used in the DRDP (2015) are the same ones, used in the same way, as were used with the DRDP *access*.



- Slide 95: Review the information on this slide and make these points:
- In this section, we'll only briefly review the use of adaptations.
  - Early this fall we will post an online module titled "Using Adaptations with the DRDP (2015)" that reviews the seven adaptations in greater detail and provides many illustrations and examples.
  - This module will be available at [www.draccess.org](http://www.draccess.org)



- Slide 96: Review the information on this slide and make these points:
- Let's start by looking at a definition of adaptations in relation to the DRDP (2015) Assessment. As you see, adaptations help assessors most accurately assess children with IFSPs and IEPs.




- Slide 97: Review the information on this slide and make these points:
- The adaptations for the DRDP (2015) serve a very important function – to ensure that the instrument measures a child's ability rather than disability.
  - Sometimes the presence of a disability prevents children from demonstrating particular skills. Adaptations that are used throughout the typical day enable children to have more control in interacting with their environment.
  - Adaptations allow children to demonstrate their highest level of mastery. This, in turn, enables teachers and service providers to assess the child's true level of ability. And this increases the validity of the assessment.
  - Adaptations may be used in any educational setting.

**Adaptations are present throughout the child's day**

Adaptations used for the DRDP (2015) are those typically present throughout the child's day

Make sure any equipment that the child uses everyday is in place and in good working order




98

Slide 98: Review the information on this slide and make these points:

- An important point to keep in mind is that adaptations should not be used only for the purpose of the assessment – they should be present throughout the child's day and available for all routines and activities.
- Related to this, some children use equipment such as glasses and hearing aids every day. Make sure that these things are in place and working well. For example, make sure that the batteries for a child's hearing aids are charged.

**A skill cannot be considered mastered if the child receives a prompt**



**Receiving full physical prompt**  
Skills observed **cannot** be rated as mastered

**Receiving no prompts**  
Skills observed **can** be rated as mastered

99

Slide 99: Review the information on this slide and make these points:

- Another point to keep in mind is that instructional prompts are not the same as adaptations.
- In other words, instructional strategies such as providing verbal or gestural prompts, providing a model of the desired behavior, or using a partial or full physical prompt are not adaptations.
- Let's look at an example. In this first picture, if we see this child hanging up his coat with hand-over-hand support from an adult. We have no way of knowing if the child can actually use these skills. In the second picture, this child is hanging up his coat independently with no prompting at all. We can clearly see that the child is demonstrating mastery of the skills involved in this task.

**DRDP (2015) Adaptations**

1. Augmentative or alternative communication system
2. Alternative mode for written language
3. Visual support
4. Assistive equipment or device
5. Functional positioning
6. Sensory support
7. Alternative response mode


100

Slide 100: Review the information on this slide and make these points:

- The descriptions of these adaptations can be found in the Introduction and Appendix sections of the Manual.
- Remember: adaptations must be in place for the child's daily routines and activities, and not used just for the purpose of assessment.
- Let's review each of the 7 adaptations.

**1. Augmentative or alternative communication system**

Methods of communication other than speech that allow a child who is unable to use spoken language to communicate with others



101

Slide 101: Review the information on this slide and make these points:

- If a child cannot use spoken language, another system of communication should be used, e.g., picture cards, electronic communication devices, or sign language.
- Teachers and service providers should use these systems as part of the observation and not just to elicit responses.
- Teachers and service providers should observe the child using language in a natural context rather than contriving an adult-directed situation.
- In the picture on this slide we see a child use a switch to request the color of paint that he wants to use.



## 2. Alternative mode for written language

Methods of reading or writing used by a child who cannot see well enough to read or write or cannot hold and manipulate a writing utensil (e.g., pencil, pen) well enough to produce written symbols



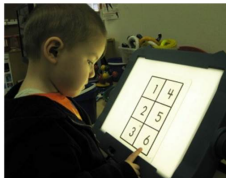
102

Slide 102: Review the information on this slide and make these points:

- If a child cannot see or cannot hold a pencil or marker, an adaptation may be used to assist in reading or writing or emerging writing, e.g., Braillewriter, keyboard, or computer.
- Naturally, by preschool-age, children are not proficient at reading and writing. This adaptation allows for children to explore reading and writing and develop their skills in a developmentally appropriate manner as defined in the measures of the Language and Literacy domain.
- In the illustration on this slide, this child who cannot hold a pencil is using an adapted keyboard that helps him use a computer.

## 3. Visual support

Adjustments to the environment that provide additional information to a child who has limited or reduced visual input



103

Slide 103: Review the information on this slide and make these points:

- A child who does not see well might need visual supports.
- Any type of visual support is acceptable, including:
  - adjustments in contrast
  - adjustments in lighting
  - distance from objects
  - increased size of materials
  - verbal description of events
- In this picture on this slide, a light box helps this young boy with a visual impairment see the numbers clearly.

## 4. Assistive equipment or device

Tools that make it possible or easier for a child to perform a task




104

Slide 104: Review the information on this slide and make these points:

- This adaptation includes any type of adaptive equipment or assistive device that the child knows how to use and uses regularly.
- Do not introduce any new device or equipment for observations intended to be used for the assessment.
- Teachers and service providers need to be familiar enough with the device to understand its features, how it is set up, how it is used without interfering with instructional time, and troubleshooting.
- Any type of adaptive equipment or assistive device that the child needs for mobility, positioning or manipulating objects is acceptable, including:
  - walkers
  - splints
  - special utensils
  - switches
- The picture on this slide is of adaptive scissors that enable this young girl with limited hand movement to cut paper independently.

5. Functional positioning

Strategic positioning and postural support that allow a child to have increased control of his body




105

Slide 105: Review the information on this slide and make these points:

- Functional positioning allows a child the necessary stability to control movements as much as possible and can enhance the child's participation in typical routines and activities.
- It is important that positioning devices are available to the child across settings so that you can observe the child using them in a variety of daily routines and activities.
- In the picture on this slide, the stander enables this young boy to stand so that he can use his hands for playing.

6. Sensory support

Increasing or decreasing sensory input to facilitate a child's attention and interaction in the environment



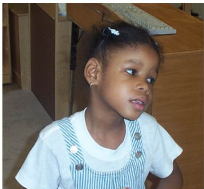
106

Slide 106: Review the information on this slide and make these points:

- Sensory support may be needed to help a child focus attention and learn in the daily environment.
- Some children may need increased sensory input and others may need decreased input.
- Some children require different kinds of sensory support for different activities.
- Sensory support may include:
  - reducing background noise
  - adjusting tactile stimulation
  - adjusting visual stimulation
- In this illustration, the child is positioned in a hammock swing. The swinging motion promotes calming and subsequent increased attention.

7. Alternative response mode

Recognition that a child might demonstrate mastery of a skill in a unique way that differs from the child's typically developing peers



107

Slide 107: Review the information on this slide and make these points:

- For this adaptation, we do not modify the environment as in the other adaptations. Rather, we look to the child's unique yet consistent responses that may indicate the presence of a skill.
- Because teachers, service providers, and families are familiar with the child, they will know whether alternate responses are consistent responses and indicators of attention and engagement.
- The form of a child's response may differ from that of his typical peers and still may demonstrate mastery. For example, a child with a physical impairment may demonstrate atypical movement patterns.
- In the picture on this slide, the child looks out of the corner of her eye instead of establishing direct eye contact. This unique, yet consistent response differs from that of her peers, but still may demonstrate mastery of a skill.



### Documenting Adaptations

- The adaptations used for the child must be recorded on the IFSP or IEP form and may be revised at each IFSP or IEP meeting
- The adaptations used must also be marked on the Information Page when submitting the DRDP (2015) results

108

Slide 108: Review the information on this slide and make this point:

- We'll review more about the Information Page later in the session.

**Mute the projector**

### **Mute the Projector:**

Ask for questions specifically about adaptations and answer them. If questions are asked that will be addressed in upcoming sections of the workshop, acknowledge that the question will be addressed shortly.

## Step 3: Finalize the Instrument (10 minutes)

**Desired Results  
Access Project**

3 Steps to Using the DRDP (2015)

Step 3: Finalize  
Step 2: Rate the Measures  
Step 1: Collect Documentation

109

- Slide 109: Review the information on this slide and make these points:
- Finalizing the assessment is the third step in using the DRDP (2015).

**To Finalize the Assessment...**

- Make sure that all information is completed on the:
  - Information Page
  - Rating Record
- Submit the completed Information Page and Rating Record; check with your administrator to find out where and when to send them.

110

- Slide 110: Review the information on this slide and make these points:
- As you see, finalizing the assessment involves just two simple steps.

**Complete all information on the Information Page**

Information about the child  
Program information  
Assessment information

111


- Slide 111: Review the information on this slide and make these points:
- All fields of the Information Page must be completed for each child.
  - Ask the participants to locate the Information Page.
  - Note on #6 of the Child's Information: Statewide Student Identifier.
    - Check with your administrator to find out if these have been issued for your preschool students; they are now required.
  - If the SSID has not yet been assigned, leave this space blank.
  - Note on #12: If you answer yes to this question, complete the ELD measures for a preschool child. You do not need to use the ELD measures with a deaf child who is learning only ASL and not learning spoken language.

**Make sure all measures are completed on the Rating Record**

Regardless of how you record your ratings, you are required to complete and submit the Rating Record

112

- Slide 112: Review the information on this slide and make these points:
- Work efficiently and avoid having to mark your ratings twice.
  - Because you will eventually need to mark your ratings directly on the Rating Record, for efficiency you might want to use the Manual for reference as you determine your ratings, but mark your ratings directly on the Rating Record.
  - When using the Preschool Fundamental View, be sure to use the Rating Record for preschoolers who have IEPs.

 Submit the completed Information Page and Rating Record


Contact your administrator for specific data reporting procedures and timelines

- ✓ For SED-funded programs, DRDP (2015) data is submitted by SELPAs to CASEMIS
- ✓ NOTE: DRDPtech® must not be used to submit data by SED-funded programs
- ✓ For EESD-funded programs, beginning in the 2015-16 program year, agencies are required to use the DRDPtech® to obtain psychometrically valid reports. Use of DRDPtech will also meet the record retention requirement.

113

Slide 113: Review the information on this slide and make these points:

- Check with your administrator to find out:
  - How to enter your DRDP (2015) ratings (on a paper copy or into an Management Information System such as SEIS);
  - Where you should send your completed Information Page/Rating Records, and
  - The date by which you need to submit everything.
- The information on this slide for EESD does not affect special education directly, but because EESD and SED teachers and service providers may be collaborating on the assessment, it's good to know how your EESD partners will be submitting their data.

 For Children who are Dually Enrolled

- For children who are enrolled in both general education and special education programs, providers are encouraged to collaborate on completing the DRDP (2015).
- Each provider will continue to submit data to their respective data systems and assure that they each have a copy of each other's Rating Record.

114

Slide 114: Review the information on this slide and make these points:

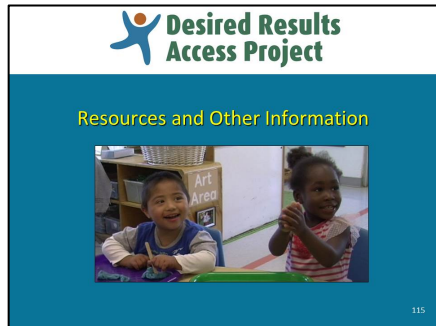
- Children dually enrolled in SED and EESD programs will no longer need to be assessed on both the DRDP *access* and the DRDP (2010). They will be assessed using the DRDP (2015) instrument only.
- There should only be one assessment per child.
- Teachers and service providers should collaborate on this one assessment and assure that each person has a copy of the Rating Record.
- If timelines differ, the earlier timeline should be met.

**Mute the projector**

**Mute the Projector:**

Ask for questions specifically about finalizing the instruments and answer them. If questions are asked that will be addressed in upcoming sections of the workshop, acknowledge that the question will be addressed shortly

## Resources and other Information (10 minutes)



Slide 115: Review the information on this slide and make these points:

- As mentioned earlier, [draccess.org](http://draccess.org) is the official site for the DRDP (2015) that offers an indispensable source of free resources.
- Be sure to visit the site periodically as new materials are being frequently added and updated.
- Let's review some of the valuable resources available.



Slide 116: Review the information on this slide and make these points:

- The Child Report and SELPA/Administrator Reports are currently available.
- The Child Report has been developed jointly with the EESD. It is available with accompanying guidance for teachers and families. Family guidance is available in Spanish.
- The Peer Reference Report and the Detailed Child Report will be available later this year.



Slide 117: Review the information on this slide and make these points:

- As we've been mentioning throughout the session, [www.draccess.org](http://www.draccess.org) is SED's official site for information related to the DRDP (2015) for special education.
- On this site you can find answers to just about all of your questions, so please take some time to visit the site, look around, and bookmark it.
- On this site you can:
  - Download the DRDP (2015) instrument and key guidance materials.
  - Watch interesting videos; the Video Library has dozens of videos on topics such as gathering documentation, using digital video, family engagement, and more.
  - To keep up with the most current news and resources, you can subscribe to the listserv and subscribe to CONNECT!, the free email newsletter.
  - Coming in late 2016 will be a series of online modules provides assessors with a convenient and effective way to learn how to use the DRDP (2015), reference key information, or refresh their memory.

Optional: Prepare a display of guidance documents available at [www.draccess.org](http://www.draccess.org).

 Contact the Desired Results Access Project

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 [www.draccess.org](http://www.draccess.org)
 [info@draccess.org](mailto:info@draccess.org)
 (800) 673-9220

118

Slide 118: Review the information on this slide and make these points:

- You are always welcome to contact the Desired Results Access Project for assistance by visiting our site, by email, or by phone..

**Mute the projector**

**Mute the Projector:**

Ask for questions specifically about resources available and answer them. If questions are asked that will be addressed in upcoming sections of the workshop, acknowledge that the question will be addressed shortly

## Wrap Up (15 minutes)



Slide 119: Review the information on this slide and make these points:

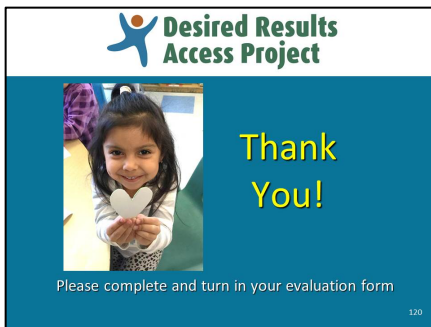
Notes to trainer:

- This question and answer session has been included for two reasons. The first is to offer the participants one last opportunity to ask questions about the use of the instrument. The second reason is to offer a time buffer that you can use to compensate for time that may have been lost due to earlier activities take longer than expected, a late start to the day, or longer breaks than planned.
- If any questions cannot be answered during this session, offer to pose the questions to SELPA or district administrators, the Desired Results Access Project staff, or CDE, and then get back to the participants with the answers.

**Mute the projector**

**Mute the Projector:**

- Be prepared to go back to earlier slides that contain information that will help address questions that may be asked.



Slide 120: Review the information on this slide and make these points:

- If time remains and you think it would be a good way to end the session, show the video "So Many Ways to Learn." You can introduce it by sharing:  
  
Let's end the session by watching a video of some children illustrating the many ways in which children learn. Thanks to the children, parents and staff at the Napa Preschool Program for permission to use this video.

## End of Session



## Instructions for Leading the Rating Practice Exercises

The two Rating Practice Exercises that you will lead during this session are very important – our training evaluation data informs us that training participants find these exercises the most useful part of the training. These exercises help the participants become familiar with the DRDP (2015), practice using the rating procedures, and identify the kinds of information they need to collect in order to confidently rate the measures.

It is extremely important that you lead these exercises as described in these instructions in order to support teachers and service providers to learn how to use the instrument with fidelity and to help them achieve rater reliability.

In general, in each of the two Rating Practice Exercises, you will ask the participants to:

1. Read a description of a child
2. Review a specific measure on the DRDP (2015).
3. Watch a video clip of the child.
4. Read information shared by other people about the child.
5. Rate the child's skills on the measure.
6. Have small group discussions
7. Have a large group discussion.

### Preparation:

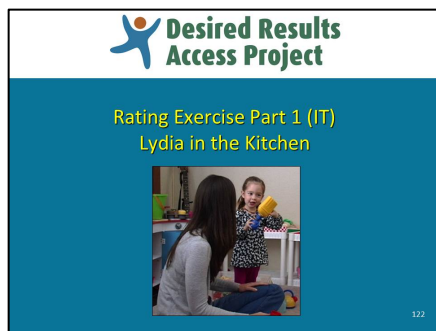
1. Carefully read the following instructions on leading the exercises.
2. Preview all of the video clips for these exercises.
3. Become familiar with all of the measures in the DRDP (2015), but become particularly knowledgeable with the measures that are used in these exercises.
4. You can lead these exercises focusing on either toddlers or preschoolers, depending on the roles, needs, and interests of the training participants. If you are leading the training with participants who work in infant/toddler programs, we recommend that you use the video clips of toddlers. If leading the training with participants who work in preschool special education programs, we recommend that you use the video clips of preschoolers. If working with a mixed group, we recommend that you use a mixture of toddler and preschool examples.
5. Depending on which children you choose for the exercises, you will use different video clips, slides, and Rating Practice Worksheets, so to prepare to lead these exercises, be sure to:
  - a. Select the video clips you will need and have them ready to play;
  - b. Make copies of the appropriate Rating Practice Worksheets for the participants; and
  - c. Move the slides that you will be using to the appropriate section of the PowerPoint slides, i.e., after slide 92.
6. If possible, practice leading the exercises with a co-trainer or friend before leading them during an actual training session.

# Rating Practice Exercise Part 1 – IT Focus (30 minutes)

## Lydia in the Kitchen


### Preparation:

- Become very familiar with the instructions below, the video clip “Lydia in the Kitchen,” and SED 5: Symbolic and Sociodramatic Play.
- Replace slide 92 with the 6 slides for Rating Practice Exercise 1 (IT) Lydia in the Kitchen.
- Have the video clip “Lydia in the Kitchen” ready to play.
- Make copies of the Rating Practice Exercise Worksheets for “Lydia in the Kitchen.”



Slide 122: Review the information on this slide and make these points:

- The purpose of this activity is to help you become familiar with the DRDP (2015), practice using the rating procedures, and identify the kinds of information that you need to collect in order to confidently rate the measures.
- In this exercise we will rate a measure for a particular child. We need to keep in mind that this practice exercise is an artificial simulation because we will see a video of the child one time in only one activity. We will not see the child in a wide variety of settings and we know that a child cannot be confidently rated on a measure based on only one observation – one sample of behavior does not provide enough information. To confidently rate a measure, we need to observe the child in a variety of different settings and tasks that will illustrate the range of possible skills, and/or collect observations from other people in the child’s life, e.g. family members and other providers. Why? During one observation, we may see the child demonstrate skills at one level. But just because the child did not demonstrate skills related to the next higher rating does not mean that the child doesn’t do them yet. It may be that this particular activity did not require that skill.
- We tried to compensate for this limitation by providing you not only with a video of the child, but also with information shared by people who know the child well, of observations that they made of the child in other activities and at other times. So despite the limitation of only directly observing the child one time and in one activity, we have rich information from others. And with both our observation and the information shared by others, we should be able to learn how to use the instrument and the rating process and arrive at a confident rating.

 **Meet Lydia**


Lydia is a 28-month-old darling little girl who lives at home with her parents. She is easygoing, social, happy, and eager to please. She enjoys being around other children and is always interested in what they are doing; while she prefers to observe, she will join in with peers, but sometimes needs facilitation from an adult. Lydia is very curious and has a great attention span for her age. Lydia was referred for early intervention services when she was diagnosed with hemiplegic cerebral palsy at 7 months of age. At this time Lydia continues to grow in all areas of development. She walks around her environment and gets on and off a mobility toy. She continues to work on using a pincer grasp with her right hand, and sometimes needs to be reminded to use that right hand, but the more she is around other children in a school setting, she is seen to use her right hand more often without being reminded and uses both hands together much more frequently. Lydia expresses her wants and needs using more and more words and has made many friends at school.

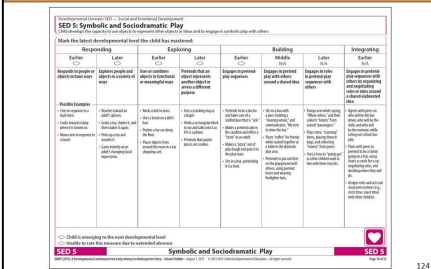
**Adaptations:** Lydia wears a hand splint to help position and stretch her thumb and fingers 20-30 minutes, 3 times a day, wears a heel lift in her left shoe, and wears an ankle-foot orthotic (AFO) on her right foot and calf.

123

Slide 123: Review the information on this slide and make these points:

- Read the description of Lydia provided by her mother. It is on the front page of the Rating Practice Exercise and on this slide.


 **Read SED 5: Symbolic and Sociodramatic Play**



124

Slide 124: Review the information on this slide and make these points:

- Read through the entire measure SED 5: Symbolic and Sociodramatic Play. You can find it in the DRDP (2015) Infant/Toddler View Assessment Manual, on the second page of the Rating Practice Exercise Worksheet, and on this slide.
- Tell the participants that you will be showing them a video clip and as they watch they should use the space at the top of the third page of the worksheet to jot down their observations of Lydia in relation to measure SED 5. Remind them not to rate the measure yet; just observe the video in relation to SED 5, as they will combine their observations with other information to rate the measure.
- Show the video clip.

 **Recent Observations of Lydia**


Source of Information	Recent Observations of Lydia
Observations made by Lydia's mother	"Lydia loves caring for her baby dolls, giving them a bottle or wrapping them up in a blanket to go to sleep. She is starting to play with her dolls with others: one of her favorite activities is sitting at a table with a friend or family member and her dolls and singing happy birthday to one of the dolls over a play-dough cake."
Observations made by Lydia's father	"At the park Lydia loves to play snack shop, where she pretends she works at a restaurant with her older sister and together they take food orders from others, prepare the imaginary food, and serve it."
Observations made by Lydia's child development center teacher	"Yesterday, Lydia and a friend played 'birthday' in the dramatic play area, singing parts of 'Happy Birthday' and taking turns blowing out the candle on a pretend cake, using a toy muffin."

125

Slide 125: Review the information on this slide and make these points:

- Once the video ends, ask the participants to read the additional observations made of Lydia. The observations can be found on the fourth page of the Rating Practice Exercise Worksheet and on this slide.
- After giving them enough time to read the additional observations, ask the participants to work individually to pencil in their "best first guess" of the highest level of mastery, based on both:
  - the notes they made from the video clip; and
  - the additional observations that they just read.

NOTE: If you find it helpful, you can go back to the previous slide and show the measure.

 **Work in Small Groups**

1. Share your ratings with one another, including the evidence that you focused on and the assumptions that you made when choosing the rating.
2. Discuss what other observations or documentation you would like to have in order to make a confident rating.

126



Slide 126: Review the information on this slide and make these points:

- Ask the participants to work in small groups to:
  - Share their ratings with one another, including the evidence that they focused on and the assumptions that they made in coming up with the rating. Ask them to be sure they understand how each person rated the measure and what evidence they focused on in determining their rating.
  - Discuss what other observations or documentation they would have liked to have in order to make an accurate rating.

**Mute the projector**

**LEAD A LARGE GROUP DISCUSSION OF THE RATINGS:**

- Ask for a few volunteers to share their ratings and their rationale for the rating, pinpointing the evidence used. The purpose of the discussion is to come to a shared understanding of how each person rated the measure based on the evidence that they focused on and the assumptions they made.

 **Lydia and SED 5:**  
**Building Earlier and Emerging** 

- We have documentation of Lydia engaging in several pretend-play sequences – she made a "sandwich" with bread, meat, and peppers and then gave it to Ms. Debbie to eat; she pretended to pour juice while making pouring sound effects and offered it to adults to drink; and she gave her baby doll a bottle and wrapped her in a blanket for sleep.
- While Lydia solidly demonstrates mastery at the Building Earlier level, she appears to be emerging to Building Middle as she is beginning to engage in pretend play around a shared idea. For instance at home she is starting to play happy birthday with a friend or family member and her dolls, and at the park Lydia loves to play snack shop with her sister, where she pretends she works at a restaurant and takes food orders from others, prepares the imaginary food, and serves it.

127

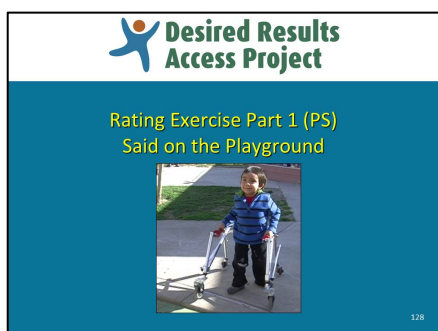
Slide 127: Review the information on this slide and make these points:

- Let's review the "Gold Star" rating derived from the DRDP (2015) research team.
- Although we do not personally see Lydia demonstrate the behavior consistently over time and in different settings, we were able to make one relevant observation and read three additional relevant observations. Based on the video observation and on the observations shared by others, Lydia demonstrates mastery at the Building Earlier level and is emerging to the next level.
- We have documentation of Lydia engaging in several pretend-play sequences – she made a "sandwich" with bread, meat, and peppers and then gave it to Ms. Debbie to eat; she pretended to pour juice while making pouring sound effects and offered it to adults to drink; and she gave her baby doll a bottle and wrapped her in a blanket for sleep. While Lydia solidly demonstrates mastery at the Building Earlier level, she appears to be emerging to Building Middle as she is beginning to engage in pretend play around a shared idea. For instance at home she is starting to play happy birthday with a friend or family member and her dolls, and at the park Lydia loves to play snack shop with her sister, where she pretends she works at a restaurant and takes food orders from others, prepares the imaginary food, and serves it.
- Summarize by reflecting on key points made during the discussion and mentioning:
  - Remember how important it is to have multiple sources of documentation before rating a measure.
  - Being able to describe why you have arrived at a particular rating, as we have demonstrated here, will help you reach an accurate rating.

## Rating Practice Exercise Part 1 – PS Focus (30 minutes) Said on the Playground

### Preparation:

- Become very familiar with the instructions below, the video clip “Said on the Playground,” and PD-HLTH 2: Gross Locomotor Movement Skills.
- Replace slide 92 with the 6 slides for Rating Practice Exercise 1 (PS) Said on the Playground.
- Have the video clip “Said on the Playground” ready to play.
- Make copies of the Rating Practice Exercise Worksheets for “Said on the Playground.”
- NOTE: Said is pronounced “Sah-eed”



Slide 128: Review the information on this slide and make these points:

- The purpose of this activity is to help you become familiar with the DRDP (2015), practice using the rating procedures, and identify the kinds of information that you need to collect in order to confidently rate the measures.
- In this exercise we will rate a measure for a particular child. We need to keep in mind that this practice exercise is an artificial simulation because we will see a video of the child one time in only one activity. We will not see the child in a wide variety of settings and we know that a child cannot be confidently rated on a measure based on only one observation – one sample of behavior does not provide enough information. To confidently rate a measure, we need to observe the child in a variety of different settings and tasks that will illustrate the range of possible skills, and/or collect observations from other people in the child’s life, e.g. family members and other providers. Why? During one observation, we may see the child demonstrate skills at one level. But just because the child did not demonstrate skills related to the next higher rating does not mean that the child doesn’t do them yet. It may be that this particular activity did not require that skill.
- We tried to compensate for this limitation by providing you not only with a video of the child, but also with information shared by people who know the child well, of observations that they made of the child in other activities and at other times. So despite the limitation of only directly observing the child one time and in one activity, we have rich information from others. And with both our observation and the information shared by others, we should be able to learn how to use the instrument and the rating process and arrive at a confident rating.

**Meet Said**

Said is four years and six months old. He is a dual language learner. Said is very persistent and has a strong desire to be independent. He loves playing with Legos, cars and trains with other children. He participates in classroom routines and enjoys small group art and sensory activities. Initially the IEP team determined that adaptive equipment for mobility would be used throughout his school day; currently he mostly walks independently but occasionally uses his walker. Said is beginning to show an awareness of a few letters in the classroom environment and counting up to five objects in English. Said has a diagnosis of Caudal regression syndrome, similar to spina bifida.

**Adaptations:** Said's IEP team identified that a walker should be available throughout his school day.

129

Slide 129: Review the information on this slide and make these points:

- Read the description of Said provided by his teacher. It is on the front page of the Rating Practice Exercise and on this slide.

**Read PD-HLTH 2: Gross Locomotor Movement Skills**

130

Slide 130: Review the information on this slide and make these points:

- Read through the entire measure PD-HLTH 2: Gross Locomotor Movement Skills. You can find it in the DRDP (2015) Preschool Fundamental View Assessment Manual, on the second page of the Rating Practice Exercise Worksheet, and on this slide.
- Tell the participants that you will be showing them a video clip and as they watch they should use the space at the top of the third page of the worksheet to jot down their observations of Said in relation to measure PD-HLTH 2. Remind them not to rate the measure yet; just observe the video in relation to PD-HLTH 2, as they will combine their observations with other information to rate the measure.
- Show the video clip.

**Recent Observations of Said**

Source of Information	Recent Observations of Lydia
Observations made by Said's teacher	"In the classroom, when Said uses his walker, he moves all around the room easily, changing directions to turn around or to avoid furniture. Also, last week, Said jumped a couple inches off the ground, while holding onto the sides of his walker."
Observations made by Said's special education teacher	"On the playground last week, Said walked up all the lower steps of the climbing structure while alternating his feet."
Observations made by Said's father	"In our front yard, Said walked a few steps independently on the grass to the driveway where he left his walker. He then pushed his walker up the driveway changing directions."


131

Slide 131: Review the information on this slide and make these points:

- Once the video ends, ask the participants to read the additional observations made of Said. The observations can be found on the fourth page of the Rating Practice Exercise Worksheet and on this slide.
- After giving them enough time to read the additional observations, ask the participants to work individually to pencil in their "best first guess" of the highest level of mastery, based on both:
  - the notes they made from the video clip; and
  - the additional observations that they just read.

NOTE: If you find it helpful, you can go back to the previous slide and show the measure.



 **Work in Small Groups**

1. Share your ratings with one another, including the evidence that you focused on and the assumptions that you made when choosing the rating.
2. Discuss what other observations or documentation you would like to have in order to make a confident rating.

132



Slide 132: Review the information on this slide and make these points:

- Ask the participants to work in small groups to:
  - Share their ratings with one another, including the evidence that they focused on and the assumptions that they made in coming up with the rating. Ask them to be sure they understand how each person rated the measure and what evidence they focused on in determining their rating.
  - Discuss what other observations or documentation they would have liked to have in order to make an accurate rating.

**Mute the projector**

**LEAD A LARGE GROUP DISCUSSION OF THE RATINGS:**

- Ask for a few volunteers to share their ratings and their rationale for the rating, pinpointing the evidence used. The purpose of the discussion is to come to a shared understanding of how each person rated the measure based on the evidence that they focused on and the assumptions they made.

 **Said and PD-HLTH 2:**  
**Building Middle, Not Emerging** 

- From the documentation of Said it is clear that he was able to coordinate and control individual locomotor movements with success. He was able to navigate changes in surfaces using his walker and can turn around with it, go forward and backward, and move quickly. Said is able to easily make the transition from using his walker to walking independently. Moving without the walker, he walks up the first steps of the climbing structure alternating feet, crawls up the structure, and extends his legs to slide down the slide. He walked quickly from the merry-go-round to the activity table. He hoists himself up and safely into the sandbox.
- Although we have clear documentation that Said was able to coordinate and control individual locomotor movements with success, we do not have documentation that he is beginning to combine and coordinate two or more locomotor movements together, so we would not mark Said as emerging to Building Later.

133

Slide 133: Review the information on this slide and make these points:

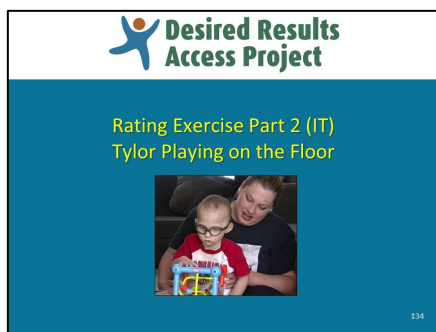
- Let’s review the “Gold Star” rating derived from the DRDP (2015) research team.
- Although we do not personally see Said demonstrate the behavior consistently over time and in different settings, we were able to make one relevant observation and read three additional relevant observations. Based on the video observation and on the observations shared by others, Said demonstrates mastery at Building Middle and is not emerging to the next level
- From the documentation of Said it is clear that he was able to coordinate and control individual locomotor movements with success. He was able to navigate changes in surfaces using his walker and can turn around with it, go forward and backward, and move quickly. Said is able to easily make the transition from using his walker to walking independently. Moving without the walker, he walks up the first steps of the climbing structure alternating feet, crawls up the structure, and extends his legs to slide down the slide. He walked quickly from the merry-go-round to the activity table. He hoists himself up and safely into the sandbox. Although we have clear documentation that Said was able to coordinate and control individual locomotor movements with success, we do not have documentation that he is beginning to combine and coordinate two or more locomotor movements together, so we would not mark Said as emerging to Building Later.
- Summarize by reflecting on key points made during the discussion and mentioning:
  - Remember how important it is to have multiple sources of documentation before rating a measure.
  - Being able to describe why you have arrived at a particular rating, as we have demonstrated here, will help you reach an accurate rating.

# Rating Practice Exercise Part 2 – IT Focus (30 minutes)

## Tylor Playing on the Floor

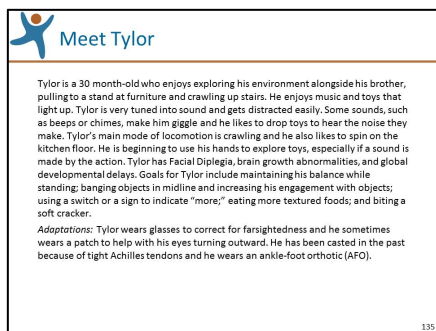
### Preparation:

- Become very familiar with the instructions below, the video clip “Tylor Playing on the Floor,” and PD-HLTH 4: Fine Motor Manipulative Skills.
- Replace slide 93 with the 6 slides for Rating Practice Exercise 2 (IT) Tylor Playing on the Floor.
- Have the video clip “Tylor Playing on the Floor” ready to play.
- Make copies of the Rating Practice Exercise Worksheets for “Tylor Playing on the Floor.”



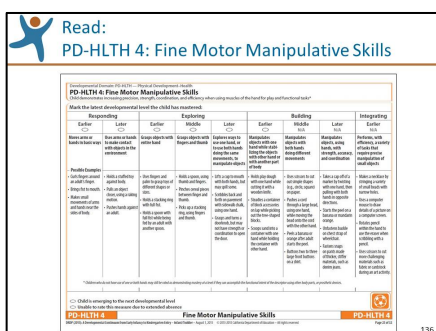
Slide 134: Review the information on this slide and make these points:

- As you feel is needed, remind the participants of the introductory points that you made during Rating Practice Exercise Part 1.



Slide 135: Review the information on this slide and make these points:


- Read the description of Tylor provided by his early interventionist. It is on the front page of the Rating Practice Exercise and on this slide.



Slide 136: Review the information on this slide and make these points:

- Read through the entire measure PD-HLTH 4: Fine Motor Manipulative Skills. You can find it in the DRDP (2015) Infant/Toddler Assessment Manual, on the second page of the Rating Practice Exercise Worksheet, and on this slide.
- Tell the participants that you will be showing them a video clip and as they watch they should use the space at the top of the third page of the worksheet to jot down their observations of Tylor in relation to measure PD-HLTH 4. Remind them not to rate the measure yet; just observe the video in relation to PD-HLTH 4, as they will combine their observations with other information to rate the measure.
- Show the video clip.



 **Recent Observations of Tylor**


Source of Information	Recent Observations of Lydia
Observations made by Tylor's mother	"At lunch, Tylor picked up his cup with two hands to drink some water."
Observations made by Tylor's father	"When we were playing, Tylor used one hand to flip the switch on his busy box several times."
Observations made by Tylor's early interventionist	"When looking at a book with cardboard pages, Tylor used one hand to turn the pages while she held the book."

137

Slide 137: Review the information on this slide and make these points:

- Once the video ends, ask the participants to read the additional observations made of Tylor. The observations can be found on the fourth page of the Rating Practice Exercise Worksheet and on this slide.
- After giving them enough time to read the additional observations, ask the participants to work individually to pencil in their “best first guess” of the highest level of mastery, based on both:
  - the notes they made from the video clip; and
  - the additional observations that they just read.

NOTE: If you find it helpful, you can go back to the previous slide and show the measure.

 **Work in Small Groups**

1. Share your ratings with one another, including the evidence that you focused on and the assumptions that you made when choosing the rating.
2. Discuss what other observations or documentation you would like to have in order to make a confident rating.

138



Slide 138: Review the information on this slide and make these points:

- Ask the participants to work in small groups to:
  - Share their ratings with one another, including the evidence that they focused on and the assumptions that they made in coming up with the rating. Ask them to be sure they understand how each person rated the measure and what evidence they focused on in determining their rating.
  - Discuss what other observations or documentation they would have liked to have in order to make an accurate rating.

**Mute the projector**

**LEAD A LARGE GROUP DISCUSSION OF THE RATINGS:**

- Ask for a few volunteers to share their ratings and their rationale for the rating, pinpointing the evidence used. The purpose of the discussion is to come to a shared understanding of how each person rated the measure based on the evidence that they focused on and the assumptions they made.

 **Tylor and PD-HLTH 4:  
Exploring Later, Not Emerging** 

- We have documentation of Tylor exploring objects using one hand (spinning rings on a stacking ring, isolating his fingers on one hand to spin rings, putting his fingers in water and patting his fingers and hand on the water book, and removing pegs from the pegboard with his fingers and thumb of his right hand). He used two hands when he was holding and bending the long green tubular device. In addition to what we observed in the video, his mother told us that she observed Tylor picking up his cup with two hands in order to drink some water. His early interventionist observed him using one hand to turn the pages of a cardboard book while she held it and his father observed Tylor using one hand to flip the switch on his busy box several times.
- Tylor is not yet emerging to Building Earlier because he is not using one hand to stabilize an object while using the other hand to manipulate it.

139

Slide 139: Review the information on this slide and make these points:

- Let’s review the “Gold Star” rating derived from the DRDP (2015) research team.
- Although we do not personally see Tylor demonstrate the behavior consistently over time and in different settings, we were able to make one relevant observation and read three additional relevant observations. Based on the video observation and on the observations shared by others, Tylor demonstrates mastery at Exploring Later and is not emerging to the next level.
- We have documentation of Tylor exploring objects using one hand (spinning rings on a stacking ring, isolating his fingers on one hand to spin rings, putting his fingers in water and patting his fingers and hand on the water book, and removing pegs from the pegboard with his fingers and thumb of his right hand). He used two hands when he was holding and bending the long green tubular device. In

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	<p>addition to what we observed in the video, his mother told us that she observed Tylor picking up his cup with two hands in order to drink some water. His early interventionist observed him using one hand to turn the pages of a cardboard book while she held it and his father observed Tylor using one hand to flip the switch on his busy box several times. Tylor is not yet emerging to Building Earlier because he is not using one hand to stabilize an object while using the other hand to manipulate it.</p> <ul style="list-style-type: none"><li>• Summarize by reflecting on key points made during the discussion and mentioning:<ul style="list-style-type: none"><li>○ Remember how important it is to include the observations of others as part of your documentation.</li></ul></li></ul>
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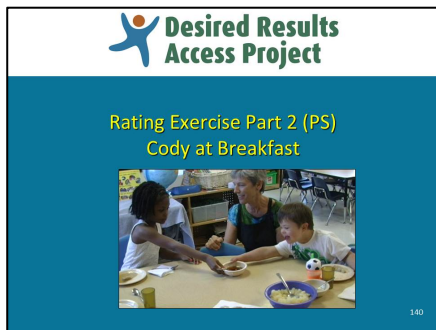
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# Rating Practice Exercise Part 2 – PS Focus (30 minutes)

## Cody at Breakfast

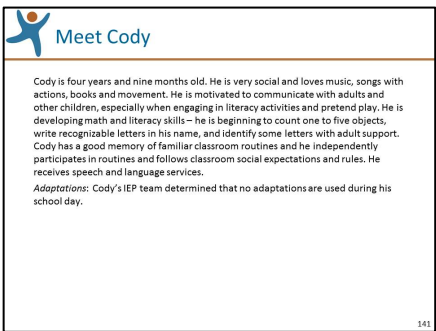
**Preparation:**

- Become very familiar with the instructions below, the video clip “Cody at Breakfast,” and PD-HLTH 7: Personal Care Routines: Feeding.
- Replace slide 93 with the 6 slides for Rating Practice Exercise 2 (PS) Cody at Breakfast.
- Have the video clip “Cody at Breakfast” ready to play.
- Make copies of the Rating Practice Exercise Worksheets for “Cody at Breakfast.”



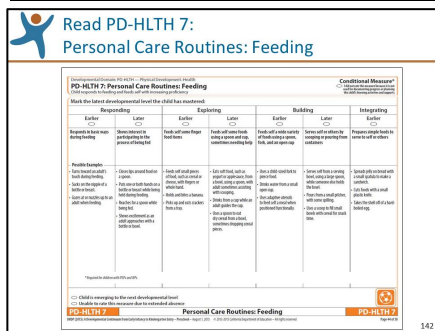
Slide 140: Review the information on this slide and make these points:

- As you feel is needed, remind the participants of the introductory points that you made during Rating Practice Exercise Part 1.




Slide 141: Review the information on this slide and make these points:

- Read the description of Cody provided by his teacher. It is on the front page of the Rating Practice Exercise and on this slide.



Slide 142: Review the information on this slide and make these points:

- Read through the entire measure PD-HLTH 7: Personal Care Routines: Feeding. You can find it in the DRDP (2015) Preschool Fundamental View Assessment Manual, on the second page of the Rating Practice Exercise Worksheet, and on this slide.
- This is an example of a Conditional Measure and must be rated for special education.
- Tell the participants that you will be showing them a video clip and as they watch they should use the space at the top of the third page of the worksheet to jot down their observations of Cody in relation to measure PD-HLTH 7. Remind them not to rate the measure yet; just observe the video in relation to PD-HLTH 7, as they will combine their observations with other information to rate the measure.
- Show the video clip.

 **Recent Observations of Cody**


Source of Information	Recent Observations of Cody
Observations made by Cody's teacher	"Cody poured juice from a small pitcher into a cup during snack by holding the pitcher with his right hand and holding his cup stable with his left hand."
Observations made by Cody's mother	"At breakfast, Cody served his sister cereal by using a big serving spoon to put some cereal in her bowl."
Observations made by Cody's father	"At dinnertime at home, Cody used serving tongs to pick up a roll from the bread basket."

143

Slide 143: Review the information on this slide and make these points:

- Once the video ends, ask the participants to read the additional observations made of Cody. The observations can be found on the fourth page of the Rating Practice Exercise Worksheet and on this slide.
- After giving them enough time to read the additional observations, ask the participants to work individually to pencil in their “best first guess” of the highest level of mastery, based on both:
  - the notes they made from the video clip; and
  - the additional observations that they just read.

NOTE: If you find it helpful, you can go back to the previous slide and show the measure.

-  **Work in Small Groups**
1. Share your ratings with one another, including the evidence that you focused on and the assumptions that you made when choosing the rating.
  2. Discuss what other observations or documentation you would like to have in order to make a confident rating.
- 144



Slide 144: Review the information on this slide and make these points:

- Ask the participants to work in small groups to:
  - Share their ratings with one another, including the evidence that they focused on and the assumptions that they made in coming up with the rating. Ask them to be sure they understand how each person rated the measure and what evidence they focused on in determining their rating.
  - Discuss what other observations or documentation they would have liked to have in order to make an accurate rating.

**Mute the projector**

**LEAD A LARGE GROUP DISCUSSION OF THE RATINGS:**

- Ask for a few volunteers to share their ratings and their rationale for the rating, pinpointing the evidence used. The purpose of the discussion is to come to a shared understanding of how each person rated the measure based on the evidence that they focused on and the assumptions they made.

-  **Cody and PD-HLTH 7 : Building Later, Not Emerging** 
- We have documentation of Cody scooping food from a bowl onto his plate, serving himself three different food items with different textures. He used two different sized spoons and a pair of tongs. We also saw Cody position his neighbor's napkin into the correct spot by the other boy's plate. His teacher observed him pouring juice from a small pitcher into a cup during snack by holding the pitcher with his right hand and holding his cup stable with his left hand. His mother told us that Cody served his sister cereal by using a big serving spoon to put some cereal in her bowl and his father shared that Cody used serving tongs to pick up a roll from the bread basket.
  - Cody is not yet emerging because we do not have any documentation of him preparing simple foods.
- 145

Slide 145: Review the information on this slide and make these points:

- Let's review the “Gold Star” rating derived from the DRDP (2015) research team.
- Although we do not personally see Cody demonstrate the behavior consistently over time and in different settings, we were able to make one relevant observation and read three additional relevant observations. Based on the video observation and on the observations shared by others, Cody demonstrates mastery at Building Later and is not emerging to the next level.
- We have documentation of Cody scooping food from a bowl onto his plate, serving himself three different food items with different textures. He used two different sized spoons and a pair of tongs. We also saw Cody position his neighbor's napkin into the correct spot by the other boy's plate. His teacher observed him pouring

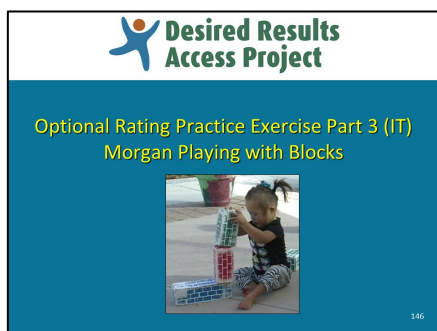
	<p>juice from a small pitcher into a cup during snack by holding the pitcher with his right hand and holding his cup stable with his left hand. His mother told us that Cody served his sister cereal by using a big serving spoon to put some cereal in her bowl and his father shared that Cody used serving tongs to pick up a roll from the bread basket. Cody is not yet emerging because we do not have any documentation of him preparing simple foods.</p> <ul style="list-style-type: none"><li>• Summarize by reflecting on key points made during the discussion and mentioning:<ul style="list-style-type: none"><li>○ Cody may demonstrate skills at a higher level than we determined today, but we did not have the opportunity to observe him preparing food. Be sure to consider the next higher levels above mastery and make sure you have had the opportunity to observe a child's skills for either Emerging or mastery.</li></ul></li></ul>
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# Optional Rating Practice Exercise 3 – IT Focus (30 minutes)

## Morgan Playing with Blocks

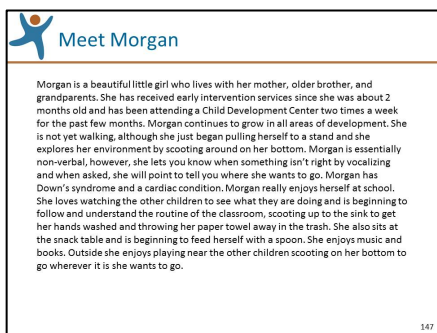
### Preparation:

- Become very familiar with the instructions below, the video clip “Morgan Playing with Blocks,” and ATL-REG 1: Attention Maintenance.
- Place the 6 slides for Optional Rating Practice Exercise 3 (IT) Morgan Playing with Blocks where needed.
- Have the video clip “Morgan Playing with Blocks,” ready to play.
- Make copies of the Rating Practice Exercise Worksheets for “Morgan Playing with Blocks.”



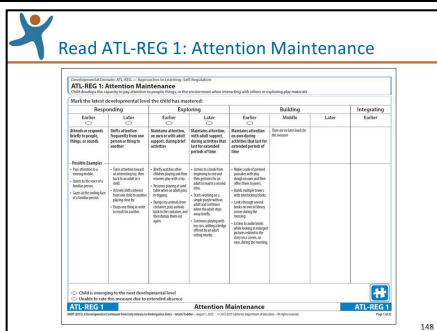
Slide 146: Review the information on this slide and make these points:

- As you feel is needed, remind the participants of the introductory points that you made during Rating Practice Exercise Part 1.




Slide 147: Review the information on this slide and make these points:

- Read the description of Morgan provided by her teacher and early interventionist. It is on the front page of the Rating Practice Exercise and on this slide.



Slide 148: Review the information on this slide and make these points:

- Read through the entire measure ATL-REG 1: Attention Maintenance. You can find it in the DRDP (2015) Infant/Toddler View Assessment Manual, on the second page of the Rating Practice Exercise Worksheet, and on this slide.
- Tell the participants that you will be showing them a video clip and as they watch they should use the space at the top of the third page of the worksheet to jot down their observations of Morgan in relation to measure ATL -REG 1. Remind them not to rate the measure yet; just observe the video in relation to ATL -REG 1, as they will combine their observations with other information to rate the measure.
- Show the video clip.

 **Recent Observations of Morgan**


Source of Information	Recent Observations of Morgan
Observations made by Morgan's mother	"After breakfast, we did the Itsy Bitsy Spider at least 4 times in a row. Each time Morgan tried hard to do the spider movements and the rain motions with her hands. Every time we finished the song, Morgan used the sign for 'more,' and then we'd do it again."
Observations made by Morgan's teacher	"During playtime, Morgan followed my lead and pretended to feed a doll and then brush her hair. When I stopped playing so I could talk with another child, I noticed that Morgan continued to feed the doll and brush her hair by herself."
Observations made by Morgan's home visitor	"Morgan played with me in her backyard sandbox for quite a while. When I asked her to put sand in the pail, she worked hard trying to do that with a wooden spoon."

149

Slide 149: Review the information on this slide and make these points:

- Once the video ends, ask the participants to read the additional observations made of Morgan. The observations can be found on the fourth page of the Rating Practice Exercise Worksheet and on this slide.
- After giving them enough time to read the additional observations, ask the participants to work individually to pencil in their "best first guess" of the highest level of mastery, based on both:
  - the notes they made from the video clip; and
  - the additional observations that they just read.

NOTE: If you find it helpful, you can go back to the previous slide and show the measure.

 **Work in Small Groups**

1. Share your ratings with one another, including the evidence that you focused on and the assumptions that you made when choosing the rating.
2. Discuss what other observations or documentation you would like to have in order to make a confident rating.

150



Slide 150: Review the information on this slide and make these points:

- Ask the participants to work in small groups to:
  - Share their ratings with one another, including the evidence that they focused on and the assumptions that they made in coming up with the rating. Ask them to be sure they understand how each person rated the measure and what evidence they focused on in determining their rating.
  - Discuss what other observations or documentation they would have liked to have in order to make an accurate rating.

**Mute the projector**

**LEAD A LARGE GROUP DISCUSSION OF THE RATINGS:**

- Ask for a few volunteers to share their ratings and their rationale for the rating, pinpointing the evidence used. The purpose of the discussion is to come to a shared understanding of how each person rated the measure based on the evidence that they focused on and the assumptions they made.

 **Morgan ATL-REG 1:  
Exploring Later, Not Emerging** 

- We have documentation of Morgan maintaining her attention on building with blocks for over two minutes with some support from the teacher. The teacher provided general feedback ("Good job, Morgan") and also modeled building with different size blocks. Morgan continued to build with blocks when the teacher was interacting with another child.
- Morgan is not yet emerging to Building Earlier because in the video and in the observations from others we do not have any evidence that Morgan maintains her attention to an activity for an extended period of time without adult support.

151

Slide 151: Review the information on this slide and make these points:

- Let's review the "Gold Star" rating derived from the DRDP (2015) research team.
- Although we do not personally see Morgan demonstrate the behavior consistently over time and in different settings, we were able to make one relevant observation and read three additional relevant observations. Based on the video observation and on the observations shared by others, Morgan demonstrates mastery at Exploring Later, and is not emerging to the next level.
- We have documentation of Morgan maintaining her attention on building with blocks for over two minutes with some support from the teacher. The teacher provided general feedback ("Good job, Morgan") and also modeled building with different size blocks. Morgan continued to build with blocks when the teacher was

	<p>interacting with another child. Morgan is not yet emerging to Building Earlier because in the video and in the observations from others we do not have any evidence that Morgan maintains her attention to an activity for an extended period of time without adult support.</p> <ul style="list-style-type: none"><li>• Summarize by reflecting on key points made during the discussion and mentioning:<ul style="list-style-type: none"><li>○ We observed Morgan’s attention to the blocks. We might want to observe her attention across a greater range of activities.</li></ul></li></ul>
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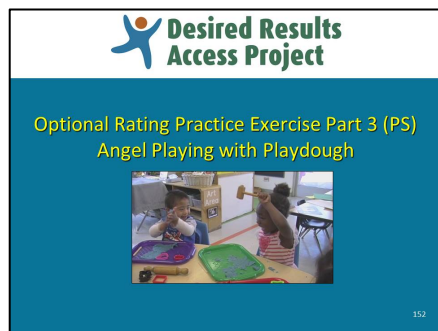


# Optional Rating Practice Exercise 3 – PS Focus (30 minutes)

## Angel Playing with Playdough

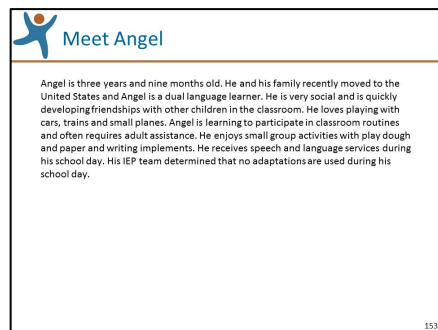
### Preparation:

- Become very familiar with the instructions below, the video clip “Angel Playing with Playdough,” and SED 4: Relationships and Social Interactions with Peers.
- Place the 6 slides for Optional Rating Practice Exercise 3 (PS) Angel Playing with Playdough where needed.
- Have the video clip “Angel Playing with Playdough,” ready to play.
- Make copies of the Rating Practice Exercise Worksheets for “Angel Playing with Playdough.”



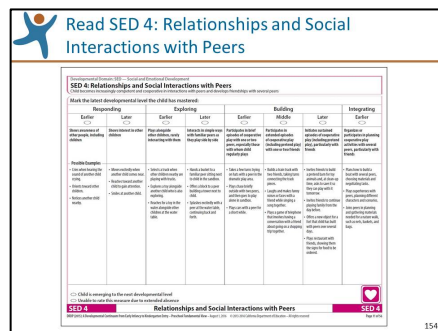
Slide 152: Review the information on this slide and make these points:

- As you feel is needed, remind the participants of the introductory points that you made during Rating Practice Exercise Part 1.




Slide 153: Review the information on this slide and make these points:

- Read the description of Angel (pronounced “Ahnhell”) provided by his teacher. It is on the front page of the Rating Practice Exercise and on this slide.



Slide 154: Review the information on this slide and make these points:

- Read through the entire measure SED 4: Relationships and Social Interactions with Peers. You can find it in the DRDP (2015) Preschool Fundamental View Assessment Manual, on the second page of the Rating Practice Exercise Worksheet, and on this slide.
- Tell the participants that you will be showing them a video clip and as they watch they should use the space at the top of the third page of the worksheet to jot down their observations of Angel in relation to measure SED 4: Relationships and Social Interactions with Peers. Remind them not to rate the measure yet; just observe the video in relation to VPA 4: Dance, as they will combine their observations with other information to rate the measure.
- Show the video clip.

 **Recent Observations of Angel**


Source of Information	Recent Observations of Angel
Observations from Angel's teacher	"Angel watches a peer push a toy car back-and-forth on the floor and then he selects a toy car from a bin and begins to push it back-and-forth on the floor."
Observations from Angel's teacher	"In the sandbox, Angel plays alongside his peer and hands her a shovel once or twice."
Observations from Angel's special education teacher	"In the library corner, Angel hands books to the children who are seated there."
Observations from Angel's mother	"When his older cousins visit, Angel will laugh and clap his hands when they make funny noises and faces."

155

Slide 155: Review the information on this slide and make these points:

- Once the video ends, ask the participants to read the additional observations made of Angel. The observations can be found on the fourth page of the Rating Practice Exercise Worksheet and on this slide.
- After giving them enough time to read the additional observations, ask the participants to work individually to pencil in their “best first guess” of the highest level of mastery, based on both:
  - the notes they made from the video clip; and
  - the additional observations that they just read.

NOTE: If you find it helpful, you can go back to the previous slide and show the measure.

 **Work in Small Groups**

1. Share your ratings with one another, including the evidence that you focused on and the assumptions that you made when choosing the rating.
2. Discuss what other observations or documentation you would like to have in order to make a confident rating.

156



Slide 156: Review the information on this slide and make these points:

- Ask the participants to work in small groups to:
  - Share their ratings with one another, including the evidence that they focused on and the assumptions that they made in coming up with the rating. Ask them to be sure they understand how each person rated the measure and what evidence they focused on in determining their rating.
  - Discuss what other observations or documentation they would have liked to have in order to make an accurate rating.

**Mute the projector**

**LEAD A LARGE GROUP DISCUSSION OF THE RATINGS:**

- Ask for a few volunteers to share their ratings and their rationale for the rating, pinpointing the evidence used. The purpose of the discussion is to come to a shared understanding of how each person rated the measure based on the evidence that they focused on and the assumptions they made.

 **Angel and SED 4: Relationships and Social Interactions with Peers** 

- Angel is playing alongside his peers with Playdough. Several times he is observed to interact in very simple ways with his peers (e.g., drops a stick on the peers tray, imitates pounding alongside his peer, plays with the rolling pin while his peer in playing with the rolling pin).
- Angel solidly demonstrates mastery at the Exploring Later level. We would not indicate that he is emerging to Building Earlier; although there are observations that he enjoys playing alongside peers and occasionally interacts with them, we do not see cooperative play.

157

Slide 157: Review the information on this slide and make these points:

- Let’s review the “Gold Star” rating derived from the DRDP (2015) research team.
- Angel is playing alongside his peers with Playdough. Several times he is observed to interact in very simple ways with his peers (e.g., drops a stick on the peers tray, imitates pounding alongside his peer, plays with the rolling pin while his peer in playing with the rolling pin).
- Angel solidly demonstrates mastery at the Exploring Later level. We would not indicate that he is emerging to Building Earlier; although there are observations that he enjoys playing alongside peers and occasionally interacts with them, we do not see cooperative play.
- Summarize by reflecting on key points made during the discussion and mentioning:

	<ul style="list-style-type: none"><li>○ Assessor's need to be sure to base their ratings on descriptive observations rather than on interpretation.</li></ul>
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