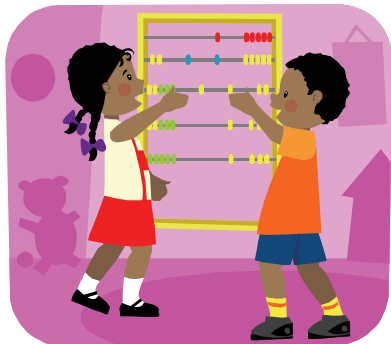


## DRDP VERSIONS

The Desired Results Developmental Profile has two versions to most accurately assess children, the “revised - (R)” and the “access.” The “R” is used for children who are at or near typical developmental levels, and the “access” is for those children who are below typical development. Each instrument has slightly different items.



## FOR MORE INFORMATION

For more information about the DRDP, speak to your child’s special education teacher or specialist, or go online to

[www.cde.ca.gov/sp/cd/ci/desiredresults.asp](http://www.cde.ca.gov/sp/cd/ci/desiredresults.asp)



For more information about special education in the Ventura County SELPA, please feel free to call us at (805) 482-2353 or go to our website

[www.venturacountyselpa.com](http://www.venturacountyselpa.com).

Click on “Information for Families” or “Información en Español.”

Ventura County Special Education  
Local Plan Area (SELPA)  
Mary E. Samples



## *Desired Results Developmental Profile*



What is it and how does it affect my child?

# DRDP

The Desired Results Developmental Profile is part of a series of standardized achievement assessments required by the California Department of Education. These assessments are designed primarily to gauge how effective the public school system is in working with the needs of our children. Individual student results are not used for determining eligibility, IEP goals or services.



## REVISED— “R”

1. Identity of Self
2. Recognition of own Skills and Accomplishments
3. Expressions of Empathy
4. Building Cooperative Relationships with Adults
5. Developing Friendships
6. Building Cooperative Play with Other Children
7. Conflict Negotiation
8. Awareness of Diversity in Self and Others
9. Impulse Control
10. Taking Turns
11. Shared Use of Space and Materials
12. Comprehends Meaning
13. Follows Increasingly Complex Instructions
14. Expresses Self through Language
15. Uses Language in Conversation
16. Curiosity and Initiative
17. Engagement and Persistence
18. Memory and Knowledge
19. Cause and Effect
20. Engages in Problem Solving
21. Socio-Dramatic Play
22. Number Sense: Understands Quantity and Counting
23. Number Sense: Math Operations
24. Shapes
25. Time
26. Classification
27. Measurement
28. Patterning
29. Interest in Literacy
30. Letter and Word Knowledge
31. Emerging Writing
32. Concepts of Print
33. Phonological Awareness
34. Gross Motor Movement
35. Fine Motor Skills
36. Balance
37. Personal Care Routines
38. Personal Safety
39. Understanding Healthy Lifestyle

## “ACCESS”

1. Identity of Self
2. Recognition of own Skills and Accomplishments
3. Self-Expression
4. Expressions of Empathy
5. Interactions with Adults
6. Relationships with Familiar Adults
7. Developing Friendships
8. Building Cooperative Play with Other Children
9. Conflict Negotiation
10. Awareness of Diversity
11. Impulse Control
12. Seeking Other’s Help to Regulate Self
13. Responsiveness to Other’s Support
14. Self-Comforting
15. Taking Turns
16. Language Comprehension
17. Responsiveness to Language
18. Expresses Self through Language
19. Uses Language in Conversation
20. Curiosity and Initiative
21. Attention Maintenance and Persistence
22. Memory
23. Cause and Effect
24. Engages in Problem Solving
25. Object and Pretend Play
26. Number Sense: Understands Quantity and Counting
27. Number Sense: Math Operations
28. Number Sense: Comparison of Quantity
29. Shapes
30. Time
31. Classification and Matching
32. Measurement
33. Patterning
34. Interest in Literacy
35. Concepts of Print
36. Letter and Word Knowledge
37. Phonological Awareness
38. Emerging Writing
39. Comprehension of Text
40. Movement
41. Balance
42. Grasp/Release and Manipulation
43. Eye-hand Coordination
44. Personal Care Routines: Toileting and Hygiene
45. Personal Care Routines: Dressing
46. Personal Care Routines: Self-Feeding
47. Personal Safety
48. Understanding Healthy Lifestyle: Eating and Nutrition