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DRDP (2025)

An Early Childhood Developmental Continuum

IT View Rating Booklet

For use with children with Individualized Family Service Plans (IFSPs)

Child's name (first and last) _____

Statewide Student Identifier (10-digit SSID) _____

Assessment period (e.g., fall 2026) _____

Date DRDP was completed (e.g., 09/08/2026) _____ / _____ / _____
month day year

Quick Guide to Rating the Measures

1. Review your documentation and evidence

Review your observation notes, observations from others (including educators, family members/caregivers, and other service providers, obtained through interviews or conversations), and other documentation, including samples of children's work, photographs, and video/audio recordings of children's communication and behavior.

2. Carefully read the definition and descriptors, looking for mastery

Read the descriptors and determine which developmental level is most consistent with your observations and other documentation of the child's typical behavior. A developmental level is mastered if the child demonstrates the knowledge, skills, and behaviors defined at that level:

- Consistently,
- Over time, and
- In different situations or settings.

Children may demonstrate mastery through various communication modes, languages, and behaviors.

3. Consider the examples

Refer to the full DRDP (2025) manual for examples. Examples show some of the possible ways a child might demonstrate mastery; they are not a checklist. A child may demonstrate mastery in other ways that are consistent with the intent of the descriptor.

4. Determine the child's latest level of mastery

A child may demonstrate behaviors at more than one developmental level. Determine the latest developmental level the child has mastered and mark that level.

5. Indicate if the child is emerging

If the child has mastered one level and is beginning to demonstrate the knowledge, skills, or behaviors at the next level, but not yet consistently, mark the mastered level and **Emerging (EM)**. Do not mark EM if there are no later developmental levels.

Additional Rating Options

Unable to Rate (UR): Use only when an extended absence has prevented you from gathering enough information to rate the measure.

Important Note: Reading the Descriptors

Some descriptors include multiple skills or behaviors that are numbered or separated by "or" or "and."

- **"Or"** — The child needs to demonstrate only one of the listed behaviors.
- **"And"** — The child must demonstrate all listed behaviors, but not necessarily during the same observation.
- **Numbered descriptors** — Follow the descriptor's directions for how many of the listed behaviors must be demonstrated.

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ATL — Approaches To Learning



ATL 1: Engagement, Attention, and Persistence

Child develops increasing ability to engage by sustaining attention, contributing, and persisting, when appropriate, related to learning activities

☐ EM ☐ UR

Responding Earlier ⬭	Responding Later ⬭	Exploring Earlier ⬭	Exploring Later ⬭	Building Earlier ⬭
Orients to people, objects, or changes in the environment	Engages in explorations of people or objects for brief periods	Engages in simple self-initiated activities, sometimes with adult support	Engages in and returns to self-initiated activities after a brief interruption	Engages in self-initiated activities for extended periods of time

ATL 2: Curiosity, Interest, and Initiative

Child develops increasing capacity to explore objects, activities, or ideas and takes initiative to seek information and understanding

☐ EM ☐ UR

Responding Earlier ⬭	Responding Later ⬭	Exploring Earlier ⬭	Exploring Later ⬭	Building Earlier ⬭
Orients toward movement or changes in people, objects, or sounds	Shows interest in new or unexpected characteristics or actions of people or objects	Explores objects and notices and responds to interactions with people	Explores new ways to use familiar objects outside of their intended use	Explores self-selected ideas, objects, or events by manipulating, or asking simple "what" or "where" questions

ATL 3: Problem-Solving

Child develops increasing ability to come up with, adjust, and reflect on strategies to solve everyday problems and problems related to learning activities

☐ EM ☐ UR

Responding Earlier ⬭	Responding Later ⬭	Exploring Earlier ⬭	Exploring Later ⬭	Building Earlier ⬭
Orients toward people, sounds, or objects	Explores doing things with people or objects and attends to what happens	Tries different ways to do things using people or objects when encountering problems	Uses effective strategies, suggested by others or observed, to solve problems	Comes up with strategies to solve everyday problems, with adult support

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SED — Social and Emotional Development

SED 1: Self-Awareness

Child shows increasing awareness of own identity and preferences as distinct from and in relation to others

☐ EM ☐ UR

Responding Earlier ⬭	Responding Later ⬭	Exploring Earlier ⬭	Exploring Later ⬭	Building Earlier ⬭
Responds to others	Uses senses and movement to explore self and others	Responds to their own name or nickname	Communicates own needs and wants	Expresses simple ideas about self and connection to others

SED 2: Social Awareness

Child shows a developing awareness and acceptance of others' thoughts, perspectives, and individual characteristics

☐ EM ☐ UR

Responding Earlier ⬭	Responding Later ⬭	Exploring Earlier ⬭	Exploring Later ⬭	Building Earlier ⬭
Responds to faces, voices, or actions of other people	Anticipates what familiar people will do in repeated experiences such as care routines	Shares a common focus with another person	Acts in response to what they think another person wants	Communicates about others' feelings, behaviors, or preferences

SED 3: Relationships and Reciprocal Interactions with Familiar Adults

Child develops close relationships with one or more familiar adults (including family members) and interacts in an increasingly competent and cooperative manner with familiar adults

☐ EM ☐ UR

Responding Earlier ⬭	Responding Later ⬭	Exploring Earlier ⬭	Exploring Later ⬭	Building Earlier ⬭
Responds to faces, voices, or actions of people nearby	Shows interest in familiar adults	Shows a preference for interacting with familiar adults over unfamiliar adults	Participates in familiar routines and activities with familiar adults	Interacts for extended periods with familiar adults in a variety of situations

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SED 4: Relationships and Interactions with Peers

Child develops and maintains close relationships with one or more peers and becomes increasingly competent and cooperative in peer interactions

☐ EM ☐ UR

Responding Earlier ⬭	Responding Later ⬭	Exploring Earlier ⬭	Exploring Later ⬭	Building Earlier ⬭
Shows awareness of other people, including children	Shows interest in nearby children	Indicates interest in being near peers and orients own activity to a peer's activity	Engages with peers in brief back-and-forth of objects, actions, or words	Plays together with various peers for brief amounts of time, when initiated or supported by an adult

SED 5: Emotional Knowledge and Regulation

Child develops an increasing ability to identify and process emotions

☐ EM ☐ UR

Responding Earlier ⬭	Responding Later ⬭	Exploring Earlier ⬭	Exploring Later ⬭	Building Earlier ⬭
Calms in response to care from a familiar adult	Orients to a familiar adult when distressed and responds when comforted by them	Shows preference for certain familiar adults for comfort and care	Comforts self or seeks comfort from familiar adults	Seeks out familiar adults for support when experiencing an emotion

FLD — Foundational Language Development

FLD 1: Understanding Language (Receptive)

Child understands increasingly complex language, including vocabulary in home language, English, sign language, or Augmentative and Alternative Communication (AAC)

☐ EM ☐ UR

Responding Earlier ⬭	Responding Later ⬭	Exploring Earlier ⬭	Exploring Middle ⬭	Exploring Later ⬭	Building Earlier ⬭
Responds to sounds or sights nearby in the environment	Orients toward the source of sounds or tracks sights in the environment, including familiar voices or faces	Shows understanding that communication with gestures, words, or signs carries meaning	Shows understanding of a variety of single words in their environment	Shows understanding of frequently used simple phrases or sentences, in the present	Shows understanding of phrases or sentences, including those referring to the past or future

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FLD 2: Using Language (Expressive)

Child uses increasingly complex language, including vocabulary, sentences, questions, narratives, and explanations, in their home language, English, sign language, or Augmentative and Alternative Communication (AAC)

☐ EM ☐ UR

Responding Earlier ⬭	Responding Later ⬭	Exploring Earlier ⬭	Exploring Middle ⬭	Exploring Later ⬭	Building Earlier ⬭
Makes sounds or moves hands spontaneously	Makes sounds, gestures, or facial expressions with intention	Uses vocal sounds with multiple syllables or hand movements in language-like sequences with the intention to communicate	Uses a growing variety of single words, word approximations, signs, words and signs together, conventional gestures, or symbols to communicate	Combines two words, signs, a word and a sign, or symbols to communicate simple ideas	Uses phrases and sentences of more than two words, signs, words and signs together, or symbols, including a variety of nouns, verbs, or pronouns to communicate

FLD 3: Shared Communication and Conversation

Child engages in back-and-forth communication with shared focus in increasingly extended conversations, using home language, English, sign language, or Augmentative and Alternative Communication (AAC)

☐ EM ☐ UR

Responding Earlier ⬭	Responding Later ⬭	Exploring Earlier ⬭	Exploring Middle ⬭	Exploring Later ⬭	Building Earlier ⬭
Responds to others	Pays attention when an adult communicates to them	Imitates adult speech sounds or signs and engages in turn-taking through vocalization, gestures, or eye gaze	Uses single gestures, words, or signs to take turns in brief back-and-forth communication with adults, including responding to simple questions	Uses combinations of words, gestures, and signs to take turns in brief back-and-forth communication	Engages in brief conversations on topic for several turns, sharing opinions and thoughts

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COG — Cognition | MATH — Math | SCI — Science



COG 1: Imitation

Child repeats and practices the actions or words of others in increasingly complex ways

☐ EM ☐ UR

Responding Earlier ⬭	Responding Later ⬭	Exploring Earlier ⬭	Exploring Later ⬭	Building Earlier ⬭
Responds to facial expressions, vocalizations, or touch	Tries to imitate single simple actions or sounds when interacting with others	Repeats others' familiar actions, gestures, or words soon after they occur	Repeats others' familiar actions, gestures, or words experienced at an earlier time	Repeats multiple step actions, gestures, words, or phrases experienced at an earlier time

MATH 1: Spatial Thinking

Child shows increasing understanding of objects in relation to each other and how objects move in space

☐ EM ☐ UR

Responding Earlier ⬭	Responding Later ⬭	Exploring Earlier ⬭	Exploring Later ⬭	Building Earlier ⬭
Responds physically to experiences in their immediate environment	Explores, responds to, and acts on objects, people, or own body movements through space	Explores the relationship between self and objects or people in space	Uses trial and error to make discoveries about spatial relationships or movement of self or objects through space	Takes into account spatial relationships and physical properties when exploring possibilities of fitting objects together

MATH 2: Classification

Child shows increasing ability to sort objects into groups according to attributes, qualities, features, characteristics, or use

☐ EM ☐ UR

Responding Earlier ⬭	Responding Later ⬭	Exploring Earlier ⬭	Exploring Later ⬭	Building Earlier ⬭
Attends to people, objects, or events	Interacts differently with familiar people and objects than with unfamiliar people and objects	Associates a person or object with another person or object, based on a similarity or relationship between them	Demonstrates understanding of the similarities of a group of objects based on one attribute or the relationship between them	Sorts objects into two groups based on one attribute, but not always accurately

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MATH 3: Number and Counting

Child shows developing understanding of number and quantity

☐ EM ☐ UR

Responding Earlier	Responding Later	Exploring Earlier	Exploring Later	Building Earlier
Notices people or objects nearby in the environment	Explores one object at a time	Attends to quantity in different situations	Uses number words, signs, or gestures to communicate about small quantities	Demonstrates one of the following within quantities of 20: (1) correctly uses the number sequence (2) uses one-to-one correspondence (3) uses cardinality

SCI 1: Cause and Effect

Child develops increasing ability to observe, anticipate, and reason about the cause-and-effect relationships between actions and events

☐ EM ☐ UR

Responding Earlier	Responding Later	Exploring Earlier	Exploring Later	Building Earlier
Responds or shows anticipatory excitement to people, objects, or actions	Repeats the same action with the same objects or people that produced an effect	Repeats the same action with different objects or people	Explores possible causes of actions or events	Acts on objects based on their features

SCI 2: Inquiry Through Observation and Investigation

Child develops increasing ability to carry out observations, explorations, and investigations in the environment

☐ EM ☐ UR

Responding Earlier	Responding Later	Exploring Earlier	Exploring Later	Building Earlier
Responds to people, things, or sounds	Shows interest in people or things in the environment	Attends to responses of objects or people that result from own actions	Engages in simple, purposeful explorations of familiar objects in the environment	Engages in extended explorations of objects and events in the environment

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PD — Physical Development | HLTH — Health



PD 1: Perceptual-Motor Skills and Movement Concepts

Child moves body and interacts with the environment, demonstrating increasing body awareness, spatial awareness, and directional awareness*

*May be demonstrated while using a stability aid such as a stander or a mobility aid such as a walker or a wheelchair.

☐ EM ☐ UR

Responding Earlier ⬭	Responding Later ⬭	Exploring Earlier ⬭	Exploring Later ⬭	Building Earlier ⬭
Responds to sensory information or input (e.g., visual, auditory, tactile) with basic movements of body parts	Responds to sensory information by moving body or limbs to reach for or move toward people or objects	Uses sensory information to control body while exploring people, objects, or changes in the physical environment	Adjusts posture and movements in response to the physical environment while moving from one place to another or trying to do a task	Demonstrates body awareness by coordinating some movements of body parts in response to the physical environment

PD 2: Gross Locomotor Movement Skills

Child shows increasing proficiency in fundamental locomotor skills (e.g., rolling, crawling, cruising, walking, running, jumping, galloping)*

*May be demonstrated while using a stability aid such as a stander or a mobility aid such as a walker or a wheelchair.

☐ EM ☐ UR

Responding Earlier ⬭	Responding Later ⬭	Exploring Earlier ⬭	Exploring Middle ⬭	Exploring Later ⬭	Building Earlier ⬭
Turns head, and moves arms and legs, moving in response to touch, sound, or movement nearby	Holds head and torso upright against gravity	Coordinates movements of whole body to move into and out of positions, crawl, or scoot on bottom	Coordinates movements of whole body while upright, using support, to move from one place to another	Coordinates movement of whole body while upright to move from one place to another	Coordinates movement of the whole body to move off the ground momentarily

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PD 3: Gross Motor Manipulative Skills

Child shows increasing proficiency in gross motor manipulative skills (e.g., reaching, kicking, throwing, and catching)*

*May be demonstrated while using a stability aid such as a stander or a mobility aid such as a walker or a wheelchair.

☐ EM ☐ UR

Responding Earlier ⬭	Responding Later ⬭	Exploring Earlier ⬭	Exploring Middle ⬭	Exploring Later ⬭	Building Earlier ⬭
Orients to nearby objects	Uses arms, legs, or body to move toward, reach for, or mouth objects or people	Uses arms, legs, or body to engage in simple, repeated actions on objects *and* Manipulates objects differently based on their properties	Uses arms, legs, or body to manipulate objects while maintaining stability in positions such as sitting, kneeling, or standing	Engages whole body in movements that involve back and forth activities, such as pushing and pulling, with limited stability	Manipulates objects using arms, legs, or body, with stability but limited coordination

PD 4: Fine Motor Manipulative Skills

Child demonstrates increasing precision, strength, coordination, and efficiency when using muscles of the hand for play and functional tasks

☐ EM ☐ UR

Responding Earlier ⬭	Responding Later ⬭	Exploring Earlier ⬭	Exploring Middle ⬭	Exploring Later ⬭	Building Earlier ⬭
Moves arms and hands	Uses arms or hands to make contact with objects in the environment	Grasps objects with hand	Grasps objects with fingers and thumb	Explores ways to use one hand, or to use both hands doing the same movements, to manipulate objects	Acts on objects with one hand, while stabilizing the objects with the other hand or with another part of body

HLTH 1: Safety

Child shows increasing awareness of safety and increasingly demonstrates knowledge of safety skills

☐ EM ☐ UR

Responding Earlier ⬭	Responding Later ⬭	Exploring Earlier ⬭	Exploring Later ⬭	Building Earlier ⬭
Reacts to unpleasant events (e.g., sounds, touch)	Responds to situations that feel unsafe	Seeks a familiar adult in situations that feel unsafe	Follows adults' guidance about basic safety practices	Follows basic safety practices in familiar situations with adult supervision

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HLTH 3: Personal Care Routines: Hygiene

Child increasingly responds to and initiates personal care routines that support hygiene

☐ EM ☐ UR

Responding Earlier	Responding Later	Exploring Earlier	Exploring Later	Building Earlier
Responds in basic ways during personal care routines that involve hygiene	Responds in ways that demonstrate awareness of a hygiene routine	Anticipates one or two steps of a hygiene routine	Participates in own hygiene routines, with an adult	Carries out some steps of own hygiene routines, with specific adult guidance or demonstration

HLTH 4: Personal Care Routines: Feeding

Child responds to feeding and feeds self with increasing proficiency

☐ EM ☐ UR

Responding Earlier	Responding Later	Exploring Earlier	Exploring Later	Building Earlier
Responds in basic ways during feeding	Engages in the process of being fed	Feeds self some food items using fingers or hands	Explores the use of tools when feeding self, sometimes with adult support	Feeds self different types of foods, some of which may involve the use of tools

HLTH 5: Personal Care Routines: Self-Dressing

Child develops and refines ability to participate in and take responsibility for dressing self

☐ EM ☐ UR

Responding Earlier	Responding Later	Exploring Earlier	Exploring Later	Building Earlier
Responds in basic ways during dressing	Responds in ways that demonstrate awareness of a dressing routine	Anticipates one or two steps of a dressing routine	Participates with adult in dressing self	Puts on clothing that is simple to manipulate, sometimes with adult assistance

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