

# DP<sup>TM</sup>-3

## Developmental Profile 3

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### Child Information

Name	Gender	Client ID
Sample Child	Male	987654321
Age at testing	Race/Ethnicity	
4 years 5 months	Asian	

### Assessment Information

Administration date	Processing date	Examiner's ID/Name
03/24/2016	03/24/2016	125-001
Name of Informant	Relationship to child	
Parent1	Mother	

### Introduction

This report provides suggested intervention activities for the skills measured by the selected DP-3 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-3 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		
DP-3 item number	DP-3 Item	Intervention activity
1	When the child is lying on his/her stomach, does the child hold his/her head up, <i>without support</i> , for at least 1 minute?	<b>Encourage the infant to begin raising his or her head.</b> It is best to choose a time when the child is wide awake and alert, and can be placed on the stomach. The first step is to get his or her interest by placing a bright, shiny object at eye level. Slowly raise the object to encourage the infant to raise and hold up his or her head. Making happy, bubbly sounds in front of the child may increase motivation to raise and hold up his or her head. Head lifting should be practiced for short periods of time (no more than 2 or 3 minutes) and at scattered times during the day.
2	When held in a sitting position, does the child ever purposefully reach for something with his/her hands?	<b>Help the child reach for something while sitting.</b> While holding the infant in a seated position, display an interesting object (something that sparkles or plays music) and place it close to his or her hands. When the child reaches toward it (even without touching it), reward him or her with the object and praise. Continue to do this with a variety of objects at different distances from the child's body.
3	Can the child roll from his/her stomach to his/her back and from back to stomach without help?	<b>Help the child learn to roll over.</b> At a time when the infant is not hungry, sleepy, or cranky, place him or her on either the stomach or back, whichever position is used least. Help the child roll most of the way to the other side, just far enough so that gravity can complete the job. Later, over the course of days (or weeks), roll him or her a little less so that more effort is required from the child to get over. Gradually help less and less, doing only as much as necessary to assist the child in completing the position change. The "training" should be done for just a few minutes, no more than a couple of times a day. Always "work" in a playful, affectionate way and end with some warm cuddling.
4	Does the child have any method of getting from one place to another? Creeping (stomach touching the floor) or crawling (stomach off the floor) in any fashion (except rolling) that permits forward travel is acceptable.	<b>Encourage the child to move forward without help from others.</b> Place the child on his or her stomach on a warm, comfortable surface, such as a blanket or a carpeted floor. Attract the child's attention with a toy held just out of reach or by holding your arms outstretched. Initially, the distance should be short so that the child needs to do no more than just stretch his or her arms to reach you or the toy. Slowly increase the distance that the child has to stretch so that he or she begins to have to move forward. Some children's first attempts result in backward motion. Reward movement in any direction and even attempts to move with praise and cuddling. At any one time, play this game only as long as the child remains interested and involved.
5	Does the child raise himself/herself from a sitting to a standing position? The child may use furniture, but not people, for help.	<b>Teach the child to stand up independently.</b> First, help the child up by holding both upper arms and lifting the child very gently to a standing position. Later, encourage the child to stand by grabbing on to your hands for leverage. When the child is clearly doing some of the work, slowly withdraw your help by offering only one arm or allowing him or her to crawl up on you; offer only whatever help is necessary for the child to stand up independently. Additionally, you can show the child how to use furniture, such as a sofa, to provide help as well. Be sure to encourage all efforts at standing with hugs and praise. Many children take a long time to stand over many weeks and even months, going through many stages before they are able to stand up without help.