





7/19/16

The Desired Results Access Project, Napa County Office of Education
California Department of Education, Special Education Division

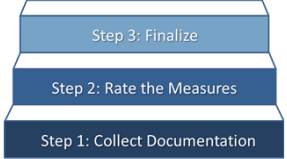
1




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



Today's Learning Facilitators

- Type the first trainer's name, contact information, and other relevant information here
- Type second trainer's name, contact information, and other relevant information here


2



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




Primary Purpose of the Session

To assist you to feel competent and confident in using the DRDP (2015)




3



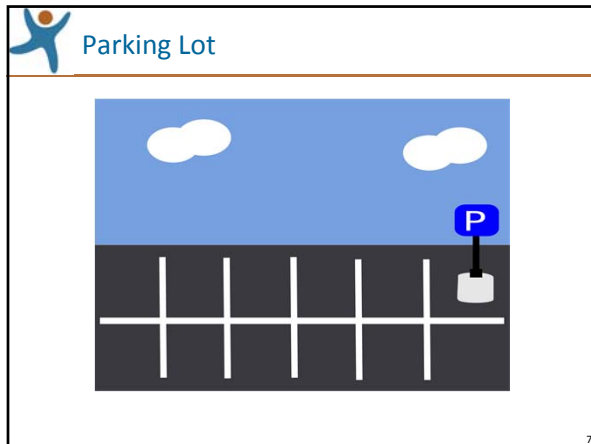
Ground Rules

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



Benefits

DRDP (2015) results can help practitioners:

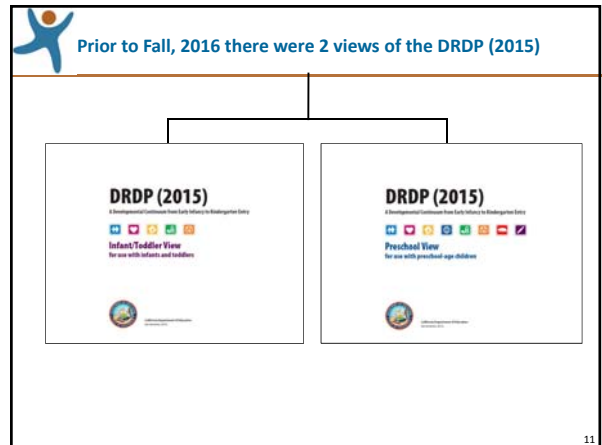
- Better understand and monitor children's progress and target their interventions to the individual needs of each child;
- Inform IFSP and IEP review and planning; and
- Inform families about their children's progress.

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.

Desired Results Access Project

Background



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.

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

One Infant/Toddler View


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

Two Preschool Views

- EESD-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

- 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

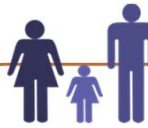
Who are the Assessors?



- 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

19

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

22


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

20

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"

23

General Timelines for Special Education DRDP Data Collection and Reporting

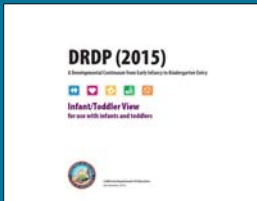
Assessment Period	General Period for Observation and Documentation	General Period to Submit DRDP Data to SELPA	Date by which SELPAs Must Submit Data to CASEMIS
Fall	Oct. 1 – Jan. 1	December – January	February 1
Spring	March 1 – June 1	May – June	July 1

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

21

Desired Results Access Project

Understanding the DRDP (2015)




24

Kinds of DRDP (2015) Measures

In the Infant/Toddler View

- IT Only Measures:** the continuum covers the developmental range of infants and toddlers
- Full Continuum Measure:** includes a birth to five continuum, but IT assessors will only rate through Building Earlier

In the Preschool Fundamental View

- IT Only Measures:** the continuum covers the developmental range of infants and toddlers; rate these measures if useful for documenting progress or planning
- PS Only Measures:** the continuum covers the developmental range of preschool-age children
- Full Continuum Measure:** includes a birth to five continuum, PS assessors will rate the full continuum

25

Infant/Toddler View Rating Record

28

Table of Contents

DRDP (2015)
Infant/Toddler View
For use with infants and toddlers.

Table of Contents

- About the Measures of the DRDP (2015)
- How to Use and Interpret the DRDP (2015)
- Information Page for Use with Early Intervention Programs
- Information Page for Use with Early Childhood Special Education Programs
- Special Education Information Page
- DRDP (2015) Rating Record
- DRDP (2015) Measures at-a-Glance
- Appendix A: DRDP (2015) Measures
- Appendix B: DRDP (2015) Measures
- Appendix C: DRDP (2015) Measures
- Appendix D: DRDP (2015) Measures
- Appendix E: DRDP (2015) Measures
- Appendix F: DRDP (2015) Measures
- Appendix G: DRDP (2015) Measures
- Appendix H: DRDP (2015) Measures
- Appendix I: DRDP (2015) Measures
- Appendix J: DRDP (2015) Measures
- Appendix K: DRDP (2015) Measures
- Appendix L: DRDP (2015) Measures
- Appendix M: DRDP (2015) Measures
- Appendix N: DRDP (2015) Measures
- Appendix O: DRDP (2015) Measures
- Appendix P: DRDP (2015) Measures
- Appendix Q: DRDP (2015) Measures
- Appendix R: DRDP (2015) Measures
- Appendix S: DRDP (2015) Measures
- Appendix T: DRDP (2015) Measures
- Appendix U: DRDP (2015) Measures
- Appendix V: DRDP (2015) Measures
- Appendix W: DRDP (2015) Measures
- Appendix X: DRDP (2015) Measures
- Appendix Y: DRDP (2015) Measures
- Appendix Z: DRDP (2015) Measures

DRDP (2015)
Preschool Fundamental View
For use with preschool-age children.

Table of Contents

- About the Measures of the DRDP (2015)
- How to Use and Interpret the DRDP (2015)
- Information Page for Use with Early Intervention Programs
- Information Page for Use with Early Childhood Special Education Programs
- Special Education Information Page
- DRDP (2015) Rating Record
- DRDP (2015) Measures at-a-Glance
- Appendix A: DRDP (2015) Measures
- Appendix B: DRDP (2015) Measures
- Appendix C: DRDP (2015) Measures
- Appendix D: DRDP (2015) Measures
- Appendix E: DRDP (2015) Measures
- Appendix F: DRDP (2015) Measures
- Appendix G: DRDP (2015) Measures
- Appendix H: DRDP (2015) Measures
- Appendix I: DRDP (2015) Measures
- Appendix J: DRDP (2015) Measures
- Appendix K: DRDP (2015) Measures
- Appendix L: DRDP (2015) Measures
- Appendix M: DRDP (2015) Measures
- Appendix N: DRDP (2015) Measures
- Appendix O: DRDP (2015) Measures
- Appendix P: DRDP (2015) Measures
- Appendix Q: DRDP (2015) Measures
- Appendix R: DRDP (2015) Measures
- Appendix S: DRDP (2015) Measures
- Appendix T: DRDP (2015) Measures
- Appendix U: DRDP (2015) Measures
- Appendix V: DRDP (2015) Measures
- Appendix W: DRDP (2015) Measures
- Appendix X: DRDP (2015) Measures
- Appendix Y: DRDP (2015) Measures
- Appendix Z: DRDP (2015) Measures

26

Preschool Fundamental View Rating Record for Special Education

29

Information Page for Special Education

DRDP (2015)
Special Education Information Page
For use with Early Intervention and Early Childhood Special Education Programs

Child Information

Child's Language Information

Child's Ethnicity

Special Education Information

Program Information

Assessment Information

27

IT Measures at-a-Glance

30

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

LLD 5: Interest in Literacy

Mark the latest developmental level the child has mastered.

Responding		Exploring		Building		Integrating	
Earlier	Later	Earlier	Later	Earlier	Later	Earlier	Later
Child responds to the sound of the letter.	Child responds to the sound of the letter.	Child looks at the letter.	Child looks at the letter.	Child looks at the letter.	Child looks at the letter.	Child looks at the letter.	Child looks at the letter.
Child recognizes the letter.	Child recognizes the letter.	Child recognizes the letter.	Child recognizes the letter.	Child recognizes the letter.	Child recognizes the letter.	Child recognizes the letter.	Child recognizes the letter.
Child recognizes the letter.	Child recognizes the letter.	Child recognizes the letter.	Child recognizes the letter.	Child recognizes the letter.	Child recognizes the letter.	Child recognizes the letter.	Child recognizes the letter.

LLD 5 Interest in Literacy

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

Definition:
Specifies the aspects of development to be observed.

LLD 5: Interest in Literacy

Mark the latest developmental level the child has mastered.

Responding		Exploring		Building		Integrating	
Earlier	Later	Earlier	Later	Earlier	Later	Earlier	Later
Child responds to the sound of the letter.	Child responds to the sound of the letter.	Child looks at the letter.	Child looks at the letter.	Child looks at the letter.	Child looks at the letter.	Child looks at the letter.	Child looks at the letter.
Child recognizes the letter.	Child recognizes the letter.	Child recognizes the letter.	Child recognizes the letter.	Child recognizes the letter.	Child recognizes the letter.	Child recognizes the letter.	Child recognizes the letter.
Child recognizes the letter.	Child recognizes the letter.	Child recognizes the letter.	Child recognizes the letter.	Child recognizes the letter.	Child recognizes the letter.	Child recognizes the letter.	Child recognizes the letter.

LLD 5 Interest in Literacy

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.

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

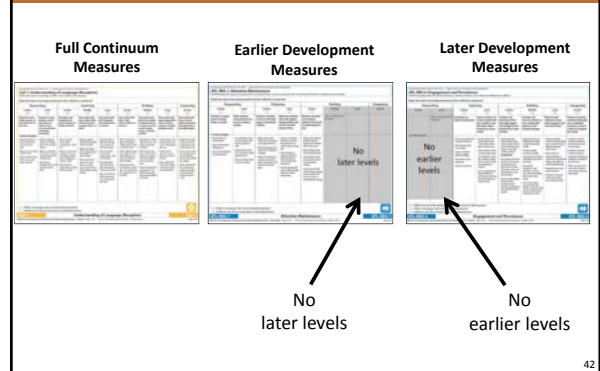
LLD 5: Interest in Literacy

Mark the latest developmental level the child has mastered.

Responding		Exploring		Building		Integrating	
Earlier	Later	Earlier	Later	Earlier	Later	Earlier	Later
Child responds to the sound of the letter.	Child responds to the sound of the letter.	Child looks at the letter.	Child looks at the letter.	Child looks at the letter.	Child looks at the letter.	Child looks at the letter.	Child looks at the letter.
Child recognizes the letter.	Child recognizes the letter.	Child recognizes the letter.	Child recognizes the letter.	Child recognizes the letter.	Child recognizes the letter.	Child recognizes the letter.	Child recognizes the letter.
Child recognizes the letter.	Child recognizes the letter.	Child recognizes the letter.	Child recognizes the letter.	Child recognizes the letter.	Child recognizes the letter.	Child recognizes the letter.	Child recognizes the letter.

LLD 5 Interest in Literacy

Three Types of Developmental Continua



Full Continuum Measure

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

43

Descriptor:

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

46

Earlier Development Measure

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

44

Example:

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

47

Later Development Measure

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

45

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.**

48

"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."

COG 4: Number Sense of Math Operations
 Mark the latest developmental level the child has mastered.

Responding	Exploring		Building		Integrating
	Earlier	Later	Earlier	Later	
<p>Not yet at the earliest developmental level on this measure.</p>					

COG 4 Number Sense of Math Operations **COG 4**

Desired Results Access Project

3 Steps to Using the DRDP (2015)

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

52

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.

LLD 5: Interest in Literacy
 Mark the latest developmental level the child has mastered.

Responding	Exploring		Building		Integrating
	Earlier	Later	Earlier	Later	
<p>Emerging to the next developmental level on this measure.</p>					

LLD 5 Interest in Literacy **LLD 5**

Three Sources of Documentation

- The Assessor's Observations
- Observations by Others
- Other Documentation

53

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.

LLD 5: Interest in Literacy
 Mark the latest developmental level the child has mastered.

Responding	Exploring		Building		Integrating
	Earlier	Later	Earlier	Later	
<p>Unable to rate on this measure due to extended absence.</p>					

LLD 5 Interest in Literacy **LLD 5**

Strategies for Naturalistic Observation

1. Observe the child interacting with **familiar people**
2. Observe in **familiar settings**, such as the home, classroom, and child care
3. Observe the child in context of **typical daily routines and activities**
4. Look for **consistent behavior over time**
5. **Objectively describe** only what you actually see and hear

54

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

55

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


58

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	

56

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


59

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

57

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

60

Three Sources of Documentation

- The Assessor's Observations
- Observations by Others
- Other Documentation

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.

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

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)

Guidance for Home Visitors

Leading Focused Conversations with Families to Help Complete the DRDP (2015)

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

The worksheet includes a header with the Desired Results Access Project logo and title. It contains a table with columns for 'If you are satisfied with existing documentation', 'If you have not done observations', 'If you have not done observations', and 'If you have not done observations'. The table rows correspond to DRDP (2015) - Infant/Toddler categories: 1. Attention, Exploration, and Communication; 2. Self-Expression; 3. Self-Regulation; 4. Self-Expression and Initiative in Learning; 5. Self-Expression of Feelings and Behavior; 6. Self-Expression of Feelings and Behavior; 7. Self-Expression of Feelings and Behavior.

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

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

67

Desired Results Access Project

3 Steps to Using the DRDP (2015)

70

Three Sources of Documentation

The Assessor's Observations

Observations by Others

Other Documentation

68

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)

71

Other Sources of Documentation

8/26/15
Henry held spoon in left hand, put macaroni on it with right hand and brought spoon to mouth.

Consider behaviors mastered if the child demonstrates them...

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

72

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.

73

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.

76

Determining the Latest Level of Mastery

Developmental Domain: LLD — Language and Literacy Development
LLD 5: Interest in Literacy
 Child shows interest in books, songs, stories, and other literacy activities in increasingly complex ways.

Responding		Exploring		Building		Integrating	
Earlier	Later	Earlier	Later	Earlier	Middle	Later	
Attends or responds to people or things in book ways	Plays with books and responds to other literacy activities	Attends briefly to a familiar adult reading books, singing songs, or using rhythm	Looks at books on own briefly or Chooses to join reading, singing, or rhyming activities led by an adult	Looks at books page by page or Participates, sings, rhymes, or acts out	Initiates looking at and talking about books, rhyming to and talking about stories, singing songs, or playing rhyming games	Initiates literacy activities by retelling a story, drawing pictures about a story, or acting out a story	
Possible Examples		<ul style="list-style-type: none"> Asks a question about a picture in a book led by an adult. Asks a question before pointing at adult when reading a book, newspaper, or tablet. Picks up a book and looks at pictures, turns a few pages, and then drops the book to play. 					

74

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 <i>Interacts in simple ways with familiar adults and tries to maintain the interactions.</i>
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 <i>Looks at books on own briefly or chooses to join reading, singing, or rhyming activities led by an adult</i>
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 <i>Initiates activities with familiar adults; and Seeks out assistance or support from familiar adults</i>

77

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.

75

What to do if you do not have sufficient information to confidently rate the measure

- Based on your current knowledge, make an initial guess of the range of levels within which the child will be rated
- Identify typical routines, activities, and places where you or the family would be likely to observe related skills
- Formulate questions to facilitate gathering information from the family or other providers
- Talk with the family/providers and/or make observations until you have the evidence to confidently rate the measure
1. Rate the measure
2. Indicate if the child is emerging to the next level

78

Planning for Additional Evidence Worksheets

Worksheet for Planning to Gather Additional Evidence for the DRDP (2015)

DRDP (2015) - Preschool	Can rate now	Talk with family members or other providers	Make additional observations
1. Attention Maintenance Child develops the capacity to pay attention to people, things, or the environment when interacting with others or exploring play materials			
2. Self-Comforting Child develops the capacity to comfort or soothe self in response to distress from internal or external stimulation			
3. Imitation Child mirrors, repeats, and practices the actions or words of others in increasingly complex ways			
4. Curiosity and Initiative in Learning Child explores the environment in increasingly focused ways to learn about people, things, materials, and events			
5. Self-Control of Feelings and Behavior			

79

Instructions for Using Emerging

1. First, record the level the child has mastered.
2. 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.

82

Planning for Additional Evidence Worksheet

Worksheet for Planning to Gather Additional Evidence for the DRDP (2015)

DRDP (2015) - Preschool	Can rate now	Talk with family members or other providers	Make additional observations
1. Attention Maintenance Child develops the capacity to pay attention to people, things, or the environment when interacting with others or exploring play materials			
2. Self-Comforting Child develops the capacity to comfort or soothe self in response to distress from internal or external stimulation			
3. Imitation Child mirrors, repeats, and practices the actions or words of others in increasingly complex ways			
4. Curiosity and Initiative in Learning Child explores the environment in increasingly focused ways to learn about people, things, materials, and events			
5. Self-Control of Feelings and Behavior			

80

"Emerging" on the Rating Record

DRDP (2015) PS Fundamental View Rating Record

Measure	Emerging	Mastery	Not Yet	Not Rated
01-01 Attention Maintenance				
01-02 Self-Comforting				
01-03 Imitation				
01-04 Curiosity and Initiative in Learning				
01-05 Self-Control of Feelings and Behavior				

83

"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.

81

"Unable to Rate"

Unable to Rate should rarely, if ever, be used

DRDP (2015) PS Fundamental View Rating Record

Measure	Emerging	Mastery	Not Yet	Not Rated
01-01 Attention Maintenance				
01-02 Self-Comforting				
01-03 Imitation				
01-04 Curiosity and Initiative in Learning				
01-05 Self-Control of Feelings and Behavior				

84

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 **NOI** 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.

85

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	<ul style="list-style-type: none"> 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 <i>some</i> ways that a child may demonstrate mastery

88

Record scores on the Rating Record

86

Desired Results Access Project

Using Adaptations

89

Key Rules to Remember When Using the DRDP (2015)

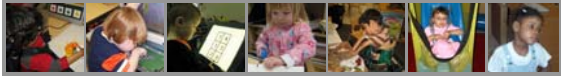
- Use the appropriate view of the instrument (Infant/Toddler View or Preschool Fundamental View).
- Use the ELD measures according to the instructions for the Preschool Fundamental View.
- You may mark Emerging when rating full-continuum measures with infants and toddlers if the child has mastered Building 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.

87

More information about adaptations

90


What are Adaptations?



Adaptations are changes in the environment or differences in observed behavior that allow children with IFSPs and IEPs to be accurately assessed in their typical environments

91

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

94

Why use Adaptations?

To ensure that the DRDP measures *ability*, rather than disability



92

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

95

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



93

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



96

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



97

5. Functional positioning

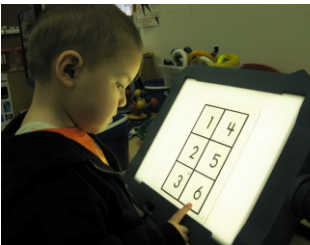
Strategic positioning and postural support that allow a child to have increased control of his body



100

3. Visual support


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



98

6. Sensory support


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



101

4. Assistive equipment or device


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



99

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



102

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

103

Complete all information on the Information Page

Information about the child

Program information

Assessment information

106

Desired Results Access Project

3 Steps to Using the DRDP (2015)

Step 3: Finalize

Step 2: Rate the Measures

Step 1: Collect Documentation

104

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

107

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.


105

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.

108

 **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.


109

 Visit draccess.org to stay informed!




- ✓ Download guidance materials
- ✓ Watch videos
- ✓ Subscribe to the free CONNECT! Newsletter
- ✓ Join our free mailing list
- ✓ Coming in late 2016: complete online modules

112


 **Desired Results Access Project**

Resources and Other Information



110

 Contact the Desired Results Access Project

 www.draccess.org	 info@draccess.org	 (800) 673-9220
--	--	--

113

 **Reports**

Available now:

- Child Report
- SELPA/Administrator Report

Coming this year:

- Peer Reference report
- Detailed Child Report

111


 **Desired Results Access Project**

Wrap Up


Any questions?



114



**Desired Results
Access Project**



**Thank
You!**

Please complete and turn in your evaluation form

115