Clinician Report

DP-3™

Developmental Profile 3

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WPS
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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	

This interpretive report for the DP-3 is designed to aid in screening, diagnosis, treatment planning, and communication with parents. The user should be familiar with the material presented in the DP-3 Manual (WPS Product No. W-462C, or W-462CP). As with any assessment tool, no final diagnostic or treatment decisions should be made solely on the basis of the DP-3 alone without confirming information from independent sources.

Score Summary

Scale/Index	Raw score	Standard score	Confidence interval (90%)	Description	Percentile	Age equivalent
Physical	26	101	93-109	Average	53	4-3
Adaptive Behavior	19	79	71-87	Below Average	8	3-1
Social-Emotional	16	63	57-69	Delayed	1	2-4
Cognitive	24	98	92-104	Average	45	4-2
Communication	15	66	58-74	Delayed	1	2-5
General Development	--	74	70-78	Below Average	4	--
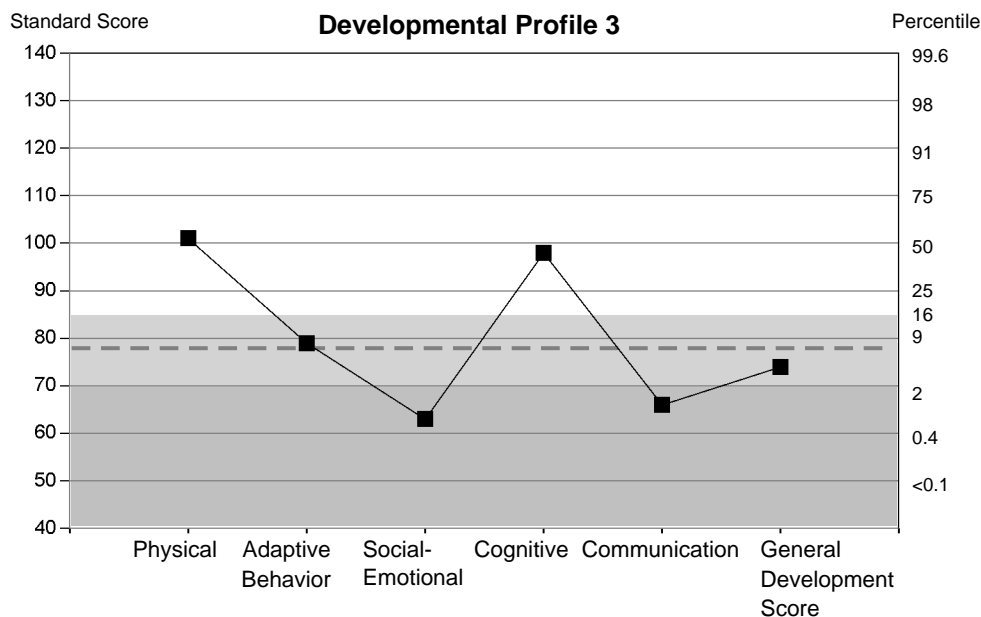
Lower scores reflect potential difficulties in child development.
Standard Score ranges:

<70	Delayed
70-84	Below Average
85-115	Average
116-130	Above Average
>130	Well Above Average

A dashed line is included at 77 to indicate a commonly used cut-off point.

Current Functioning

Results are based upon the responses given by Parent1 to the DP-3 interview. The graph on the previous page displays Sample's current level of functioning in five areas of development as well as development as a whole. All scores were obtained by comparing Sample's score on each scale to other children his age. When looking at differences between scores on the five DP-3 scales, it is important to know that some variation between scores is expected. It is normal for children's skills in different areas to develop at somewhat different rates. Oftentimes, differences between scales represent normal development, rather than raise any reasons for concern. The Scale Pattern Analysis section describes any statistically significant differences between scales.

This report contains a scale-by-scale interpretation as well as a scale pattern interpretation and information regarding item analysis. Additionally, the report concludes with remedial teaching recommendations for items that Sample did not pass, but are below, near or just above his ability level.

Scale Interpretation

Physical scale
Based on information provided by Parent1, Sample obtained a standard score of 101 on the Physical scale, which falls into the Average range. This scale includes items measuring gross and fine motor skills, coordination, strength, stamina, and flexibility. A score such as this suggests that Sample's skills in the physical domain of development are comparable to his same-age peers. He may experience some isolated deficits and strengths in the physical arena, but overall shows typical development.

Adaptive Behavior scale
On the Adaptive Behavior scale, Sample obtained a standard score of 79, which is 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 indicates that he has some difficulties in the area of adaptive behavior. It is probable that he has certain areas of strength and weaknesses, and it is important that those areas of weakness are watched and remediated. An analysis of passed and failed items will provide information regarding these strengths and weaknesses and help guide remediation.

Social-Emotional scale
The Social-Emotional scale measures skills related to interpersonal behaviors and the demonstration of social and emotional competence. Sample's standard score of 63 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 would benefit from an item analysis of passed and failed items and intervention targeted at areas of greatest weakness. Further evaluation may also be helpful.

Cognitive scale
Sample obtained a standard score of 98 on the Cognitive scale, which measures perception, concept development, number relations, reasoning, memory, classification, time concepts, and related mental acuity tasks as reported by Parent1. His score is seen as Average, which implies that Sample's cognitive skills are at the expected level for his age.

Communication scale

On the Communication scale, Sample obtained a standard score of 66, which 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 on this scale denotes that he is experiencing a significant deficit in the communication domain of development. Examining the items, and looking specifically at various levels of functioning of the expressive versus receptive items will likely provide additional diagnostic information that can contribute to a treatment plan. Further testing by a Speech Therapist may also be warranted.

The General Development score represents an overall summary of Sample's development, which can be useful for summary and qualification purposes. Sample's General Development score is 74, revealing that overall, he is Below Average in development compared to other children his age. Although this score presents an index of general development, interpretation is more informatively conducted at the level of the content scales and items.

Scale Pattern Analysis

While not necessarily representing significant differences, a child's highest and lowest subtest scores give some indication regarding the areas of quickest and slowest development. Sample's score on the Physical scale was higher than his scores on the four other scales, and his lowest score was obtained on the Social-Emotional scale. Although a certain level of variation is expected between the scores on the five DP-3 scales, it is worth exploring whether or not any of these differences are statistically significant.

The presence of a statistically significant score suggests that the higher scale is an area of relative strength and the lower scale is one of relative weakness. Such relative abilities may provide useful information related to the child's functioning. In particular, it is often helpful to capitalize on a child's area of strength when remediating an area of weakness. However, it is important to remember that although differences may be statistically significant, the clinician must determine whether the difference has clinical relevance for referral, diagnosis, and intervention. The following are statistically significant scale differences.

The Physical scale is significantly higher than the:
- Adaptive Behavior scale
- Social-Emotional scale
- Communication scale

The Adaptive Behavior scale is significantly higher than the:
- Social-Emotional scale
- Communication scale

The Cognitive scale is significantly higher than the:
- Adaptive Behavior scale
- Social-Emotional scale
- Communication scale

Item Analysis

The following items are those that Sample failed and were below his ability level for each scale. That is, based upon his overall functioning on each of the five developmental scales, the following items are those that Sample should demonstrate at least some of the time. These items should be useful points of departure for remediation. Please see the 'Suggested Activities' section for strategies designed to address specific items.

An examination of the content of the items listed below offers important insights into Sample's individual functioning. Items failed on the Physical Scale could be checked to see if they suggest a specific handicapping physical condition such as an orthopedic, strength, small or large muscle coordination, or stamina problem. Likewise Adaptive Scale items can be examined to determine if parental overprotection or simple 'spoiling' of the child may be playing a role. With the Cognitive Scale, it can be seen whether the failed items seem to represent educational or intellectual problems. Item analysis on the Social-Emotional Scale items can aid in the understanding whether internal psychological or external situational factors seem to be more problematic. And, with the Communication Scale, an examination of items can help to determine whether the problem areas are primarily receptive, expressive, and whether they are largely visual or auditory in nature.

Physical

Fine Motor
P24. Does the child safely buckle himself/herself into a car seat? The child may need help in reaching for an overhead seat belt buckle.

Adaptive Behavior

A14. Does the child independently put things away in at least three different places, indicating knowledge of where things are kept? Examples are cereal box in pantry, toys in toy basket, pillow on bed, dirty clothes in hamper.

Social-Emotional

S11. When told, does the child bring something from, or take something to, someone or someplace? The child must be able to find the object from spoken instructions and carry out directions such as "Bring it here" or "Take it to mommy."

S14. Does the child respond more readily to the instructions and commands of a familiar adult, as opposed to an unfamiliar adult?

Cognitive

G20. When requested to do so, does the child correctly place an object between, under, or over other objects? The child must perform all three placements.

G24. If the child were told a short story of approximately 10 sentences, could he/she answer simple questions about the main facts of the story, such as the names of the main characters and the general sequence of events?

Communication

Receptive
M9. Does the child frequently respond correctly to instructions consisting of three or more words? Examples include "Find your shoe," "Bring the bottle," or "Put the book on the table."

M11. Does the child correctly follow two-step verbal instructions? Examples include "Take off your clothes and get into the tub" or "Pick up the washcloth and wash your face."

Expressive
M15. Does the child either repeat parts of nursery rhymes or join in when others say them?

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End of Professional Report

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You may share the following recommendations with Sample's parent(s) and/or teacher to help them foster his developmental progress. Recommendations are provided for items that Sample was expected to pass based upon his ability level, as well as for the first few items just above his ability level.

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

P24. 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.)

P28. 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.

P29. 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.

P30. Continue providing support for improvement in fine-motor skills.
Once Sample has developed the ability to draw lines, it may be time to expand that ability by teaching Sample to draw shapes, including a diamond. Progress through additional shapes, such as a circle and a triangle, and encourage him to draw slowly and carefully so as to orient the shapes correctly. Provide verbal encouragement, and help Sample have fun with it by connecting shapes into designs or "decorating" the shapes by coloring them. Note that larger shapes are generally easier to copy than smaller ones.

The refinement of fine-motor skills through drawing shapes is important for later letter-writing skills.

Adaptive Behavior Skills

A14. Encourage Sample to put items (toys, food, clothes) where they belong when asked to do so.
There should be an easy place to put toys away, such as a large chest with a safe but easy-to-open lid or some open shelves at a height that Sample can easily reach. Likewise, the clothes hamper and any other place Sample is asked to put things should be easily accessible.

Begin by being consistent with putting things away, and verbalize what you are doing as you do it. For example, when putting Sample's dirty clothes in the hamper, you could say "These are dirty, so I'm putting them here in this hamper so they can be washed."

At first, do not expect Sample to know when to put things away independently, but only when he is asked to do so, such as at the end of the day or at a "chore time" after dinner.

A19. Help Sample learn how to play a DVD or video independently.
By this time in development, most children have seen adults select and play a DVD or video and work the controls on a television. The ability for Sample to do this kind of activity unaided relates to the successful use of other electronic devices later on.

If he watches DVDs or videos from time to time, take the opportunity to explain the process required to insert the video/disc into the player and play it. Encourage Sample to help you with the steps, and eventually have him do it independently. There is a built-in reward to this task, because if the DVD or video is loaded successfully, he will be able to watch it!

A22. Teach Sample to care for bowel movements.
This skill requires Sample to take down clothing, wipe afterward, get dressed again, and wash his hands.

Initially, it is best if the clothing is very easy to take off and put back on; for example, elastic pants that can be easily pulled down and up are best.

Usually, children master toileting skills related to urination before learning to wipe after bowel movements. Lots of praise and tolerance are needed to make the learning of this important set of skills a good experience.

A23. Teach Sample to use the computer to play a simple game.
Once basic computer skills, such as using a mouse, have been mastered, Sample should be ready to play a simple computer game or use basic educational software. Make sure that the software is already loaded on the computer and is functional. Also, use software that is very simple, fun, and easy to understand.

Find a time when Sample is calm and happy, and show him how to use the software. If needed, describe each step in great detail and repeat the instructions as needed. Praise Sample's ability to use the software, not necessarily for "winning" the game.

Social-Emotional Skills

S11. Instruct Sample to bring things to someone in another place.

Begin by handing Sample something to give to someone who is reaching out for it a few feet away. After succeeding at that task, increase Sample's skill by having him take things to people farther away. Keep increasing the difficulty until something needs to be taken from one room to another, but keep other people involved.

The social part of this game is most important at this stage. It will motivate Sample and reinforce what he is doing.

S14. Help Sample respond well to the instructions of a familiar adult.

Sample should already be greeting familiar adults differently from unfamiliar people and therefore should already understand the difference between the two.

To encourage him to respond well to familiar adults, have one or two very familiar adults, whom Sample is known to respond positively to, make simple requests; provide praise and hugs for a quick response and following directions. The positive feedback will help to reinforce the following of instructions.

S19. Encourage play with a child about the same age for increasingly longer periods of time.

Set up a well-liked task with a carefully chosen peer, one with whom Sample relates comfortably.

Find an activity for yourself that allows you to be present but not directly involved. For example, you could be reading a book or newspaper, or folding laundry nearby, but not watching TV, listening to the radio, or engaging in another activity that might interrupt or draw the children's attention away from their own activity.

Later, you can begin to withdraw from the area for gradually increasing lengths of time. Let this learning stretch over many weeks and a number of play sessions, and do not hurry to leave the children alone too quickly. If Sample feels abandoned, frightened by the other child, or upset by the strangeness of the situation, it will be harder to learn independent peer play.

S20. Encourage Sample to play in group games (not just activities) without constant direct supervision by an adult.

Get Sample involved in a simple, fun game such as tag or hide-and-seek. Perhaps even begin by participating yourself. Find ways to withdraw your presence slowly, such as by sitting out for a turn.

Later, make a more complete break. For instance, you can leave the play area to "go check on something" for a few minutes. Slowly begin to withdraw for increasing periods of time. Remain sensitive to the needs of Sample and the particular group. Do not stretch your time away so much or so soon that anyone feels abandoned, and be sure that they are playing in a safe area.

Children generally do better with one other friend when first learning group interaction skills. So before initiating groups of three or more, it is helpful to be assured that Sample can play successfully with one other child. Also be aware that groups of three or more can lead to the unpleasant experience of being ignored or bullied, so initial experiences with two other peers may justify some monitoring.

S21. Teach Sample about ownership.

The goal is to teach that it is not acceptable to take objects that belong to others without getting permission. This includes an appreciation of the fact that an owner has the right to refuse to share or to use his or her object first.

Find an object that Sample has been forbidden to use in the past, but that you feel may now be appropriate, at least under close supervision. An older child's toy, a safe cooking tool, or anything safe that Sample would like to play with and that has been kept away in the past works well.

Let Sample know that you might be able to share "your" piece of equipment from time to time if he makes sure to ask your permission. Make it a point to say "yes" sometimes and "no" at other times so that the idea of the owner's continuing control gets across. It is easier for children to learn these things first at home, where the item's owner is a teaching adult, than to learn them with another child in the middle of a dispute, so create a time and reason to introduce this knowledge.

You can also ask permission to play with something belonging to Sample to help develop the concept of ownership.

Cognitive Skills

G20. Teach the concepts of 'between,' 'under,' and 'over.'

The best way to teach these concepts is through demonstration with interesting objects and pictures. When Sample is playing with toys, you can join in the play and show how something can go under something else while you verbalize/emphasize the word under. You can then ask Sample to demonstrate putting another object under something else.

Play the same game to teach the concept of over. Once Sample knows how to demonstrate under and over, you can solidify the concepts by playing with both in the same game, for example, by asking Sample to "put the cow over the house and under the bridge." These same strategies can be used to teach between.

G24. Exercise Sample's memory for information.

Tell short stories or describe interesting events, and then ask Sample questions about what he was just told. Begin with stories short enough to almost guarantee success; for example, "I saw a pretty yellow kitten playing with a red ball. What color ball did the kitten play with?"

Over time, progress to stories of increasing length, until you tell a story at least 10 sentences long and Sample can answer four or five questions.

G27. Instruct Sample in double-digit enumeration.

First make sure that Sample can count accurately up through 15 or 20. Then tell him to hand you single-digit amounts from a row or pile of about 20 objects; for example, first three and then seven coins from a pile of coins.

Once Sample has demonstrated success with single-digit amounts, progress to double-digit amounts up to the number he knows how to count to. Remember that this and all teaching is best done when it leaves him feeling good.

G28. Teach Sample to recognize pennies and distinguish them from other coins.

Place a collection of coins in front of Sample and play some enjoyable game with them, such as putting them into a cup or pretending that some of them are playing hide-and-seek.

Following that, pull each penny and label it "penny."

Mix up the pennies with the other coins and ask Sample to give you just the pennies. The more fun the game and the more positive the attention gained from success, the more he will want to learn.

G29. Teach Sample the sequence of the days of the week.

First help Sample memorize the names of the days in order. Then practice listing the days starting with any day named; instead of always listing the days starting with Sunday, begin with Wednesday or Friday.

After that skill is attained, make the game even harder (and this takes some time) by asking what days come before a certain day or after a certain day. Finally, ask which day comes before and after any day of the week.

Communication Skills

M9. Help Sample learn to respond to simple commands of three or more words.

Some easy commands to begin with are "show" ("Show me your toes," "Show me your nose"), "give" ("Give me the spoon," "Give me a kiss"), and "go" ("Go to Daddy," "Go to Grandma").

It is easiest to learn from repeated requests made in simple sentences, especially when you can use gestures to assist (for example, point to the bottle when asking him to bring it to you). Use a gentle, urging tone rather than a sharp, commanding one.

M11. Teach Sample to follow two-step directions.

Once Sample has learned to follow individual directions, such as "Give me a kiss" or "Wave bye-bye," the next step is to teach him how to follow two-action directions. Start with simple two-step actions that do not require new actions, for example, "Kiss my ear and kiss my nose" or "Give me your spoon and give me your cup." Progress to more complex two-part instructions, such as "Go to Daddy and get the book" or "Drink some juice and get your coat." It is best to start with directions that are fun for Sample rather than a chore. Give lots of praise for correctly following the directions.

M15. Teach Sample to repeat parts of nursery rhymes or join in while others are reciting them.

Lots of repetition mixed with smiles, cuddling, and playfulness is typically the best approach. Formal drilling is not conducive to imparting this skill.

Simple songs are the easiest to learn, as a rhyme with a tune is easier to remember than a rhyme without one. Begin with very short songs with multiple repeated phases, such as "Happy Birthday," before tackling longer verses without melodies.

Sample will want to imitate you if he recognizes doing so as a way to get positive attention, praise, and approval.

M19. Encourage Sample to tell a story by looking at the pictures in a familiar story book.

Choose a picture book that Sample has had read to him and seen many times. Start with one simple picture and ask what happens on that page.

Slowly encourage this skill by rewarding Sample with praise, hugs, and attention for "reading" additional pages by telling the part of the story depicted in each picture. Ultimately, Sample will be able to go through an entire picture book telling the story.

M20. Teach Sample to offer his name when asked.

Play a game in which you ask "Who are you?" or "What's your name?" If Sample doesn't respond, provide the answer and ask him to repeat it. Start with Sample's first name and wait a while after that has been mastered before encouraging the use of both the first and last names.

Having more than one adult play the "What's your name?" game will help Sample learn this skill and respond to name requests naturally.

M21. Encourage Sample to learn and sing a song of at least 30 words.

Singing a happy children's song together will help Sample learn the song. A CD player or any toy that plays recorded music will help. If Sample watches a TV show or a DVD with a theme song he likes, you can learn the song and then help him to sing it.

Rewarding efforts with positive attention will help to develop this skill and increase self-confidence.

End of Suggested Activities

Summary of Answers

Child's name:
Sample Child

Child's ID:
987654321

Child's age at testing:
4 years 5 months

Child's gender:
Male

Child's ethnicity:
Asian

Administration date:
03/24/2016

Processing date:
03/24/2016

Name of informant:
Parent1

Relationship to child:
Mother

Examiner's ID/Name:
125-001

Key:
Y = Yes
N = No
- = not answered

Note:
Basal and ceiling rules applied

Physical Scale		Adaptive Behavior Scale		Social-Emotional Scale		Cognitive Scale		Communication Scale	
1.	Y (1)	1.	Y (1)	1.	Y (1)	1.	Y (1)	1.	Y (1)
2.	Y (1)	2.	Y (1)	2.	Y (1)	2.	Y (1)	2.	Y (1)
3.	Y (1)	3.	Y (1)	3.	Y (1)	3.	Y (1)	3.	Y (1)
4.	Y (1)	4.	Y (1)	4.	Y (1)	4.	Y (1)	4.	Y (1)
5.	Y (1)	5.	Y (1)	5.	Y (1)	5.	Y (1)	5.	Y (1)
6.	Y (1)	6.	Y (1)	6.	Y (1)	6.	Y (1)	6.	Y (1)
7.	Y (1)	7.	Y (1)	7.	Y (1)	7.	Y (1)	7.	Y (1)
8.	Y (1)	8.	Y (1)	8.	Y (1)	8.	Y (1)	8.	Y (1)
9.	Y (1)	9.	Y (1)	9.	Y (1)	9.	Y (1)	9.	N (0)
10.	Y (1)	10.	Y (1)	10.	Y (1)	10.	Y (1)	10.	Y (1)
11.	Y (1)	11.	Y (1)	11.	N (0)	11.	Y (1)	11.	N (0)
12.	Y (1)	12.	Y (1)	12.	Y (1)	12.	Y (1)	12.	Y (1)
13.	Y (1)	13.	Y (1)	13.	Y (1)	13.	Y (1)	13.	Y (1)
14.	Y (1)	14.	N (0)	14.	N (0)	14.	Y (1)	14.	Y (1)
15.	Y (1)	15.	Y (1)	15.	Y (1)	15.	Y (1)	15.	N (0)
16.	Y (1)	16.	Y (1)	16.	Y (1)	16.	Y (1)	16.	Y (1)
17.	Y (1)	17.	Y (1)	17.	Y (1)	17.	Y (1)	17.	Y (1)
18.	Y (1)	18.	Y (1)	18.	Y (1)	18.	Y (1)	18.	Y (1)
19.	Y (1)	19.	N (0)	19.	N (0)	19.	Y (1)	19.	N (0)
20.	Y (1)	20.	Y (1)	20.	N (0)	20.	N (0)	20.	N (0)
21.	Y (1)	21.	Y (1)	21.	N (0)	21.	Y (1)	21.	N (0)
22.	Y (1)	22.	N (0)	22.	N (0)	22.	Y (1)	22.	N (0)
23.	Y (1)	23.	N (0)	23.	N (0)	23.	Y (1)	23.	N (0)
24.	N (0)	24.	N (0)	24.	- (0)	24.	N (0)	24.	- (0)
25.	Y (1)	25.	N (0)	25.	- (0)	25.	Y (1)	25.	- (0)
26.	Y (1)	26.	N (0)	26.	- (0)	26.	Y (1)	26.	- (0)
27.	Y (1)	27.	- (0)	27.	- (0)	27.	N (0)	27.	- (0)
28.	N (0)	28.	- (0)	28.	- (0)	28.	N (0)	28.	- (0)
29.	N (0)	29.	- (0)	29.	- (0)	29.	N (0)	29.	- (0)
30.	N (0)	30.	- (0)	30.	- (0)	30.	N (0)	30.	- (0)
31.	N (0)	31.	- (0)	31.	- (0)	31.	N (0)	31.	- (0)
32.	N (0)	32.	- (0)	32.	- (0)	32.	- (0)	32.	- (0)
33.	- (0)	33.	- (0)	33.	- (0)	33.	- (0)	33.	- (0)
34.	- (0)	34.	- (0)	34.	- (0)	34.	- (0)	34.	- (0)
35.	- (0)	35.	- (0)	35.	- (0)	35.	- (0)		
		36.	- (0)	36.	- (0)	36.	- (0)		
		37.	- (0)			37.	- (0)		
						38.	- (0)		

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