



# Frequently Asked Questions

Many of the questions we receive are addressed in existing documents on the DR Access website. These two documents are most likely to answer your questions:

[DRDP \(2015\) Assessment Manual \(DRAccess.org/manual\)](https://draccess.org/manual) – The Introduction and Appendices contain essential information on how to use the DRDP (2015).

[DRDP Assessment Steps & Timeline \(DRAccess.org/timeline\)](https://draccess.org/timeline) – This page contains a chart of the general timelines for submitting DRDP data to the SELPA, the interactive Data Submission Timeline Tutorial, and Timeline Postcard.

[DRDP Reports User Manual \(DRAccessreports.org\)](https://draccessreports.org) – Detailed instructions for how to create a DRDP Reports account and how to reset your password.

If you do not find the answers to your questions in the above documents or in the list below, [contact the Desired Results Access Project \(DRAccess.org/contact.html\)](https://draccess.org/contact.html).

## FAQ Categories

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## The DRDP Assessment

### What DRDP instruments are used by special education?

The DRDP (2015) is currently in use and it has two views. They are:

- [The Infant-Toddler Comprehensive View \(DRAccess.org/instrument\\_it\)](https://draccess.org/instrument_it): Used with infants and toddlers with Individualized Family Service Plans who are reported to the California Department of Education, Special Education Division.

- [The Preschool Fundamental View \(DRAccess.org/instrument\\_ps\)](https://daccess.org/instrument_ps): All special education providers use the PS Fundamental View for all 3, 4, and 5-year old children with IEPs (including in TK and K). However, children who turn 6 years old on or before June 30th in the given school year do not require a DRDP in the fall or the spring assessment periods.

### **Has the DRDP (2015) been aligned to the California Early Learning Foundations?**

Yes, the DRDP (2015) is aligned with the Preschool Learning Foundations and the Infant/Toddler Learning and Development Foundations. It also aligns to the Head Start Child Development and Early Learning Framework and the California Common Core State Standards.

Explore the correspondence between the DRDP to the Infant/Toddler and Preschool Foundations using this tool which links the DRDP domains and measures to the applicable foundations: [DRAccess.org/foundations](https://daccess.org/foundations)

The revised DRDP scheduled for release in Fall 2026 will align to the revised California Preschool/Transitional Kindergarten Learning Foundations (PTKLF) found at <https://www.cde.ca.gov/sp/cd/re/psfoundations.asp>.

### **If a child is transitioning out of early intervention, which view of the instrument is used?**

Use the Infant/Toddler View while the child is receiving early intervention services. Use the Preschool View after the child transitions into a preschool program.

### **Can participation in the DRDP be waived if the family doesn't want the child assessed?**

Yes. Families should be informed of the DRDP and its benefits to teachers and programs as well as to families. Describe the assessment to families. You could say, I will watch your child in activities like snack time, free play, and art. As I watch, I will note their skills. When I finish the assessment, I can share a report with you that shares what I learned and helps us all understand your child's skills and areas of growth. However, if a family is still uncomfortable, you may waive the assessment. The SELPA should track these decisions so they know that these are not missing records.

Refer to "[An Overview of the DRDP \(2015\) for Families](https://daccess.org/OverviewOfDRDP2015forFamilies.html)" for a description of the assessment for families as well as a list of the benefits. ([DRAccess.org/OverviewOfDRDP2015forFamilies.html](https://daccess.org/OverviewOfDRDP2015forFamilies.html))

### **On the Information Page, there is a field for special education eligibility. How does this apply to children in Early Start?**

The disability category from the IFSP should be used as the child's special education eligibility on the DRDP Information Page. If the child's IFSP does not have an eligibility that aligns to the options on the DRDP Information Page, confirm that the DRDP is required for that child. See "[Children Assessed](#)" below.

## **Rating the Measures**

### **Why can't I select ratings for infants and toddlers after Building Earlier?**

The levels after Building Earlier are far beyond what is expected of infants and toddlers.

### **How do I mark a rating for a child who hasn't mastered the earliest level?**

If you determine that a child in preschool, TK or K is not yet demonstrating mastery at the earliest level of the PTK continuum, mark "Child is not yet at the earliest developmental level on this measure." This should rarely happen.

### **What if interpreters are not available to assist assessment in the child's home language?**

Check with your administrator about obtaining these services.

### **If a child uses ASL and spoken English or ASL only, are the ELD measures used?**

No, the ELD measures are only used for children with a home language other than English or ASL.

### **How would you rate PD-HLTH 7 Personal Care Routines: Feeding if a child is fed via a tube?**

Children with feeding tubes may react to the feeding experience as described in Responding Earlier, and possibly at the next few levels. Some children may also be learning to eat orally and may progress further on this measure.

### **How do I complete the DRDP if a child is receiving home and hospital services or has limited access to services?**

All eligible children with IFSPs and IEPs must be assessed with the DRDP, regardless of setting. If sufficient information can't be obtained through direct observation, contact family members and other team members. If the child is not receiving services for an extended period of time, then use the Unable to Rate option. More information is available in the [Assessment Manual \(DRAccess.org/DRDP2015PSF.html\)](https://draccess.org/DRDP2015PSF.html) pp. Intro-7 through Intro-9.

### **Can we use observations collected for other tools to help inform how we complete the DRDP?**

Yes, you can use all of the information you have about the child to determine their level of mastery.

## **Children Assessed**

### **If a child attends a program for only a few days per week, do all of the measures need to be rated?**

Yes, all children zero to 5-years old with IFSPs or IEPs are assessed with the full DRDP regardless of type or level of service or educational setting. However, children who turn 6 years old on or before June 30th in the given school year, do not require a DRDP in the fall or the spring assessment periods.

### **If an infant or toddler is dually enrolled in a LEA and a regional center program and the infant or toddler's data are reported to the California Department of Education, is the DRDP used?**

Yes, if an infant or toddler's data are reported to the California Department of Education, they should be assessed using the DRDP (2015) Infant/Toddler Comprehensive View.

### **Is the DRDP used in vendored early intervention programs?**

No, the DRDP is not used by infant programs vendored by the regional center.

### **Are five-year old children with disabilities included in the DRDP?**

Yes, if a five-year old child has an IEP and will not turn six before the end of the year (June 30th), the DRDP is required.

### **For a child who has a signed IEP but who has not yet begun receiving services during the current assessment period, is the special education provider required to complete a DRDP for this child?**

If a child has not started receiving services by November 1 or April 1, the DRDP is not required until the following assessment period.

## **Entry Dates for Fall and Spring Assessments**

### **If a child transfers from another program and enters my program in December, am I responsible for the fall DRDP?**

No, if a child begins services after November 1 in the fall, or after April 1 in the spring, they are not eligible for the DRDP in that assessment period.

## **Personnel Who Complete the DRDP**

### **Does Head Start use the DRDP?**

State-funded Head Start programs are required to use the DRDP.

### **Does a service provider who sees a child for less than 10 hours per week need to complete a DRDP for that child?**

DRDPs should be completed for all 0 to 5-year-old children with IFSPs or IEPs served by CDE.

### **Who should complete the assessment for a child who attends a private preschool or is served by another SELPA?**

The primary service provider should complete the assessment. If the child attends private preschool, the SELPA should designate a district representative to work with the program to assure that the assessment is completed.

## **If an SLP or other DIS specialist sees a child for only one hour a week for therapy and has limited opportunities to observe the child and he or she is the only service provider, how should the assessment be completed?**

Family interview and observations are valid and reliable and are an important part of completing the DRDP, particularly for practitioners who may not have frequent opportunities to observe the child participating in a variety of routines and activities. The resources on the "[Leading Focused Conversations with Families](#)" page ([DRAccess.org/leadingconversations](#)) will assist in planning these conversations.

See also [the document on the role of family observations in the DRDP](#). ([DRAccess.org/RoleOfFamilyObsv.html](#))

## **Collaboration to Complete the DRDP**

### **Who is responsible for completing the DRDP if a child is enrolled in state preschool or Head Start and also receives special education services?**

The preschool teacher and the special education primary service provider should collaborate to complete the assessment together. Both the preschool teacher and the primary service provider are required to submit the DRDP Rating Records to their respective data systems. Refer to the [Assessment Manual \(DRAccess.org/DRDP2015PSF.html\)](#) Appendices A and F.

### **What should we do when the Early Head Start, Head Start, TK/K teacher or state preschool teacher select a different rating to a measure?**

Meet as a team and share the rationale for each rating selection and work to come to consensus on a rating.

### **How can we work with families to complete the assessment?**

Completing the DRDP is the responsibility of the primary special education service provider. It is recommended practice to have conversations with the family to gather information. When possible, arrange to make home visits to collect observations, talk with the family and other service providers to complete the instrument. Refer to the resources on [Leading Focused Conversations with Families \(DRAccess.org/leadingconversations\)](#).

## **Adaptations**

### **When we change adaptations, do we need to amend the IEP?**

No, an amendment is not required. Adaptations may be added or refined many times between IFSP/IEP meetings.

### **Is American Sign Language (ASL) considered an adaptation?**

No, ASL is a language not an adaptation.

## Are visual schedules considered a communication or a visual support adaptation?

No, visual schedules are not considered a communication or visual support adaptation.

## Data Submission

### Where is DRDP data submitted for special education?

The special educator or primary service provider completing the assessment submits DRDP data for children with IFSPs and IEPs to the SELPA, according to its instructions. The SELPA submits DRDP data to the California Department of Education's Special Education Division through [DR Access Data \(DRAccessData.org\)](https://draccessdata.org).

### If you are collaborating with a general education teacher in an inclusive setting, when should the DRDP be completed?

Special education and related service providers can collect the data in the same time period, make a copy for their records and submit the DRDP results on the timeline required by the SELPA. If the due dates do not overlap, the special educator can obtain a copy of the Rating Record submitted by the general education teacher, update it, and provide the teacher with a copy.

### How long do we keep DRDP records?

Check with your administrator as to how long records are stored. Place a copy of the DRDP Rating Record in the child's cumulative file.

## Training in DR Access Learn

### Can my administrative assistant register me for the training?

No. Each provider must register themselves by creating an account on [DR Access Learn \(DR Access Learn.org\)](https://draccesslearn.org).

### How will my administrator know I completed the training?

The Desired Results Access Project will send a list of participants to each SELPA director once a month, who will then contact administrators regarding staff completion of the training. It is important that assessors select the correct District and SELPA to ensure their training progress goes to the correct SELPA.

### How often do I need to complete the required training?

The required courses are to be completed once. However, assessors can revisit the courses at any time through [DR Access Learn \(DRAccessLearn.org\)](https://draccesslearn.org).

### Is it required to complete the training before administering the DRDP?

Assessors must complete the DRDP for all eligible children *regardless* of course completion status.

## Why can't I see all the required courses?

The courses will appear in the assessor's account one at a time. Once a course is completed, the next one will become available.

## Staying Informed

### Do you have an email newsletter?

Yes, [join our mailing list \(DRAccess.org/subscribe.html\)](https://draccess.org/subscribe.html) and be a part of the Desired Results Access Community!

Whether you're a teacher, administrator, family member, or special educator, we provide you with important information about:

- using the Desired Results Developmental Profile (DRDP) for children with IFSPs and IEPs in early intervention, preschool, Transitional Kindergarten, and kindergarten
- planning instruction based on DRDP results
- participating in CalBloom: Early Learning EveryDay to plan, implement, and evaluate instruction for preschool children with IEPs in inclusive settings

By signing up, you will receive notifications of new resources, events, and professional development opportunities, including those posted on this website.

### Why am I not receiving your emails?

It's possible you missed confirming your subscription... after filling out the subscribe form, you will need to confirm your subscription by clicking the link in a confirmation email sent to you. You may need to [fill out the form again \(DRAccess.org/subscribe.html\)](https://draccess.org/subscribe.html) and check your junk folder if not received.

If you find any of our emails in your junk folder, be sure to mark them as "not junk" and add us to your contacts. [Detailed instructions on how to whitelist us \(https://www.campaignmonitor.com/resources/guides/whitelisting/#one\)](https://www.campaignmonitor.com/resources/guides/whitelisting/#one).

If you are still not getting our emails, let your IT department know of the issue, they may be able to add us to an approved sender list.

### Are you on social media?

Yes, follow our LinkedIn and Twitter accounts to get announcements in your feeds. Follow our Pinterest account for creative solutions to adaptations, assistive technology, and DRDP tools:

LinkedIn: [linkedin.com/company/draccess](https://www.linkedin.com/company/draccess)

Instagram: [instagram.com/draccessproject](https://www.instagram.com/draccessproject)

Bluesky: [draccess.bsky.social](https://bsky.app/profile/draccess.bsky.social)

Pinterest: [pinterest.com/draccess](https://www.pinterest.com/draccess)

## Technology Help and Resources

This section provides you with instructions for accessing the materials on the Desired Results Access Project's website. Should you have additional questions, please contact our support team: [info@draccess.org](mailto:info@draccess.org) or 1-800-673-9220.

### What are the differences between the Desired Results Access Project's various websites?

[Draccess.org](http://Draccess.org) – the main website of the Desired Results Access Project that provides information and resources to support special educators, administrators, and families of children with IFSPs and IEPs in implementing the California Department of Education's Desired Results Developmental Profile (DRDP).

[DRAccessReports.org](http://DRAccessReports.org) – the reports system is a resource for special educators, administrators, and families to create reports from DRDP results.

[DRAccessOutcomes.org](http://DRAccessOutcomes.org) – this site presents the data for Indicator 7: Child Outcomes that is sent to the Office of Special Education Programs (OSEP) for the State Performance Plan (SPP).

[DRAccessLearn.org](http://DRAccessLearn.org) – the learning center is where all special education service providers who administer the DRDP complete required training.

[DRAccessData.org](http://DRAccessData.org) – this site is a secure online data collection system for DRDP assessment data for SELPAs submitting their data to CDE.

### Are your websites accessible/Section 508 Compliant?

We are committed to building compliant websites and disseminating accessible information and resources. If you need assistance in accessing any of our materials, contact us at [info@draccess.org](mailto:info@draccess.org) or 1-800-673-9220.

### Are administrator-level accounts available in DR Access Reports?

Yes. To request district-level or SELPA-level admin accounts in DR Access Reports, send an email request to [reports@draccess.org](mailto:reports@draccess.org).