

DP-3™

Developmental Profile 3

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Child's name		Child's gender	Child's ID
Sample Child		Male	987654321
Child's age at testing		Child's ethnicity	
4 years 5 months		Asian	
Administration date	Processing date	Examiner's ID/Name	
03/24/2016	03/24/2016	125-001	
Name of Informant		Relationship to child	
Parent1		Mother	

	Delayed	Below Average	Average	Above Average	Well Above Average
Physical			X		
Adaptive Behavior		X			
Social-Emotional	X				
Cognitive			X		
Communication	X				

Results are based upon the responses given by Parent1 to the DP-3 interview. The following descriptive report with suggested tutorial activities has been prepared for Sample's parents/caregivers. If there are any additional questions, please contact the person who produced this report.

This report describes Sample's developmental functioning in the five basic areas of child development: Physical, Adaptive, Social-Emotional, Cognitive, and Communication. For each of the five scales, Sample's skill levels are reported in comparison to other children his age as being 'Well Above Average', 'Above Average', 'Average', 'Below Average', or 'Delayed', which are defined as follows:

Well Above Average means that Sample's abilities on that scale (that area of development) are superior to most other children his age.

Above Average means that Sample's abilities on that scale are further developed than many children his age.

Average means that Sample's abilities for that area of development are within the range expected for his age.

Below Average means that in that particular developmental area Sample is not demonstrating developmental skills at the level expected for his age. It is highly recommended that for any scales falling in the 'below average' range, the suggested activities for that scale offered at the end of this report be implemented at home and possibly in school.

Delayed means that Sample has some significant difficulties related to the skills measured by that scale. Any 'delayed' scales strongly suggest the need for a further, more comprehensive evaluation by an expert in the field where the delayed classification was found, or by a more general child development expert such as a Child Psychologist or Pediatrician. If any child is described as delayed in more than one area, then it is especially important to seek help from a child expert.

Sample's Current Ability

Below are descriptions of Sample's DP-3 results on each scale, and the final section of the report offers *customized* tutorial suggestions for Sample based on his skill level on each of the five scales.

When looking at differences between ranges of the five DP-3 scales, it is important to know that some differences between scales is expected. It is normal for children's skills in different areas to develop at somewhat different rates.

Physical scale

Based on information provided by Parent1, Sample's score on the Physical scale falls into the Average range. This scale includes items measuring gross and fine motor skills, coordination, strength, stamina, and flexibility. A score in this range suggests that Sample's skills in the physical domain of development are similar to his same-age peers. He may experience some strengths and weaknesses in the physical arena, but overall shows typical development.

Adaptive Behavior scale

On the Adaptive Behavior scale, Sample obtained a score considered to be Below Average. This scale measures an individual's age-appropriate independent functioning, which includes the ability to use current technology. Sample's score range indicates that he has some difficulties in the area of independent functioning. It is probable that he has certain areas of strength and weaknesses, and it is important that those areas of weakness are watched and addressed. The suggested activities at the end of this report provide some ways to work on skills measured by items that he did not pass.

Social-Emotional scale

The Social-Emotional scale measures skills related to interpersonal behaviors and the demonstration of social and emotional competence. Sample's score is Delayed and signifies that he is well below the expected level of social-emotional development for his age. Sample likely has a great deal of difficulty expressing his needs, interacting with others, and adhering to societal norms. He may need further evaluation in this area, and remediation of weaknesses, which can begin with the suggested activities at the end of this report. It is also recommended to seek the assistance of a Child Psychologist or Psychiatrist.

Cognitive scale

The Cognitive scale measures perception, concept development, number relations, reasoning, memory, classification, time concepts, and related mental acuity tasks as reported by Parent1. Sample's score is in the Average range, which implies that Sample's cognitive skills are at the expected level for his age.

Communication scale

On the Communication scale, Sample obtained a score that is considered Delayed compared to other children his age. The Communication scale score reflects Sample's ability to understand spoken and written language as well as use both verbal and nonverbal skills to communicate. His score range on this scale denotes that he is experiencing significant problems in the communication domain of development. Using the suggested activities at the end of this report will help address some of the problems that Sample is having. Further testing by a Speech Therapist may also be needed.

As Sample's functioning has been classified as 'delayed' in more than one developmental area it is recommended that he be further evaluated by a Child Developmental expert such as a Pediatrician or Child Psychologist. It is a good idea to provide the chosen professional with a copy of this DP3 report and contact information for the person who generated it.

General Teaching Guidelines

It is important to remember to keep Sample's self-concept in mind at all times when engaged in teaching activities. A useful rule is that after each teaching session, Sample should feel better about himself than he did at the beginning of the session. Therefore, be sure to provide a great deal of praise and rewards when teaching. Also, do not push Sample too fast; if he becomes overly frustrated, take a break from an activity and return to it another time.

The following items are designed to help further Sample's developmental competencies. You might try working on one or two suggested activities every day or so. Some may come easily while others may require more effort. If one seems to be especially difficult, you may want to put it aside for a few weeks.

Physical Skills

Help Sample learn to buckle a seat belt independently.

By the time you want to teach Sample this skill, he will have watched you do it many times. Therefore, as you buckle the seat belt, begin to describe your actions out loud. You can ask Sample to help by doing one part of it, and then provide a reward of praise or a favorite toy. Each time, you can increase the number of steps that Sample performs independently. You can also make buckling up a game wherein you see how fast it can be done. (Of course, be sure to check that it has been done safely and correctly.)

Teach skilled hopping.

Begin by making sure that Sample is comfortable hopping in place on one foot. If Sample doesn't imitate your hopping well, you might help by holding his hands for a while.

Once hopping is mastered, try to increase the distance by making a game out of hopping to receive a reward, such as a hug or a treat of some kind, working up to a distance of about 10 feet. Once hopping on one foot has been mastered, progress to hopping to—and stopping at—places you mark on the floor with chalk or a bit of tape.

Move on to "jump-turn" hopping, where Sample first hops to one spot and then jumps and turns, landing on both feet before jumping and turning again to land on one foot. Begin with easy games so that Sample is sure to succeed before moving on to more difficult hopping tasks.

Help Sample learn to hit a softly pitched ball with a bat.

In the initial stages of building up to this skill, many children hit a ball off a stationary tee. This allows them to get the feel of swinging without requiring the same level of hand-eye coordination as for hitting a pitched ball.

Once Sample has some mastery of swinging, begin helping him learn to hit the ball when pitched very softly. Also, beginning with a large inflated ball and slowly reducing the size of the ball helps to teach the skill while ensuring early success. You may need to have another person pitch the ball while you guide Sample's arms and body in the swing.

If Sample becomes frustrated, simply switch to a larger ball. Sports can be especially important to children's self-concept, so it is important to make sure that the learning experience is fun and rewarding.