

DPTM-4

Developmental Profile 4

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Child's name		Child's ID	Child's age at testing
Paul Sample		0000001	15 years 9 months
Administration date	Report date	Clinician's name/ID	
03/25/2020	09/25/2020	S. Jones	
Name of respondent		Length of time teacher has known the child	
Mrs. Lam		4 years	

Introduction

This report provides intervention activities for the skills measured by the selected DP-4 items. The activities are geared toward use by parents but can be useful for any adult working with the child. The activities can be changed or modified as needed, and can be incorporated into a larger intervention program.

It is important to attempt to improve only those skills that are near the child's current ability; any skills far beyond his or her capability may be frustrating or overwhelming to learn. Furthermore, all skills should not be attempted at once. Greater success is likely obtained by working on one skill at a time, returning periodically to previously learned skills for the purpose of practice.

Physical Skills

The DP-4 measures physical development by determining the child's ability with large- and small-muscle coordination, strength, stamina, flexibility, and sequential motor skills. All of these abilities are important for typical physical development.

Physical intervention activities are provided below with their corresponding item(s).

Physical Skills		
DP-4 item number	DP-4 Item	Intervention activity
30	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.	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.
31	Does the child cut out simple shapes like a circle or square, staying close to the lines (within 1/2 inch of the lines)?	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 1/2 inch of the lines).

Adaptive Behavior Skills

The DP-4 measures adaptive behavior through assessing competence, skill, and maturity for coping with the environment. It evaluates the child's ability with tasks such as eating, dressing, functioning independently, and utilizing modern technology.

Adaptive behavior intervention activities are provided below with their corresponding item(s).

Adaptive Behavior Skills		
DP-4 item number	DP-4 Item	Intervention activity
36	Does the child complete in-class assignments independently without constant reminders?	<p>Teach the child how to complete homework independently, without constant reminders. Developing the child's independence in homework can be difficult, especially if the child is resistant to doing homework. Begin by establishing a daily routine for the homework process that includes <i>when</i> homework is to be done (e.g., right when the child comes home, after a snack, after dinner), <i>where</i> the homework is to be done (e.g., kitchen table, desk in bedroom, table in family room), and <i>what</i> is needed to complete the homework (e.g., laptop or paper and pencil, books, worksheets). Once the homework area is set up, establish a routine for completing assignments. You may want to use charts or checklists to help remind the child of the routine and expectations. For example, a checklist may include checking that name, date, and assignment are written at the top of the page; completing each of the questions or problems in the assignment; double-checking answers with a calculator; or using resources such as notes or a textbook when stuck.</p> <p>If the child frequently asks for help and you want to decrease the number of times they ask, give them tickets or a chart that has a number of squares, where each ticket or square represents a question you will answer. Each time the child asks a question, mark off a square or take a ticket. When the child is out of squares/tickets, they must work out the question independently. This will teach the child to use alternative strategies and resources when unsure of an answer and also help them prioritize when to ask others versus when to figure it out for themselves.</p> <p>Another variation on this would be to set time restrictions, such as allowing only one question per 5 minutes. Once a ticket is used, a timer is set and another ticket cannot be used until the timer goes off.</p>
38	Does the child independently make plans to work with another child on a class assignment or project?	<p>Encourage the child to contact friends to make plans. Help the child learn how to plan social activities by first learning how often the child likes to spend time with friends and the types of things they like to do. Then model the behavior by showing the child how you might make plans with your own friends. You can practice by pretending you are the friend and having the child invite you over to their house. You can discuss what happens when someone says they are not available or does not reciprocate the invitation, so that the child doesn't feel bad if their invitation is rejected. Also, you can help the child learn how to respond to others when receiving an invitation.</p> <p>These skills also apply to making plans for working with another classmate on a class assignment or project.</p>

Social-Emotional Skills

The DP-4 measures social-emotional skills through assessing interpersonal relationship abilities, social and emotional understanding, and functional performance in social situations. Specifically, it assesses the manner in which the child relates to friends, relatives, and adults.

Social-Emotional intervention activities are provided below with their corresponding item(s).

Social-Emotional Skills		
DP-4 item number	DP-4 Item	Intervention activity
11	Does the child want to play (at least weekly) with classmates or other children?	<p>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.</p> <p>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.</p>
13	Does the child sometimes seek out other children to play with? For example, walk over to them, or ask "Will you play with me?"	<p>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?"</p>

Cognitive Skills

The DP-4 measures cognitive skills in an indirect manner, that is, not by actually measuring intelligence and achievement but by assessing the development of skills necessary for successful academic and intellectual functioning. At younger ages, the DP-4 assesses skills prerequisite to scholastic functioning in academic areas such as reading, writing, arithmetic, and computer use and logic. At the preschool and older ages, actual scholastic abilities are measured.

Cognitive intervention activities are provided below with their corresponding item(s).

Cognitive Skills		
DP-4 item number	DP-4 Item	Intervention activity
33	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.	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

The DP-4 measures expressive and receptive communication skills with both verbal and nonverbal languages. The use and understanding of spoken, written, and gestural language are assessed by the scale, as is the ability to use communication devices (e.g., computer, phone) effectively.

Communication intervention activities are provided below with their corresponding item(s).

Communication Skills		
DP-4 item number	DP-4 Item	Intervention activity
25	Can the child use negotiation and compromise to solve a conflict? For example, agreeing to trade for a toy that another child wants.	Teach the child how to use negotiation and compromise to solve a conflict. As conflicts arise, teach the child words and strategies that can be used with peers to help manage the difficulty. For example, if the child wants a toy that another child is playing with, teach the child to ask for a turn, wait until the child is done with it, or ask if they can play with it together. This helps the child see that there is more than one option and that it's possible to compromise so that both children can have a turn.
29	Can the child carry on a back-and-forth conversation about a current event or issue for at least 5 minutes?	Teach the child how to carry on a back-and-forth conversation about a current event or issue. Teach the child the skills necessary for maintaining a conversation, such as turn-taking, asking questions to keep the discussion going, and responding in open-ended ways so that the other person has something to respond to. It is also important to explain to the child that others may have a different opinion or position with regard to the current event, so it is important to listen to what the other person is saying and be respectful of differences in opinion.

End of Report