



## Worksheet for Leading Focused Conversations with Families to Help Complete the DRDP (2015)

Child's name: _____
Assessment period: _____
Family Member: _____
Date of Conversation: ____/____/____

<b>Measures on the DRDP (2015) – Infant/Toddler View</b>		If confident with existing documentation (including your and other's observations) <b>indicate a rating</b>	If more information/documentation is needed to complete the measure:			
			List family and child routines/activities that are likely opportunities for observing skills related to the measure	Indicate which of these routines/activities you want to observe	List questions or prompts to ask the family or other providers about these routines/activities	Notes from conversation
Approaches to Learning–Self-Regulation (ATL-REG)	<b>1. Attention Maintenance</b> Child develops the capacity to pay attention to people, things, or the environment when interacting with others or exploring play materials					
	<b>2. Self-Comforting</b> Child develops the capacity to comfort or soothe self in response to distress from internal or external stimulation					
	<b>3. Imitation</b> Child mirrors, repeats, and practices the actions or words of others in increasingly complex ways					
	<b>4. Curiosity and Initiative in Learning</b> Child explores the environment in increasingly focused ways to learn about people, things, materials, and events					
	<b>5. Self-Control of Feelings and Behavior</b> Child increasingly develops strategies for regulating feelings and behavior, becoming less reliant on adult guidance over time					
SED	<b>1. Identity of Self in Relation to Others</b> Child shows increasing awareness of self as distinct from and also related to others					

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Social and Emotional Development (SED)	<b>2. Social and Emotional Understanding</b> Child shows developing understanding of people's behaviors, feelings, thoughts, and individual characteristics					
	<b>3. Relationships and Social Interactions with Familiar Adults</b> Child develops close relationships with one or more familiar adults (including family members) and interacts in an increasingly competent and cooperative manner with familiar adults					
	<b>4. Relationships and Social Interactions with Peers</b> Child becomes increasingly competent and cooperative in interactions with peers and develops friendships with several peers					
	<b>5. Symbolic and Sociodramatic Play</b> Child develops the capacity to use objects to represent other objects or ideas and to engage in symbolic play with others					
Language and Literacy Development (LLD)	<b>1. Understanding of Language (Receptive)</b> Child understands increasingly complex communication and language					
	<b>2. Responsiveness to Language</b> Child communicates or acts in response to language and responds to increasingly complex language					
	<b>3. Communication and Use of Language (Expressive)</b> Child's communication develops from nonverbal communication to using language with increasingly complex words and sentences					

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LLD	<b>4. Reciprocal Communication and Conversation</b> Child engages in back-and-forth communication that develops into increasingly extended conversations					
	<b>5. Interest in Literacy</b> Child shows interest in books, songs, rhymes, stories, and other literacy activities in increasingly complex ways					
Cognition, Including Math and Science (COG)	<b>1. Spatial Relationships</b> Child increasingly shows understanding of how objects move in space or fit in different spaces					
	<b>2. Classification</b> Child shows an increasing ability to compare, match, and sort objects into groups according to their attributes					
	<b>3. Number Sense of Quantity</b> Child shows developing understanding of number and quantity					
	<b>8. Cause and Effect</b> Child demonstrates an increasing ability to observe, anticipate, and reason about the relationship between cause and effect					
	<b>9. Inquiry Through Observation and Investigation</b> Child observes, explores, and investigates objects (living and nonliving things) and events in the environment and becomes increasingly sophisticated in pursuing knowledge about them					
	<b>11. Knowledge of the Natural World</b> Child develops the capacity to understand objects (living and nonliving things) and events in the natural world, including how they change and their characteristics					

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Physical Development–Health (PD-HLTH)	<b>1. Perceptual-Motor Skills and Movement Concepts</b> Child moves body and interacts with the environment, demonstrating increasing awareness of own physical effort, body awareness, spatial awareness, and directional awareness					
	<b>2. Gross Locomotor Movement Skills</b> Child shows increasing proficiency in fundamental locomotor skills (e.g., rolling, crawling, cruising, walking, running, jumping, galloping)					
	<b>3. Gross Motor Manipulative Skills</b> Child shows increasing proficiency in gross motor manipulative skills (e.g., reaching, kicking, grasping, throwing, and catching)					
	<b>4. Fine Motor Manipulative Skills</b> Child demonstrates increasing precision, strength, coordination, and efficiency when using muscles of the hand for play and functional tasks					
	<b>5. Safety</b> Child shows awareness of safety and increasingly demonstrates knowledge of safety skills when participating in daily activities					
	<b>6. Personal Care Routines: Hygiene</b> Child increasingly responds to and initiates personal care routines that support hygiene					
	<b>7. Personal Care Routines: Feeding</b> Child responds to feeding and feeds self with increasing proficiency					
	<b>8. Personal Care Routines: Dressing</b> Child develops and refines ability to participate in and take responsibility for dressing self					