Child Report Guidance for Special Education

Contents

Introduction

The Child Report displays an individual child's ratings on the Desired Results Developmental Profile (DRDP). You can produce the report for one assessment period (Child Report - Status) or for multiple assessment periods (Child Report - Progress).

This guide will help you understand and use the report. Some assessors may already have a full understanding of the report, while others might find it useful to review the foundational information. Throughout the guide, there will be reference sections you will want to review for more information.

If you need support	
DR Access Reports Email: **reports@draccess.org** Phone: (800) 673-9220	**DR Access Project** Email: **info@draccess.org** Phone: (800) 673-9220

Ways to use the report

The Child Report should be used collaboratively families and others who work with the child. It can be useful in a number of ways.

Informing IEP goals or IFSP outcomes

You can use information in the report to help develop or update an IEP or IFSP. The Current Level of Mastery and Next Developmental Level for each measure is included in the report and can be useful when developing IEP goals and IFSP outcomes.

Informing ongoing instruction/intervention

Review the report with your team to note the child's strengths and areas that need support. Although you may tend to focus on the measures needing support, remember that it is essential to support the child's skill development in *all* measures. It is important to note that some developmental levels may be more difficult than others; for more information about this, refer to the **Learn More section on page 9**.

Sharing information with families

You can share the report with a family to help them better understand their child's learning and development. When reviewing the report, you might discuss a number of topics, including:

- Areas where the child is doing well (celebrate the child's accomplishments).
- The child's strengths, preferences, and interests to gather input and prioritize skills to target for instruction/intervention.
- Areas where the child might need additional support at home and at school and how you can work together to enhance these learning opportunities.

Planning for transition

You can share the report at transition meetings. As the child prepares to transition to another program or setting, it is important to share Child Reports with the receiving program. This exchange of information during the transition process can support the child's successful adjustment and help to plan instruction. In planning for transition meetings, share the report with families to celebrate the child's accomplishments, as well as identify future priorities that can be communicated to the receiving team. It is important to note that the DRDP and the Child Report should not be used to determine eligibility for Early Start, preschool, transitional kindergarten, or kindergarten.

Understanding the Child Report – Status

The Child Report – Status displays information for one DRDP assessment. It begins with the child's DRDP results at the domain level. The following pages display the ratings for all the measures in each domain.
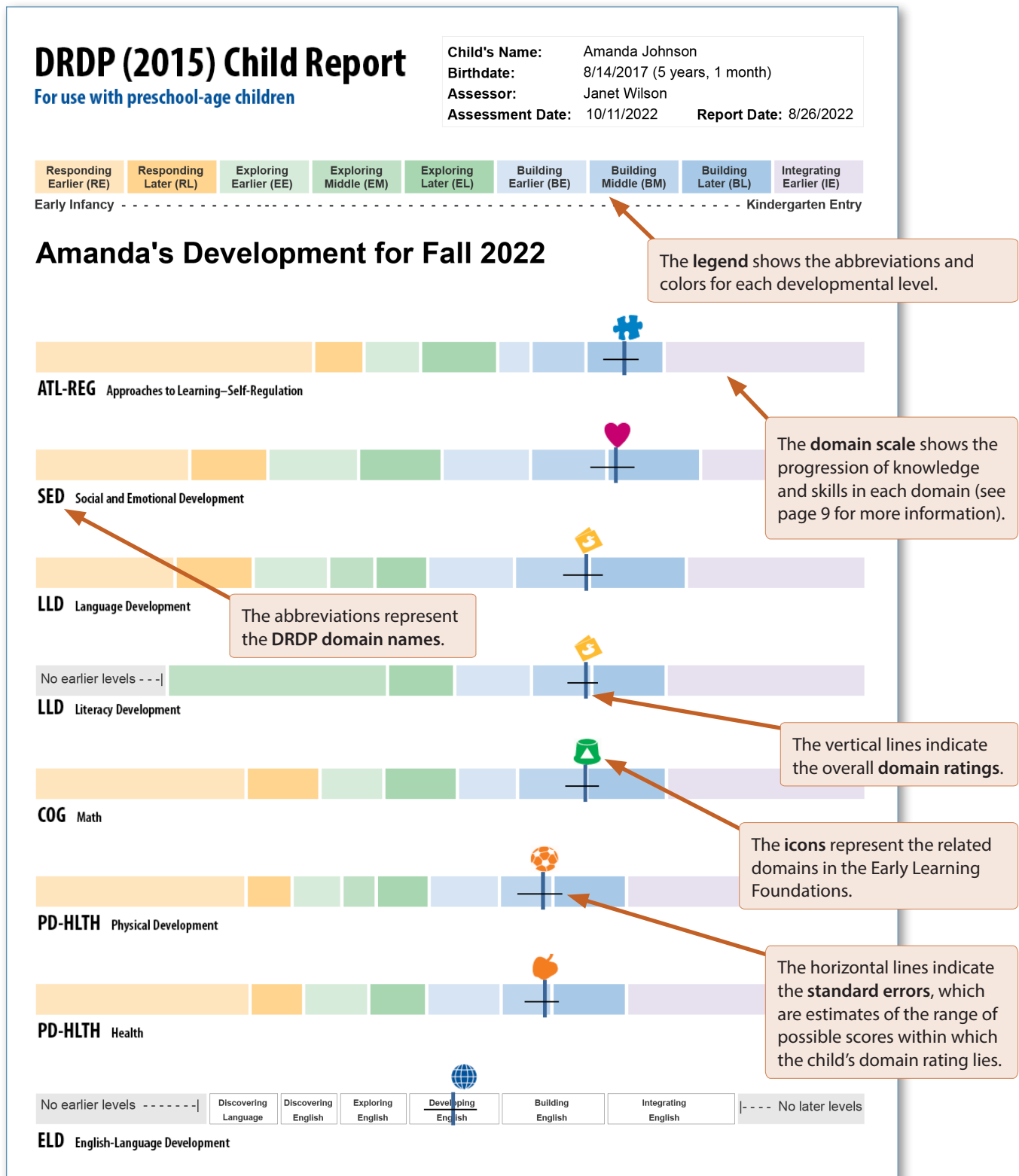
Domain view of the Child Report - Status

Figure 1. Sample DRDP (2015) Child Report – Status, showing the domain view for a single assessment period.

Measure view of the Child Report - Status

DRDP (2015) Child Report
For use with preschool-age children

Child's Name: Amanda Johnson
Birthdate: 8/14/2017 (5 years, 1 month)
Assessor: Janet Wilson
Assessment Date: 10/11/2022   **Report Date:** 8/26/2022

Responding Earlier (RE)	Responding Later (RL)	Exploring Earlier (EE)	Exploring Middle (EM)	Exploring Later (EL)	Building Earlier (BE)	Building Middle (BM)	Building Later (BL)	Integrating Earlier (IE)

Early Infancy - Kindergarten Entry

Amanda's Development for Fall 2022

SED Social and Emotional Development

All measures in the domain are displayed.

Domain scale

Domain icon

Standard error

Domain rating

SED1	BM
SED2	BL
SED3	BM
SED4	BM
SED5	BL

*The **measure rating** is the developmental level the child has mastered and is labeled by the abbreviation for that level.*

Measure	Measure Name	Current Level of Mastery	Next Developmental Level
SED1	Identity of Self in Relation to Others	Describes self or others based on physical characteristics *(Building Middle)*	Describes own preferences or feelings; and Describes the feelings or desires of family members, friends, or other familiar people *(Building Later)*
SED2	...and ...onal ...standing	Communicates ideas about why one has a feeling or what will happen as a result of a feeling *(Building Later)*	Communicates ideas about how own or another's personality affects how one thinks, feels, and acts *(Integrating Earlier)*
SED3	Relationships and Social Interactions with Familiar Adults	Seeks a familiar adult's ideas or explanations about events or experiences that are interesting to the child *(Building Middle)*	Takes initiative in creating cooperative activities with a familiar adult *(Building Later)*
SED4	Relationships and Social Interactions with Peers	Participates in extended episodes of cooperative play (including pretend play) with one or two friends *(Building Middle)*	Initiates sustained episodes of cooperative play (including pretend play), particularly with friends *(Building Later)*
SED5	Symbolic and Sociodramatic Play	Engages in roles in pretend-play sequences with others *(Building Later)*	Engages in pretend-play sequences with others by organizing and negotiating roles or rules around a shared elaborated idea *(Integrating Earlier)*

*This measure is not required for the interim DRDP 2015 Rating Record.

*This **table** identifies the descriptor of the level the child has mastered and the descriptor for the next level.*
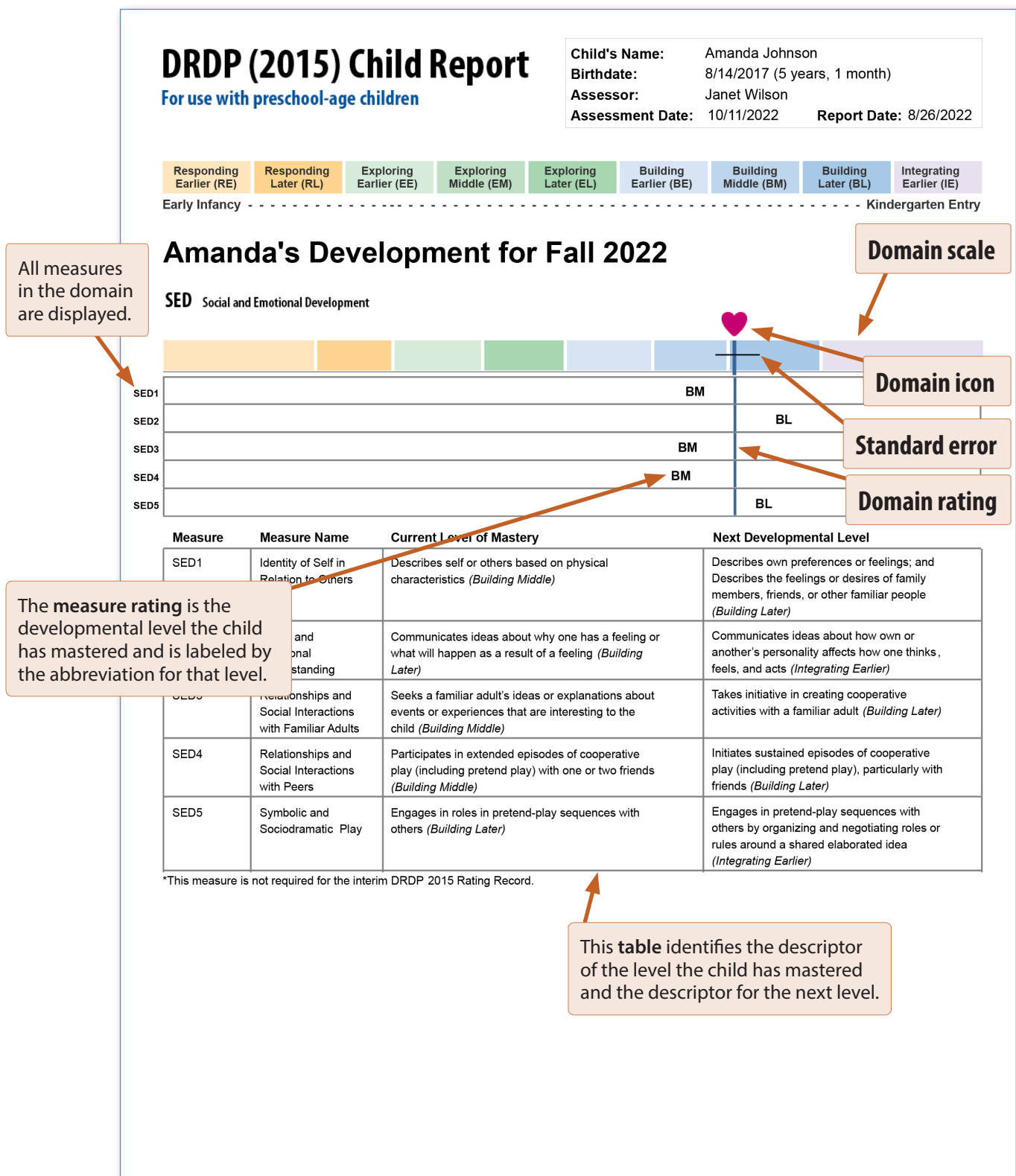
Figure 2. Sample DRDP (2015) Child Report – Status, showing the measure view for a single assessment period and domain.

Understanding the Child Report – Progress

Just like the Child Report - Status, the Child Report - Progress begins with the child's DRDP results at the domain level, followed by pages that display the ratings for all the measures in each domain. The most significant difference between the two reports is that the Child Report - Progress displays this information for two or more DRDP assessments.
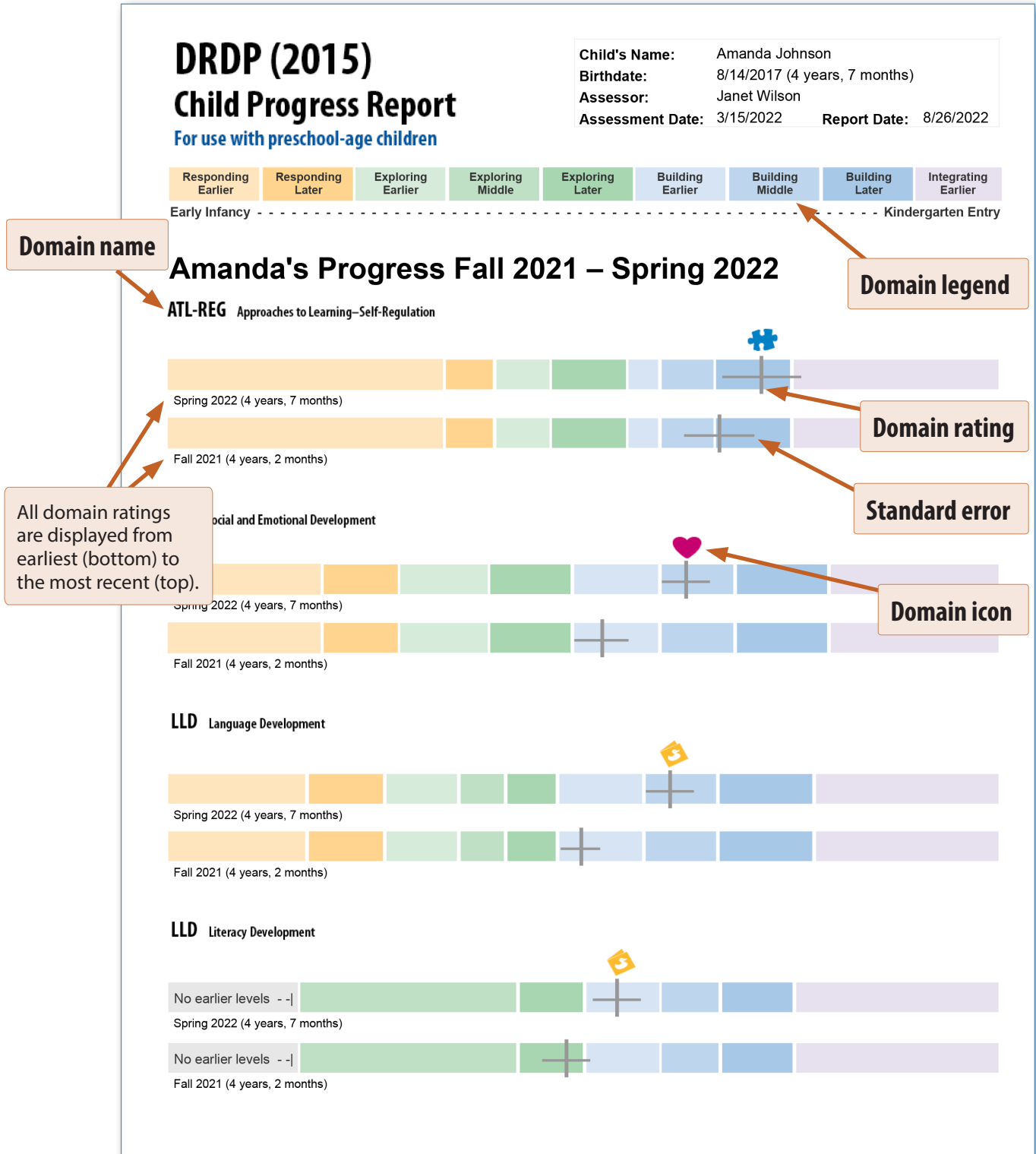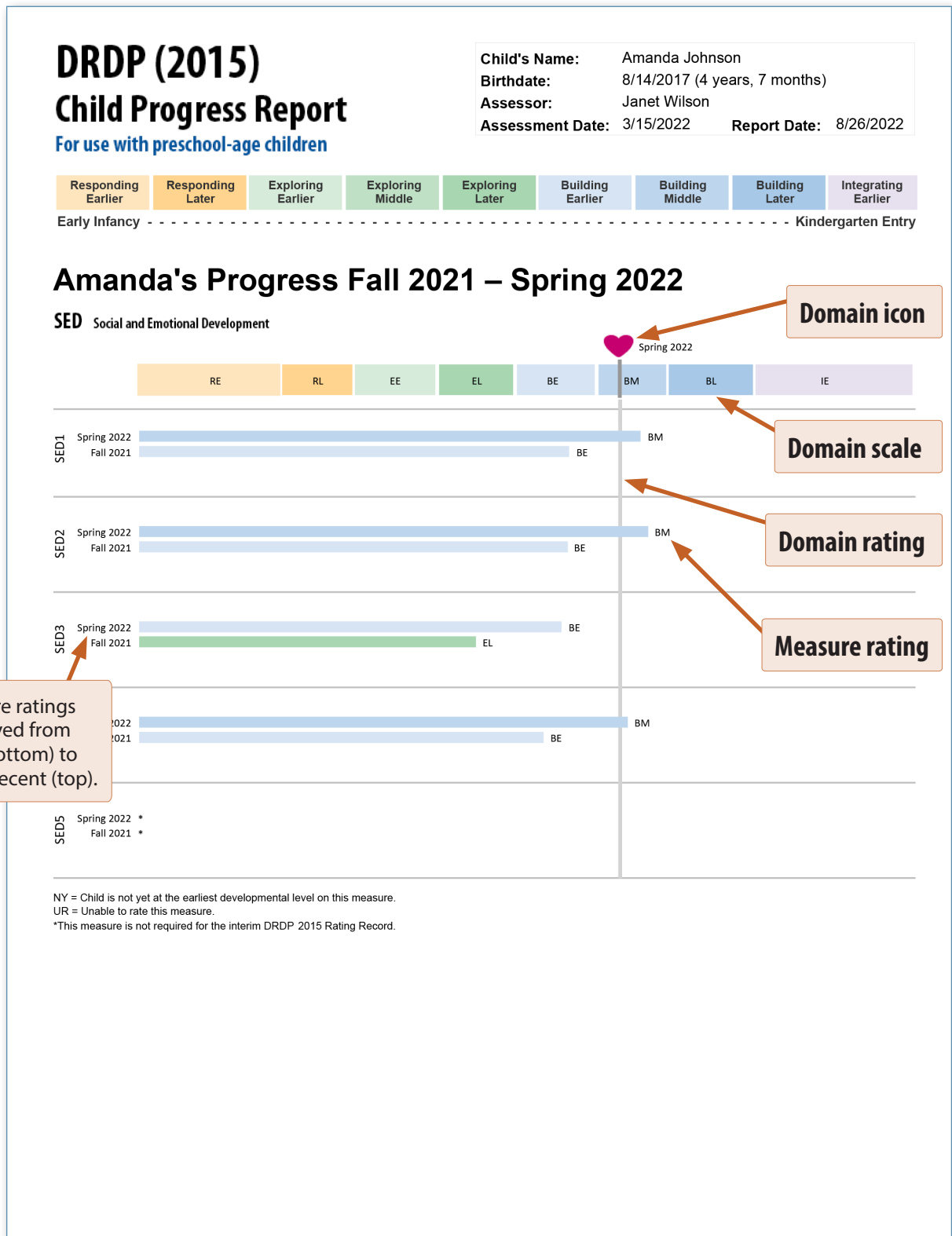
Domain view of the Child Report - Progress

Figure 3. Sample DRDP (2015) Child Report – Progress, showing the domain view for two assessment periods.

Measure view of the Child Report - Progress

DRDP (2015)
Child Progress Report
For use with preschool-age children

Child's Name: Amanda Johnson
Birthdate: 8/14/2017 (4 years, 7 months)
Assessor: Janet Wilson
Assessment Date: 3/15/2022   Report Date: 8/26/2022

Responding Earlier	Responding Later	Exploring Earlier	Exploring Middle	Exploring Later	Building Earlier	Building Middle	Building Later	Integrating Earlier

Early Infancy - Kindergarten Entry

Amanda's Progress Fall 2021 – Spring 2022

SED Social and Emotional Development

Spring 2022

Domain icon

RE	RL	EE	EL	BE	BM	BL	IE

Domain scale

SED1
Spring 2022 .... BM
Fall 2021 .... BE

SED2
Spring 2022 .... BM
Fall 2021 .... BE

Domain rating

SED3
Spring 2022 .... BE
Fall 2021 .... EL

Measure rating

Spring 2022 .... BM
Fall 2021 .... BE

All measure ratings are displayed from earliest (bottom) to the most recent (top).

SED5
Spring 2022 *
Fall 2021 *

NY = Child is not yet at the earliest developmental level on this measure.
UR = Unable to rate this measure.
*This measure is not required for the interim DRDP 2015 Rating Record.

Figure 4. Sample DRDP (2015) Child Report – Progress, showing the measure view for two assessment periods and a single domain.

Reviewing the Child Report

Use these two steps to review both the Child Report - Status and the Child Report - Progress.

1. Review the first page.

The first page is a summary of the domain ratings. Notice which domains are *relative strengths* (ratings that are furthest to the *right* on the domain scales) and which domains *may need support* (ratings that are furthest to the *left*). This overview shows how the child's current mastery of skills differs across the domains. Although this broad view may be interesting, it does not include enough detail for program planning. For instance, a domain noted as a strength might include one or more measures that indicate skills that may need support. Likewise, a domain noted as needing support might also include areas of strength. It is essential to dig deeper by reviewing all of the pages of the report so you can examine each measure in each domain.
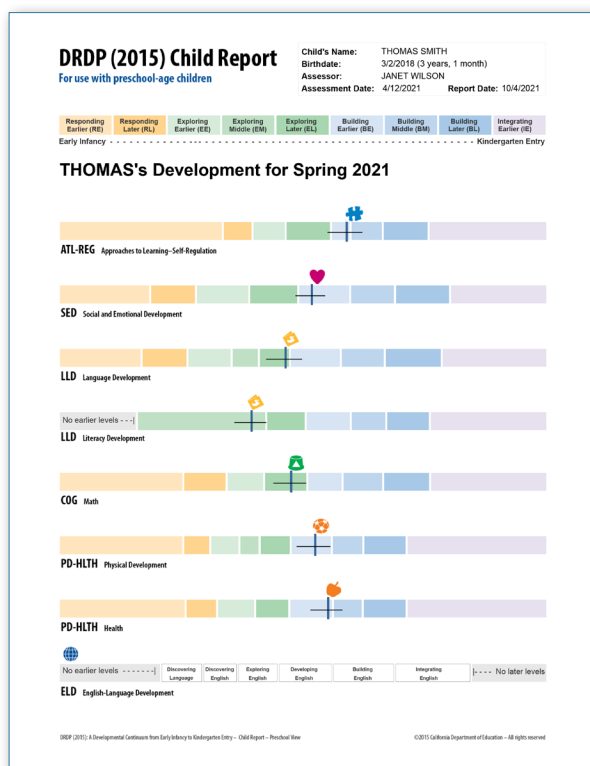
Figure 5. Child Report - Status, first page.
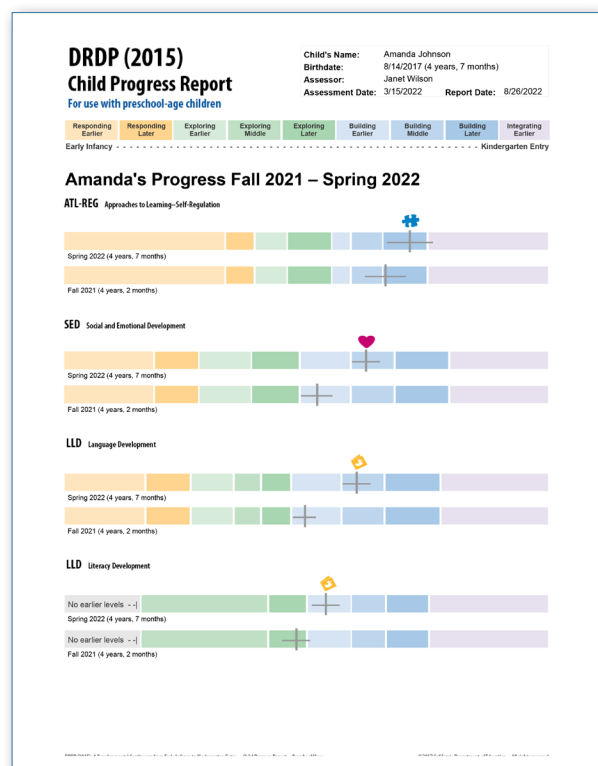
Figure 6. Child Report - Progress, first page.

2. Review each measure-page, one at a time.

Turn to the second page of the report to review all the measures in the domain. Look over the table at the top of the page and note which measures are *relative strengths* (ratings furthest to the *right*) and which *may need support* (ratings furthest to the *left*).

Keep in mind that the DRDP is only one measure of a child's learning and development. When you see ratings that you may not have expected, you might consider these questions:

- Do the ratings accurately reflect your observations of the child? If not, did you have adequate opportunities to observe the child's skills? Did you invite the child's family to share their observations?
- Was anything happening in the child's life that might have limited your ability to accurately observe their level of mastery (such as, health, attendance, or a family event)?
- Were sufficient opportunities provided for the child to learn the underlying skills described in the measure? Did the child receive a sufficient level of support and adaptations needed to access, participate, and learn within and across activities and routines?

Next, look over the table at the bottom. This table shows the *current* developmental level that the child has mastered for each measure in the domain. To the right is the *next* developmental level, taken from the DRDP.

Figure 7. Child Report - Status, measure page.

Figure 8. Child Report - Progress, measure page.

Questions to ask when using the Child Report - Progress

The Child Report - Progress enables you to get a better idea how the child has made progress over time.
Questions include:

- Did the child make progress in the areas of development you supported or targeted?
- What trends do you see over time across measures? Do you see measures that indicate growth or those with limited or no growth?

Learn more

It is important to understand the developmental progressions of the DRDP and how these progressions are represented on the report. This information further explains the domain scale and how to more accurately interpret the domain and measure ratings. You can use the information about a child's progress to plan and individualize learning.

Understanding the domain scale

All of the developmental levels for each measure follow a progression from early infancy to kindergarten entry. The levels are represented in the DRDP manual in equal intervals, however, mastering each successive level requires varying degrees of knowledge and skills. For some levels, it takes longer or is more difficult for a child to move to the next one.

Responding		Exploring		Building			Integrating
Earlier	Later	Earlier	Later	Earlier	Middle	Later	Earlier
○	○	○	○	○	○	○	○
Shows awareness of other people, including children	Shows interest in other children	Plays alongside other children, rarely interacting with them	Interacts in simple ways with familiar peers as they play side by side	Participates in brief episodes of cooperative play with one or two peers, especially those with whom child regularly plays	Participates in extended episodes of cooperative play (including pretend play) with one or two friends	Initiates sustained episodes of cooperative play (including pretend play), particularly with friends	Organizes or participates in planning cooperative play activities with several peers, particularly with friends

Figure 9. Developmental progression for a sample measure.

Understanding how the measures are displayed

In the Child Report, some levels are displayed as wide and others as narrow. A child may spend more or less time in one developmental level while mastering the knowledge and skills required to move to the next level.
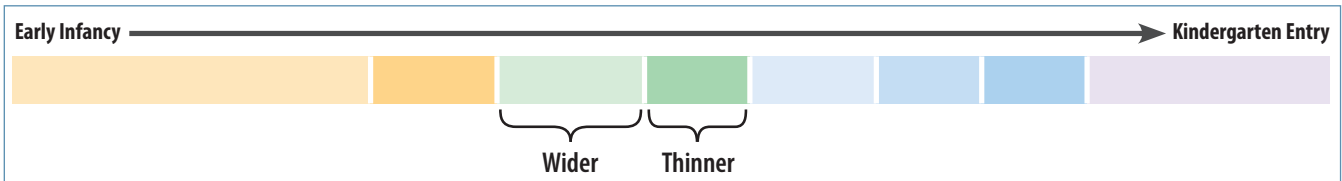

Figure 10. Developmental levels are represented by different widths in the Child Report.

If a child does not demonstrate progress within a domain for an extended period of time, growth may still have occurred, but perhaps not enough to reach the next level. Identify and teach the skills needed to continue to make progress along the measure's developmental continuum.