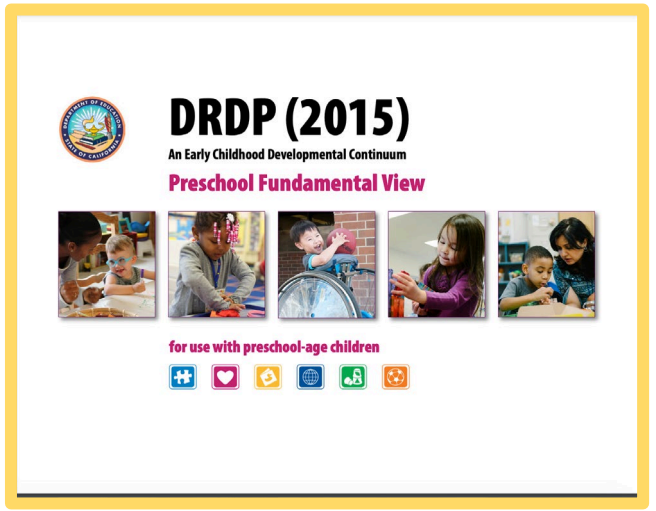
Council for Thriving Children

Desired Results Developmental Profile (DRDP)



New Hampshire
Department of Education

DESIRED RESULTS
For Children and Families

Agenda

Welcome

What is DRDP

Questions and Next Steps

DRDP (2015)

An Early Childhood Developmental Continuum

Preschool Fundamental View

for use with preschool-age children

DRDP-K (2015)

For use with transitional kindergarten and kindergarten-aged children

California Department of Education
Sacramento, 2015

Domains and Measures in Preschool Fundamental View

DRDP (2015)

An Early Childhood Developmental Continuum

Measures at-a-Glance

Preschool Fundamental View

The Preschool Fundamental View has 30 required and 13 conditional measures.

Domain Name: Approaches to Learning–Self-Regulation
Domain Abbreviation: ATL-REG

Number within Domain	Measure Name	Page Number
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

Domain Name: Social and Emotional Development
Domain Abbreviation: SED

Number within Domain	Measure Name	Page Number
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

Domain Name: Language and Literacy Development
Domain Abbreviation: LLD

Number within Domain	Measure Name	Page Number
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

Domain Name: English Language Development
Domain Abbreviation: ELD

Number within Domain	Measure Name	Page Number
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: Cognition, Including Math and Science
Domain Abbreviation: COG

Number within Domain	Measure Name	Page Number
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

Domain Name: Physical Development–Health
Domain Abbreviation: PD-HLTH

Number within Domain	Measure Name	Page Number
1	Perceptual-Motor Skills and Movement Concepts	34
2	Gross Locomotor Movement Skills	35
3	Gross Motor Manipulative Skills	36
4	Fine Motor Manipulative Skills	37
5	Safety *	38
6	Personal Care Routines: Hygiene *	39
7	Personal Care Routines: Feeding *	40
8	Personal Care Routines: Dressing *	41
9	Active Physical Play	42
10	Nutrition *	43

*Conditional Measures

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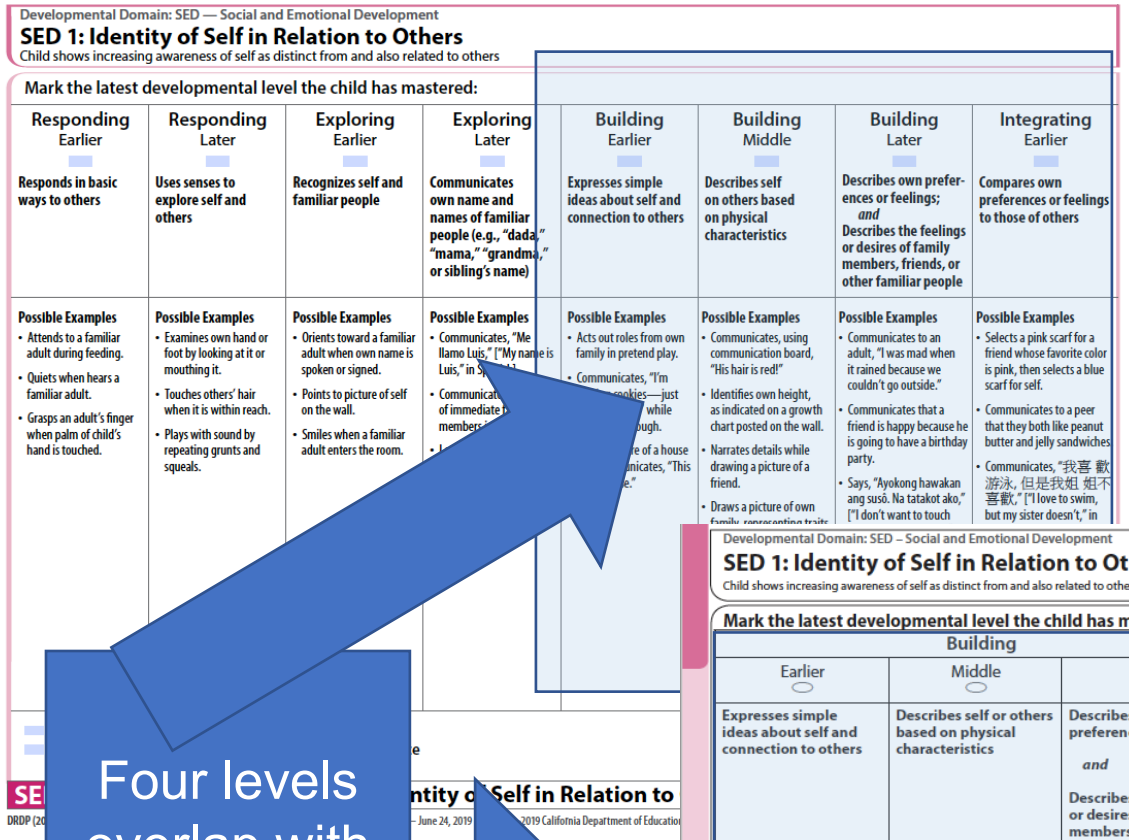
New Hampshire
PYRAMID MODEL
Promoting Social Emotional Competence in New Hampshire's Young Children

Preschool Outcome Measurement (POMS)


Developmental Domain: SED — Social and Emotional Development

SED 1: Identity of Self in Relation to Others

Child shows increasing awareness of self as distinct from and also related to others

Mark the latest developmental level the child has mastered:

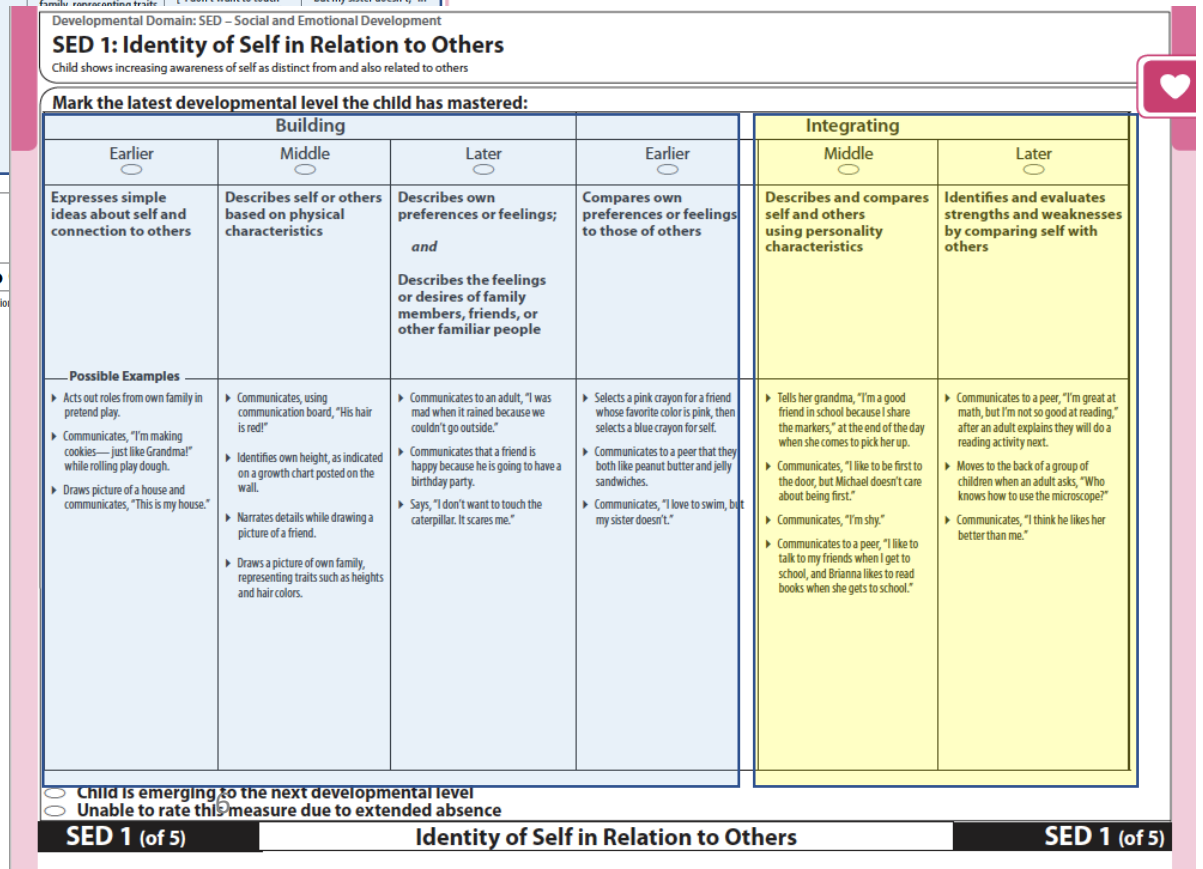
Responding Earlier	Responding Later	Exploring Earlier	Exploring Later	Building Earlier	Building Middle	Building Later	Integrating Earlier
Responds in basic ways to others	Uses senses to explore self and others	Recognizes self and familiar people	Communicates own name and names of familiar people (e.g., "dada," "mama," "grandma," or sibling's name)	Expresses simple ideas about self and connection to others	Describes self on others based on physical characteristics	Describes own preferences or feelings; *and* Describes the feelings or desires of family members, friends, or other familiar people	Compares own preferences or feelings to those of others
Possible Examples • Attends to a familiar adult during feeding. • Quiets when hears a familiar adult. • Grasps an adult's finger when palm of child's hand is touched.	**Possible Examples** • Examines own hand or foot by looking at it or mouthing it. • Touches others' hair when it is within reach. • Plays with sound by repeating grunts and squeals.	**Possible Examples** • Orients toward a familiar adult when own name is spoken or signed. • Points to picture of self on the wall. • Smiles when a familiar adult enters the room.	**Possible Examples** • Communicates, "Me llamo Luis," ["My name is Luis," in S… • Communicat… of immediate f… members…	**Possible Examples** • Acts out roles from own family in pretend play. • Communicates, "I'm … cookies—just … while … ough. • …e of a house … nicates, "This … e." • Draws a picture of own family, representing traits	**Possible Examples** • Communicates, using communication board, "His hair is red!" • Identifies own height, as indicated on a growth chart posted on the wall. • Narrates details while drawing a picture of a friend. • Draws a picture of own	**Possible Examples** • Communicates to an adult, "I was mad when it rained because we couldn't go outside." • Communicates that a friend is happy because he is going to have a birthday party. • Says, "Ayokong hawakan ang susô. Na tatakot ako," ["I don't want to touch	**Possible Examples** • Selects a pink scarf for a friend whose favorite color is pink, then selects a blue scarf for self. • Communicates to a peer that they both like peanut butter and jelly sandwiches • Communicates, "我喜 歡游泳, 但是我姐 姐不喜歡," ["I love to swim, but my sister doesn't," in

SE… …ntity o… Self in Relation to …

DRDP (20… – June 24, 2019 …2019 California Department of Educatio…

Four levels overlap with DRDP (2015) full continuum

Two additional levels span into first grade to avoid a ceiling effect


Developmental Domain: SED – Social and Emotional Development

SED 1: Identity of Self in Relation to Others

Child shows increasing awareness of self as distinct from and also related to others

Mark the latest developmental level the child has mastered:

Building Earlier	Building Middle	Building Later	Integrating Earlier	Integrating Middle	Integrating Later
Expresses simple ideas about self and connection to others	Describes self or others based on physical characteristics	Describes own preferences or feelings; *and* Describes the feelings or desires of family members, friends, or other familiar people	Compares own preferences or feelings to those of others	Describes and compares self and others using personality characteristics	Identifies and evaluates strengths and weaknesses by comparing self with others
Possible Examples • Acts out roles from own family in pretend play. • Communicates, "I'm making cookies— just like Grandma!" while rolling play dough. • Draws picture of a house and communicates, "This is my house."	• Communicates, using communication board, "His hair is red!" • Identifies own height, as indicated on a growth chart posted on the wall. • Narrates details while drawing a picture of a friend. • Draws a picture of own family, representing traits such as heights and hair colors.	• Communicates to an adult, "I was mad when it rained because we couldn't go outside." • Communicates that a friend is happy because he is going to have a birthday party. • Says, "I don't want to touch the caterpillar. It scares me."	• Selects a pink crayon for a friend whose favorite color is pink, then selects a blue crayon for self. • Communicates to a peer that they both like peanut butter and jelly sandwiches. • Communicates, "I love to swim, but my sister doesn't."	• Tells her grandma, "I'm a good friend in school because I share the markers," at the end of the day when she comes to pick her up. • Communicates, "I like to be first to the door, but Michael doesn't care about being first." • Communicates, "I'm shy." • Communicates to a peer, "I like to talk to my friends when I get to school, and Brianna likes to read books when she gets to school."	• Communicates to a peer, "I'm great at math, but I'm not so good at reading," after an adult explains they will do a reading activity next. • Moves to the back of a group of children when an adult asks, "Who knows how to use the microscope?" • Communicates, "I think he likes her better than me."

Child is emerging to the next developmental level

Unable to rate this measure due to extended absence

SED 1 (of 5) Identity of Self in Relation to Others SED 1 (of 5)

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What is the DRDP?

- Individual child assessment
- Observation-based assessment tool
- Based in developmental research and theory
- Includes developmental sequences of behavior
- Based on ongoing activities and routines in the early care and education setting with familiar adults

Guiding Principles for DRDP Assessment Approach

Consists of naturally-occurring, observable behaviors

Responsive to cultural and linguistic diversity of the child

Child can demonstrate competence in any language (Sign, English, Spanish, Mandarin)

Inclusive of children with disabilities and other special needs–including the use of adaptations

Benefits of the DRDP

Provides information for

- teachers to plan for individual children, small groups, and large groups;
- families about their child's strengths
- state and school districts about children's progress

Reports that can be pulled

Class Planning Report - Preschool

9 children in the **Sunshine PreK** class were selected for this report.

State: **California** Agency/District: **DEMO Comprehensive** Site: **Walnut** Teacher: **SS Mary Demo, Teacher Bob Demo, Tamarra Osborne, TeacherTamarra Barrett**

Approaches to Learning-Self-Regulation

Fall 2019 (n = 9)

0% (0) 0% (0) 0% (0) 44% (4) 33% (3) 22% (2) 0% (0) 0% (0)

	Responding Earlier	Responding Later	Exploring Earlier	Exploring Middle	Exploring Later	Building Earlier	Building Middle	Building Later	Integrating Earlier
ATL-REG0001 Attention Maintenance			Evelynn S		Joshua A Nick H	Juan Gar Kira D Llfe Sma Lucy S Shane F Sydney A			
ATL-REG0002 Self-Comforting			Evelynn S		Juan Gar Kira D Llfe Sma Nick H	Lucy S Shane F Sydney A			
ATL-REG0003 Imitation					Juan Gar Kira D Llfe Sma Lucy S Nick H	Evelynn S Shane F Sydney A			
ATL-REG0004 Curiosity and Initiative in Learning			Juan Gar Lucy S		Evelynn S	Kira D Llfe Sma Nick H Shane F	Joshua A Sydney A		
ATL-REG0005 Self-Control of Feelings and Behavior					Kira D Nick H Shane F	Evelynn S Joshua A Juan Gar Lucy S	Llfe Sma Sydney A		

Kailee's Developmental Progress

Name: **Kailee Ball** DOB: **12/11/2016** Classroom: **Apples (IT)** Teacher: **Teacher Apples, Teacher Two Apples, Tamarra Osborne, TeacherTamarra Barrett**

Site: **DEMO C Site 1** Agency/District: **DEMO Comprehensive**

Approaches to Learning Self-Regulation

The Approaches to Learning skills include attention maintenance, engagement and persistence, and curiosity and initiative. The Self-Regulation skills include self-comforting, self-control of feelings and behavior, imitation, and shared use of space and materials.

At the Exploring Later level, your child is learning how to pay attention to and explore people, toys, and activities and interact with others for longer periods of time. You can support learning and development by noticing what your child is interested in and providing a variety of experiences and play materials that support your child's exploration of interesting things. Organize your child's toys in simple ways, for example, a basket for cars, another for blocks, and another for stuffed animals. An organized play environment will help your child focus on exploration and learning.

Social and Emotional Development

The knowledge or skill areas in this domain include identity of self in relation to others, social and emotional understanding, relationships and social interactions with familiar adults, relationships and interactions with peers, and symbolic and sociodramatic play.

At the Exploring Later level, your child is learning how to pretend an object is something else (such as pretending a block is a phone) and how to say the names of familiar adults to get their attention. You can support learning and development by helping your child understand what makes feelings happen. Comment on what your child might be feeling, such as, "You fell down. I wonder if you are hurt and a little scared."

Qualitative DRDP-TS Gold Alignment

- **Approach**: Mapped individual TS GOLD items onto DRDP items. Examined content of each item along with the item anchors to determine whether items mapped onto each other.
- **Finding:** We found both high item and domain alignment between the DRDP and TS GOLD.
- **High item alignment**: 77% of DRDP items (33 of 43) corresponded to at least 1 TS GOLD item
  - Most DRDP items that did not have a TS Gold parallel were in the Physical Development-Health domain (6 out of 10 PD-Health items)

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Qualitative DRDP-TS Gold Alignment

- **High domain alignment:** The table below shows the number of TS GOLD items that mapped onto each DRDP domain.
  - For example, 3 Social-Emotional and 4 Cognitive items in the TS GOLD mapped onto items in the DRDP Approaches to Learning-Self Regulation domain.
  - Items largely map onto each other at the domain level, showing general correspondence of how items are grouped by domain for each measure.

		TS GOLD Domains					
		# of Social-Emotional Items	# of Cognitive Items	# of Language Items	# of Literacy Items	# of Math Items	# of Physical Items
DRDP Domains	Approaches to Learning-Self-Regulation	3	4				
	Social and Emotional Development	5	1				
	Language and Literacy Development		1	7	13		
	Cognition, Including Math and Science		1			8	
	Physical Development-Health						5

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Quantitative DRDP-TS GOLD Alignment

- We then sought to examine whether the strong alignment identified in the alignment analysis transferred to practice. In other words, would using the two tools on the same child yield similar results?
- **Sample**: 24 preschool-aged children with identified special needs who were assessed on both the DRDP and TS GOLD
- **Approach**: Correlation analysis to examine alignment between DRDP and TS Gold domains as designed by the original developers, where a score of 0 indicates no alignment and a score closer to 1 indicates perfect alignment
  - Correlation > .6 indicates strong to very strong alignment
- **Domain Score Calculation**
  - ***DRDP***: Ratings are entered into the online portal and converted into domain scores by an external team
  - ***TS GOLD***: Ratings for each developmental progression within the same domain are added together

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DRDP-TS GOLD Domain Alignment is Strong

DRDP Domains	TS GOLD Developer Domains					
	Social-Emotional	Cognitive	Language	Literacy	Math	Physical
Approaches to Learning-Self-Regulation	0.94	0.92	0.82	0.76	0.82	0.84
Social and Emotional Development	0.85	0.89	0.81	0.70	0.78	0.83
Language and Literacy Development	0.87	0.88	0.84	0.79	0.85	0.87
Cognition, Including Math and Science	0.85	0.87	0.72	0.74	0.89	0.78
Physical Development-Health	0.83	0.82	0.67	0.58	0.70	0.9

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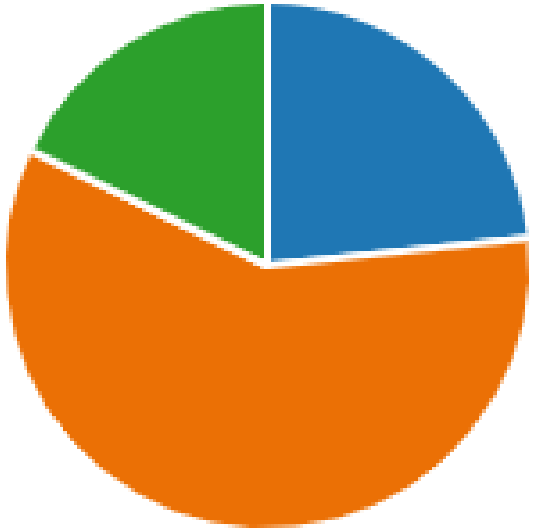
What's happening now?

AEPSi	21
TSG	53
DRDP	16



Starting July 1, 2024, the state of New Hampshire will be adopting the DRDP as the only tool used for Preschool Outcome Measures.

Let’s Talk

Thoughts

Questions

Thank you for coming!

Contact

- Alexa Simmons

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