

## Instructions for Using DR Developmental Profile-R Group Data Summary

The Developmental Profile-R Group Data Summary form is one example of how you can compile the Developmental Profile-R data for a group of children. The compilation of profile information provides a clear picture of group strengths and areas for improvement. It can also be used to inform discussions around individual child planning, curriculum planning, environmental design and planning, teaching practices, and professional development issues.

The forms are available for download at the following Web site:

<http://www.wested.org/desiredresults/training/forms.htm>

When you use these forms, the Excel program completes the calculations for you. Mark each child's developmental level rating in the appropriate measure and level spaces by typing a lower case "x". The formulas for analyzing the data already exist in the spreadsheets.

### **Getting to Know the Form** *(Please refer to the sample form included in these instructions)*

- Starting at the left corner of the document and continuing across the top row of the page are the individual measures observed for each child. These appear in the same order as on a DR Developmental Profile-R. For example, the first cell reads "Desired Result (DR) 1, Indicator (I) 1 – Measure 1." On the Infant/Toddler sample, this refers to Desired Result 1: Children are personally and socially competent. Indicator SELF: Children show self-awareness and a positive self-concept. Measure 1 – Identity of self and connection to others.

The first column is entitled "Child." It provides numbered cells down the sheet for you to enter the name of each child in the class or group. There is space on the Excel form for 35 names of children. If your group has more than 35 children, you can use the Excel file formatted for 80 children. When downloading the appropriate Excel file, either one for up to 35 children or one for up to 80 children, look for (35) or (80) in the file name to download the file you need.

- For each child, enter an "x" (lowercase x) to indicate the appropriate developmental level rating for each measure from the child's completed DRDP-R. Remember that there are a different set of developmental levels for each age-level DRDP-R. The Excel file uses developmental level abbreviations at the top of the columns for each measure. These abbreviations are listed here and in the footer of each printed Excel page.

#### **Infant/Toddler Developmental Levels Abbreviations**

- |    |                          |             |
|----|--------------------------|-------------|
| 1. | Responding with Reflexes | <b>RR</b>   |
| 2. | Expanding Responses      | <b>ER</b>   |
| 3. | Acting with Purpose      | <b>AWP</b>  |
| 4. | Discovering Ideas        | <b>DisI</b> |
| 5. | Developing Ideas         | <b>DevI</b> |
| 6. | Connecting Ideas         | <b>CI</b>   |

### Infant/Toddler Developmental Levels Abbreviations

#### MOTOR Developmental Levels:

1. Moving with Reflexes	<b>MR</b>
2. Combining Simple Movements	<b>ComSM</b>
3. Coordinating Simple Movements	<b>CoorSM</b>
4. Exploring Complex Movements	<b>ECM</b>
5. Making Complex Movements	<b>MCM</b>
6. Expanding Complex Movements	<b>ExCM</b>

### Preschool Developmental Levels Abbreviations

All Preschool measures use the same 4 developmental levels within all Indicators

1. Not Yet at first level	<b>NY</b>
2. Exploring	<b>EX</b>
3. Developing	<b>D</b>
4. Building	<b>B</b>
5. Integrating	<b>I</b>

### School age Developmental Levels Abbreviations

1. Not Yet at first level	<b>NY</b>
2. Developing	<b>D</b>
3. Understanding	<b>U</b>
4. Integrating	<b>I</b>
5. Expanding	<b>E</b>
6. Connecting	<b>C</b>
7. Applying	<b>A</b>

- Remember that the different age-level profiles contain a different set and number of measures. Make sure you are entering data on the age-level matched **DRDP** Group Data Summary form.

### Summary Subtotals and Overviews

Every page of the DRDP Group Data Summary form shows you the subtotals for the measures listed on the page. The text of each measure has been provided between the developmental level rating cells and the subtotals for your convenience.

Pay close attention to the first row that appears under the measure number in the subtotal section. In the sample attached, you will see the number 35. This shows you the total number of children's developmental level ratings entered for that measure. If the number is too low or too high for the number of children, you may have left out or mistakenly added an extra "x." Review the measure cells to locate and fix possible mistakes.

**Developmental Profile-Revised Group Data Summary**  
Infant/Toddler Birth to 35 months

Child	Desired Result (DR) 1 Indicator SELF Measure 1					DR 1, I SELF - Measure 2					DR 1, I SELF - Measure 3					DR 1, I SELF - Measure 4					
	RR	ER	AWP	Disl	Devl	RR	ER	AWP	Disl	Devl	RR	ER	AWP	Disl	Devl	RR	ER	AWP	Disl	Devl	
1 Arevalo, F			x					x					x					x			
2 Ave S.		x						x				x						x			
3 Baxter, D.			x					x					x					x			
4 Bean, M				x																	
5 Binney, N				x										x							
6 Bobbler, G				x										x							
7 Buster, M		x																			
8 Cander, A		x																			
9 Chin, S			x																		
10 Dominguez, D				x																	
11 Dubuque, C				x																	
12 Esquibel, B			x																		
13 Fantine, E			x																		
14 Franco, M				x																	
15 Gates, B				x																	
16 Gutierrez, B				x																	
17 Huerta, D			x																		
18 Ion, A				x																	
19 James, H			x																		
20 Jeppeto, P		x																			
21 Jimenez, J			x																		
22 Kass, J				x																	
23 Lee, K			x																		
24 Limon, M				x																	
25 Lye, T			x																		
26 Macdonald, R			x																		
27 Maynard, W				x																	
28 Nufiez, L				x																	
29 Omar, L				x																	
30 Pachel, Y				x																	
31 Rodriguez, B			x																		
32 Sharma, V		x																			
33 Tate, Q				x																	
34 Timmons, B				x																	
35 Valen, R				x																	
	<b>DR 1, SELF, Measure 1:</b> Identify of self and connection to others					<b>DR 1, SELF, Measure 2:</b> Recognition of ability					<b>DR 1, SELF, Measure 3:</b> Self expression					<b>DR 1, SELF, Measure 4:</b> Awareness of diversity					
	Total number of children's developmental level ratings entered.																				
	<b>DR 1, SELF, Measure 1</b>					<b>DR 1, SELF, Measure 2</b>					<b>DR 1, SELF, Measure 3</b>					<b>DR 1, SELF, Measure 4</b>					
	# RR	# ER	# AWP	# Disl	# Devl	# RR	# ER	# AWP	# Disl	# Devl	# RR	# ER	# AWP	# Disl	# Devl	# RR	# ER	# AWP	# Disl	# Devl	
	1	7	15	12	0	0	9	17	9	0	0	12	16	7	0	0	19	16	0	0	
	RR	ER	AWP	Disl	Devl	RR	ER	AWP	Disl	Devl	RR	ER	AWP	Disl	Devl	RR	ER	AWP	Disl	Devl	
	3%	20%	43%	34%	0%	0%	26%	49%	26%	0%	0%	34%	46%	20%	0%	0%	54%	46%	0%	0%	
	Total 100%					Total 100%					Total 100%					Total 100%					

RR = Responding with Reflexes  
ER = Expanding Responses  
AWP = Acting with Purpose  
Disl = Discovering Ideas  
Devl= Developing Ideas  
CI- Connecting Ideas  
ECM = Expanding Complex Movements

The Subtotals section provides the class/group number and percentages across all developmental levels for each measure. The developmental level abbreviations and percentages are shaded in yellow (on the computer screen) or gray (in print).

The class or group totals have also been automatically carried over to the accompanying Overview Chart. This Overview worksheet can be viewed by clicking on the bottom tab marked “**Overview.**”

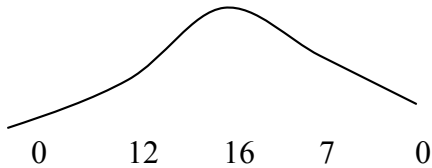
The Overview Chart provides an easy to view summary of the class’:

- total **number** of children in each developmental level for each measure,
- the **average number** of children in each developmental level for the measures under each Indicator. These average numbers for each Indicator appear in the yellow boxes above its set of measures.

<b>Desired Results Developmental Profile - Revised Group Data Summary</b>							
<b>Overview Chart -- Infant / Toddler</b>					<b>Total Number of Children</b>		<b>35</b>
<b>Site/Classroom</b>	<b>Staff</b>	<b>Date of Completion</b>					
		Responding with Reflexes	Expanding Responses	Acting with Purpose	Discovering Ideas	Developing Ideas	Connecting Ideas
<b>Child Desired Result 1: Children are personally and socially competent</b>							
<i>Indicator: SELF – Children show self-awareness and a positive self-concept</i>							
<b>Average Rating for SELF Measures</b>		<b>0</b>	<b>12</b>	<b>16</b>	<b>7</b>	<b>0</b>	
Measure 1 – Identity of self and connection to others		1	7	15	12	0	
Measure 2 – Recognition of ability		0	9	17	9	0	
Measure 3 –Self expression		0	12	16	7	0	
Measure 4 – Awareness of diversity		0	19	16	0	0	
<i>Indicator: SOC - Children demonstrate effective social and interpersonal skills</i>							
<b>Average Rating for SOC Measures</b>		<b>8</b>	<b>13</b>	<b>11</b>	<b>4</b>	<b>0</b>	
Measure 5 –Empathy		10	10	9	6	0	
Measure 6 – Interactions with adults		11	14	10	0	0	
Measure 7 – Relationships with familiar adults		6	12	15	2	0	
Measure 8 – Relationships with familiar peers		11	11	7	6	0	
Measure 9 – Interactions with peers		0	16	13	6	0	
<i>Indicator: REG - Children demonstrate effective self-regulation of their behavior</i>							
<b>Average Rating for REG Measures</b>		<b>0</b>	<b>4</b>	<b>2</b>	<b>1</b>	<b>0</b>	
Measure 10 – Impulse control		0	19	9	7	0	

The Overview summary assists you in analyzing the DRDP-R group data to determine key findings that require staff action in making improvements to the program to meet both the individual and group needs of the children. It is expected that most groups of children will exhibit a low measure number or indicator average number in the early and late developmental levels, with a larger number within the middle developmental levels.

See Average Ratings for indicator SELF (Measures 1 - 4) in the Overview sample (previous page)



### What the Data Information Tells You

In the sample Infant/Toddler DRDP Group Data Summary, look at the summary subtotal for measure 3. It reads:

**Desired Result 1:** Children are personally and socially competent

**Indicator:** SELF – Children show self-awareness and a positive self-concept

**Measure 3: Self expression**

**Definition:** Child explores own action, makes presence known in social situations, and outwardly expresses feelings to others.

0% are rated at the **RR** – Responding with Reflexes developmental level.

34 % are in **ER** – Expanding Responses developmental level,

46% demonstrated behaviors in the **AWP** – Acting with Purpose developmental level

20% showed skills in the **DisI** – Discovering Ideas developmental level

0% were rated in the **DevI** – Developing Ideas developmental level

What does that mean? Consider the range of ages of the children in the group. It may be very appropriate to be at these developmental levels on this measure if the children in the group are at the young to middle of the Infant/Toddler age range (Birth to 35 months).

Alternatively, it might be a concern if the majority of the children are at the older end of the Infant/Toddler age range, particularly for those children in the **ER** - Expanding Responses and **AWP** – Acting with Purpose developmental levels.

What curricular ideas, activities, environments, and materials do you currently have available to the group that supports self expression? Ask yourself and other staff to consider what might be added or improved upon in order to support children's growth in this area.

The key findings and conclusions you identify about the Indicators and Measures can now be summarized in the *Desired Results Developmental Profile Summary of Findings* form.

## Analyzing the DRDP Group Summary Data

Like many programs, you may have mixed age groups in your Infant/Toddler, Preschool and School age classrooms or groups. You may find it helpful to list the youngest children first and identify children with their current age behind their name. To support your viewing and analysis of the data, you may also find it useful to highlight and color the rows of different aged children, as in the example below.

	Child	DR 1, I LANG - Measure 12					DR 1, I LANG - Measure 13					DR 1, I LANG - Measure 14					DR 1, I LANG - Measure 15					
		I	NY	EX	D	B	I	NY	EX	D	B	I	NY	EX	D	B	I	NY	EX	D	B	I
1	Ariana (3)				x			x					x					x				
2	Brittany (3)			x				x						x				x				
3	Deepak (3)				x			x						x				x				
4	Diego (3)		x					x					x					x				
5	Dolly (3)		x					x					x					x				
6	Ebonie (3)			x				x					x					x				
7	Felecia (3)			x					x					x						x		
8	Hamilton (3)				x				x						x				x			
9	Hiroshi (3)			x					x					x					x			
10	Perry (3)			x				x						x					x			
11	Aja (4)				x				x						x						x	
12	Blanca (4)				x				x					x							x	
13	Brandon (4)				x					x					x						x	
14	César (4)			x				x					x					x				
15	Fletcher (4)				x				x					x					x			
16	Genevieve (4)				x					x					x					x		
17	Giovanni (4)				x					x					x					x		
18	Ian (4)				x					x				x						x		
19	Isabel (4)			x						x					x						x	
20	Jerrold (4)			x				x						x						x		
21	Lailani (4)				x					x					x						x	
22	Rashid (4)			x					x					x							x	

This separation by age cohorts (for example, children who are 3 years and then all the 4 year olds), may support your analysis of the data. Development across all ages, but particularly in the preschool years, is not linear or age specific. It is normal to have children across the full range of developmental levels, no matter their chronological age.

In the analysis of your class or group Overview data, you can review the totals in each measure and indicator developmental level and also bear in mind how many children are from each age group. In the following sample, 10 children are 3 years old and 12 are four. The class totals cross all developmental level ranges except the Integrating developmental level. The staff analyzing this data for Self Concept and Social Interpersonal Skills will want to support children's progress from their current developmental level to higher ones and can use this information in preparing their classroom curriculum, plans, activities, and learning environments.

/Classroom **Central School State Preschool Mixed Age class(3s-4s)** Staff **Ms Smith/ Ms.Huerta** Date of Completion **10/05/06**

	Not Yet at First Level	Exploring	Developing	Building	Integrating
<b>Child Desired Result 1: Children are personally and socially competent</b>					
<i>Indicator: SELF – Children show self-awareness and a positive self-concept</i>					
<b>Average Rating for SELF Measures</b>	<b>2</b>	<b>10</b>	<b>8</b>	<b>3</b>	<b>0</b>
Measure 1 – Identify of self	2	10	7	3	0
Measure 2 – Recognition of own skills and accomplishments	1	9	9	3	0
<i>Indicator: SOC - Children demonstrate effective social and interpersonal skills</i>					
<b>Average Rating for SOC Measures</b>	<b>3</b>	<b>9</b>	<b>9</b>	<b>2</b>	<b>0</b>
Measure 3 – Expressions of empathy	3	9	9	1	0
Measure 4 – Building cooperative relationships with adults	2	8	7	5	0
Measure 5 – Developing friendships	3	7	12	0	0
Measure 6 – Building cooperative play with other children	3	9	9	1	0
Measure 7 – Conflict negotiation	3	9	8	2	0
Measure 8 – Awareness of diversity in self and others	2	10	8	2	0

## Viewing and Printing

The DRDP Group Data Summary Excel files can have the default viewing size changed to meet your viewing preferences by clicking on “View” in the top menu bar. Click “Zoom” and select the preferred magnification.

The DRDP Group Data Summary Excel files have a default setting to print on legal size paper at 75%. The first worksheet can be printed on 6 sheets of paper and the Overview worksheet will print on two legal or standard size sheets of paper. You can manipulate different print settings through “View” in the top menu, then “Page Break View”. You can move the blue dotted lines to set new print boundaries.

You can also increase the screen view through “View” in the top menu, then “Zoom” to customize the view on your computer screen.