

DP-4™

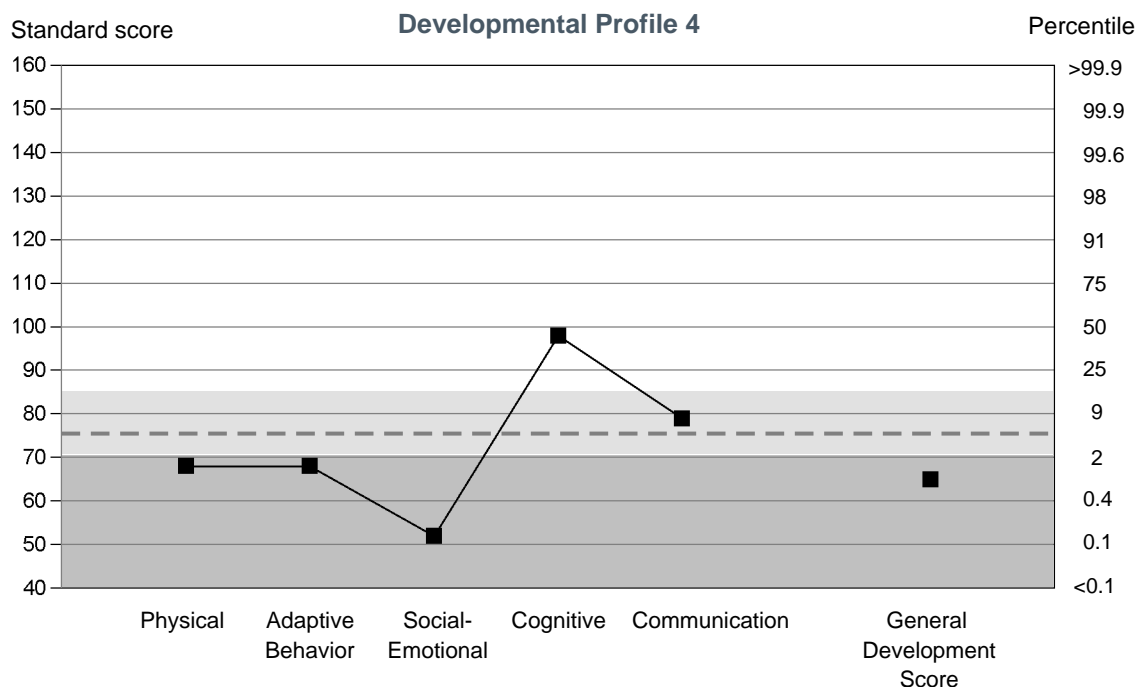
Developmental Profile 4

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	Clinician's name/ID	
03/25/2020	09/25/2020	S. Jones	
Teacher's name		Length of time teacher has known the child	
Mrs. Lam		4 years	

Score Summary

Scale	Raw score	Standard score	Confidence interval (95%)	Percentile rank	Descriptive range	Age equivalent	Growth score
Physical	29	68	47 - 89	2	Delayed	5:0 to 5:5	590
Adaptive Behavior	29	68	49 - 87	2	Delayed	5:0 to 5:5	563
Social-Emotional	12	52	40 - 64	0.1	Delayed	<2:0	468
Cognitive	41	98	80 - 116	45	Average	10:0 to 10:11	702
Communication	26	79	63 - 95	8	Below average	5:0 to 5:5	580
General Development Score		65	53 - 77	1	Delayed		



Current Functioning

Results are based upon the responses given in the DP-4 Teacher Checklist. The graph on the previous page displays the current level of functioning in five areas of development as well as development as a whole. All scores were obtained by comparing scores on each scale to those of peers of a similar age. When looking at differences among scores on the five DP-4 scales, it is important to know that some variation among scores is expected. It is normal for skills in different areas to develop at somewhat different rates. Oftentimes, differences among scale scores represent normal development, rather than a reason for concern. The Scale Comparisons section of this report describes any statistically significant differences between scales.

This report contains a scale-by-scale interpretation of score results, as well as comparisons of scale scores and information regarding item analysis. Additionally, the report concludes with intervention activities for skills measured by items that received a response of “No,” but are below, near, or just above the expected ability level.

General Development Score

The General Development Score represents an overall summary of development, which can be useful for summary and eligibility purposes. The General Development Score revealed that, overall, development is Delayed compared to other children of a similar 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 Interpretation

Physical Scale

The Physical Scale includes items measuring gross- and fine-motor skills, coordination, strength, stamina, and flexibility. Based on the information provided, the standard score on this scale fell into the Delayed range. A score in this range indicates many difficulties in the domain of physical development. It is important to intervene by doing further assessment and addressing the areas of greatest weakness. Seeking the assistance of a pediatrician is also recommended. The intervention activities at the end of this report provide starting points for working on these skills.

Adaptive Behavior Scale

The Adaptive Behavior Scale measures age-appropriate independent functioning, which includes the ability to use current technology. On this scale, the standard score that was obtained is considered to be in the Delayed range. This score range suggests significant difficulty in the realm of independent functioning. Additional assessment in the area of adaptive behavior and addressing targeted areas of weakness are suggested. Seeking the assistance of a child psychologist or psychiatrist is also recommended. The intervention activities at the end of this report provide ways to work on skills measured by items that that received a response of “No”.

Social-Emotional Scale

The Social-Emotional Scale measures skills related to interpersonal behaviors and the demonstration of social and emotional competence. The standard score that was obtained on this scale is in the Delayed range and signifies skills well below the expected level of social-emotional development. There is likely a great deal of difficulty in the expression of needs, interactions with others, and adherence to societal norms. Further evaluation is often needed in this area, followed by remediation of weaknesses, which can begin with the intervention activities at the end of this report. Seeking the assistance of a child psychologist or psychiatrist is also recommended.

Cognitive Scale

The Cognitive Scale measures perception, concept development, number relations, reasoning, memory, classification, time concepts, and related mental acuity tasks. The standard score that was obtained on this scale is in the Average range, which implies an expected level of cognitive skills.

Communication Scale

The Communication Scale score reflects the ability to understand spoken and written language as well as to use both verbal and nonverbal skills to communicate. On the Communication Scale, the obtained standard score is considered to be in the Below Average range, compared to peers of a similar age. This score range on this scale denotes some difficulty with communication skills and some problems in this area of development. Using the intervention activities at the end of this report will help address some of these problems.

Scale Comparisons - Standard 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 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:

- 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

P23. Does the child copy two intersecting lines to make a cross or “X”?

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

All items that were expected to receive a response of “Yes” did so on this scale.

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

M25. Can the child use negotiation and compromise to solve a conflict? For example, agreeing to trade for a toy that another child wants.

M27. Can the child retell (in about 5 minutes) the plot of a story, play, video, or TV show? The child must be able to tell the whole story.

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

P23. Help the child learn how to draw intersecting lines.

After spending time using crayons and markers, the child should become more skilled at controlling hand movements and decrease "scribbling." Once they are successful at drawing lines, you can begin to encourage the drawing of intersecting lines and shapes. This requires more muscle control and precision than just drawing lines and may be frustrating for some children. You can help by drawing two parallel lines an inch or more apart and encourage the child to draw a line between them. This technique instructs the child on the concept of line control.

Find a time when the child is already drawing and demonstrate how to draw two intersecting lines. You can then guide their hand in copying yours. Be aware that using fine-motor skills may be frustrating, and therefore it may be necessary to end the teaching session and return to it later.

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 $\frac{1}{2}$ inch of the lines).

P33. 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.

P34. Encourage the child to type sentences or ideas on a computer.

To keep the child interested in typing, encourage them to write stories or type lyrics to familiar songs.

Thinking about what to type and typing it takes a lot of brain power, so if the child is having trouble deciding what to type, give them something to copy initially. As the child's typing skills and comfort level improve, move on to having the child type their own thoughts.

Keeping the amount of typing short and gradually increasing the length will also help. Have the child begin with typing one or two words at a time, then add more until it becomes a sentence. Then put a few sentences together to make a paragraph.

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.

A31. Teach the skills that will allow the child to clean up after a messy project.

These skills include cleaning up during the project, as well as afterward. Make sure the child puts away all materials that they used, cleans the surface on which they were working, and cleans themselves.

If the child was working with a partner, encourage collaboration in their clean-up process. You can model this by dividing up tasks, such as "I will put throw away the trash if you want to wipe down the table".

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.

A33. Teach the child to recite a parent's phone number and their home address for use in case of an emergency.

To help the child memorize important information like a phone number or address, create a little song with the information and teach the child the song. For older children, you can make it a game and occasionally "quiz" the child to make sure they are still recalling the information correctly.

Social-Emotional Skills

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?"

S15. Encourage the child to recognize and express feelings, both their own and those of others.

Support awareness of how people feel with remarks like "She is angry," "I'm afraid," or "You are cranky." If caretaking adults show that it is okay to have and talk about feelings, children will naturally imitate them and learn this skill.

Drawing or guiding the child to circle pictures of faces that clearly display an emotion the child is currently experiencing is a useful tool to help them identify and eventually declare current emotional states.

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

M25. 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.

M27. Encourage the child to retell the plots of TV shows, movies, plays, and stories.

It is best to begin by asking about a performance or story that you also saw or read so that you can help. It can make the retelling task fun if you start out telling a well-known story and leave out some essential part or detail (like “forgetting” to mention the baby bear in the Goldilocks story). When the child corrects you, you can ask them to help with the storytelling. Children generally love this game of helping you tell the story “right,” and it warms them up for independent storytelling.

The child should be urged to recount all the major aspects of a story and not just certain exciting or interesting details. The retelling of a half-hour TV show might be expected to take at least 5 minutes.

Help the child learn to stay organized and balanced: encourage more attention to the sequence of the plot if they get overly involved in details; also encourage saying more about a setting or a character if they race through a recap of only the major plot points. Storytelling improves a child’s communication level and can be very rewarding.

M29. 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.

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.

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/ID:
S. Jones

Teacher's name
Mrs. Lam

Length of time teacher has known the child:
4 years

Form name:
Teacher Checklist

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.	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.	N (0)	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.	N (0)	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.	N (0)	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.	N (0)
26.	Y (1)	26.	Y (1)	26.	N (0)	26.	Y (1)	26.	Y (1)
27.	Y (1)	27.	N (0)	27.	N (0)	27.	Y (1)	27.	N (0)
28.	Y (1)	28.	Y (1)	28.	N (0)	28.	Y (1)	28.	Y (1)
29.	Y (1)	29.	Y (1)	29.	N (0)	29.	Y (1)	29.	N (0)
30.	N (0)	30.	Y (1)	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.	N (0)	32.	Y (1)		
33.	N (0)	33.	N (0)	33.	N (0)	33.	N (0)		
34.	N (0)	34.	N (0)	34.	N (0)	34.	Y (1)		
		35.	N (0)	35.	N (0)	35.	Y (1)		
		36.	N (0)			36.	Y (1)		
		37.	N (0)			37.	Y (1)		
		38.	N (0)			38.	Y (1)		
						39.	Y (1)		
						40.	Y (1)		
						41.	Y (1)		
						42.	Y (1)		

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

End of Report