



Frequently Asked Questions

Many of the questions we receive are addressed in existing documents on the DR Access website. These three documents are most likely to answer your questions:

- [DRDP Manuals and Components \(DRAccess.org/DRDP\)](https://DRAccess.org/DRDP) – Contains essential information on how to use the DRDP.
- [DRDP Assessment Steps & Timeline \(DRAccess.org/timeline\)](https://DRAccess.org/timeline) – Contains the DRDP Timeline Module and the DRDP Dates Postcards for fall and spring.
- [DRDP Reports User Manual \(DRAccessReports.org\)](https://DRAccessReports.org) – Detailed instructions for how to create a DRDP Reports account and how to reset your password.

If you do not find the answers to your questions in the above documents or in the list below, [contact the Desired Results Access Project \(DRAccess.org/contact.html\)](https://DRAccess.org/contact.html).

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The DRDP Assessment

What DRDP instruments are used by special education?

The DRDP (2025) is currently in use and it has two views. They are:

- [Infant and Toddler \(IT\) View \(DRAccess.org/drdp2025_it\)](https://DRAccess.org/drdp2025_it): SED-funded infant-toddler programs use this view.
- [Preschool – Transitional Kindergarten – Kindergarten \(PTK\) View \(DRAccess.org/drdp2025_ptk\)](https://DRAccess.org/drdp2025_ptk): All special education programs use the PTK View for all 3, 4, and 5 year olds with IEPs.

Has the DRDP been aligned to the California Early Learning Foundations?

Yes, the DRDP is aligned with the Preschool/Transitional Kindergarten Learning Foundations and the Infant/Toddler Learning and Development Foundations. The alignment is being revised for the DRDP (2025) and will be posted as soon as it is available.

If a child is transitioning out of early intervention, which view of the instrument is used?

Use the Infant and Toddler (IT) View while the child is receiving early intervention services. The Preschool – Transitional Kindergarten – Kindergarten (PTK) View is used after the child transitions into preschool.

Can participation in the assessment be waived if the family doesn't want the child assessed?

Yes. Families should be informed of the DRDP assessment and its benefits to teachers and programs as well as to families. Describe the assessment to families as observations of children's skills during typical routines and activities throughout the day to inform instructional planning. However, if a family is still uncomfortable, you may waive the assessment. The SELPA should track these decisions so they know that these are not missing records. Refer to [An Overview of the DRDP for Families](#) for a description of the assessment for families as well as a list of the benefits.

On the Information Page, there is a field for special education eligibility. How does this apply to children in Early Start?

If the LEA is serving an infant or toddler with an IFSP, you must use the disability category from the IFSP. If the child is served under a vendor contract with the regional center, the DRDP is not used.

Rating the Measures

Why is Building Earlier the latest level for infants and toddlers?

The earlier levels of the DRDP through Building Earlier (which includes early preschool) describe the development of infants and toddlers sufficiently to plan their learning activities. The later levels are generally not observed in children of this age.

What is marked if the child is not yet at the earliest level?

On full continuum measures or Early Development measures, mark the Responding Earlier level if you do not observe any later levels. Even if you have not observed the earliest level, mark it if you do not see any of the later levels. Please refer to the guidance under *Additional Rating Options* on page Intro-9 in the Assessment Manual. On Later Development measures, you may mark, "Child is not yet at the earliest developmental level on this measure."

If the child's level of mastery is beyond the latest level of mastery that can be rated, how is the measure rated?

Mark the latest level. If this is a full continuum measure in the Infant/Toddler View, mark the latest level that can be rated for infants and toddlers and also mark "Emerging to the next developmental level." Please refer to rating guidance on Emerging on page Intro-9 in the assessment manual.

What if interpreters are not available to assist assessment in the child's home language?

Check with your administrator about obtaining these services. Additionally, many measures of the DRDP can be rated by observing the child.

If a child and family use ASL, are the ELD measures used?

If the child is Deaf or Hard of Hearing and not learning a spoken language, mark "No" on question 8 of the Information Page and do not complete the ELD measures.

How would you rate HLTH 4 Personal Care Routines: Feeding if a child is fed via a tube?

Consider the first few levels carefully. Children with feeding tubes may react to the feeding experience as described in Responding Earlier, and possibly at the next few levels. Some children may also be learning to eat orally and may progress further on this measure. Rate the latest level of mastery.

How do you rate the measures if a child demonstrates regression after a summer break?

Rate the measures to reflect the child's current level of mastery.

How do I complete the DRDP if a child is receiving home and hospital services or has limited access to services?

All eligible children with IFSPs and IEPs must be assessed with the DRDP, regardless of setting. If sufficient information can't be obtained through direct observation, contact family members and other team members. If the child is not receiving services for an extended period of time, then the Unable to Rate option may be used. Refer to rating guidance in the Assessment Manual pp. Intro-9 through Intro-10.

Can we use observations collected for other tools to help inform how we complete the DRDP?

You can use naturalistic observations that were gathered to complete other assessment instruments, but you cannot use actual scores from any other assessment instrument to inform DRDP ratings.

Children Assessed

If a child attends a program for only a few days per week, do all of the items need to be rated?

Yes, all children with IFSPs or IEPs are assessed with the full DRDP regardless of type or level of service or educational setting.

Family observations are valid and reliable and are an important part of completing the DRDP, particularly for practitioners who may not have frequent opportunities to observe the child participating in a variety of routines and activities. The resources on the ["Leading Focused Conversations with Families" \(DRAccess.org/leadingconversations\)](https://draccess.org/leadingconversations) page will assist in planning these conversations.

If an infant or toddler is dually enrolled in a LEA and a regional center program and is reported to the California Department of Education, is the DRDP used?

Yes, if a child is reported to the California Department of Education, the child should be assessed with the DRDP Infant and Toddler View.

Is the DRDP used in vendored early intervention programs?

No, the DRDP is not used by infant programs vendored by the regional center.

Are five-year-old children with disabilities included in the DRDP?

Yes, if a five-year-old child has an IEP and has begun receiving special education services.

What if the child turns six?

If a child with an IEP turns 6 at any point during the school year (July 1 to June 30), the DRDP is **not** required in either the fall or spring assessment periods.

For a child who has a signed IEP but who has not yet begun to receive services during the current assessment period, is the special education provider required to complete a DRDP for this child?

Services are to start as soon as possible after the IEP is signed, but if for some reason a child has not started receiving services by November 1 or April 1, then a DRDP is not required until the following assessment period.

Entry Dates for Fall and Spring Assessments

If a child transfers into my program in December, am I responsible to complete and submit the fall assessment?

No, wait until spring to submit a DRDP for the child.

Personnel Who Complete the DRDP

Does Head Start use the DRDP?

State-funded Head Start programs are required to use the DRDP.

Does a service provider who sees a child for less than 10 hours per week need to complete a DRDP for this child?

All children with IFSPs or IEPs are assessed regardless of type or level of service and regardless of educational setting.

Who should complete the assessment for a child who attends a private preschool or is served by another SELPA?

The primary special education service provider should complete the assessment. If the child attends private preschool, the SELPA should designate a district representative to work with the program to assure that the assessment is completed.

If a Speech and Language Pathologist or other disability specialist sees a child for only one hour a week for therapy and has limited opportunities to observe the child and he or she is the only service provider, how should the assessment be completed?

Family observations are valid and reliable and are an important part of completing the DRDP, particularly for practitioners who may not have frequent opportunities to observe the child participating in a variety of routines and activities. The resources on the ["Leading Focused Conversations with Families"](https://draccess.org/leadingconversations) ([DRAccess.org/leadingconversations](https://draccess.org/leadingconversations)) page will assist in planning these conversations.

Collaboration to Complete the DRDP

Who is responsible for completing the DRDP if a child is enrolled in state preschool or Head Start and also receives special education services?

The preschool teacher and the special education primary service provider should complete the assessment together. Meet with your state preschool or Head Start partners to outline an assessment

plan. Coordinate calendars to meet and finalize the assessment together. Both the preschool teacher and the primary service provider are required to submit the DRDP Rating Records to their respective data systems. Refer to DRDP Assessment Manual Appendices C and F.

Observations can be gathered via conversations with other teachers and service providers, and with families. Speech and Language Pathologists should talk with their administrators about adding time twice a year dedicated to the assessment.

What should we do when the Early Head Start, Head Start, or state preschool teacher assign a significantly different rating to a measure?

Work as a team and 1) Go back to the descriptors of the developmental levels to ensure a common understanding; 2) Review the observations and other documentation gathered together; 3) Make sure that accommodations were in place during observations; and 4) come to consensus on a rating.

How can we work with families to complete the assessment?

Completing the DRDP is the responsibility of the primary special education service provider. However, it is recommended practice to have conversations with the family to gather information. Arrange to make home visits to collect observations, talk with the family and other service providers, and/or use family videos (with written consent) to complete the instrument. Refer to the resources on [Leading Focused Conversations with Families \(DRAccess.org/LeadingFocusedConversations\)](https://draccess.org/LeadingFocusedConversations).

What strategies should be used if a family's perspective on their child's development differs from the teacher's?

Talk with the family, focusing on daily routines and activities and be specific about what you're asking them to describe. Family input is valid and reliable with shared understanding. Families may also share information in various ways, such as home videos. Using the documentation gathered, including family input, the teacher is responsible for rating the measures. Refer to the resources on [Leading Focused Conversations with Families \(DRAccess.org/LeadingFocusedConversations\)](https://draccess.org/LeadingFocusedConversations).

Data Submission

Where is DRDP data submitted for special education?

The special educator or primary service provider completing the assessment submits DRDP data for children with IFSPs and IEPs to the SELPA, according to its instructions. The SELPA submits DRDP data to the DR Access Project through [DR Access Data \(DRAccessData.org\)](https://draccess.org/Data).

If you are collaborating with a general education teacher in an inclusive preschool setting, when should the DRDP be completed?

General education teachers are required to assess and submit their data 60 days from the start of school. Special education and related service providers can collect the data in the same time period, make a copy for their records and submit the DRDP results on the timeline required by the SELPA. If the due dates do not overlap, the special educator can obtain a copy of the Rating Record submitted by

the general education teacher, update it, and provide the teacher with a copy.

Do DRDP assessments need to be conducted for an individual child exactly six months apart?

Assessments should be conducted for an individual child approximately six months apart to better measure progress.

How long do we keep DRDP records?

Check with your administrator as to how long records are stored. Place a copy of the DRDP Rating Record in the child's cumulative file.

Training in DR Access Learn

Can my administrative assistant register me for the training?

No. Each provider must register themselves by creating an account on [DR Access Learn \(DR Access Learn.org\)](https://draccess.org).

How will my administrator know I completed the training?

The Desired Results Access Project will send a list of participants to each SELPA Director monthly, who will then contact administrators regarding staff completion of the training.

Staying Informed

Do you have an email newsletter?

Yes, [join our mailing list \(DRAccess.org/subscribe.html\)](https://draccess.org/subscribe.html) and be a part of the Desired Results Access Community and receive the monthly Connect Newsletter!

Whether you're a teacher, administrator, family member, or special educator, we provide you with important information about:

- using the Desired Results Developmental Profile (DRDP) for children with IFSPs and IEPs in early intervention, preschool, and Transitional Kindergarten
- planning instruction based on DRDP results
- participating in [CalBloom \(CalBloom.org\)](https://calbloom.org) to plan, implement, and evaluate instruction for preschool children with IEPs in inclusive settings

By signing up, you will receive notifications of new resources, events, and professional development opportunities, including those posted on this website.

I subscribed, why am I not receiving your emails?

It's possible you missed confirming your subscription... after filling out the subscribe form, you will need to confirm your subscription by clicking the link in a confirmation email sent to you. You may need to [fill out the form again \(DRAccess.org/subscribe.html\)](https://www.draccess.org/subscribe.html) and check your junk folder if not received.

If you find any of our emails in your junk folder, be sure to mark them as "not junk" and add us to your contacts.

Detailed instructions on how to whitelist us:

<https://www.campaignmonitor.com/resources/guides/whitelisting/#one>

If you are still not getting our emails, let your IT department know of the issue, they may be able to add us to an approved sender list.

Are you on social media?

Yes, follow our LinkedIn, Instagram, Facebook, and Bluesky accounts to get announcements in your feeds. Follow our Pinterest account for creative solutions to accommodations, assistive technology, and DRDP tools:

LinkedIn: [linkedin.com/company/draccess](https://www.linkedin.com/company/draccess)

Instagram: [instagram.com/draccessproject](https://www.instagram.com/draccessproject)

Facebook: [facebook.com/draccess](https://www.facebook.com/draccess)

Bluesky: [draccess.bsky.social](https://bsky.app/profile/draccess.bsky.social)

Pinterest: [pinterest.com/draccess](https://www.pinterest.com/draccess)

Technology Help and Resources

This section provides instructions for accessing the materials on the Desired Results Access Project's website. Should you have additional questions, please contact our support team: info@draccess.org or 1-800-673-9220.

What are the differences between the Desired Results Access Project's various websites?

[Draccess.org](https://www.draccess.org) – information and resources to support special educators, administrators, and families of children with IFSPs and IEPs in implementing the California Department of Education's Desired Results Developmental Profile (DRDP).

[DRAccessReports.org](https://www.draccessreports.org) – a resource for special educators, administrators, and families to create reports from DRDP results.

[DRAccessOutcomes.org](https://www.draccessoutcomes.org) – the data for Indicator 7: Child Outcomes that is sent to the Office of Special Education Programs (OSEP) for the State Performance Plan (SPP).

[DRAccessLearn.org](https://www.draccesslearn.org) – the Learning Center provides training to support special educators, in implementing the DRDP.

[DRAccessData.org](https://draccess.org) – this site is a secure online data collection system for DRDP assessment data for SELPAs submitting their data to CDE.

Are your websites accessible/Section 508 Compliant?

We are committed to building compliant websites and disseminating accessible information and resources. If you need assistance in accessing any of our materials, contact us at info@draccess.org or 1-800-673-9220.

What is RSS?

RSS, an abbreviation of Rich Site Summary or Really Simple Syndication, is a way to distribute content. A “feed” includes summarized text and other information about updated content. It’s a way to easily stay informed about information available on our website.

How do I access and use your RSS Feed?

You can use this URL to subscribe with a feed reader or RSS aggregator: <https://draccess.org/rss.xml>
Each RSS feed reader is different and has a different process to subscribe to feeds. The instructions are usually clear. The process is likely:

- Click on the “Add Feed” button.
- Paste the URL <https://draccess.org/rss.xml> into your feed reader.

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