

CSB's Child Outcomes Report – 2016-17 Infant/Toddler Baseline Assessment

Executive Summary

Overview of Methods

The Community Services Bureau (CSB) utilizes DRDP-2015© to assess the development of infants and toddlers enrolled in the program. Three assessments are conducted each program year using this instrument as follows:

- 1st Assessment: Within 60 days from the date of enrollment
- 2nd Assessment: Within 150 from the date of enrollment
- 3rd Assessment: In June

The Instrument: DRDP-2015© Domains & Measures

Using the DRDP-2015©, CSB staff assesses the development of infants and toddlers on the following five thematic **domains**:

1. Approaches to Learning Self-Regulation (**ATL-REG**)
2. Social and Emotional Development (**SED**)
3. Language and Literacy Development (**LLD**)
4. Cognition Including Math and Science (**COG**)
5. Physical Development Health (**PD-HLTH**)

Within each domain are **measures**:

1. **ATL-REG** has five measures: 1) Attention Maintenance, 2) Self-Comforting, 3) Imitation, 4) Curiosity and Initiative in Learning, and 5) Self-Control of Feelings and Behavior
2. **SED** has five measures: 1) Identity of Self in Relation to Others, 2) Social and Emotional Understanding, 3) Relationships and Social Interactions with Familiar Adults, 4) Relationships and Social Interactions with Peers, and 5) Symbolic and Sociodramatic Play
3. **LLD** has five measures: 1) Understanding of Language (Receptive), 2) Responsiveness to Language, 3) Communication and Use of Language (Expressive), 4) Reciprocal Communication and Conversation, and 5) Interest in Literacy
4. **COG** has six measures for infants. COG 4-7 and 10 are only use for preschool age children. 1) Spatial Relationships, 2) Classification, 3) Number Sense of Quantity, 8) Cause and Effect, 9) Inquiry Through Observation and Investigation, and 11) Knowledge of the Natural World
5. **PD-HLTH** has eight measures: 1) Perceptual-Motor Skills and Movement Concepts, 2) Gross Locomotor Movement Skills, 3) Gross Motor Manipulative Skills, 4) Fine Motor Manipulative Skills, 5) Safety, 6) Personal Care Routines: Hygiene, 7) Personal Care Routines: Feeding, and 8) Personal Care Routines: Dressing

Results are based on developmental level for each domain and measure, and are reported in aggregate across all enrolled children (ages 0-3). The age ranges are broken down by months.

- Infants: Birth – 18 months
- Toddlers: 19 – 35 months

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The Developmental Levels

The number of levels in a measure varies depending on the competencies that are appropriate for that measure's developmental continuum. The levels are organized under four categories from early infancy up to kindergarten entry: Responding, Exploring, Building, and Integrating.

- **Responding (Earlier, Later)** Knowledge, skills, or behaviors that develop from basic responses (through using senses and through actions) to differentiated responses. Children generally engage in back-and-forth interactions with familiar adults and communicate through nonverbal messages.
- **Exploring (Earlier, Middle, Later)** Knowledge, skills, or behaviors that include active exploration including purposeful movement, purposeful exploration and manipulation of objects, purposeful communication, and the beginnings of cooperation with adults and peers. Children generally begin this period by using nonverbal means to communicate and, over time, grow in their ability to communicate verbally or use other conventional forms of language.
- **Building (Earlier, Middle, Later)** Knowledge, skills, or behaviors that demonstrate growing understanding of how people and objects relate to one another, how to investigate ideas, and how things work. Children use language to express thoughts and feelings, to learn specific early literacy and numeracy skills, and to increasingly participate in small group interactions and cooperative activities with others.
- **Integrating (Earlier)** Knowledge, skills, or behaviors that demonstrate the ability to connect and combine strategies in order to express complex thoughts and feelings, solve multi-step problems, and participate in a wide range of activities that involve social-emotional, self-regulatory, cognitive, linguistic, and physical skills. Children begin to engage in mutually supportive relationships and interactions.

Key Findings

- **Infants:** The highest scores were in Physical Development and Health (**PD-HLTH**) domain and the lowest scores were in Cognition, including Math & Science Development (**COG**) domain.
 - Of 48 infants between the ages of birth to 18 months:
 - Twenty-three (23) children, or 48 percent, scored “Exploring Earlier” in **PD-HLTH**
 - Twenty-one (21) children, or 44 percent, scored “Responding Later” in the **COG**
 - Based on the averages of the measures, the majority of the infants are at the “Exploring Earlier” stage of development.
- **Toddlers:** The highest scores were in Physical Development and Health (**PD-HLTH**) domain and the lowest scores were in Language and Literacy (**LLD**) domain.
 - Of 163 toddlers between the ages of 19-35 months:
 - Eighty-one (81) children, or 50 percent, scored “Exploring Middle” in **PD-HLTH**
 - Ninety (90) children, or 55 percent, scored “Exploring Earlier” in **LLD**
 - Based on the averages of the measures, the majority of the toddlers are at the “Exploring Earlier” stage of development.

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Results for the 5 Domains

Figure 1 – Infants

Domain	Responding Earlier	Responding Later	Exploring Earlier	Exploring Middle	Exploring Later	Building Earlier
Approaches to Learning Self-Regulation (ATL-REG)	23%	35%	40%	2%	0%	0%
Social and Emotional Development (SED)	25%	35%	35%	4%	0%	0%
Language and Literacy Development (LLD)	23%	35%	42%	0%	0%	0%
Cognition, Including Math & Science (COG)	27%	44%	29%	2%	0%	0%
Physical Development – Health (PD-HLTH)	23%	21%	48%	6%	2%	0%
Averages	24.2%	34.0%	38.8%	2.8%	0.4%	0.0%

Figure 1 above represents the percentages of infants at each developmental level for the baseline assessment. A total of 48 infants ranging from the ages of birth to 18 months were assessed in the five domains of the DRDP-2015©. Indicated in green is the highest percentage score. Indicated in red is the largest percentage of children that scored the lowest. Indicated in purple is the highest percentage average.

Figure 2 – Toddlers

Domain	Responding Earlier	Responding Later	Exploring Earlier	Exploring Middle	Exploring Later	Building Earlier
Approaches to Learning Self-Regulation (ATL-REG)	0%	3%	47%	0%	44%	6%
Social and Emotional Development (SED)	0%	5%	45%	0%	42%	7%
Language and Literacy Development (LLD)	0%	5%	55%	0%	31%	9%
Cognition, Including Math & Science (COG)	1%	5%	52%	0%	38%	5%
Physical Development – Health (PD-HLTH)	0%	2%	26%	0%	50%	22%
Averages	0.2%	4.0%	45.0%	0.0%	41.0%	9.8%

Figure 2 above represents the percentages of toddlers at each developmental level during the baseline assessment. A total of 163 toddlers ranging from the ages of 19 to 35 months were assessed in the five domains of the DRDP-2015©. Indicated in green is the highest percentage score. Indicated in red is the largest percentage of children that scored the lowest. Indicated in purple is the highest percentage average.

CSB's Child Outcomes Report – 2016-17 Infant/Toddler Baseline Assessment

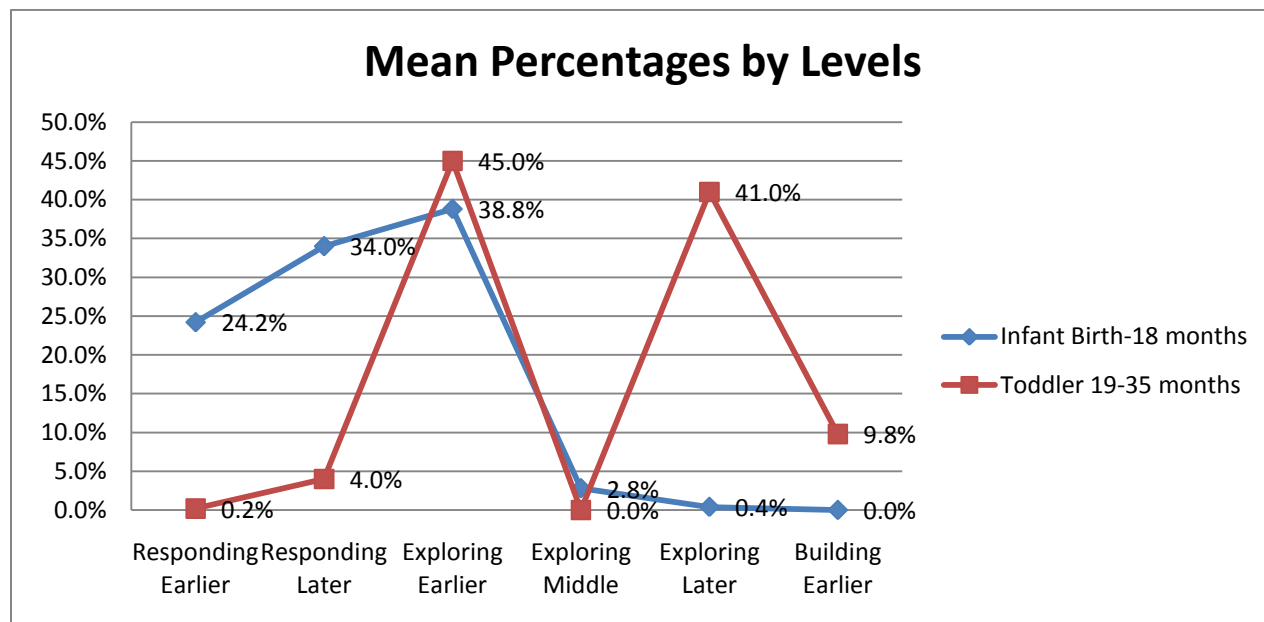


Figure 3 presents the mean baseline percentages for each developmental domain level for infants and toddlers.

School Readiness Goals

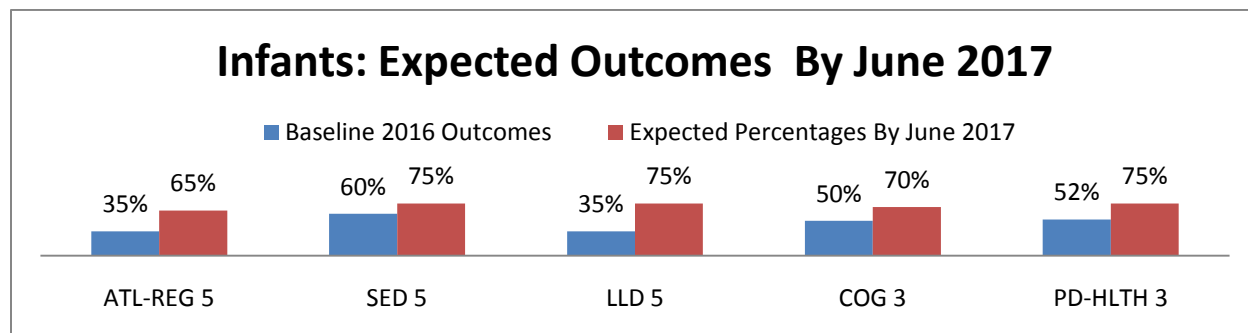


Figure 4 above represents the infants' baseline percentages for the developmental domain measure in blue and expected outcomes by June 2017 in red.

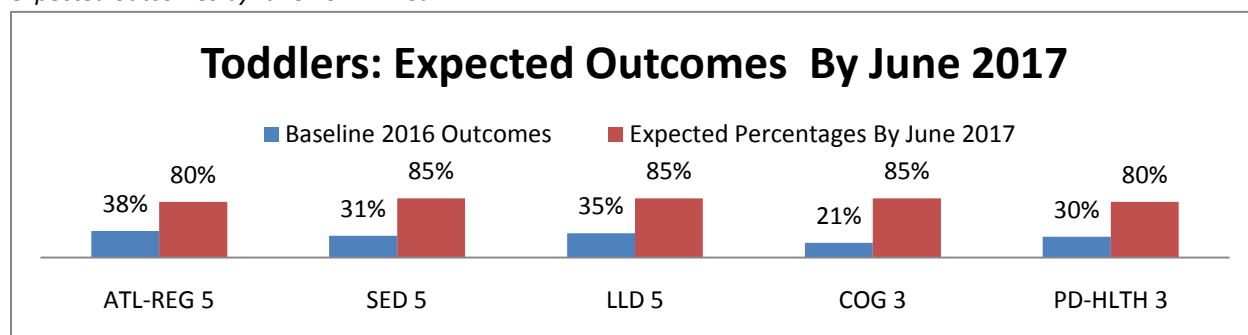


Figure 5 above represents the toddlers' baseline percentages for the developmental domain measure in blue and expected outcomes by June 2017 in red.