Desired Results Access Project

Welcome!

Overview of the DRDP (2015)
For Children with IFSPs and Their Families
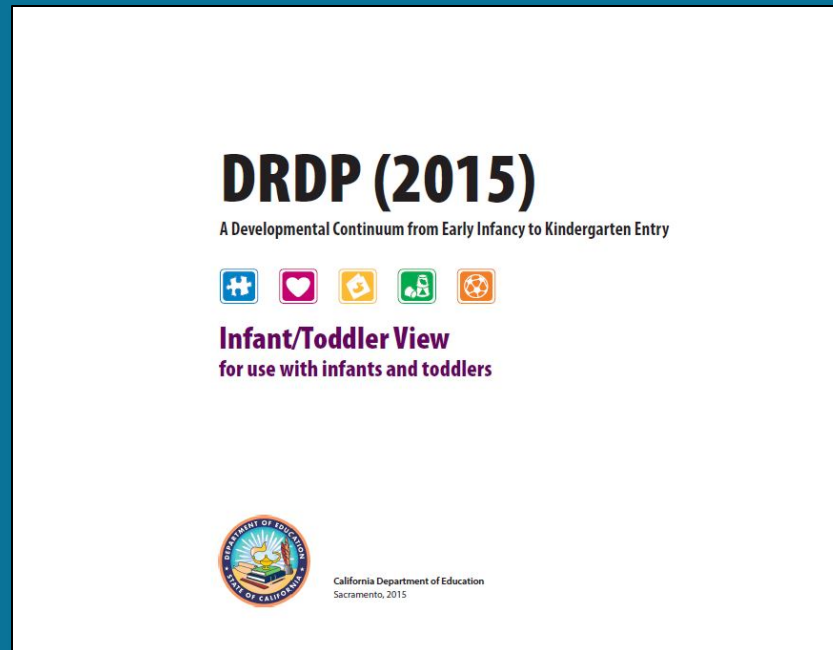
The Desired Results Access Project, Napa County Office of Education
California Department of Education, Special Education Division

Topics

- Quick Look at the DRDP (2015)
- The DRDP (2015) and the SPP/APR
- Psychometrics
- Reports
- Resources

A Quick Look at the DRDP (2015)

Key Features of the DRDP (2015) IT View

- Informs programming for children birth to three years of age

- Follows principles of universal design and includes a system of adaptations

- Is an authentic assessment; based on naturalistic observation across settings and activities

- Based on rigorous research on a large population of California infants and toddlers, with and without disabilities, and deemed to measure progress over a six month window

- Promotes family participation

- Provides reports of results

Benefits

DRDP (2015) results can help practitioners:

– Better understand and monitor children's progress and target their interventions to the individual needs of each child;

– Inform IFSP review and planning; and

– Inform families about their children's progress.

The data collected can:

– Assist in decision-making at the child and family, program, and policy levels; and

– Help document the positive results of programs, making the case for increased funding for early intervention and preschool special education programs.

Universal Design: An instrument for all children

- Children demonstrate mastery in a number of ways, through a variety of communication modes, languages, and behaviors.

- Children with IFSPs who use adaptations should have those adaptations in place to ensure accurate assessment.
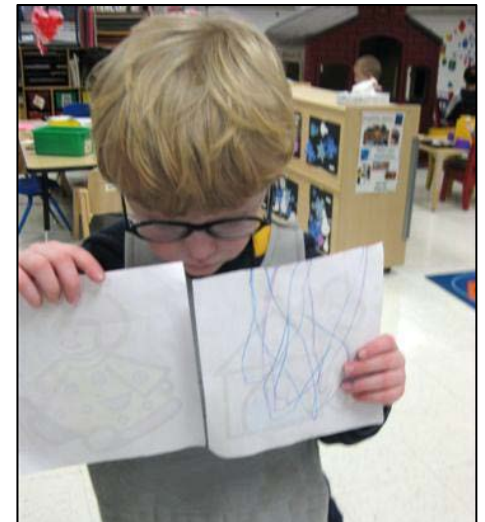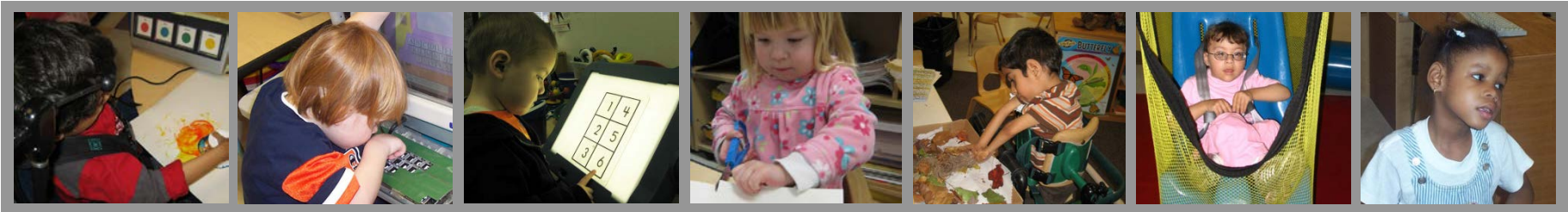
Purpose of Adaptations

To ensure that the DRDP measures *ability*, rather than disability

Adaptations

Adaptations are changes in the environment or differences in observed behavior that allow children with IFSPs to be accurately assessed in their typical environments

DRDP (2015) Adaptations

1. Augmentative or alternative communication system

2. Alternative mode for written language

3. Visual support

4. Assistive equipment or device

5. Functional positioning

6. Sensory support

7. Alternative response mode

Two views of the DRDP (2015)

For Use with Infants and Toddlers

DRDP (2015)

A Developmental Continuum from Early Infancy to Kindergarten Entry

Infant/Toddler View
for use with infants and toddlers

California Department of Education
Sacramento, 2015

For Use with Preschool-Age Children

DRDP (2015)

A Developmental Continuum from Early Infancy to Kindergarten Entry

Preschool View
for use with preschool-age children

California Department of Education
Sacramento, 2015

Table of Contents

DRDP (2015)

A Developmental Continuum from Early Infancy to Kindergarten Entry

Infant/Toddler View
For use with infants and toddlers

Table of Contents

11

Developmental Domains of the IT View

- Approaches to Learning—Self-Regulation

- Social and Emotional Development

- Language and Literacy Development

- Cognition, including Math and Science

- Physical Development and Health

Quality of the Social-Emotional Domain

- Based on child development research and reviewed by experts in social-emotional development

- Aligns with the California Infant/Toddler Foundations

- Reviewed for universal design and amenable to use with adaptations

- Item functioning and sensitivity tested on large numbers of infants and toddlers with IFSPs: findings are positive that the instrument measures progress

- Uses the Item Response Theory model: strong psychometric underpinning taking into account the relative difficulty of each level with a measure's developmental continuum

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

Measures at-a-Glance
Infant/Toddler View: for use with infants and toddlers

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
Social and Emotional Development	SED	1	**Identity of Self in Relation to Others**	6
		2	**Social and Emotional Understanding**	7
		3	**Relationships and Social Interactions with Familiar Adults**	8
		4	**Relationships and Social Interactions with Peers**	9
		5	**Symbolic and Sociodramatic Play**	10
Language and Literacy Development	LLD	1	**Understanding of Language (Receptive)**	11
		2	**Responsiveness to Language**	12
		3	**Communication and Use of Language (Expressive)**	13
		4	**Reciprocal Communication and Conversation**	14
		5	**Interest in Literacy**	15
Cognition, Including Math and Science	COG	1	**Spatial Relationships**	16
		2	**Classification**	17
		3	**Number Sense of Quantity**	18
			Note: COG 4 - COG 7 and COG 10 are only for use for preschool age children	
		8	**Cause and Effect**	19
		9	**Inquiry Through Observation and Investigation**	20
		11	**Knowledge of the Natural World**	21
Physical Development– Health	PD-HLTH	1	**Perceptual-Motor Skills and Movement Concepts**	22
		2	**Gross Locomotor Movement Skills**	23
		3	**Gross Motor Manipulative Skills**	24
		4	**Fine Motor Manipulative Skills**	25
		5	**Safety**	26
		6	**Personal Care Routines: Hygiene**	27
		7	**Personal Care Routines: Feeding**	28
		8	**Personal Care Routines: Dressing**	29

Full Continuum Measure

Consists of 8-9 levels that describe development from early infancy to early kindergarten.

Developmental Domain: LLD — Language and Literacy Development

LLD 1: Understanding of Language (Receptive)
Child understands increasingly complex communication and language

Mark the latest developmental level the child has mastered:

Responding		Exploring			Building			Integrating
Earlier ○	**Later** ○	**Earlier** ○	**Middle** ○	**Later** ○	**Earlier** ○	**Middle** N/A	**Later** N/A	**Earlier** N/A
Responds to voices, sounds, gestures, or facial expressions in basic ways	Responds to voices, gestures, or facial expressions in a variety of ways (e.g., gaze aversion, vocalization, movements)	Recognizes a few frequently used words or gestures in familiar situations	Shows understanding of a variety of single words	Shows understanding of frequently used simple phrases or sentences	Shows understanding of a wide variety of phrases or sentences	Shows understanding of some complex vocabulary, phrases, or sentences as used in conversations, stories, or learning activities	Shows understanding of language that refers to abstract concepts, including imaginary events	Shows understanding of a series of complex statements that explain how or why things happen

Possible Examples

• Turns head toward, or looks in the direction of, the voice of an adult. • Makes eye contact with a familiar adult. • Quiets or orients in the direction of a sound, touch, or gesture.	• Smiles or gurgles in response to a familiar adult's voice or simple gestures. • Makes a sound similar to "Mmmmm" during a social interaction with a familiar adult. • Averts eyes to disengage from a social interaction with an adult.	• Waves, "Bye-bye," after an adult communicates, "Good-bye." • Bounces or waves arms to indicate interest in continuing an activity after an adult pauses and asks, "More?" • Orients toward a familiar person or thing when it is named.	• Indicates a bell in a storybook when adult asks about a bell. • Looks to the wagon after an adult refers to the wagon • Points to pictures of a bird, a tree, and a house, as an adult says the name of each, while looking at a book together.	• Gets jacket after an adult communicates, "Get your jacket. It's time to go outside." • Moves to the sink after an adult communicates, "Time to wash hands." • Passes the milk at lunch time after an adult communicates, "Please pass the milk."	• Offers to help after an adult communicates, "Would you like to help me feed the turtle?" • Collects different types of art supplies after an adult explains an art project and where to find the supplies. • Hands crayons from the shelf after an adult asks, "Can you hand me the crayons that are on the shelf?"	• Adds blocks to a tower after a peer says, "Let's make our skyscraper the tallest!" • Holds the door open, after an adult asks the child to do so, until all of the other children have come into the room. • Points to the picture of an eagle and its nest while sharing a book about animals building their homes.	• Communicates, "I'm a princess and I live in a castle," while playing dress-up. • Pretends to be a character in a story after a read-aloud of the story. • Draws a picture of a cocoon after sharing a book about the life cycle of a butterfly.	• Explains how to plant seeds to a peer after an adult reads a book about planting seeds. • Draws a picture about the changing seasons, after an adult talks about why the weather has changed. • Selects materials that float, while making a boat, after hearing an adult talk about materials that float or sink.

○ Child is emerging to the next developmental level
○ Unable to rate this measure due to extended absence

LLD 1	**Understanding of Language (Receptive)**	**LLD 1**

Earlier Development Measure

Consists of 5 levels that describe development that typically occurs in infant/toddler and early preschool years.

Developmental Domain: ATL-REG — Approaches to Learning–Self-Regulation

ATL-REG 1: Attention Maintenance

Child develops the capacity to pay attention to people, things, or the environment when interacting with others or exploring play materials

Mark the latest developmental level the child has mastered:

Responding		Exploring		Building			Integrating
Earlier ◯	Later ◯	Earlier ◯	Later ◯	Earlier ◯	Middle	Later	Earlier
Attends or responds briefly to people, things, or sounds	Shifts attention frequently from one person or thing to another	Maintains attention, on own or with adult support, during brief activities	Maintains attention, with adult support, during activities that last for extended periods of time	Maintains attention on own during activities that last for extended periods of time	There are no later levels for this measure		

Possible Examples

• Pays attention to a moving mobile. • Quiets to the voice of a familiar person. • Gazes at the smiling face of a familiar person.	• Turns attention toward an interesting toy, then back to an adult or a child. • Actively shifts interest from one child to another playing close by. • Drops one thing in order to reach for another.	• Briefly watches other children playing and then resumes play with a toy. • Resumes playing at sand table when an adult joins in digging. • Dumps toy animals from container, puts animals back in the container, and then dumps them out again.	• Listens to a book from beginning to end and then gestures for an adult to read it a second time. • Starts working on a simple puzzle with an adult and continues when the adult steps away briefly. • Continues playing with toy cars, adding a bridge offered by an adult sitting nearby.	• Makes a pile of pretend pancakes with play dough on own and then offers them to peers. • Builds multiple towers with interlocking blocks. • Looks through several books on own in library corner during the morning. • Listens to audio books while looking at enlarged pictures related to the story on a screen, on own, during the morning.	No later levels		

◯ Child is emerging to the next developmental level
◯ Unable to rate this measure due to extended absence

**ATL-REG 1** — **Attention Maintenance** — **ATL-REG 1**

16

Current Assessors

- The primary LEA early intervention provider is responsible for the assessment for the CDE/SED

- Infant/Toddler teachers, including Early Head Start teachers, infant/toddler child development center teachers, and Family Child Care Home Education Network providers are responsible for the assessment in child development programs

- The person responsible for the assessment should consult with other teachers, service providers, and family members to complete the assessment

Families' Roles
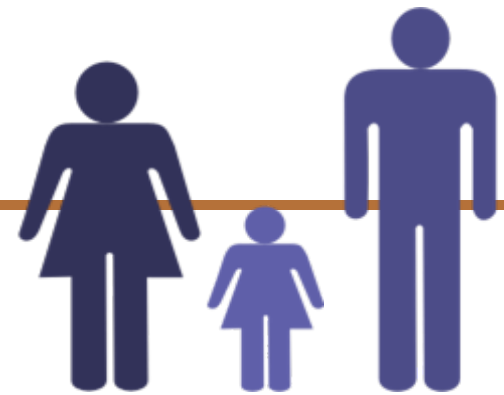
Family members might take part in the DRDP (2015) assessment in a variety of ways, including:

- – As part of the IFSP team, helping to determine adaptations

- – Sharing observations and documentation with service providers

- – Talking with teachers and service providers about their child's development

- – Helping to plan the next steps for their child's learning and development

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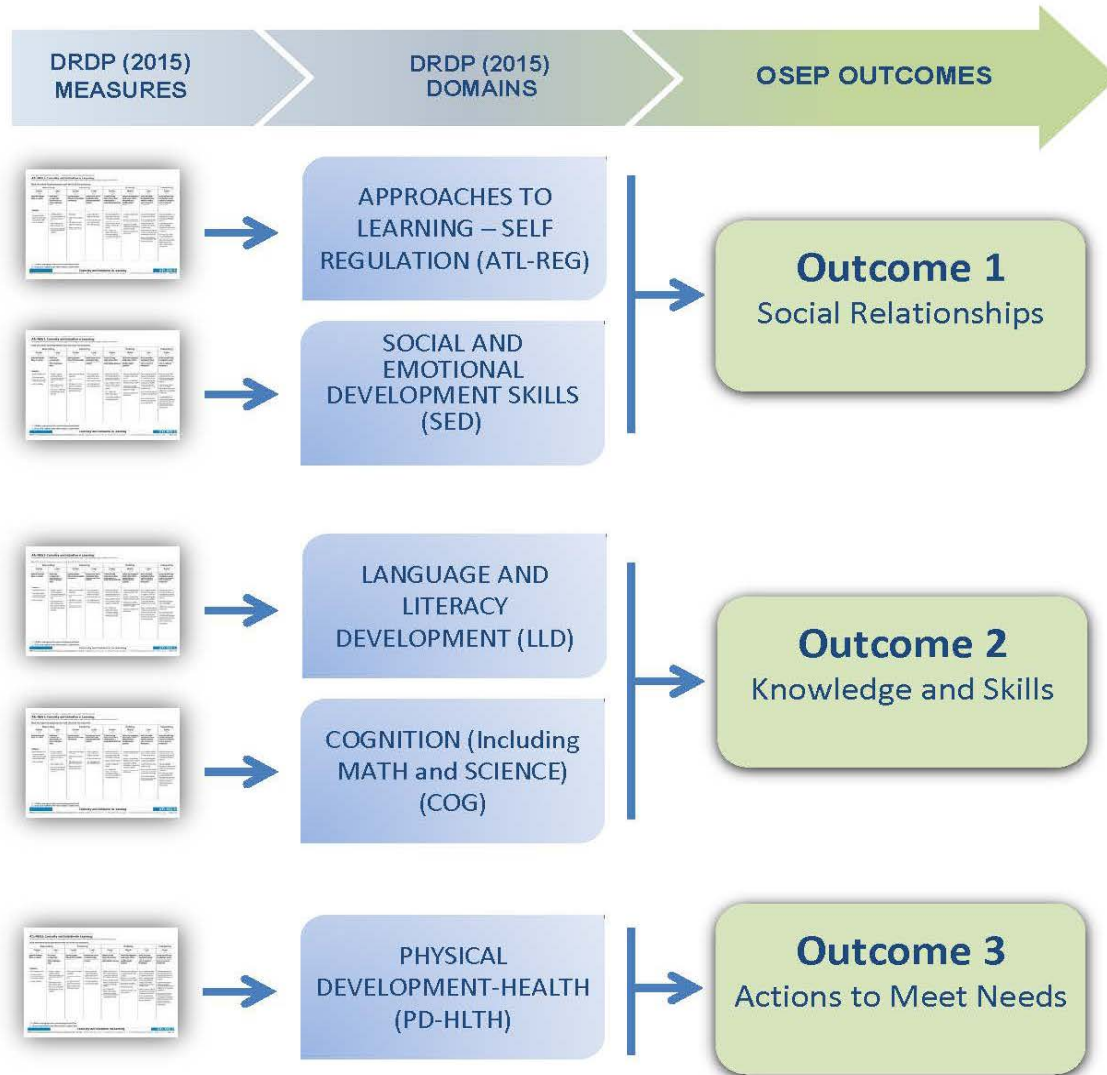# The DRDP (2015) and Indicator 3 of the SPP/APR

The DRDP has been used to calculate SPP/APR Entry/Exit Scores since 2007

- The DRDP *access*:
  - was used to report SPP/APR preschool child outcomes from spring 2007- spring 2015, and will end with the 2016 SPP/APR.
  - Infants and toddlers were included in the DRDP *access* assessment beginning in 2013

- The DRDP (2015):
  - will be used for the SPP/APR beginning with the fall 2015 data, and submitted for the 2017 SPP/APR.
  - will be used to assess progress for Infants and toddlers with IFSPs reported to the CDE/SED's CASEMIS system
  - This data is submitted to the Department of Developmental Services for the Part C SPP/APR

DRDP (2015) Measures Aligned to SPP Child Outcomes
Infant/Toddler View

DRDP (2015) IT Measures Aligned to Outcome 1: Social Relationships	DRDP (2015) IT Measures Aligned to Outcome 2: Knowledge and Skills	DRDP (2015) IT Measures Aligned to Outcome 3: Action to Meet Needs
Approaches to Learning—Self-Regulation: • Attention Maintenance • Self-Comforting • Imitation • Curiosity and Initiative in Learning • Self-Control of Feelings and Behaviors **Social and Emotional Development:** • Identity of Self in Relation to Others • Social and Emotional Understanding • Relationships and Social Interactions with Familiar Adults • Relationships and Social Interactions with Peers • Symbolic and Sociodramatic Play	**Language and Literacy Development:** • Understanding of Language (Receptive) • Responsiveness to Language • Communication and Use of Language (Expressive) • Reciprocal Communication and Conversation • Interest in Literacy **Cognition, Including Math and Science:** • Spatial Relationships • Classification • Number Sense of Quantity • Cause and Effect • Inquiry through Observation and Investigation • Knowledge of the Natural World	**Physical Development—Health:** • Perceptual-Motor Skills and Movement Concepts • Gross Locomotor Movement Skills • Gross Motor Manipulative Skills • Fine Motor Manipulative Skills • Safety • Personal Care Routines: Hygiene • Personal Care Routines: Feeding • Person Care Routines: Dressing

Psychometrics

Good News: the reliability of the DRDP (2015) exceeds industry standards

- Rater reliability is very important!

- An inter-rater agreement study for special education results was conducted in fall 2014 with promising preliminary data about inter-rater agreement:

  - Agreement within one level was between 83-98% across all the measures (exceeding the typical standard of 80%)

  - A fall 2015 inter-rater agreement is currently underway

Improving Rater Reliability

- During training, participants now rate to a standard.

- This "gold standard" was established by the special education experts who are part of the DRDP (2015) research and development team.

- Rating Practice Exercises have been designed with both early intervention and preschool special education.

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Reports of DRDP (2015) Results

Psychometrically-valid reports

- The DRDP (2015) provides a profile a child's ability across multiple domains and reported as scaled scores for each domain, accounting for item difficulty.

  - SELPA/Administrator Level Online report

  - Child Reports (developed in collaboration with the CDE Early Education and support Division)

    - Domain-level

    - Measure-level

    - Group and individual child

    - Status and progress

  - Age-Reference reports: age bands reflecting progress in relation to same-age peers

Resources and Other Information
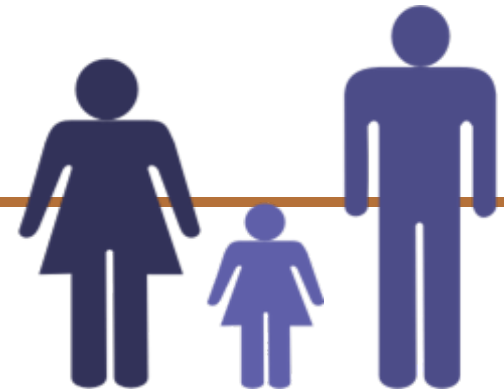
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Guidance for Home Visitors
Leading Focused Conversations
with Families to Help Complete the DRDP (2015)

Leading Focused Conversations with Families

- Ongoing conversations with family members are rich opportunities for learning about their child and should occur whenever we have contact with the family.

- Additionally, it may be useful to lead conversations in a particularly focused manner during the two times a year when the DRDP (2015) is completed.

- Having conversations with families is an important part of completing the DRDP (2015) for *all* assessors, but may be particularly important for home visitors who do not have frequent opportunities to observe the child participating in a variety of routines and activities.

- When combined with your observations, the perspectives of families help you gain a more complete picture of a child across settings, activities, and interacting with a variety of people.

4 Steps to Leading Focused Conversations

Step 1:   Take a first pass at completing the DRDP

Step 2:   Identify child and family routines and activities

Step 3:   Lead a focused conversation

Step 4:   Take another pass at completing the DRDP (2015)

Recommended Training activities for Special Education Teachers and Service Providers

- The California Department of Education's Special Education Division strongly recommends that all assessors attend one of the local half-day training sessions provided by the SELPA or district.

- A "short-course" including two web conferences and two online rating practices presented by the Desired Results Access Project to reinforce the face-to-face workshop has been piloted with promising results.

- Services and fees for training Early Start would need to be determined

COMING Soon! – Online Learning Modules

User Qualifications

- The primary assessor must know the child well

- The primary assessor may be a related service provider such as an OT, PT, or SLP

- Related service providers may work in conjunction with the family to complete the entire instrument

  - Family report is valid and reliable

- Anyone who knows the child well may participate in the assessment

- Assessors should have attended training to learn how to use the instrument

Services and Fees

- The DRDP (2015) instrument and professional development resources are available at: www.draccess.org

- Although the instrument is available online, results cannot be reported with raw data

- Child progress cannot be measured unless psychometric properties are utilized

- Costs for user reports and rollup to the three child outcomes for SPP/APR Indicator 3 would need to be determined

  – These activities require the use of the scaled scores

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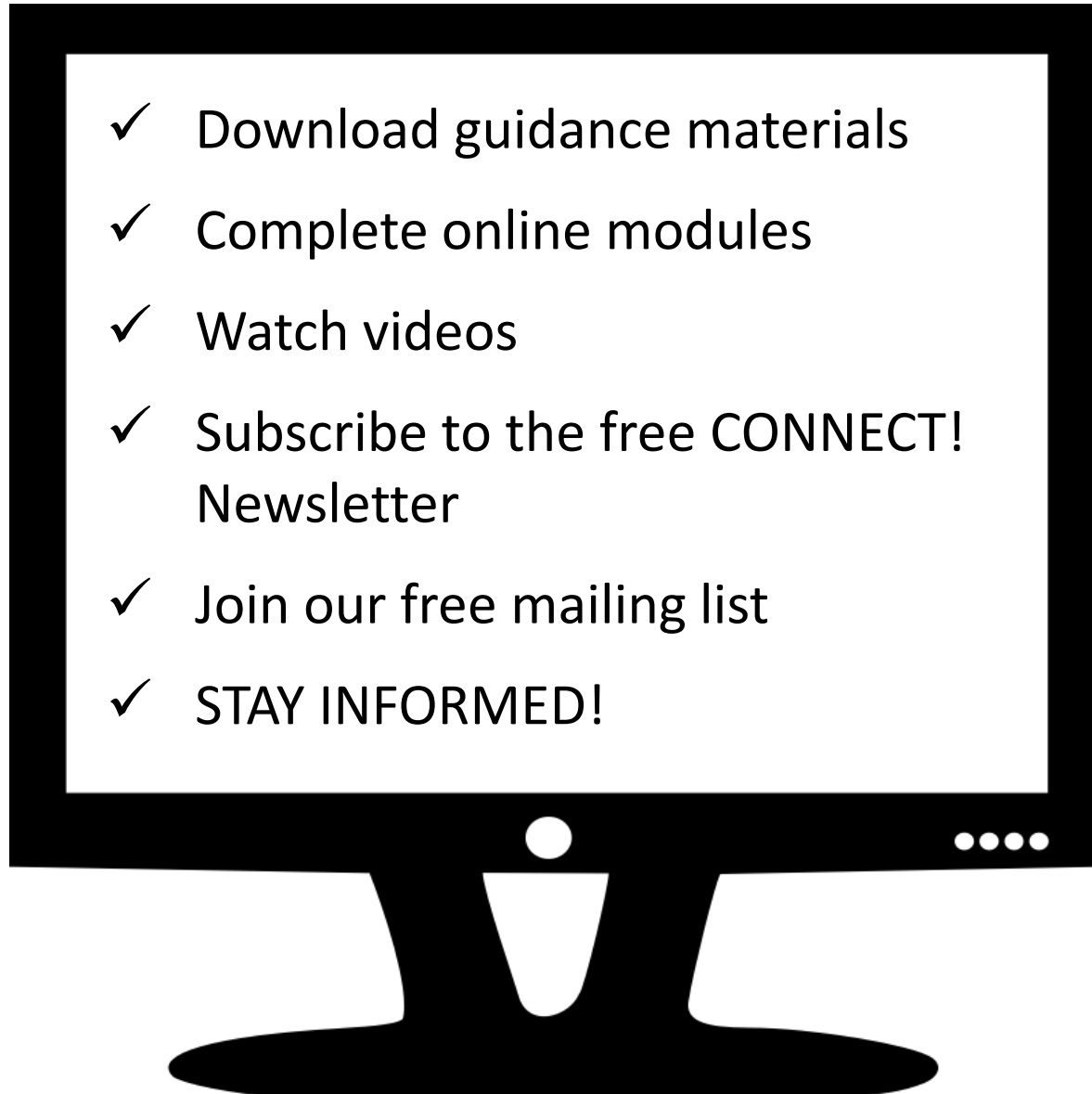
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Thank You!