

DRDP-K Fundamental

Observing and Documenting for the DRDP Measures by Level: Approaches to Learning–Self-Regulation (ATL-REG)

ATL-REG 1: Curiosity and Initiative in Learning

Child explores the environment in increasingly focused ways to learn about people, things, materials, and events

Developmental Levels and Descriptors	Building Earlier Explores through simple observations, or manipulations, or asking simple questions	Building Middle Explores by engaging in specific observations, manipulations, or by asking specific questions	Building Later Carries out simple investigations using familiar strategies, tools, or sources of information	Integrating Earlier Carries out multi-step investigations, using a variety of strategies, tools, or sources of information	Integrating Middle Carries out experiments with things or materials, by systematically modifying actions and reacting to the results	Integrating Later Finds out about things, people, or events by comparing multiple sources of information, including experiments, books and pictures, and asking questions
Examples from the DRDP	Drops a marble in a maze and follows its path as it rolls to the bottom.	Puts a dry sponge in water and then squeezes it to see what happens.	Uses a magnifying glass to observe a caterpillar closely and describes its pattern of colors and number of legs.	Sets up a project, with an adult, that involves investigating the growth of lima bean plants with different amounts of water and documents their growth.	Watches a cup of snow or ice to see how long it takes to melt.	Communicates, “But that’s different from what my daddy told me,” and asks why, after hearing an adult’s response to a question about why plants are green.
Could look like this in virtual interaction	Mystery Bag! Invite children to ask questions to guess what is in the bag.	Make a band! Invite caregivers to provide children with household materials that could be used as instruments (e.g., pots, pans, spoons)	What is missing? Show a tray of items, cover with a cloth and take one item off the tray, have children guess what is missing.	Encourage children to choose activities based on their own interests. Ask children about their plans for the day and what they will need to accomplish their plans.	Sets up an experiment to see if a little or big cube melts faster	Show the picture of the parts of a tree or plant and invite children to share one thing they know about the plant.
Support learning and development: Ideas to share with families	Some skills we look for in young learners is how curious they are in exploring, investigating, and carrying out experiments to learn about their world. Notice when your child is wondering about something and how it works: a kitchen appliance while you are cooking, a ladybug flying away, problem solving while building with blocks, etc. Talk about the “why” or show them a next step in the process. Show them tools like magnifying glasses, scales, magnets. Talk about the differences and similarities between things. Encourage your child to explain what they see and think.					
How to support learning and development at this level: Ideas for teachers	Show or make some STEAM videos to share with parents (YouTube has many) such as color mixing, ramps, collecting on nature walks, animals, insects, etc., to watch or replicate the activity at home. Model and share some open-ended questions to prompt child’s thinking. Have parents send you a photo, video or dictation or drawing from their child’s work. Look for simple observations/manipulations moving from simple investigations to multi-step investigations. This will also give evidence for LLD measures.					

ALT-REG 2: Self-Control of Feelings and Behavior

Child increasingly develops strategies for regulating feelings and behavior, becoming less reliant on adult guidance over time

Developmental Levels and Descriptors	Building Earlier Demonstrates capacity to regulate emotional or behavioral reactions in some moderately stressful situations, occasionally needing adult support	Building Middle Expresses strong feelings through constructive forms of communication, seeking the assistance of familiar adults when needed	Building Later Uses simple strategies (e.g., leaving a difficult situation, offering an alternative toy to a friend) to regulate own feelings or behaviors	Integrating Earlier Uses socially appropriate strategies (e.g., negotiation, compromise, verbal reminders to self) to regulate own feelings or behaviors	Integrating Middle Uses self-control strategies to regulate feelings and behaviors in order to prevent self from acting impulsively	Integrating Later Uses mental strategies (e.g., changing goals, reappraising the situation) to manage emotions, with some success
Examples from the DRDP	Pauses and signs after tower falls down, and then starts to rebuild it when an adult asks, “Do you want to make it again?”	Insists that another child return a favorite item, but when refused, asks familiar adult for help.	Offers an object in exchange when another child has a desired object.	Communicates, “I want a turn. Can I use the scooter after you go around two times?” after watching another child ride for a while.	Raises hands, as if to push, pauses, and then communicates, “I don’t like when you push! I was here first,” when pushed by a peer.	Turns to play with another child and later communicates, “I don’t like to play with them, they’re mean,” after being excluded by favorite playmates.
Could look like this in virtual interaction	Sharing Day! Invite children to share their favorite toy with the class.	Invite children to tell a story about a time when they had strong feelings.	Read stories involving characters involved in conflict (e.g., <i>Sometimes I’m Bombaloo</i>).	Asks teacher during a virtual meeting, “Can I talk when Sofia is done?”	Child switches from desk to floor during a virtual meeting, bringing along required materials.	Communicates to adult, “I don’t care if the teacher is giving me a sticker. I did it right!”
Support learning and development: Ideas to share with families	Children in kindergarten are learning the important social/emotional skills of how to handle and talk about their frustration, disappointment and how to share. The first step is teaching your child how to label their emotions: I am frustrated, angry, sad, jealous, disappointed. They need the words to tell you how they feel and get your help in dealing with their emotions. The next step is showing them how to think about alternatives, compromising and negotiating					
How to support learning and development at this level: Ideas for teachers	This is a more difficult measure to “observe.” Use simple Quick Question 1 Google form to gather information about self-control at home. Make sure to follow up with the parents for some tips to support learning to the next level. Teach students during online classes some strategies of alternatives, compromise, negotiation for when children are showing frustration on virtual meetings. Could they be taught how to use a “break ticket” (two, three, etc.) if they need to go to the bathroom, get a drink, do some wall pushups, take a quick look out a window? Look at parent-provided video for the level of adult support needed to handle child’s frustration and how child communicates to deal with their emotions					

ATL-REG 3: Engagement and Persistence

Child increasingly persists in understanding or mastering activities, even if they are challenging or difficult

Developmental Levels and Descriptors	Building Earlier Continues self-selected activities with adult support, even though interest briefly shifts to other activities	Building Middle Continues self-selected activities on own, seeking adult support to work through challenges	Building Later Works through challenges on own while engaged in self-selected activities	Integrating Earlier Returns to activities, including challenging ones, on multiple occasions to practice a skill or to complete the activity	Integrating Middle Pursues simple multi-step activities, following the steps through to completion	Integrating Later Completes complex multi-step activities, making and adjusting plans as needed
Examples from the DRDP	Stops looking at books and starts to move away from book area but returns when an adult begins reading a familiar book.	Continues working on a difficult puzzle, asking an adult for help when needed.	Continues to build a structure with interlocking blocks even when having difficulty finding the “right” pieces.	Writes own name, then writes it more clearly a second time.	Makes a neighborhood map, including familiar landmarks, such as houses, a park, the library, and the fire station.	Finishes current activity, puts away materials, and goes to the lunch table with no reminders after an adult announces it is time for lunch.
Could look like this in virtual interaction	Set up short virtual meeting and observe child play with materials.	While in a small group virtual meeting, provide three activity options using picture cards.	Child erases and starts over on a drawing during.	Create a virtual sign in sheet for each day.	Child completes a two-step activity demonstrated online. May need parent report.	Child completes multi-step task. Parent or child describes the steps and the product.
Support learning and development: Ideas to share with families	Children this age are learning persistence; how to stick with something until they master it, working through the challenges. Watch them in their favorite activities and talk with them about how to work through problems that come up.					
How to support learning and development at this level: Ideas for teachers	This measure begins with self-selected activities, which is the developmentally appropriate scenario to see strong engagement and persistence. You may need a parent report. At the Integrating levels, you can observe them virtually with multi-step tasks. How much adult support does the child need to remain engaged in the task? Use simple Quick Question 2 Google form to gather information about engagement and mastery at home. Make sure to follow up with the parents for some tips to support learning to the next level.					

ATL-REG 4: Shared Use of Space and Materials

Child develops the capacity to share the use of space and materials with others

Developmental Levels and Descriptors	Building Earlier Shows awareness that other children might want to use materials, by taking action to control the materials	Building Middle Maintains control of some preferred materials, allowing others to use the rest, but will need adult support to share preferred materials with other children	Building Later Follows expectations or procedures for sharing, most of the time, without adult prompting	Integrating Earlier Offers to share space or materials with others in the absence of explicit expectations for sharing	Integrating Middle Shows concern about everyone being treated fairly in collaborative activities with others	Integrating Later Engages in sustained collaborative activities that involve mutual assistance
Examples from the DRDP	Places favorite dolls behind back when other children are playing in the same area.	Keeps favorite crayons nearby and pushes the basket of other colored crayons to the center of the table.	Communicates to another child, "That's mine. Go get one from over there."	Makes room for another child who wants to join in the writing activity, and then offers a pencil to the child.	Helps another child find a favorite book from a book area.	Works with one or two peers to assemble a puzzle, accepting and offering help to figure out where the pieces go.
Could look like this in virtual interaction	Protects their materials in their work space when a sibling is nearby.	Keeps favorite crayons protected in work space but allows sibling or peer use other ones.	Communicates to another child, "That's mine. Go get one from the over there."	Makes room for sibling or peer to join their work space, offering them a writing tool.	Reminds peers in the breakout room that everyone gets a turn to talk.	Works with one or two peers in a breakout room to complete a group task.
Support learning and development: Ideas to share with families	Your child's "classroom" at home should have a table or desk and all of the materials they will need so they can learn to work independently. Teach them how to handle when siblings approach: asking for adult help and having extra materials to share with siblings off camera. Make sure the child knows which materials he can claim as his own and which things around the house are shared by all.					
How to support learning and development at this level: Ideas for teachers	At the Building levels, you may need parent report about the child's sharing at home with siblings or friends. Teaching plans should include the organization of the child's work space and how to handle when siblings or other children approach it. Talk about and model strategies such as letting another child use a marker and paper they aren't using, redirecting the other child to get different materials, etc. At the Integrating level, teach the use breakout rooms to share ideas and complete a simple group task.					