Missouri Guidance
Desired Results Developmental Profile © (2015)

March 2016

Using the DRDP (2015)

The Desired Results Developmental Profile is designed for teachers to observe, document, and reflect on the learning, development, and progress of children in early learning programs. The purpose of this document is to outline the basic requirements and guidelines for using the DRDP (2015).

Introduction to the DRDP (2015)

Which Children Are Observed

The DRDP (2015) is designed for children from three years of age to kindergarten entry. Use of the DRDP (2015) is required for Missouri Preschool Program and encouraged for use in Title I, Early Childhood Special Education (ECSE), child care, family child care, Head Start, preschool, etc.

Frequency of the DRDP Assessment

Teachers are expected to record observations and gather evidence of children's level of mastery of the measures on an ongoing basis. Generally the DRDP (2015) is completed twice during the program year. Guidelines for the implementation of the DRDP (2015):

- The first collection for children enrolled at the beginning of the program year shall be completed by the end of October.
- For children entering after the program year begins, the first collection shall be completed within 60 days of entering the program.
- The rating of a child's developmental level on the DRDP (2015) is usually completed during the last two-week period of the evidence collection period.
- The second collection shall be completed by the end of the program year (not required if the first collection was administered less than 60 days prior to the end of the program year).

The second rating of the child's developmental level for each measure on the DRDP (2015) requires reflection on the evidence collected since the first collection period.

Responsibility for Completion of the DRDP (2015)

The DRDP (2015) trained teacher who most frequently interacts with the child is to complete the instrument. For children who attend more than one program the Local Education Agency (LEA) shall determine the lead responsibility for completing the instrument and establish procedures to ensure that the data is shared across the appropriate programs.

Teachers are encouraged to consult and collaborate with others, including family members, who have ongoing contact with the child. The observations and insights of families and others who know the child well are an important source of information about the child's development.

For ECSE programs using the DRDP (2015) - If the child has an IEP, the DRDP (2015) trained teacher administrating the instrument must collaborate with any special education service providers and the child's parent(s) to obtain input when completing the instrument and planning curriculum.

Assessment of Dual-Language Learners

Children who are acquiring both the language of their family as well as the language of the larger community are dual-language learners. The teacher who completes the assessment for a child who is a dual-language learner should be someone who speaks the child's home language. If not available, the teacher should obtain the assistance of another adult who speaks the child's home language. If the adult is not known to the child, time should be scheduled for the child to interact with the adult before completing the DRDP (2015).

Training and Support

In-person training opportunities are available for those who are learning to use the DRDP (2015). Information on these training opportunities can be found http://dese.mo.gov/quality-schools/early-learning/school-readiness-tool. Before you begin, Appendix C provides a review of the steps for completing the DRDP (2015).

Uses of the DRDP (2015) Results

When used on an ongoing basis, the DRDP (2015) will provide program staff with information that will benefit children, families and programs. This section describes how information from the DRDP (2015) can be used.

Inform Program Planning and Development

Information from the DRDP (2015) can be reviewed and analyzed at the level of the individual child. In addition, DRDP (2015) results can be summarized to provide information on groups of children. Teachers and other program staff will review, share, and analyze the DRDP (2015) results of the class and use their conclusions in program planning and development.

Because the DRDP (2015) provides opportunities to observe and document children's behavior systematically across many areas of development, the information it yields can be used tō identify areas of development that may need to be addressed and supported, either for an individual child or a group of children.

For each child:
- The DRDP (2015) developmental domains are the level of reliable measurement that documents a child's level of development each time the DRDP (2015) ratings are recorded. Multiple assessments document a child's progress over time.

- Information from the DRDP (2015) can also be a basis for communication with families about the child's development.

For a classroom or at the program level:
- Each classroom and program uses the DRDP (2015) information collected to plan for improvement at the classroom and program levels. Staff members summarize the DRDP (2015) information and complete the DRDP Summary of Findings for a classroom. (Forms and directions on how to do this can be found at http://www.desiredresults.us)

Thus, the results from the DRDP (2015) can assist program staff in supporting the healthy growth and development of individual children and in improving the program. For additional resources on program improvement, please see Appendix A, "Resources."

Communicate with Families about Children's Progress

To achieve the Desired Results for children, programs must work in partnership with families to foster children's development. This requires ongoing and meaningful two-way communication. Family members should be involved in the DRDP (2015) process from the beginning. Program staff members who observe and document the child's behaviors and complete the DRDP (2015) are encouraged to seek input from families. Family members' contributions about the child's behavior and development can enrich and complement evidence collected by staff.

A downloadable Child Developmental Progress form that summarizes the results from DRDP (2015) assessments is available at http://www.desiredresults.us . Teachers and family members can use this summary as a tool for sharing information about the child's development during family conferences. Teachers shall review the Child Developmental Progress Form with the family and verify that the family's input is accurately reflected in the summary. This information can be used to generate ideas about ways in which the family and the program can work together to support the child's development, both at home and in the program or family child care setting.

Using DRDP (2015) for Early Childhood Outcomes (ECO)

Indicator 7 of the Missouri Special Education State Performance Plan (SPP) requires a report of the percent of preschool children aged 3 through 5 with IEPs who demonstrate improved positive social-emotional skills, acquisition and use of knowledge and skills and use of appropriate behaviors to meet their needs. (20 U.S.C. 1416 (a)(3)(A)).

This data is referred to as Early Childhood Outcomes (ECO). All children with IEPs ages 3 through 5 must receive an entry and exit rating for ECO.

Information collected to inform ECO ratings must include the following:
- Three sources of information, including parent input, professional observation and assessment results (informal and/or formal measures),
- Functional abilities, or meaningful information about the child with an emphasis on how the child is able to integrate behaviors and skills,
- And, information that reflects the child's typical, everyday functioning across multiple settings.

The Department of Elementary and Secondary Education (DESE) encourages the use of the DRDP (2015) as an appropriate assessment tool for informing the ECO rating. Programs using the DRDP (2015) can meet all of the above requirements with the use of this single instrument.

The child's initial DRDP (2015) collection should be used to inform the ECO entry ratings. The last DRDP (2015) collection before exit from ECSE services should be used to inform the ECO exit ratings.

More information on ECO ratings can be found at http://dese.mo.gov/special-education/data/early-childhood-outcomes-eco-training.

DRDPtech™

DRDPtech is a computer application developed for the DRDP (2015). Use of DRDPtech supports child development programs in managing and maintaining DRDP (2015) data and is voluntary.

DRDPtech is designed to achieve three purposes:

- To help the agency staff record and monitor children's progress over time. Staff is able to enter observational notes as well as rating information. This allows assessment information to be entered at one time, or added over the course of days and weeks.
- Once the information is entered into DRDPtech, staff can easily view results for individual children and groups of children by classroom, site and agency. DRDPtech compiles data in one place and helps to inform the development of curriculum for both individual children and/or groups of children. Longitudinal information can be maintained for a child as she/he progresses on the developmental continuum and over the course of years.
- DRDPtech supports continuous program improvement. Teaching staff and program administration may work together and can quickly review results, create reports, compare and analyze data, identify program needs, and plan next steps.
- Internet access is required to establish a DRDPtech account and to store child data. Once an agency account is established, data may be input using computers, tablets, or smart phones.
- To obtain more information about DRDPtech, go to www.desiredresults.us and scroll down the front page to the DRDPtech link to find:
  - Tutorials
  - Manuals
  - Guidance on how to set up an agency account
  - Help desk phone number

Appendix A: DRDP (2015) A Developmental Continuum from Early Infancy to Kindergarten Entry

DRDP (2015)
A Developmental Continuum from Early Infancy to Kindergarten Entry

Measures at-a-Glance
Preschool View: for use with preschool-age children

Domain Name	Domain Abbreviation	Number within Domain	Measure Name	Page Number
Approaches to Learning –Self-Regulation	ATL-REG	1	Attention Maintenance	1
		2	Self-Comforting	2
		3	Imitation	3
		4	Curiosity and Initiative in Learning	4
		5	Self-Control of Feelings and Behavior	5
		6	Engagement and Persistence	6
		7	Shared Use of Space and Materials	7
Social and Emotional Development	SED	1	Identity of Self in Relation to Others	8
		2	Social and Emotional Understanding	9
		3	Relationships and Social Interactions with Familiar Adults	10
		4	Relationships and Social Interactions with Peers	11
		5	Symbolic and Sociodramatic Play	12
Language and Literacy Development	LLD	1	Understanding of Language (Receptive)	13
		2	Responsiveness to Language	14
		3	Communication and Use of Language (Expressive)	15
		4	Reciprocal Communication and Conversation	16
		5	Interest in Literacy	17
		6	Comprehension of Age-Appropriate Text	18
		7	Concepts About Print	19
		8	Phonological Awareness	20
		9	Letter and Word Knowledge	21
		10	Emergent Writing	22
English Language Development	ELD	1	Comprehension of English (Receptive English)	23
		2	Self-Expression in English (Expressive English)	24
		3	Understanding and Response to English Literacy Activities	25
		4	Symbol, Letter, and Print Knowledge in English	26

Domain Name	Domain Abbreviation	Number within Domain	Measure Name	Page Number
Cognition, Including Math and Science	COG	1	Spatial Relationships	27
		2	Classification	28
		3	Number Sense of Quantity	29
		4	Number Sense of Math Operations	30
		5	Measurement	31
		6	Patterning	32
		7	Shapes	33
		8	Cause and Effect	34
		9	Inquiry Through Observation and Investigation	35
		10	Documentation and Communication of Inquiry	36
		11	Knowledge of the Natural World	37
Physical Development –Health	PD-HLTH	1	Perceptual-Motor Skills and Movement Concepts	38
		2	Gross Locomotor Movement Skills	39
		3	Gross Motor Manipulative Skills	40
		4	Fine Motor Manipulative Skills	41
		5	Safety	42
		6	Personal Care Routines: Hygiene	43
		7	Personal Care Routines: Feeding	44
		8	Personal Care Routines: Dressing	45
		9	Active Physical Play	46
		10	Nutrition	47
History– Social Science	HSS	1	Sense of Time	48
		2	Sense of Place	49
		3	Ecology	50
		4	Conflict Negotiation	51
		5	Responsible Conduct as a Group Member	52
Visual and Performing Arts	VPA	1	Visual Art	53
		2	Music	54
		3	Drama	55
		4	Dance	56

Appendix B: DRDP Developmental Level Names and Definitions

The Developmental Levels

The number of levels in a measure varies depending on the competencies that are appropriate for that measure's developmental continuum. The levels are organized under four categories from early infancy up to kindergarten entry: Responding, Exploring, Building, and Integrating:

Responding (Earlier, Later)

Knowledge, skills, or behaviors that develop from basic responses (through using senses and through actions) to differentiated responses. Children generally engage in back-and-forth interactions with familiar adults and communicate through nonverbal messages.

Exploring (Earlier, Middle, Later)

Knowledge, skills, or behaviors that include active exploration including purposeful movement, purposeful exploration and manipulation of objects, purposeful communication, and the beginnings of cooperation with adults and peers. Children generally begin this period by using nonverbal means to communicate and, over time, grow in their ability to communicate verbally or use other conventional forms of language.

Building (Earlier, Middle, Later)

Knowledge, skills, or behaviors that demonstrate growing understanding of how people and objects relate to one another, how to investigate ideas, and how things work. Children use language to express thoughts and feelings, to learn specific early literacy and numeracy skills, and to increasingly participate in small group interactions and cooperative activities with others.

Integrating (Earlier)

Knowledge, skills, or behaviors that demonstrate the ability to connect and combine strategies in order to express complex thoughts and feelings, solve multi-step problems, and participate in a wide range of activities that involve social-emotional, self-regulatory, cognitive, linguistic, and physical skills. Children begin to engage in mutually supportive relationships and interactions.

Note that the developmental levels for the ELD domain differ from the above format as they represent the developmental progression for the acquisition of English as a second language during the early childhood years.

Appendix C: Review of Steps for Completing the DRDP (2015)

Gathering evidence of children's growth and development
☐ Complete the Child Information section of the Information Page.
☐ Read the entire DRDP (2015) before beginning.
☐ If children come from homes where languages other than English are spoken, establish who   will contribute information and then determine how the children's responses will be documented and/or translated.
☐ Collect documentation for the DRDP (2015) by observing children and recording   observations; collect evidence of children's learning, such as children's work and photographs; use teacher-made tools, such as journals and checklists. Date each piece of evidence.
☐ As you observe and document the child's behavior, consider the DRDP (2015) measures and how your observations provide evidence for rating one or more of the measures.
☐ For children learning English, indicate in your observation notes if the interaction was in English, the home language, or a combination of both.
☐ Continue to collect documentation over time during the course of the child's day.
☐ Organize your documentation in the child's portfolio.

Completing the DRDP (2015)

Complete the Observer Information section of the Information Page.
☐ If you use a Rating Record, fill in the requested information at the top of the Rating Record.
☐ Review and reflect on the child's portfolio, teacher records, and any other evidence you have.   Remember to collaborate with others.
☐ Read the measure definition and descriptors and mark the developmental level the child has mastered.
☐ If the child is emerging to the next developmental level, indicate this **after** marking the level the child has mastered. If the child is rated at the final level of the developmental continuum   for a measure, "emerging" does not apply because the instrument does not include the next developmental level.
☐ Record the evidence for the measure rating (e.g., "See photo of Susie, 10/1/07, portfolio").

Final steps
☐ Review the DRDP (2015) or Rating Record and make sure all the information and measures are completed.
☐ Make sure that the Information Page is completed and attached to the DRDP (2015) or Rating Record.

Appendix D: DRDP© (2015) Terms and Definitions

Desired Result	A condition of well being for children and families.
DRDP© (2015)	Assessment tool used to measure the development of children from early infancy to kindergarten entry including children with IEPs and IFSPs.
School-age DRDP Complete Version	Assessment tool used to measure the development of children in kindergarten through 12 years of age in school-age programs. This assessment tool assesses all the domains.
School-age DRDP Simplified Version	Assessment tool used to measure the development of children in kindergarten through 12 years of age in school-age programs. This assessment tool only assesses **SSD** and **HS**.
Developmental Domain	A crucial area of learning and development for children.*
Measure	The developmental continuum along which a child's observed behavior is assessed. Measures are the individual assessment items in the **DRDP.**
Full Continuum Measures	Describe development from early infancy to early kindergarten.
Early Development Measures	Describe development that typically occurs in infant/toddler and early preschool years.
Later Development Measures	Describes developmental that typically occurs in the preschool years and early kindergarten.
Conditional Measures	Measures in the DRDP Preschool View are considered conditional measures that are assessed when certain conditions are met.
Definition	A statement that defines a measure by specifying the developmental achievement (knowledge, skill) that is being measured.
Developmental Level	A point along a developmental progression for a particular measure.
Descriptor	A description that defines the behaviors that would be observed for a child at that developmental level.
Example	Specific behaviors you might see that would demonstrate that a child has reached mastery of a particular developmental level. Note that the examples provided in the **DRDP** are not the only way a child can demonstrate mastery of a developmental level.
Mastery of a Developmental Level	A child demonstrates the knowledge, behaviors, and skills defined at that level: - **Consistently overtime** - **In different situations or settings**
Emerging	A child may be emerging to the next level by showing behaviors from the next developmental level, but that are **not yet** typical or consistent.

Evidence	Documentation of children's skills, behaviors, and knowledge.
Documentation	A record of a behavior or skill that serves as evidence of a mastered developmental level. This can include notes, anecdotal records, pictures, videotape, audiotape, or any other evidence that documents behaviors, knowledge, and skills.
Naturalistic observation	Evaluation of children's progress that is based on observations of daily natural activities, collected over time.
Observation	Intentional watching and recording of children's behaviors and skills.
Observation system	A structure for observing, documenting and storing evidence of children's developmental progress.
Anecdotal or observation notes	Clear, objective, detailed, factual notes that describe what is seen and heard of a particular event.
Portfolio	A collection of children's work samples, anecdotal notes, photos and any other evidence of a child's growth.
Work sample	Example of children's work that provides evidence of knowledge, behaviors, or skills.
Daily log	A diary listing behaviors, activities, and events.
Curriculum	Educational subjects and activities provided to meet the learning needs of children in the program.
To reflect	Careful, thoughtful review of multiple pieces of information and evidence to rate a child's developmental level.

* Definition from the *California Preschool Learning Foundations, Volume 1*, introduction page vii.

ATL-REG	Approaches to Learning - Self-Regulation
SED	Social and Emotional Development
LLD	Language and Literacy Development
ELD**	English-Language Development
COG	Cognition, including Math and Science
PD-HLTH	Physical Development - Health
HSS**	History-Social Science
VPA**	Visual and Performing Arts

** These domains are used to assess preschool age children