Developmental Profile 3 (DP-3)
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A WPS TEST REPORT
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Child's Name: Kim Wilson
Child's ID: 000000001
Child's Age: 4 years 0 months
Gender: Female
Ethnicity: White
Name of informant: Mrs. Wilson

**Administration Date:** 02/14/07
Processing Date: 02/14/07
Examiner ID: AK
Relationship to child: Mother

This interpretive report for the DP-3 is designed to aid in screening, diagnosis, treatment planning, and communication with parents. The user should be familiar with the material presented in the DP-3 Manual (WPS Product No. W-462C). As with any assessment tool, no final diagnostic or treatment decisions should be made solely on the basis of the DP-3 alone without confirming information from independent sources.

Summary of scores	Raw Score	Standard Score	Confidence Interval 95%	Description	Percentile	Age Equivalent
Physical	26	101	92-110	Average	53	4-3
Adaptive Behavior	19	79	69-89	Below Average	8	3-1
Social-Emotional	16	63	56-70	Delayed	1	2-4
Cognitive	24	98	90-106	Average	45	4-2
Communication	15	66	57-75	Delayed	1	2-5
General Development	--	74	69-79	Below Average	4	--
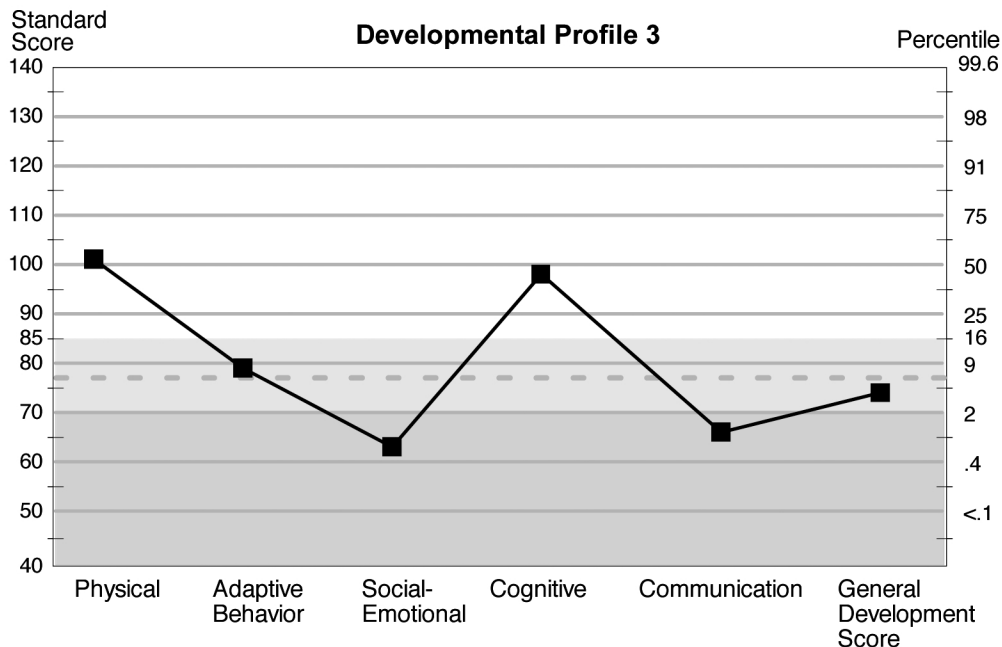
Lower scores reflect potential difficulties in child development. Standard Score ranges:
<70 Delayed; 70-84 Below Average; 85-115 Average; 116-130 Above Average; >130 Well Above Average.
A dashed line is included at 77 to indicate a commonly used cut-off point.

Current Functioning

Results are based upon the responses given by Mrs. Wilson to the DP-3 interview. The graph on the previous page displays Kim's current level of functioning in five areas of development as well as development as a whole. All scores were obtained by comparing Kim's score on each scale to other children her age. When looking at differences between scores on the five DP-3 scales, it is important to know that some variation between scores is expected. It is normal for children's skills in different areas to develop at somewhat different rates. Oftentimes, differences between scales represent normal development, rather than raise any reasons for concern. The Scale Pattern Analysis section describes any statistically significant differences between scales.

This report contains a scale-by-scale interpretation, as well as a scale pattern interpretation, and information regarding item analysis. Additionally, the report concludes with remedial teaching recommendations for items that Kim did not pass, but are below, near or just above her ability level.

Scale Interpretation

Physical scale. Based on information provided by Mrs. Wilson, Kim obtained a standard score of 101 on the Physical scale, which falls into the Average range. This scale includes items measuring gross and fine motor skills, coordination, strength, stamina, and flexibility. A score such as this suggests that Kim's skills in the physical domain of development are comparable to her same-age peers. She may experience some isolated deficits and strengths in the physical arena, but overall shows typical development.

Adaptive Behavior scale. On the Adaptive Behavior scale, Kim obtained a standard score of 79, which is considered to be Below Average. This scale measures an individual's age-appropriate independent functioning, which includes the ability to use current technology. Kim's score indicates that she has some difficulties in the area of adaptive behavior. It is probable that she has certain areas of strength and weaknesses, and it is important that those areas of weakness are watched and remediated. An analysis of passed and failed items will provide information regarding these strengths and weaknesses and help guide remediation.

Social-Emotional scale. The Social-Emotional scale measures skills related to interpersonal behaviors and the demonstration of social and emotional competence. Kim's standard score of 63 is Delayed and signifies that she is well below the expected level of social-emotional development for her age. Kim likely has a great deal of difficulty expressing her needs, interacting with others, and adhering to societal norms. She would benefit from an item analysis of passed and failed items and intervention targeted at areas of greatest weakness. Further evaluation may also be helpful.

Cognitive scale. Kim obtained a standard score of 98 on the Cognitive scale, which measures perception, concept development, number relations, reasoning, memory, classification, time concepts, and related mental acuity tasks as reported by Mrs. Wilson. Her score is seen as Average, which implies that Kim's cognitive skills are at the expected level for her age.

Communication scale. On the Communication scale, Kim obtained a standard score of 66, which is considered Delayed compared to other children her age. The Communication scale score reflects Kim's ability to understand spoken and written language as well as use both verbal and nonverbal skills to communicate. Her score on this scale denotes that she is experiencing a significant deficit in the communication domain of development. Examining the items, and looking specifically at various levels of functioning of the expressive versus receptive items will likely provide additional diagnostic information that can contribute to a treatment plan. Further testing by a Speech Therapist may also be warranted.

The General Development score represents an overall summary of Kim's development, which can be useful for summary and qualification purposes. Kim's General Development score is 74, revealing that overall, she is Below Average in development compared to other children her 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 Pattern Analysis

While not necessarily representing significant differences, a child's highest and lowest subtest scores give some indication regarding the areas of quickest and slowest development. Kim's score on the Physical scale was higher than her scores on the four other scales, and her lowest score was obtained on the Social-Emotional scale. Although a certain level of variation is expected between the scores on the five DP-3 scales, it is worth exploring whether or not any of these differences are statistically significant.

The presence of a statistically significant score 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 capitalize 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 significantly higher than the:
> Adaptive Behavior scale
> Social-Emotional scale
> Communication scale

The Adaptive Behavior scale is significantly higher than the:
> Social-Emotional scale
> Communication scale

The Cognitive scale is significantly higher than the:
> Adaptive Behavior scale
> Social-Emotional scale
> Communication scale

Item Analysis

The following items are those that Kim failed and were below her ability level for each scale. That is, based upon her overall functioning on each of the five developmental scales, the following items are those that Kim should demonstrate at least some of the time. These items should be useful points of departure for remediation. Please see the 'Suggested Activities' section for strategies designed to address specific items.

An examination of the content of the items listed below offers important insights into Kim's individual functioning. Items failed on the Physical Scale could be checked to see if they suggest a specific handicapping physical condition such as an orthopedic, strength, small or large muscle coordination, or stamina problem. Likewise Adaptive Scale items can be examined to determine if parental overprotection or simple 'spoiling' of the child may be playing a role. With the Cognitive Scale, it can be seen whether the failed items seem to represent educational or intellectual problems. Item analysis on the Social-Emotional Scale items can aid in the understanding whether internal psychological or external situational factors seem to be more problematic. And, with the Communication Scale, an examination of items can help to determine whether the problem areas are primarily receptive, expressive, and whether they are largely visual or auditory in nature.

Physical
Fine Motor
P24. Does the child safely buckle himself/herself into a car seat? The child may need help in reaching for an overhead seat belt buckle.

Adaptive Behavior
A14. Does the child independently put things away in at least three different places, indicating knowledge of where things are kept? Examples

are cereal box in pantry, toys in toy basket, pillow on bed, dirty clothes in hamper.

Social-Emotional

S11. When told, does the child bring something from, or take something to, someone or someplace? The child must be able to find the object from spoken instructions and carry out directions such as "Bring it here" or "Take it to mommy."

S14. Does the child respond more readily to the instructions and commands of a familiar adult, as opposed to an unfamiliar adult?

Cognitive

G20. When requested to do so, does the child correctly place an object *between*, *under*, or *over* other objects? The child must perform all three placements.

G24. If the child were told a short story of approximately 10 sentences, could he/she answer simple questions about the main facts of the story, such as the names of the main characters and the general sequence of events?

Communication

Receptive

M9. Does the child frequently respond correctly to instructions consisting of three or more words? Examples include "Find your shoe," "Bring the bottle," or "Put the book on the table."

M11. Does the child correctly follow two-step verbal instructions? Examples include "Take off your clothes and get into the tub" or "Pick up the washcloth and wash your face."

Expressive

M15. Does the child either repeat parts of nursery rhymes or join in when others say them?

END OF PROFESSIONAL REPORT

You may share the following recommendations with Kim's parent(s) and/or teacher to help them foster her developmental progress. Recommendations are provided for items that Kim was expected to pass based upon her ability level, as well as for the first few items just above her ability level.

Suggested Activities

General Teaching Guidelines

It is important to remember to keep Kim's self-concept in mind at all times when engaged in teaching activities. A useful rule is that after each teaching session, Kim should feel better about herself than she did at the beginning of the session. Therefore, be sure to provide a great deal of praise and rewards when teaching. Also, do not push Kim too fast; if she becomes overly frustrated, take a break from an activity and return to it another time.

The following items are designed to help further Kim's developmental competencies. You might try working on one or two suggested activities every day or so. Some may come easily while others may require more effort. If one seems to be especially difficult, you may want to put it aside for a few weeks.

Physical Skills

P24. *Help Kim learn to buckle a seat belt independently.*

By the time you want to teach Kim this skill, she will have watched you do it many times. Therefore, as you buckle the seat belt, begin to describe your actions out loud. You can ask Kim to help by doing one part of it, and then provide a reward of praise or a favorite toy. Each time, you can increase the number of steps that Kim performs independently. You can also make buckling up a game wherein you see how fast it can be done. (Of course, be sure to check that it has been done safely and correctly.)

P28. *Teach skilled hopping.*

Begin by making sure that Kim is comfortable hopping in place on one foot. If Kim doesn't imitate your hopping well, you might help by holding her hands for a while.

Once hopping is mastered, try to increase the distance by making a game out of hopping to receive a reward, such as a hug or a treat of some kind, working up to a distance of about 10 feet. Once hopping on one foot has been mastered, progress to hopping to—and stopping at—places you mark on the floor with chalk or a bit of tape.

Move on to "jump-turn" hopping, where Kim first hops to one spot and then jumps and turns, landing on both feet before jumping and turning again to land on one foot. Begin with easy games so that Kim is sure to succeed before moving on to more difficult hopping tasks.

P29. *Help Kim learn to hit a softly pitched ball with a bat.*

In the initial stages of building up to this skill, many children hit a ball off a stationary tee. This allows them to get the feel of swinging without requiring the same level of hand-eye coordination as for hitting a pitched ball.

Once Kim has some mastery of swinging, begin helping her learn to hit the ball when pitched very softly. Also, beginning with a large inflated ball and slowly reducing the size of the ball helps to teach the skill while ensuring early success. You may need to have another person pitch the ball while you guide Kim's arms and body in the swing.

If Kim becomes frustrated, simply switch to a larger ball. Sports can be especially important to children's self-concept, so it is important to make sure that the learning experience is fun and rewarding.

P30. *Continue providing support for improvement in fine-motor skills.*

Once Kim has developed the ability to draw lines, it may be time to expand that ability by teaching Kim to draw shapes, including a diamond. Progress through additional shapes, such as a circle and a triangle, and encourage her to draw slowly and carefully so as to orient the shapes correctly. Provide verbal encouragement, and help Kim have fun with it by connecting shapes into designs or "decorating" the shapes by coloring them. Note that larger shapes are generally easier to copy than smaller ones.

The refinement of fine-motor skills through drawing shapes is important for later letter-writing skills.

Adaptive Behavior Skills

A14. *Encourage Kim to put items (toys, food, clothes) where they belong when asked to do so.*

There should be an easy place to put toys away, such as a large chest with a safe but easy-to-open lid or some open shelves at a height that Kim can easily reach. Likewise, the clothes hamper and any other place Kim is asked to put things should be easily accessible.

Begin by being consistent with putting things away, and verbalize what you are doing as you do it. For example, when putting Kim's dirty clothes in the hamper, you could say "These are dirty, so I'm putting them here in this hamper so they can be washed."

At first, do not expect Kim to know when to put things away independently, but only when she is asked to do so, such as at the end of the day or at a "chore time" after dinner.

A19. *Help Kim learn how to play a DVD or video independently.*

By this time in development, most children have seen adults select and play a DVD or video and work the controls on a television. The ability for Kim to do this kind of activity unaided relates to the successful use of other electronic devices later on.

If she watches DVDs or videos from time to time, take the opportunity to explain the process required to insert the video/disc into the player and play it. Encourage Kim to help you with the steps, and eventually have her do it independently. There is a built-in reward to this task, because if the DVD or video is loaded successfully, she will be able to watch it!

A22. *Teach Kim to care for bowel movements.*

This skill requires Kim to take down clothing, wipe afterward, get dressed again, and wash her hands.

Initially, it is best if the clothing is very easy to take off and put back on; for example, elastic pants that can be easily pulled down and up are best.

Usually, children master toileting skills related to urination before learning to wipe after bowel movements. Lots of praise and tolerance are needed to make the learning of this important set of skills a good experience.

A23. *Teach Kim to use the computer to play a simple game.*

Once basic computer skills, such as using a mouse, have been mastered, Kim should be ready to play a simple computer game or use basic educational software. Make sure that the software is already loaded on the computer and is functional. Also, use software that is very simple, fun, and easy to understand.

Find a time when Kim is calm and happy, and show her how to use the software. If needed, describe each step in great detail and repeat the instructions as needed. Praise Kim's ability to use the software, not necessarily for "winning" the game.

Social-Emotional Skills

S11. *Instruct Kim to bring things to someone in another place.*

Begin by handing Kim something to give to someone who is reaching out for it a few feet away. After succeeding at that task, increase Kim's skill by having her take things to people farther away. Keep increasing the difficulty until something needs to be taken from one room to another, but keep other people involved.

The social part of this game is most important at this stage. It will motivate Kim and reinforce what she is doing.

S14. *Help Kim respond well to the instructions of a familiar adult.*

Kim should already be greeting familiar adults differently from unfamiliar people and therefore should already understand the difference between the two.

To encourage her to respond well to familiar adults, have one or two very familiar adults, whom Kim is known to respond positively to, make simple requests; provide praise and hugs for a quick response and following directions. The positive feedback will help to reinforce the following of instructions.

S19. *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, one with whom Kim 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 Kim feels abandoned, frightened by the other child, or upset by the strangeness of the situation, it will be harder to learn independent peer play.

S20. *Encourage Kim to play in group games (not just activities) without constant direct supervision by an adult.*

Get Kim involved in a simple, fun game such as tag or hide-and-seek. Perhaps even begin by participating yourself. Find ways to withdraw your presence slowly, such as by sitting out for a turn.

Later, make a more complete break. For instance, you can leave the play area to "go check on something" for a few minutes. Slowly begin to withdraw for increasing periods of time. Remain sensitive to the needs of Kim and the particular group. Do not stretch your time away so much or so soon that anyone feels abandoned, and be sure that they are playing in a safe area.

Children generally do better with one other friend when first learning group interaction skills. So before initiating groups of three or more, it is helpful to be assured that Kim can play successfully with one other child. Also be aware that groups of three or more can lead to the unpleasant experience of being ignored or bullied, so initial experiences with two other peers may justify some monitoring.

S21. *Teach Kim about ownership.*

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

Find an object that Kim 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, a safe cooking tool, or anything safe that Kim would like to play with and that has been kept away in the past works well.

Let Kim know that you might be able to share "your" piece of equipment from time to time if she makes sure to ask your permission. Make it a point to say "yes" sometimes and "no" at other times so that the idea of the owner's continuing control gets across. It is 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 Kim to help develop the concept of ownership.

Cognitive Skills

G20. *Teach the concepts of 'between,' 'under,' and 'over.'*

The best way to teach these concepts is through demonstration with interesting objects and pictures. When Kim is playing with toys, you can join in the play and show how something can go *under* something else while you verbalize/emphasize the word under. You can then ask Kim to demonstrate putting another object *under* something else.

Play the same game to teach the concept of *over*. Once Kim knows how to demonstrate *under* and *over*, you can solidify the concepts by playing with both in the same game, for example, by asking Kim to "put the cow *over* the house and *under* the bridge." These same strategies can be used to teach *between*.

G24. *Exercise Kim's memory for information.*

Tell short stories or describe interesting events, and then ask Kim questions about what she was just told. Begin with stories short enough to almost 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 Kim can answer four or five questions.

G27. *Instruct Kim in double-digit enumeration.*

First make sure that Kim can count accurately up through 15 or 20. Then tell her to hand you single-digit amounts from a row or pile of about 20 objects; for example, first three and then seven coins from a pile of coins.

Once Kim has demonstrated success with single-digit amounts, progress to double-digit amounts up to the number she knows how to count to. Remember that this and all teaching is best done when it leaves her feeling good.

G28. *Teach Kim to recognize pennies and distinguish them from other coins.*

Place a collection of coins in front of Kim and play some enjoyable game with them, such as putting them into a cup or pretending that some of them are playing hide-and-seek.

Following that, pull each penny and label it "penny."

Mix up the pennies with the other coins and ask Kim to give you just the pennies. The more fun the game and the more positive the attention gained from success, the more she will want to learn.

G29. *Teach Kim the sequence of the days of the week.*

First help Kim memorize the names of the days in order. Then practice listing the days starting with any day named; instead of always listing the days starting with Sunday, begin with Wednesday or Friday.

After that skill is attained, make the game even harder (and this takes some time) by asking what days come before a certain day or after a certain day. Finally, ask which day comes before and after any day of the week.

Communication Skills

M9. *Help Kim learn to respond to simple commands of three or more words.*

Some easy commands to begin with are "show" ("Show me your toes," "Show me your nose"), "give" ("Give me the spoon," "Give me a kiss"), and "go" ("Go to Daddy," "Go to Grandma").

It is easiest to learn from repeated requests made in simple sentences, especially when you can use gestures to assist (for example, point to the bottle when asking her to bring it to you). Use a gentle, urging tone rather than a sharp, commanding one.

M11. *Teach Kim to follow two-step directions.*

Once Kim has learned to follow individual directions, such as "Give me a kiss" or "Wave bye-bye," the next step is to teach her how to follow two-action directions. Start with simple two-step actions that do not require new actions, for example, "Kiss my ear and kiss my nose" or "Give me your spoon and give me your cup." Progress to more complex two-part instructions, such as "Go to Daddy and get the book" or "Drink some juice and get your coat." It is best to start with directions that are fun for Kim rather than a chore. Give lots of praise for correctly following the directions.

M15. *Teach Kim to repeat parts of nursery rhymes or join in while others are reciting them.*

Lots of repetition mixed with smiles, cuddling, and playfulness is typically the best approach. Formal drilling is not conducive to imparting this skill.

Simple songs are the easiest to learn, as a rhyme with a tune is easier to remember than a rhyme without one. Begin with very short songs with multiple repeated phases, such as "Happy Birthday," before tackling longer verses without melodies.

Kim will want to imitate you if she recognizes doing so as a way to get positive attention, praise, and approval.

M19. *Encourage Kim to tell a story by looking at the pictures in a familiar story book.*

Choose a picture book that Kim has had read to her and seen many times. Start with one simple picture and ask what happens on that page.

Slowly encourage this skill by rewarding Kim with praise, hugs, and attention for "reading" additional pages by telling the part of the story depicted in each picture. Ultimately, Kim will be able to go through an entire picture book telling the story.

M20. *Teach Kim to offer her name when asked.*

Play a game in which you ask "Who are you?" or "What's your name?" If Kim doesn't respond, provide the answer and ask her to repeat it. Start with Kim's first name and wait a while after that has been mastered before encouraging the use of both the first and last names.

Having more than one adult play the "What's your name?" game will help Kim learn this skill and respond to name requests naturally.

M21. *Encourage Kim to learn and sing a song of at least 30 words.*

Singing a happy children's song together will help Kim learn the song. A CD player or any toy that plays recorded music will help. If Kim watches a TV show or a DVD with a theme song she likes, you can learn the song and then help her to sing it.

Rewarding efforts with positive attention will help to develop this skill and increase self-confidence.

END OF SUGGESTED ACTIVITIES

Summary of Answers

Child's Name: Kim Wilson
Child's ID: 000000001
Child's Age: 4 years 0 months   **Administration Date:** 02/14/07
Gender: Female   **Processing Date:** 02/14/07
Ethnicity: White   **Examiner ID:** AK
Name of informant: Mrs. Wilson   **Relationship to child:** Mother

Responses to Questions:

Physical Scale
1. Y
2. Y
3. Y
4. Y
5. Y
6. Y
7. Y
8. Y
9. Y
10. Y
11. Y
12. Y
13. Y
14. Y
15. Y
16. Y
17. Y
18. Y
19. Y
20. Y
21. Y
22. Y
23. Y
24. N
25. Y
26. Y
27. Y
28. N
29. N
30. N
31. N
32. N
33. -
34. -
35. -

Adaptive Behavior Scale
1. Y
2. Y
3. Y
4. Y
5. Y
6. Y
7. Y
8. Y
9. Y
10. Y
11. Y
12. Y
13. Y
14. N
15. Y
16. Y
17. Y
18. Y
19. N
20. Y
21. Y
22. N
23. N
24. N
25. N
26. N
27. -
28. -
29. -
30. -
31. -
32. -
33. -
34. -
35. -
36. -
37. -

Social-Emotional Scale
1. Y
2. Y
3. Y
4. Y
5. Y
6. Y
7. Y
8. Y
9. Y
10. Y
11. N
12. Y
13. Y
14. N
15. Y
16. Y
17. Y
18. Y
19. N
20. N
21. N
22. N
23. N
24. -
25. -
26. -
27. -
28. -
29. -
30. -
31. -
32. -
33. -
34. -
35. -
36. -

Cognitive Scale
1. Y
2. Y
3. Y
4. Y
5. Y
6. Y
7. Y
8. Y
9. Y
10. Y
11. Y
12. Y
13. Y
14. Y
15. Y
16. Y
17. Y
18. Y
19. Y
20. N
21. Y
22. Y
23. Y
24. N
25. Y
26. Y
27. N
28. N
29. N
30. N
31. N
32. -
33. -
34. -
35. -
36. -
37. -
38. -

Communication Scale
1. Y
2. Y
3. Y
4. Y
5. Y
6. Y
7. Y
8. Y
9. N
10. Y
11. N
12. Y
13. Y
14. Y
15. N
16. Y
17. Y
18. Y
19. N
20. N
21. N
22. N
23. N
24. -
25. -
26. -
27. -
28. -
29. -
30. -
31. -
32. -
33. -
34. -

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

This report was generated based on WPS TEST REPORT Microcomputer Data Entry.

END OF REPORT