

DPTM-4

Developmental Profile 4

Gerald D. Alpern, PhD

Child's name	Child's ID	Child's age at testing
Paul Sample	0000001	15 years 9 months
Administration date	Report date	
03/25/2020	09/25/2020	
Clinician's name	Clinician's title	
S. Jones	School psychologist	

Score Summary					
	Physical	Adaptive Behavior	Social-Emotional	Cognitive	Communication
Raw score	30	28	11	41	27
Growth score	590	554	461	690	597

Scale Comparisons - Growth Scores

While not necessarily representing significant differences, a child's highest and lowest scale scores give some indication of the areas of quickest and slowest development. The score on the Cognitive Scale was higher than scores on the four other scales, and the lowest score was obtained on the Social-Emotional Scale. Although a certain level of variation is expected among the scores on the five DP-4 scales, it is worth exploring whether or not any of these differences are statistically significant.

The presence of a statistically significant score difference 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 build 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 statistically significantly higher than the:

- Adaptive Behavior Scale
- Social-Emotional Scale

The Adaptive Behavior Scale is statistically significantly higher than the:

- Social-Emotional Scale

The Cognitive Scale is statistically significantly higher than the:

- Physical Scale
- Adaptive Behavior Scale
- Social-Emotional Scale
- Communication Scale

The Communication Scale is statistically significantly higher than the:

- Adaptive Behavior Scale
- Social-Emotional Scale

Item Analysis

The following items received a response of “No” and were below the ability level for each scale. That is, based upon overall functioning on each of the five developmental scales, the following items are those that should be demonstrated at least some of the time. These items should be useful points of departure for remediation. Please see the Intervention Activities section of this report for strategies designed to address specific items.

An examination of the content of the items listed below offers important insights into individual functioning. Items that received a response of “No” on the Physical Scale could be checked to see if they suggest a specific physical condition, such as an orthopedic, strength, small- or large-muscle coordination, or stamina problem. Likewise, Adaptive Behavior items can be examined to determine if parental overprotection, lack of exposure, or limited opportunities may be playing a role. Item analysis on the Social-Emotional Scale items can aid in understanding whether internal psychological or external situational factors seem to be problematic. With the Cognitive Scale, it can be determined whether the items that received a response of “No” represent educational or intellectual problems. Finally, with the Communication Scale, an examination of items can help to determine whether the problem areas are primarily receptive or expressive, and whether they are largely visual or auditory in nature.

Physical

Fine Motor

P30. Does the child draw or copy a square? The square must have right-angled corners, and the sides of the square should be of about equal length.

P31. Does the child cut out simple shapes like a circle or square, staying close to the lines (within 1/2 inch of the lines)?

Adaptive Behavior

A27. Does the child use coping skills appropriately at least some of the time when mad or upset? For example, taking deep breaths, walking away, or using other means to control himself or herself?

Social-Emotional

S1. Does the child look at an adult who is talking, as if trying to follow what the adult is saying?

S2. When the child is upset, does human contact frequently have a positive, calming effect?

S3. Does the child react differently to different people? For example, smiling at a caregiver, or looking away from a stranger.

S4. Does the child show interest in other people? For instance, by moving toward them or gesturing to get their attention.

S5. Is the child interested in toys or games that other children are playing?

S9. Does the child usually like to play with other children instead of playing alone?

S11. Does the child want to play (at least weekly) with classmates or other children?

Cognitive

G33. Can the child relay accurate information learned about a historical figure or scientific principle (for example, George Washington or the water cycle) at least several hours after learning it? The information must contain at least two facts.

Communication

Expressive

M26. If the child were told a short story of approximately 10 sentences, could he or she answer simple questions about the story, such as the names of the main characters and the general sequence of events?

M28. Can the child make up a story that has a beginning, middle, and end, and at least six to eight sentences or complete thoughts? The story can be spoken or written.

End of Professional Report

You may share the following recommendations with the parent(s), caregiver(s), and/or teacher(s) to help them foster the developmental progress of the child. Intervention activities are provided for items that were expected to receive a response of “Yes” based upon the child’s ability level, as well as for the first few items just above their ability level.

General Teaching Guidelines

The following suggestions are best utilized by choosing to remediate those items that the child failed unexpectedly. That is, any skill that the child cannot do that is below his or her ability level, is an appropriate skill to target for intervention. It is important to attempt remediation only on those items that are near the child's ability; any skills far above the child's level may be frustrating or overwhelming for him or her to try to learn. Furthermore, all skills should not be attempted at once—it is recommended that you work on one at a time, returning periodically to previously learned skills for the purpose of practice.

Children often learn best through play, whether it's pretend play for younger children or fun, game-like environments for older ones. Adults can take advantage of this by working these activities into leisurely activities. Demonstrating or modeling skills is often a great starting point, then having the child help you or do the steps, can help in developing the child's independence with the skill. Most importantly, make sure to keep these activities positive, fun, and supportive rather than punitive or frustrating. Providing praise and celebrating even small accomplishments or improvements will keep the child motivated and willing to persevere, so start with simple tasks or steps, and progress based on the child's readiness to keep from moving too quickly.

Physical Skills

P30. Teach the child to draw or copy a square.

Encourage the child to imitate shapes you draw, starting with easy shapes like single lines or simple circles.

Then, very carefully, draw a square with four right-angle corners and equal sides. Describe each step: "See, I draw one line this way and one line that way...Now you try it." Reward any effort so that this is a positive experience.

P31. Teach the child how to cut out simple shapes, staying close to the lines.

Make sure the child knows how to properly hold and manipulate the scissors and paper for cutting while using both hands (one for the scissors and one to hold the paper). It may help the child if you make the guide lines for cutting thick, and gradually make them thinner as the child becomes more proficient. Also, begin with straight lines and progress to shapes with straight lines (squares, rectangles) to learn how to turn while cutting. Then move on to circles and curved lines as the child becomes better at turning the materials to follow along the lines. Encourage the child to try to stay as close to the lines as possible (within ½ inch of the lines).

P33. Teach the child to use a key to unlock a lock.

You may want to begin by making sure the child is comfortable with a simple version of this task, such as opening a small padlock. Then choose a good door to start; the easier the door is to open, the faster they will learn to open it.

Later, move on to locking and unlocking the actual door to your house or apartment so that the child will know how to do it when necessary. Remember to make it fun.

P34. Teach the child how to tie shoelaces or any other string into a bow.

Begin by showing the child the whole process and talking about what you are doing in each step (if you have taught the child a song or poem, include that while you demonstrate as well). Then work through each step, one at a time. While teaching, give the child the opportunity to practice each step. For example, when you are making an X with the laces, demonstrate how you do it, then put the laces back and encourage the child to do this first step. Practice it several times before moving on to the next step, with lots of praise provided for each attempt. Until the child learns the whole process, have them do whichever steps they can complete, and help them only when absolutely necessary.

P35. Help the child learn to catch a thrown tennis ball (or a ball of similar size and weight) with one hand.

If the child is able to catch a bounced ball, encourage the child to catch the ball when thrown. Begin very close (1 to 2 feet away), throw the ball softly, and encourage two-handed catching.

Slowly increase the distance from which you throw it, but never go so far away that the child cannot be successful at least 50% of the time.

Once the child can catch the ball from about 6 feet away, encourage the use of just one hand to catch the ball, again starting with very short distances.

Adaptive Behavior Skills

A27. Teach the child how to use coping skills appropriately when mad or upset.

At a time when the child is not mad or upset, teach the child several different coping skills that can be used to manage frustrations, such as taking deep breaths, counting to 10, walking away and taking a break, or getting help from an adult. Practice these skills and talk about situations in which the different skills would be most useful so the child can learn how and when to use the skills. Then when you see the child becoming mad or upset, gently remind them of the coping skills you've been practicing together and suggest a skill that might be helpful at that time and model it (e.g., "I see you are getting mad. Remember when we practiced taking deep breaths to help calm ourselves? Here, take a few deep breaths with me." Model taking deep breaths while encouraging the child to imitate you).

It is also helpful for children to know that adults get mad or upset, too, and use coping skills. When you are feeling this way in front of the child, tell them how you are feeling and what coping skill you are choosing to use (e.g., "I'm getting frustrated with this and I am going to take a walk to help me calm down. I'll come back to it when I'm better able to think") so the child can learn from your example.

A30. Teach the child how to interact with strangers appropriately when necessary.

Teach the child different scripts to use in common situations that may involve interactions with strangers. For example, teach the child how to ask where the restroom is or what the price of an item is in a store, and then practice the situation at home. Make practice fun by pretending you are the employee in a store so the child can practice asking.

When you are in public, give the child opportunities to practice the scripts with supervision. For example, if the child needs to use the restroom, remind them how you practiced at home and encourage them to ask an employee where the restroom is located. Praise the child as you walk to the restroom for being polite or independent or brave, whatever is appropriate.

A31. Teach the skills that will allow the child to bathe completely without help.

These skills include preparing the water, washing, and drying acceptably.

You may want to begin by having the child take responsibility for drying with a towel after a bath. Then you can work toward washing acceptably as well. The final step may be preparing water at a safe temperature. Even if the child acquires the necessary skills to do the whole bathing process, it is wise to check often for safety.

If bath time has previously been a time of play and interaction, then it is advisable to replace the playful interaction with an equivalent time after bathing that the child can look forward to.

A32. Teach the child how to interact with a cashier to buy something at a store.

Teach the child different scripts to use in common situations that may arise when making a purchase, such as how to order food or how to ask about the price of something. Then practice the scripts by pretending to be a cashier in a store or restaurant. Take turns so the child can practice the role of the cashier and the customer.

Teaching the child money skills is also helpful so that the child knows whether they have enough money to pay for the purchase, how much money to give the cashier, and whether or not to wait for change or a receipt when making a purchase. Practice these skills while pretending at home as well, to make the practice as close to the real-life situation as possible. Then when you are in the real-life situation with the child, be patient and let the child do as much of the interaction as they can independently, while gently guiding when they struggle. For example, if the child isn't certain of how much money to give the cashier, remind them to round up to the next dollar and then wait to see if the child remembers to wait for change. When the interaction is complete, praise the child for managing the situation appropriately.

Social-Emotional Skills

S1. Encourage the child to look at an adult who is talking.

Most children will orient toward the sounds they hear. If a child does not, it is recommended to have their hearing checked.

To teach the child to look at an adult who is talking, you can sometimes gently turn the child's head or body in the direction of the person talking. It is good if the adult who is talking makes animated facial expressions and hand movements to encourage continued attention. The adult can also give a hug and praise as a reward.

S2. Help the child find comfort in human contact.

Whenever the child is in discomfort, it should be alleviated by adults. For example, picking the child up when crying can help them find comfort from contact with others. Also, cuddling while feeding, accompanied by soft talking or singing, can show the comforting aspects available from caretakers.

S3. Help the child react differently to different adults.

To help the child differentiate between familiar people and strangers, make interactions with familiar people pleasant and playful, with lots of smiling, talking, or cooing and a gentle touch from the familiar person, while keeping interactions with strangers briefer and more neutral.

S4. Help the child show interest in other people.

Showing interest in and seeking the attention of others should be thought of as a good sign from children at this stage of development. To foster the child's motivation to interact with people, ensure that each interaction with caretakers (e.g., feeding, diaper changes) is pleasant, playful, and warm, as opposed to mechanical or automatic. Respond to the child's attempts to gain attention with welcoming and positive interactions to increase the likelihood of the child approaching or initiating interactions again.

S5. Encourage the child to play with other children.

When the child is feeling secure, create opportunities for them to spend time with other children. You or another adult should remain nearby. The security of having a trusted caretaker around when with other children will help the child more than if you just drop them into the company of other children and leave. Playing with the two children can be a good way to illustrate the pleasure of the company of peers. Don't expect or attempt to force interactions between the children when they are sharing space.

The earliest typical precursors to interactive play are just watching other children or engaging in play beside them without much apparent interaction.

S9. 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 with whom the child 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 the child feels abandoned, frightened by the other child, or upset by the strangeness of the situation, it will be harder to learn independent peer play.

S11. Encourage the child to express the desire to play with peers.

It is important for children to spend time with peers on a consistent basis. If a child does not express the desire to play with others, you can ask who they want to play with to show that you expect the child to have that desire. Arranging for one-on-one time with peers that the child has shown a positive response to provides a major help for developing essential friendship skills.

You may need to help find other children the child's age. Teachers can often offer suggestions as to children with whom the child is either compatible or potentially compatible.

S13. Encourage the child to seek out other children to play with.

When in situations with other children, encourage the child to approach another child who is playing with something or on a piece of playground equipment that you know the child enjoys. You can also suggest that the child take a preferred toy and ask another child to play together. Give the child specific language to use and stay in close proximity to help support them. For example, if they like cars and trucks and there is another child playing with cars and trucks, say to the child, "Look, those cars and trucks look fun. Let's go ask that child if we can play, too!" Then remind the child to say, "Hi! Can I play with those too?" or "I have some cars, too. Do you want to play with me?"

S16. Teach the child how to change their behavior appropriately for the setting.

Explain to the child that people act differently depending on the situation and setting, and give the child concrete examples, such as yelling is an “outside voice.” Talk with the child about different examples and have them come up with some, too.

When entering a new situation, teach the child a few simple expectations prior to going. Make sure to keep the expectations short and focused on what the child should do. For example, when walking to the library, tell the child, “When we are in the library, we use softer voices and walk around carefully.” Avoid telling the child what not to do and keep the focus on what to do. You can use these same expectations as reminders in the future, or refer to them for similar situations, to give the child a point of reference (e.g., “When we are in the movie theater, we use whisper voices just like when we go to the library”).

S18. Teach the child about asking to borrow other people’s things.

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

Find an object that the child 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 or some safe cooking tool or anything that is safe that the child would like to play with and that has been kept away in the past.

Let the child know that you might be able to share your piece of equipment from time to time if they are careful to ask your permission. Make it a point to say “yes” sometimes and “no” at other times, so the idea of the owner’s continuing control gets across. It will be 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 the child to help develop the concept of ownership.

Cognitive Skills

G33. Teach the child memory strategies to use when recalling information that was learned at an earlier time.

Remembering information that has been taught and being able to use it later are hallmarks of learning. There are numerous memory strategies that can help a child remember specific information, such as mnemonic devices, poems, or songs (e.g., ROY G. BIV for the colors of the rainbow, songs that use the months of the year). Another strategy is to relate the information the child is learning to something personal (e.g., “Marie Curie’s birthday is in November, just like mine”; “Hurricane Katrina happened the year my sister was born”).

Communication Skills

M26. Help the child exercise their memory for information from stories or events.

Tell the child short stories or describe interesting events, and then ask questions about what they were just told. Begin with stories that are short enough to pretty much 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 the child can answer four or five different questions.

M28. Encourage the child to tell or write made-up stories.

Telling stories helps children learn how to sequence their thoughts and encourages creativity. To help the child get started, encourage them to tell a story about something that is familiar or something they have experienced. If the child needs help organizing their thoughts, graphic organizers can give a visual support to help them structure the story. Encourage the addition of funny or outlandish details to make the story more creative and fun to tell and hear.

M30. Encourage the child to change communication style depending on the situation.

Begin by teaching the child about formal and informal communication styles and the situations in which these styles are considered appropriate (e.g., how you talk and what you say to a teacher in school should be different from how you talk and what you say to friends). Use examples that are concrete and easy for the child to relate to, pulling from the child's personal experience as well as videos or other media that the child is familiar with.

M31. Teach the child how to give a short presentation.

Begin by teaching the child skills for organizing a presentation and creating talking notes. Help them choose a topic and conduct the research needed to prepare the presentation. Once the information is prepared, teach the child how to make notes to talk from so that they are not reading the presentation word for word. In addition, teach them how to organize any visuals that will accompany the presentation, such as graphs, PowerPoint slides, or pictures. Finally, encourage the child to practice the presentation, using a timer to make sure the presentation fits within any time limits, if applicable.

M32. Encourage the child to learn and use shorthand when sending texts or other digital messages.

Because of the short, quick nature of texting and some other digital media, abbreviations and other forms of shorthand have been developed. While using the shortcuts is not always necessary, it has become socially expected, and it's important to know what the other person means when you receive a message with shorthand. To help a child learn some of the more commonly used shorthand, you can find reference lists online. Have the child pick a few to learn and try incorporating them into their communications. Once the child is comfortable with the first few, encourage them to pick a few more and begin incorporating those as well.

End of Intervention Activities

Summary of Responses

Child's name:
Paul Sample

Child's ID:
0000001

Administration date:
03/25/2020

Child's age at testing:
15 years 9 months

Report date:
09/25/2020

Clinician's name:
S. Jones

Clinician's title:
School psychologist

Form name:
Clinician Rating

Physical Scale		Adaptive Behavior Scale		Social-Emotional Scale		Cognitive Scale		Communication Scale	
1.	Y (1)	1.	Y (1)	1.	N (0)	1.	Y (1)	1.	Y (1)
2.	Y (1)	2.	Y (1)	2.	N (0)	2.	Y (1)	2.	Y (1)
3.	Y (1)	3.	Y (1)	3.	N (0)	3.	Y (1)	3.	Y (1)
4.	Y (1)	4.	Y (1)	4.	N (0)	4.	Y (1)	4.	Y (1)
5.	Y (1)	5.	Y (1)	5.	N (0)	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.	N (0)	9.	Y (1)	9.	Y (1)
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.	Y (1)
12.	Y (1)	12.	Y (1)	12.	Y (1)	12.	Y (1)	12.	Y (1)
13.	Y (1)	13.	Y (1)	13.	N (0)	13.	Y (1)	13.	Y (1)
14.	Y (1)	14.	Y (1)	14.	Y (1)	14.	Y (1)	14.	Y (1)
15.	Y (1)	15.	Y (1)	15.	Y (1)	15.	Y (1)	15.	Y (1)
16.	Y (1)	16.	Y (1)	16.	N (0)	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.	N (0)	18.	Y (1)	18.	Y (1)
19.	Y (1)	19.	Y (1)	19.	N (0)	19.	Y (1)	19.	Y (1)
20.	Y (1)	20.	Y (1)	20.	N (0)	20.	Y (1)	20.	Y (1)
21.	Y (1)	21.	Y (1)	21.	N (0)	21.	Y (1)	21.	Y (1)
22.	Y (1)	22.	Y (1)	22.	N (0)	22.	Y (1)	22.	Y (1)
23.	Y (1)	23.	Y (1)	23.	N (0)	23.	Y (1)	23.	Y (1)
24.	Y (1)	24.	Y (1)	24.	N (0)	24.	Y (1)	24.	Y (1)
25.	Y (1)	25.	Y (1)	25.	N (0)	25.	Y (1)	25.	Y (1)
26.	Y (1)	26.	Y (1)	26.	N (0)	26.	Y (1)	26.	N (0)
27.	Y (1)	27.	N (0)	27.	N (0)	27.	Y (1)	27.	Y (1)
28.	Y (1)	28.	Y (1)	28.	N (0)	28.	Y (1)	28.	N (0)
29.	Y (1)	29.	Y (1)	29.	N (0)	29.	Y (1)	29.	Y (1)
30.	N (0)	30.	N (0)	30.	N (0)	30.	Y (1)	30.	N (0)
31.	N (0)	31.	N (0)	31.	N (0)	31.	Y (1)	31.	N (0)
32.	Y (1)	32.	N (0)	32.	Y (1)	32.	Y (1)	32.	N (0)
33.	N (0)	33.	N (0)	33.	N (0)	33.	N (0)	33.	N (0)
34.	N (0)	34.	N (0)	34.	Y (1)	34.	Y (1)	34.	N (0)
35.	N (0)	35.	- (0)	35.	N (0)	35.	Y (1)		
36.	N (0)	36.	- (0)	36.	Y (1)	36.	Y (1)		
37.	N (0)	37.	- (0)			37.	Y (1)		
		38.	- (0)			38.	Y (1)		
		39.	- (0)			39.	Y (1)		
		40.	- (0)			40.	Y (1)		
		41.	- (0)			41.	Y (1)		
						42.	Y (1)		

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

End of Report