

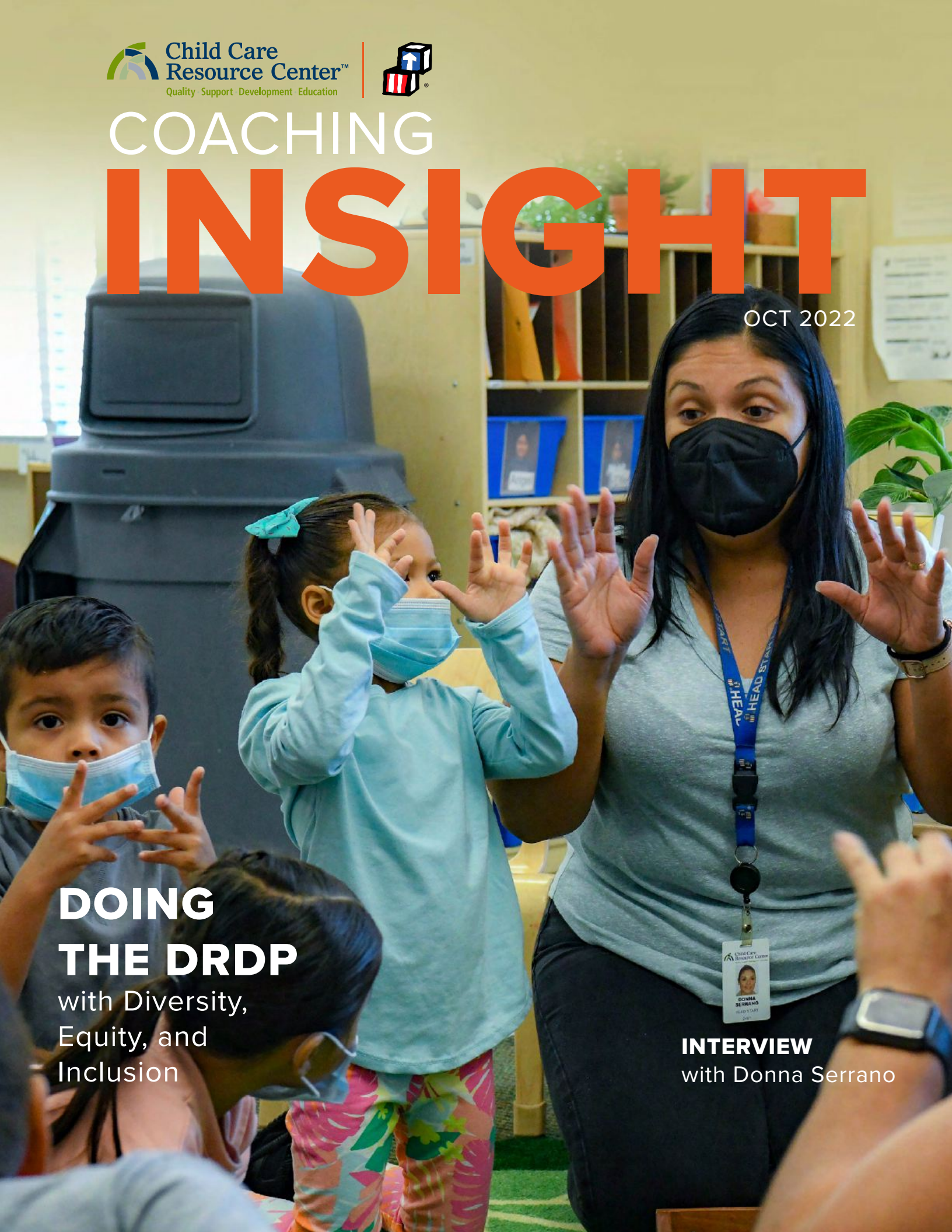


COACHING INSIGHT

OCT 2022

**DOING
THE DRDP**
with Diversity,
Equity, and
Inclusion

INTERVIEW
with Donna Serrano





DOING THE DRDP WITH DIVERSITY, EQUITY, AND INCLUSION

Often not considered in diversity, equity, and inclusion conversations, are the diverse ways children learn and process information. Children show us that they have developed skills in many different ways. One child may demonstrate their level of communication by speaking while other children may use communication devices. Also, children who are English language learners may be able to communicate effectively in their home language but are still in the process of learning the primary language spoken at school. Luckily, the Desired Results Development Profile (DRDP) is a comprehensive assessment that takes all of these things into consideration.

USING ADAPTATIONS

A solution to being able to accurately observe which skills children are able to do is by using adaptations. Adaptations are changes in the environment or differences in observed behavior that allow children with IFSPs and IEPs to be accurately assessed in their typical settings. All adaptations used are based on each individual child's needs. There are seven different types of adaptations:

- 1. Augmentative or alternative communication system** - Methods of communication other than speech that allow a child who is unable to use spoken language to communicate with others.
- 2. Alternative Mode for Written Language** - Methods of reading or writing used by a child who cannot see well enough to read or write or cannot hold and manipulate a writing utensil (e.g., pencil, pen) well enough to produce written symbols.
- 3. Visual Support** - Adjustments to the environment that provide additional information to a child who has limited or reduced visual input.
- 4. Assistive Equipment or Device** - Tools that make it possible or easier for a child to perform a task.
- 5. Functional Positioning** - Strategic positioning and postural support that allow a child to have

increased control of his body.

- 6. Sensory Support** - Increasing or decreasing sensory input to facilitate a child's attention and interaction in the environment.
- 7. Alternative Response Mode** - The form of a child's behavior may differ from typical development (such as avoiding looking at people while speaking to them) but still be rated as demonstrating mastery. This adaptation allows for differences in the child's behavior rather than modifications to the environment.

DUAL LANGUAGE LEARNERS

Many terms are used to refer to young children who are being taught in a language other than their primary language. Two terms commonly used are English learner and dual language learner. The DRDP includes specific measures for assessing the English language development of children who are learning English as a second language. These measures are completed for any child who lives in a home where English is not the only language spoken.

The Office of Head Start defines dual language learners as children who “acquire two or more languages simultaneously and learn a second language while continuing to develop their first language. The term “dual language learners” encompasses other terms frequently used, such as Limited English Proficient (LEP), bilingual, English language learners (ELL), English learners, and children who speak a Language Other Than English (LOTE)” (OHS 2009).



To get the most accurate information to be able to individualize for a child, educators must follow five-step process below:

1. Plan what, when, and how to assess each child.
2. Collect information from several sources, such as observations, classroom products, and conversations with caregivers.
3. Document the different types of observations such as, prompted responses, and notes about conversations. Observations should include information about both of the child's languages.
4. Review observations on a regular basis and share information about the child's development with caregivers.
5. Present strengths and areas of needed support to caregivers and staff to guide lesson planning.

It is so important that all children are assessed in way that is conducive to equitable practice so that educators have accurate information with which to plan activities with intention. It is the right of every child to be provided with learning experiences that are individualized to support their unique strengths and needs.

Noelle Cook, Mentor Coach

Early Care and Learning Program Training



HAVE EVER HAD A TIME WHERE YOU HAD TO USE AN ADAPTATION TO GET AN OBSERVATION FOR THE DRDP?

Yes, I have made different adaptations during observations working in the PCC classroom. We had children with limited language and children with limited mobility. I worked with the speech therapist and the occupational therapist to write the observations. An example of what we did for a child with limited language was provide them options to touch or look at. We would encourage that child to explore the different characteristics (size, shape, texture, color, etc.) of various items. I was able to capture with photo evidence, that the child was at Building- Earlier for COG 9: Inquiry Through Observation and Investigation in the DRDP even though that child didn't use language to communicate what they were exploring.

HOW DO YOU GET LANGUAGE SAMPLES FOR CHILDREN WHO ARE DUAL LANGUAGE LEARNERS?

Through conversations in their home language, through peer interaction during choice time, small group, story time, music and moment, and during mealtimes. For example, during lunch time one of the children was eating an orange, she then asked teacher for more and she said, "Yo tengo en mi casa." (I have some at home) pointing to the oranges. While she may score in the earlier stages for the English Language Development measures, this is evidence that she was at Building- Middle for LLD 3: Communication and Use of Language (Expressive) because she did use a short sentence that contained nouns, verbs, and other words, such as adjectives and recently encountered vocabulary, to communicate.

INTERVIEW WITH **DONNA SERRANO,** Teacher Assistant at Lokrantz

IN YOUR OPINION, WHICH IS THE EASIEST MEASURE TO GET OBSERVATIONS FOR? WHY?

The easy ones would definitely be the VPAs Visual and Performing Arts. Children love music, movement, and drama so I could get an observation for those every day!



WHICH IS THE HARDEST MEASURE TO GET OBSERVATIONS FOR? WHY?

Some of the measures I find a bit hard are ecology and nutrition. During meals or cooking activities we talk about healthy vs not healthy but, I find it difficult to go deeper than just that. It's hard to expand on the topic to get quality observations.



OBSERVATION EXAMPLES WITH ADAPTATIONS AND DUAL LANGUAGE LEARNERS

ADAPTATIONS

| ATL-REG 1: Attention Maintenance | | | | | Conditional measure | | |
|--|---|---|---|--|---|-------|-------------|
| Child develops the capacity to pay attention to people, things, or the environment when interacting with others or exploring play materials | | | | | | | |
| Mark the latest developmental level the child has mastered: | | | | | | | |
| Responding | | Exploring | | Building | | | Integrating |
| Earlier | Later | Earlier | Later | Earlier | Middle | Later | Earlier |
| Attends or responds briefly to people, things, or sounds Possible Examples <ul style="list-style-type: none"> • Pays attention to a moving mobile. • Quiets to the voice of a familiar person. • Gazes at the smiling face of a familiar person. | Shifts attention frequently from one person or thing to another Possible Examples <ul style="list-style-type: none"> • Turns attention toward an interesting toy, then back to an adult or a child. • Actively shifts interest from one child to another playing close by. • Drops one thing in order to reach for another. | Maintains attention, on own or with adult support, during brief activities Possible Examples <ul style="list-style-type: none"> • Briefly watches other children playing and then resumes play with a toy. • Resumes playing at sand table when an adult joins in digging. • Dumps toy animals from container, puts animals back in the container, and then dumps them out again. | Maintains attention, with adult support, during activities that last for extended periods of time Possible Examples <ul style="list-style-type: none"> • Listens to a book from beginning to end and then gestures for an adult to read it a second time. • Starts working on a simple puzzle with an adult and continues when the adult steps away briefly. • Continues playing with toy cars, adding a bridge offered by an adult sitting nearby. | Maintains attention on own during activities that last for extended periods of time Possible Examples <ul style="list-style-type: none"> • Makes a pile of pretend pancakes with play dough on own and then offers them to peers. • Builds multiple towers with interlocking blocks. • Looks through several books on own in library corner during the morning. • Listens to audio books while looking at enlarged pictures related to the story on a screen, on own, during the morning. | <i>There are no later levels for this measure</i> | | |

☐ Child is emerging to the next developmental level
☐ Unable to rate this measure due to extended absence

ATL-REG 1 **Attention Maintenance** **ATL-REG**

DUAL LANGUAGE LEARNERS

Developmental Domain: LLD — Language and Literacy Development

LLD 3: Communication and Use of Language (Expressive)

Child's communication develops from nonverbal communication to using language with increasingly complex words and sentences

Mark the latest developmental level the child has mastered:

| Responding | | Exploring | | | Building | | | Integrating |
|-----------------------------|---|--|---|--|---|---|--|---|
| Earlier ○ | Later ○ | Earlier ○ | Middle ○ | Later ○ | Earlier ○ | Middle ○ | Later ○ | Earlier ○ |
| takes sounds spontaneously | Uses sounds, gestures, or facial expressions to communicate | Uses a few "first words," word-like sounds, or gestures to communicate | Uses a variety of single words to communicate | Uses two words together to communicate | Uses short phrases or sentences of more than two words to communicate | Uses short sentences that contain nouns, verbs, and other words, such as adjectives and recently encountered vocabulary, to communicate | Uses phrases and sentences with a variety of word forms, including past tense, future tense, plurals, pronouns, or possessives, to communicate, sometimes with errors | Combines phrases and sentences with a variety of word forms to communicate ideas or to describe people, objects, or events |
| Possible Examples | | | | | | | | |
| Cries. Coos. Gurgles. | <ul style="list-style-type: none"> Smiles when a familiar person approaches. Cries or looks at an adult when hungry. Vocalizes or babbles while interacting with an adult. | <ul style="list-style-type: none"> Asks for food when hungry, by using a special word, sound, or gesture for food. Communicates, "Mama," "Dada," "Baba," or similar word approximations. Reaches for or gestures for an object. | <ul style="list-style-type: none"> Names familiar foods, toys, or family members. Communicates ideas such as "No," "More," or "Up." Indicates a picture of a ball when asked what the child wants to play with next. | <ul style="list-style-type: none"> Communicates, "Mommy come," when wanting a parent. Communicates, "More juice," when thirsty. Communicates, "我的卡车!" ["My truck!" in Chinese] after another child takes a toy truck. | <ul style="list-style-type: none"> Communicates, "A mi me toca," ["It's my turn," in Spanish] when an adult brings the pet rabbit for a visit. Communicates, "I want mommy." Communicates, "I like dogs," while looking at an animal book. | <ul style="list-style-type: none"> Communicates, "The rabbit is scared," when the pet rabbit snuggles into an adult's lap. ("Scared" is an adjective.) Communicates using a communication board, "I need a tissue. My nose is runny." ("Tissue" is a noun and "runny" is an adjective.) Communicates, "Malaking malaki ang aso namin," ["Our dog is huge," in Tagalog] after hearing a peer use the word "huge." ("Huge" is a recently encountered vocabulary word.) | <ul style="list-style-type: none"> Communicates to a peer, during play, "Yesterday we made vegetable soup." ("We" is a pronoun; "made" is past tense.) Communicates, "His birthday is tomorrow. He will be five." ("His" is a possessive pronoun; "he" is a pronoun; "will be" is future tense.) Communicates in sign language that the cat's feet are wet. ("Cat's" is possessive; "feet" is plural.) Communicates, "He runned really fast." ("Runned" is past tense with a grammatical error.) | <ul style="list-style-type: none"> Communicates, "Dragons don't need bikes 'cause they can fly. They have really big wings." Communicates to a peer, "Let's hurry and clean up so we can go outside to ride bikes." Communicates via spoken words, signs, or a communication device, "The dog ate the cat's food, and then he got in trouble. We put him outside and I was very sad." Communicates, "Mi abuela es muy vieja. Tiene el cabello blanco y muchas arrugas," ["My grandma is really old. She has white hair and lots of wrinkles," Spanish]. |

○ Child is emerging to the next developmental level

○ Unable to rate this measure due to extended absence

LD 3

Communication and Use of Language (Expressive)



LLD

RESOURCES

DESIRED ACCESS PROJECT,

<https://www.draccess.org/>

ASSESSING CHILDREN WHO ARE DUAL LANGUAGE LEARNERS,

<https://www.draccess.org/>



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