

Desired Results Developmental Profile (DRDP) Access

The DRDP access Assessment System enables California to comply with federal law by assuring that the California Department of Education/Special Education Division, Special Education Local Plan Areas (SELPA) comply with requirements of the Individuals with Disabilities Education Improvement Act of 2004 (IDEA 2004) and the U.S. Department of Education's Office of Special Education Programs (OSEP). Implementing the DRDP access Assessment System enables California to report progress toward the three child outcomes requirements for both infants and preschool-age children with disabilities.

Central to the Desired Results System are the Desired Results Developmental Profile (DRDP) assessment instruments. The instruments are designed to guide program staff in observing and documenting children's developmental status and progress for the purpose of program improvement. The DRDP instruments are authentic assessment tools based on recommended practices for naturalistic observation of young children by familiar adults as they participate in activities and routines in familiar environments. The DRDP *access* is used by special educators to assess all infants and toddlers with IFSPs and preschool-age children (3-5 year olds not enrolled in transitional kindergarten or kindergarten) with IEPs twice a year. www.draccess.org

The DRDP *access* is a combination of the infant/toddler and preschool versions of the DRDP instruments resulting in a birth-to-five instrument for use in preschool special education. The DRDP *access* more adequately measures the progress of children with IEPs who may not yet be functioning at a three-year old developmental level when they enter preschool.

The DRDP instruments are based on the four Desired Results that California has identified for all young children who participate in state-funded early care and education services and their families. A Desired Result is a condition of well-being for children and families, each defining a single overall outcome. The Desired Results that have been identified for young children in California are:

- DR1: Children are personally and socially competent
- DR2: Children are effective learners
- DR3: Children show physical and motor competence
- DR4: Children are safe and healthy

Assessor Responsibilities: The person responsible for making sure the assessment is completed is the primary IEP/IFSP service provider, which includes credentialed classroom special education teachers, speech/language pathologists, and other itinerant staff.

- The primary IEP service provider will be responsible for collecting documentation and reporting data twice a year for each child.

- When a child receives special education services and is enrolled in an early childhood program, all of the child's service providers should collaborate in completing the assessment. DRDP results will be reported to both SED and CDD, according to the requirements of each Division.
- Special education administrators will determine the assessor in special circumstances, for example children served solely by California Children's Services, Nonpublic Schools, and Nonpublic Agents.

IEP Team Responsibilities: The primary service provider who will complete the DRDP *access* should be determined at the IEP meeting. IEP teams are responsible for documenting that the DRDP *access* is the statewide assessment instrument used with the child, and recording the adaptations that will be used during the child's typical day, and, therefore, for the DRDP *access* assessment. The adaptations used for the child must be recorded on the IEP and must also be marked on the Information Page when submitting the DRDP *access* results. The IEP team should revisit the adaptations annually to consider if any changes need to be made in the adaptations identified for a child. For full descriptions, additional information, and the worksheet Adaptations to be used in the DRDP *access* Assessment, refer to the [Adaptations section](#). The worksheet may assist IEP teams in listing the adaptations that will be used by an individual child for the DRDP assessment. Additionally, the document The IEP Team's Responsibility for Identifying Adaptations for Use with the DRDP *access* Assessment System, available at <http://draccess.org/administrators/>, provides more specific guidelines for IEP teams, families, and other service providers.

Reporting Data: DRDP data will be reported to CDE through the Special Education Desired Results System (SEDRS) or an individual SELPA's Management Information System (MIS).