



# Beyond Compliance:

Using the Desired Results  
Developmental Profile (DRDP) to  
Support Your Work



# Agenda

- DRDP Overview
- Data collection
- Reports
- Linking the DRDP
- Practical Uses of the DRDP
- Questions/Answers





# Outcomes

Participants will...

- Understand the why behind DRDP
- Understand how to effectively collect data
- Understand how to run reports
- Understand how effective DRDP data can support your work



# Why the DRDP?



## DRDP (2015)

An Early Childhood Developmental Continuum

### Infant/Toddler Comprehensive View



for use with infants and toddlers



## DRDP (2015)

An Early Childhood Developmental Continuum

### Preschool Fundamental View



for use with preschool-age children





# Why collect DRDP data?

The Office of Special Education Programs (OSEP) requires it.

**Requirement**

Early Childhood Special Education is funded with public dollars. The public has a right to know that these dollars are well spent.

**Public accountability**

Preschoolers and their families are entitled to effective services. Outcomes data provide a window into whether they are getting them.

**Accountability to children and families**

Outcomes data show which programs need to improve and whether program improvements are working.

**Program Improvement**

Ongoing assessment of young children with disabilities informs instructional planning and supports engaging with families.

**Instructional Planning**



# Data Collection





# Data Collection~ Collaboration

**Other  
Service  
Providers**

**General  
Education  
Staff**

**Families**

**Observations**

**Work Samples**

**Videos/Photos**



# Data Collection ~ Other Service Providers

## Other Service Providers

- Speech Language Pathologist
- Physical Therapist
- Special Education Teacher
- Early Intervention Specialist



Tell us in the chat box what other service providers might observe that will support the DRDP observations.



# Data Collection ~ General Education Provider

Drop in the chat box....

How can a general education provider help gather information for each measure?



## Families

- Parents
- Grandparents
- Aunts/Uncles
- Family Friends



What skills might family members observe that education professionals are less likely to see and be able to rate?



# Data Collection ~ Observations

## Observations

- Small group
- Indoors/outdoors
- Peer interactions
- Developmental domains

How are you already capturing and collecting information in these areas during the observation period?

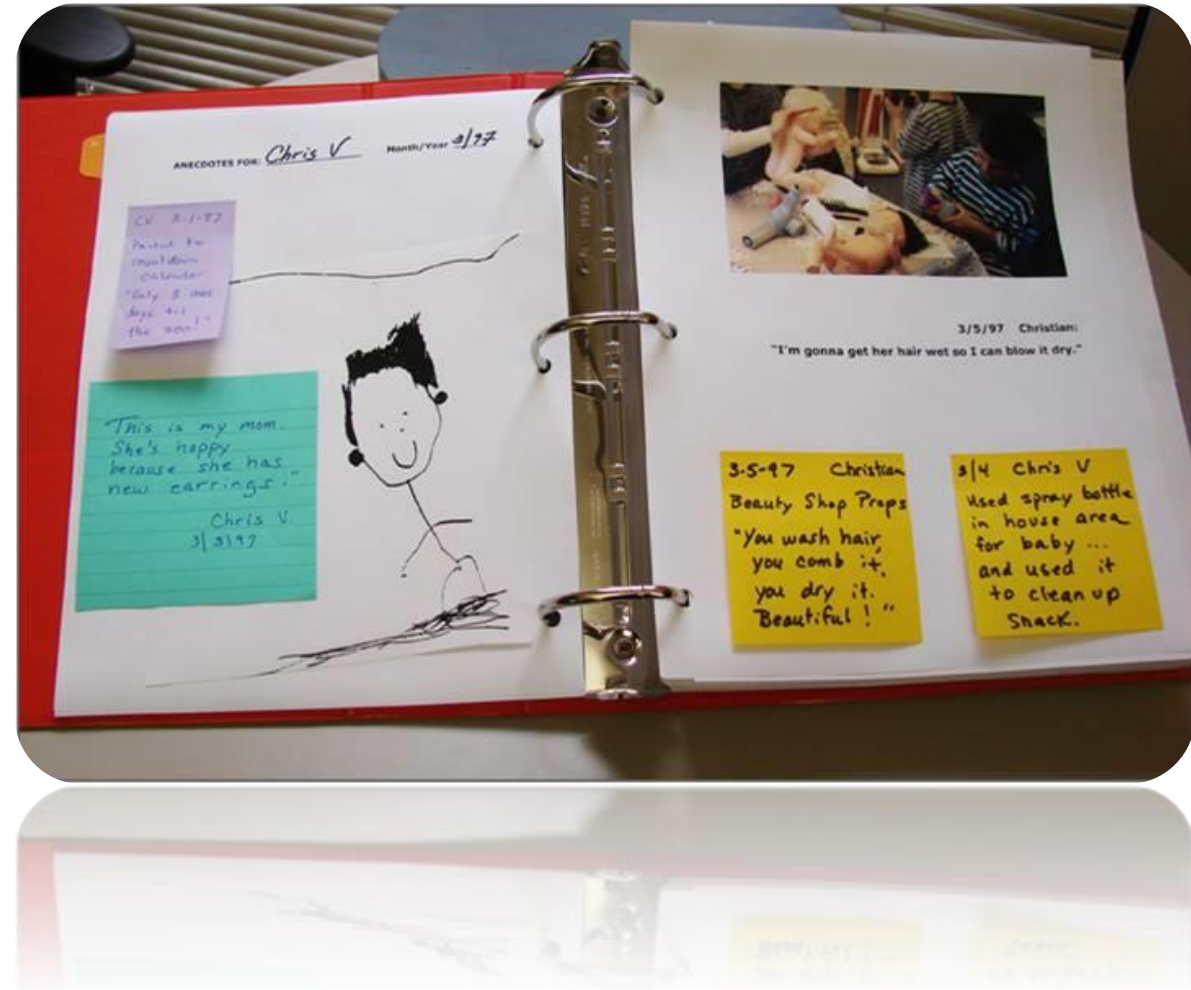




# Data Collection ~ Work Samples

## Work Samples

- Drawing
- Writing
- Art
- Building
- Sorting





# Data Collection ~ Videos and Photos

## Video/Photo

- Engaging with peers
- Working in centers
- Gross motor
- Fine motor

|                                                                                                                                                  |    |                                                            |
|--------------------------------------------------------------------------------------------------------------------------------------------------|----|------------------------------------------------------------|
| <b>ATL-REG</b><br>Approaches to Learning –Self-Regulation<br> | 1  | Attention Maintenance                                      |
|                                                                                                                                                  | 2  | Self-Comforting                                            |
|                                                                                                                                                  | 3  | Imitation                                                  |
|                                                                                                                                                  | 4  | Curiosity and Initiative in Learning                       |
|                                                                                                                                                  | 5  | Self-Control of Feelings and Behavior                      |
|                                                                                                                                                  | 6  | Engagement and Persistence                                 |
|                                                                                                                                                  | 7  | Shared Use of Space and Materials                          |
| <b>SED</b><br>Social & Emotional Development<br>              | 1  | Identity of Self in Relation to Others                     |
|                                                                                                                                                  | 2  | Social and Emotional Understanding                         |
|                                                                                                                                                  | 3  | Relationships and Social Interactions with Familiar Adults |
|                                                                                                                                                  | 4  | Relationships and Social Interactions with Peers           |
|                                                                                                                                                  | 5  | Symbolic and Sociodramatic Play                            |
| <b>LLD</b><br>Language and Literacy Development<br>          | 1  | Understanding of Language (Receptive)                      |
|                                                                                                                                                  | 2  | Responsiveness to Language                                 |
|                                                                                                                                                  | 3  | Communication and Use of Language (Expressive)             |
|                                                                                                                                                  | 4  | Reciprocal Communication and Conversation                  |
|                                                                                                                                                  | 5  | Interest in Literacy                                       |
|                                                                                                                                                  | 6  | Comprehension of Age-Appropriate Text                      |
|                                                                                                                                                  | 7  | Concepts About Print                                       |
|                                                                                                                                                  | 8  | Phonological Awareness                                     |
|                                                                                                                                                  | 9  | Letter and Word Knowledge                                  |
|                                                                                                                                                  | 10 | Emergent Writing                                           |



# Reports

**Desired Results  
Access Project****REPORTS**

Under the direction of the California Department of Education, Special Education Division

You are not logged on

Welcome to DR Access Reports! Here you can generate status and progress reports of DRDP assessment results at any time for infants and toddlers with IFSPs and children ages 3-5 with IEPs. These at-a-glance reports support educational planning, individualizing intervention and instruction, and sharing results with families. DRDP rating records are transferred nightly from SEIS or SIRAS. Detailed instructions are available in the [DRAccessReports.org User's Manual](#).

### DR Access Reports Login

New user? [Create an account](#) | [video tutorial](#) | [detailed instructions](#) (or text version)

Email:

Password:

Login

[Forgot your password?](#) | [video tutorial](#)

DR Access Reports is a secure site. By accessing or using DRAccessReports.org, you agree to our [Terms of Use and Privacy Policy](#).

**DRAccessReports.org** — Desired Results Access Project — Phone: (800) 673-9220 | Email: [reports@draccess.org](mailto:reports@draccess.org)  
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# Reports

- Create an account
- Types of reports
- Run a report
- Reading reports
- Using reports to plan instruction



# Reports



**Desired Results  
Access Project**

Under the direction of the California Department of Education, Special Education Division

**REPORTS**

You are not logged on

## Create an Account

[video tutorial](#) 

Fields marked \* are required:

### User Account Information:

\*First Name:

\*Last Name:

Title:

\*Phone:

Fax:

\*Email:

\*Enter a Password:

Address:

City:

State:

Zip:

\*Security Question:

\*Answer:

\*Confirm Password:

### Program Information:

Account Type:

\*SELPA:

District:

**Submit**

[Return to Logon](#)



# Reports

## Manage Reports

Here you can generate PDFs of Rating Records, Child Status or Progress Reports, Peer Reference Reports, and Group Reports to analyze child DRDP (2015) assessment data.

Select the link for the report you would like and follow the steps to generate that report.

[Transferring DRDP Data from SEIS and SIRAS Systems to DR Access Reports](#) PDF  (138kb, English)

## Which report would you like to create?

### DRDP (2015) Reports | [video tutorial](#)

[Rating Record](#): Produce Rating Record PDFs for individual child assessment results.

[Child Report](#): Produce child status and progress reports that include both domain scores and measure-level scores.

[Peer Reference Reports](#): Produce child status and progress reports by 12 month age bands.

[Group Reports](#): Produce reports for groups of children.



# Reports

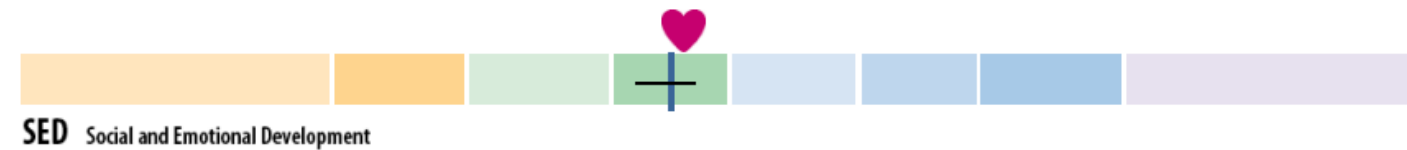
## DRDP (2015) Child Report

For use with preschool-age children

|                  |                              |              |           |
|------------------|------------------------------|--------------|-----------|
| Child's Name:    | Angeline Smith               |              |           |
| Birthdate:       | 1/12/2018 (5 years, 1 month) |              |           |
| Assessor:        | Janet Wilson                 |              |           |
| Assessment Date: | 2/14/2023                    | Report Date: | 2/24/2025 |

| 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    |                      |                     |                          |

### Angeline's Development for Spring 2023





# Reports

## DRDP (2015) Peer Reference Report

For use with preschool-age children with an IEP

This report illustrates how a child's domain ratings compare to ratings for children in the same age range from the DRDP (2015) calibration sample.

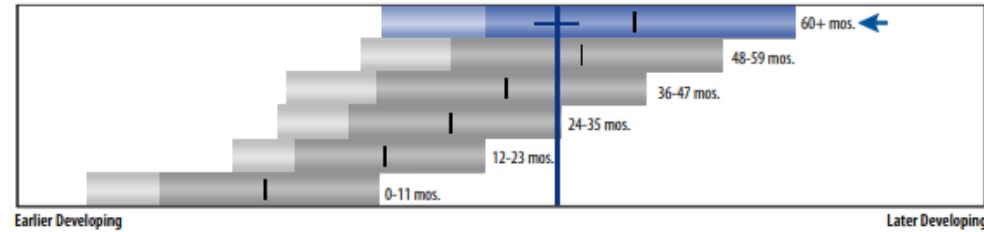
### Angeline's Development for Spring 2023

**Angeline Smith**

**Birthdate:** 1/12/2018

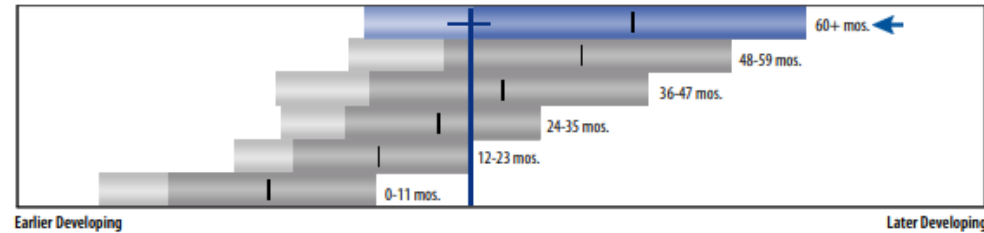
**Assessment:** 2/14/2023

**Age:** 5 years, 1 month



#### **ATL-REG** Approaches to Learning–Self-Regulation

The ATL skills include attention maintenance, engagement and persistence, and curiosity and initiative. The REG skills include self-comforting, self-control of feelings and behavior, imitation, and shared use of space and materials.

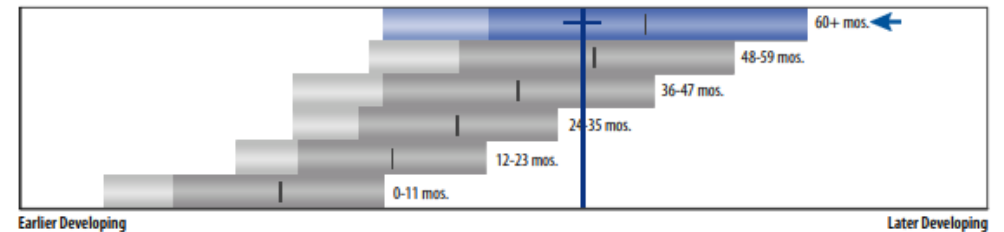


#### **SED** Social and Emotional Development

The SED domain assesses children's developing abilities to understand and interact with others and to form positive relationships with nurturing adults and their peers.

#### **LLD** Language Development

The LLD domain assesses the progress of all children in developing foundational language and literacy skills. LANG knowledge and skill areas include understanding language, responsiveness to language, communication and use of language, reciprocal communication and conversation, and interest in literacy.





# Reports Breakout Rooms





# Linking the DRDP





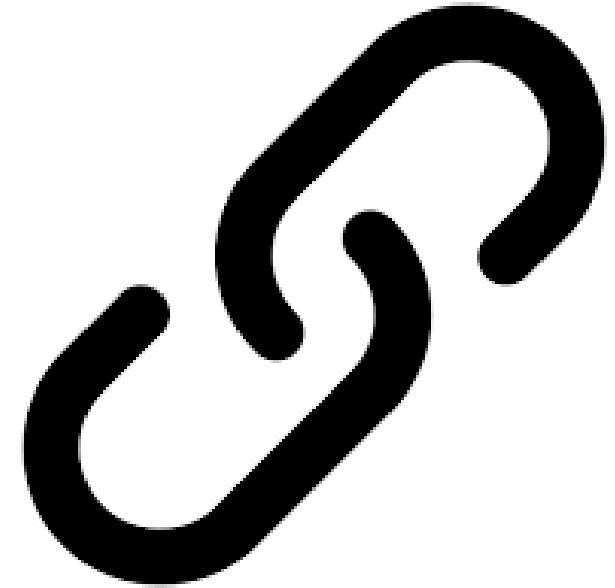
# Linking the DRDP

- Aligning the DRDP to The Foundations
- Curriculum and instruction
- IFSP outcomes and IEP Goals
- Family meetings and conversations



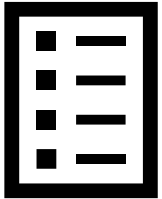
# Linking DRDP ~ Brainstorm

- How will you use the DRDP process and results to support and inform your work?





- What are you still wondering?



- What are your big take-aways?



- What are you excited about?

# Thank you!

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