

Desired Results Developmental Profile-Infant Toddler © (2015)

Developmental Domain

Approaches to Learning-Self-Regulation (ATL-REG)

Number	Measure & Definition	Responding Earlier	Responding Later	Exploring Earlier	Exploring Later	Building Earlier	Building Middle	Building Later	Integrating
1 (ATL-REG)	Attention Maintenance Child develops the capacity to pay attention to people, things, or the environment when interacting with others or exploring play materials	Attends or responds briefly to people, things, or sounds	Shifts attention frequently from one person or thing to another	Maintains attention, on own or with adult support, during brief activities	Maintains attention, with adult support, during activities that last for extended periods of time	Maintains attention on own during activities that last for extended periods of time	There are no later levels for this measure		
2 (ATL-REG)	Self-Comforting Child develops the capacity to comfort or soothe self in response to distress from internal or external stimulation	Responds to internal or external stimulation in basic ways	Engages in behaviors that have previously worked to soothe self	Comforts self by seeking a familiar adult or a special thing	Comforts self in different ways, based on the situation	Anticipates need for comfort and prepares self by asking questions, getting a special thing, or in other ways	There are no later levels for this measure		
3 (ATL-REG)	Imitation Child mirrors, repeats, and practices the actions or words of others in increasingly complex ways	Responds to facial expressions or vocalizations in basic ways	Imitates approximations of single simple actions or sounds when interacting with others	Imitates actions, or Repeats familiar words or gestures by others when interacting with them	Imitates a few actions, or Repeats familiar actions or words experienced at an earlier time	Imitates multiple steps of others' actions, or Repeats phrases, experienced at an earlier time	There are no later levels for this measure		
4 (ATL-REG)	Curiosity and Initiative in Learning Child explores the environment in increasingly focused ways to learn about people, things, materials, and events	Responds to people, things, or sounds	Notifies new or unexpected characteristics or actions of people or things	Explores people or things in the immediate environment	Explores new ways to use familiar things, including simple trial and error	Explores through simple observations, or manipulations, or asking simple questions	Explores by engaging in specific observations, manipulations, or by asking specific questions	Carries out simple investigations using familiar strategies, tools, or sources of information	Carries out multi-step investigations, using a variety of strategies, tools, or sources of information
5 (ATL-REG)	Self-Control of Feelings and Behavior Child increasingly develops strategies for regulating feelings and behavior, becoming less reliant on adult guidance over time	Calms when comforted by an adult	Seeks a familiar adult when distressed, and responds when physically comforted by a familiar adult	Calms self when a familiar adult initiates contact, moves close, or offers a special thing	Relies on communication or guidance from a familiar adult to regulate emotional or behavioral reactions in moderately stressful situations	Demonstrates capacity to regulate emotional or behavioral reactions in some moderately stressful situations, occasionally needing adult support	Expresses strong feelings through constructive forms of communication, seeking the assistance of familiar adults when needed	Uses simple strategies (e.g., leaving a difficult situation, offering an alternative toy to a friend) to regulate own feelings or behaviors	Uses socially appropriate strategies (e.g., negotiation, compromise, verbal reminders to self) to regulate own feelings or behaviors

Developmental Domain

Social and Emotional Development (SED)

Number	Measure & Definition	Responding Earlier	Responding Later	Exploring Earlier	Exploring Later	Building Earlier	Building Middle	Building Later	Integrating
1 (SED)	Identity of Self in Relation to Others Child shows increasing awareness of self as distinct from and also related to others	Responds in basic ways to others	Uses senses to explore self and others	Recognizes self and familiar people	Communicates own name and names of familiar people (e.g., "dada," "mama," "grandma," or sibling's name)	Expresses simple ideas about self and connection to others	Describes self or others based on physical characteristics	Describes own preferences or feelings; Describes the feelings or desires of family members, friends, or other familiar people	Compares own preferences or feelings to those of others
2 (SED)	Social and Emotional Understanding Child shows developing understanding of people's behaviors, feelings, thoughts, and individual characteristics	Responds to faces, voices, or actions of other people	Shows awareness of what to expect from familiar people by responding to or anticipating their actions	Adjusts behavior in response to emotional expressions of familiar people, especially in novel or uncertain situations	Adjusts behavior in response to emotional expressions of people who are less familiar	Identifies own or others' feelings	Communicates, with adult assistance, about feelings that caused own behavior or others' behavior	Communicates ideas about why one has a feeling or what will happen as a result of a feeling	Communicates ideas about how own or another's personality affects how one thinks, feels, and acts
3 (SED)	Relationships and Social Interactions with Familiar Adults Child develops close relationships with one or more familiar adults (including family members) and interacts in an increasingly competent and cooperative manner with familiar adults	Responds to faces, voices, or actions of familiar people	Shows a preference for familiar adults and tries to interact with them	Interacts in simple ways with familiar adults and tries to maintain the interactions	Initiates activities with familiar adults; and Seeks out assistance or support from familiar adults	Engages in extended interactions with familiar adults in a variety of situations (e.g., sharing ideas or experiences, solving simple problems)	Seeks a familiar adult's ideas or explanations about events or experiences that are interesting to the child	Takes initiative in creating cooperative activities with a familiar adult	Works cooperatively with familiar adults, over sustained periods, to plan and carry out activities or to solve problems
4 (SED)	Relationships and Social Interactions with Peers Child becomes increasingly competent and cooperative in interactions with peers and develops friendships with several peers	Shows awareness of other people, including children	Shows interest in other children	Plays alongside other children, rarely interacting with them	Interacts in simple ways with familiar peers as they play side by side	Participates in brief episodes of cooperative play with one or two peers, especially those with whom child regularly plays	Participates in extended episodes of cooperative play (including pretend play) with one or two friends	Initiates sustained episodes of cooperative play (including pretend play), particularly with friends	Organizes or participates in planning cooperative play activities with several peers, particularly with friends
5 (SED)	Symbolic and Sociodramatic Play Child develops the capacity to use objects to represent other objects or ideas and to engage in symbolic play with others	Responds to people or objects in basic ways	Explores people and objects in a variety of ways	Uses or combines objects in functional or meaningful ways	Pretends that an object represents another object or serves a different purpose	Engages in pretend- play sequences	Engages in pretend play with others around a shared idea	Engages in roles in pretend-play sequences with others	Engages in pretend- play sequences with others by organizing and negotiating roles or rules around a shared elaborated idea

Developmental Domain

Language and Literacy Development (LLD)

Number	Measure & Definition	Responding Earlier	Responding Later	Exploring Earlier	Exploring Middle	Exploring Later	Building Earlier	Building Middle	Building Later	Integrating
1 (LLD)	Understanding of Language (Receptive) Child understands increasingly complex communication and language	Responds to voices, sounds, gestures, or facial expressions in basic ways	Responds to voices, gestures, or facial expressions in a variety of ways (e.g., gaze aversion, vocalization, movements)	Recognizes a few frequently used words or gestures in familiar situations	Shows understanding of a variety of single words	Shows understanding of frequently used simple phrases or sentences	Shows understanding of a wide variety of phrases or sentences	Shows understanding of some complex vocabulary, phrases, or sentences as used in conversations, stories, or learning activities	Shows understanding of language that refers to abstract concepts, including imaginary events	Shows understanding of a series of complex statements that explain how or why things happen
2 (LLD)	Responsiveness to Language Child communicates or acts in response to language and responds to increasingly complex language	Responds to voices, sounds, gestures, or facial expressions in basic ways	Responds to voices, gestures, or facial expressions in a variety of ways (e.g., eye gaze, gaze aversion, vocalization, movements)	Responds to a few frequently used words or gestures in familiar situations	Responds to one-step requests or questions involving an action that will happen right away	Responds to one-step requests or questions that involve a familiar activity or routine	Carries out a one-step request that relates to a new or an unfamiliar activity or situation	Carries out multi-step requests that involve a familiar activity or situation	Carries out multi-step requests that involve a new or unfamiliar activity or situation	
3 (LLD)	Communication and Use of Language (Expressive) Child's communication develops from nonverbal communication to using language with increasingly complex words and sentences	Makes sounds spontaneously	Uses sounds, gestures, or facial expressions to communicate	Uses a few "first words," word-like sounds, or gestures to communicate	Uses a variety of single words to communicate	Uses two words together to communicate	Uses short phrases or sentences of more than two words to communicate	Uses short sentences that contain nouns, verbs, and other words, such as adjectives and recently encountered vocabulary, to communicate	Uses phrases and sentences with a variety of word forms, including past tense, future tense, plurals, pronouns, or possessives, to communicate, sometimes with errors	Combines phrases and sentences with a variety of word forms to communicate ideas or to describe people, objects, or events
4 (LLD)	Reciprocal Communication and Conversation Child engages in back and forth communication that develops into increasingly extended conversations	Responds to sounds or movements of others in basic ways	Responds to or seeks contact with familiar adults, using vocalizations, gestures, or facial expressions during interactions	Engages in brief back-and-forth communication with a familiar adult, using word approximations, vocalizations, gestures, or facial expressions	Engages in brief back-and-forth communication with a familiar adult, using simple words or conventional gestures to communicate meaning	Engages in brief back-and-forth communication, combining words to communicate meaning	Engages in brief back-and-forth communication, using short phrases and sentences	Engages in brief conversations with a shared focus	Engages in conversations with a shared focus, contributing clarifying comments or building on the other person's ideas	Engages in extended focused conversations that involve reasoning, predicting, problem solving, or understanding ideas
5 (LLD)	Interest in Literacy Child shows interest in books, songs, rhymes, stories, and other literacy activities in increasingly complex ways	Attends or responds to people or things in basic ways	Plays with books; and Responds to other literacy activities	Attends briefly to a familiar adult reading books, singing songs, or saying rhymes	Looks at books on own briefly, or Chooses to join reading, singing, or rhyming activities led by an adult	Looks at books page by page, or Participates, from beginning to end, in listening to stories, singing songs, or playing rhyming games, when supported by an adult	Initiates looking at and talking about books, listening to and talking about stories, singing songs, or playing rhyming games	Extends literacy activities by retelling a story, drawing pictures about a story, or acting out a story	Initiates literacy activities that relate to classroom experiences as well as to own experiences or interests	

Developmental Domain

Cognition, Including Math and Science

Number	Measure & Definition	Responding Earlier	Responding Later	Exploring Earlier	Exploring Later	Building Earlier	Building Middle	Building Later	Integrating Earlier
1 (COG)	Spatial Relationships Child increasingly shows understanding of how objects move in space or fit in different spaces	Moves body parts in basic ways	Attends or responds as objects, people, or own body move through space	Explores how self or objects fit in or fill up different spaces	Explores spatial relationships (e.g., distance, position, direction), or movement of self or objects through space, trying a variety of possibilities	Takes into account spatial relationships (e.g., distance, position, direction) and physical properties (e.g., size, shape) when exploring possibilities of fitting objects together or moving through space	There are no later levels for this measure		
2 (COG)	Classification Child shows an increasing ability to compare, match, and sort objects into groups according to their attributes	Attends to people, objects, or events	Interacts differently with familiar people and objects than with unfamiliar people and objects	Associates a person or object with another person or object, based on a similarity or relationship between them	Selects some objects that are similar from a collection of objects	Sorts objects into two groups based on one attribute, but not always accurately	Sorts objects accurately into two or more groups based on one attribute	Sorts objects into two or more groups based on one attribute, then puts all the objects together and re-sorts the entire collection into new groups	Sorts objects into groups based on at least two attributes, sometimes sorting by one attribute and then subdividing those groups based on a second attribute
3 (COG)	Number Sense of Quantity Child shows developing understanding of number and quantity	Responds to people or objects in basic ways	Responds to changes in the number of objects observed or interacted with	Demonstrates awareness of quantity	Uses number names, but not always correctly, in situations related to number or quantity	Identifies small quantities without counting, up to three	Counts up to five objects using one-to-one correspondence; and Recites numbers in order, one through ten	Shows understanding that the last number counted is the total number of objects in the group	Solves simple everyday problems involving numbers by counting up to 10 objects using one-to-one correspondence; Recites numbers correctly, up to 20
8 (COG)	Cause and Effect Child demonstrates an increasing ability to observe, anticipate, and reason about the relationship between cause and effect	Responds or shows anticipatory excitement to people, objects, or actions	Repeats actions that have effects	Tries out different behaviors to cause effects	Searches for possible causes of actions, events, or behaviors	Acts on objects to cause a specific result	Acts in ways that take into account an anticipated result	Offers possible explanations for why certain actions or behaviors result in specific effects	Shows understanding that variations in actions or degrees of actions with the same objects or materials cause different results
9 (COG)	Inquiry Through Observation and Investigation Child observes and investigates objects (living and nonliving things) and events in the environment and becomes increasingly sophisticated in pursuing knowledge about them	Responds to people, things, or sounds	Attends to responses of objects and people that result from own actions	Shows interest in people or things in the environment	Engages in simple purposeful explorations of familiar objects in the environment	Engages in sustained explorations	Observes objects and events of interest in the environment, makes simple predictions about them, and checks the predictions	Engages in detailed observations and complex investigations of objects and events in the environment (e.g., tests predictions, makes comparisons, uses scientific tools, or tracks changes over time)	Contributes to planning and carries out detailed observations and complex investigations to answer questions of interest
11 (COG)	Knowledge of the Natural World Child develops the capacity to understand objects (living and nonliving things) and events in the natural world, including how they change and their characteristics	Attends to people, objects, or events	Interacts with objects or people	Shows interest in the characteristics of living or nonliving things in the environment	Explores how objects in the natural world will behave or function	Identifies basic characteristics of living things, earth materials, or events in the environment (e.g., how they look, feel, sound, or behave)	Demonstrates awareness of basic needs and processes that are unique to living things (e.g., need for water and food; change and growth)	Demonstrates an awareness of differences among living things, earth materials, or events in the environment by identifying some of their specific characteristics	Demonstrates knowledge of categories of living things, earth materials, or events in the environment, and knowledge of processes unique to living things

Developmental Domain

Physical Development-Health (PD-HLTH)

Number	Measure & Definition	Responding Earlier	Responding Later	Exploring Earlier	Exploring Middle	Exploring Later	Building Earlier	Building Middle	Building Later	Integrating
1 (PD-HLTH)	Perceptual-Motor Skills and Movement Concepts Child moves body and interacts with the environment, demonstrating increasing awareness of own physical effort, body awareness, spatial awareness, and directional awareness	Responds to sensory information or input (e.g., visual, auditory, tactile) with basic movements of body parts	Responds to sensory information by moving body or limbs to reach for or move toward people or objects	Uses sensory information to control body while exploring people, objects, or changes in the physical environment	Demonstrates awareness of major body parts by exploring their movement potential	Tries different ways to coordinate movements of large or small body parts	Adjusts, with adult guidance, aspects of movement (e.g., effort, spatial, directional) in relation to people and objects	Anticipates and then adjusts, on own, aspects of movement (e.g., effort, spatial, directional) in relation to people and objects in familiar spaces	Anticipates and then adjusts aspects of movement (e.g., effort, spatial, directional) during new activities, in changed environments, or on different surfaces	
2 (PD-HLTH)	Gross Locomotor Movement Skills Child shows increasing proficiency in fundamental locomotor skills (e.g., rolling, crawling, cruising, walking, running, jumping, galloping)	Moves in basic and often involuntary ways	Moves two or more body parts together, often with intention	Coordinates movements of body parts to move whole body, such as creeping, crawling, or scooting on bottom	Coordinates movement of whole body while upright, using support	Coordinates basic movements in an upright position without using support	Coordinates movements, in an upright position, that momentarily move whole body off the ground	Combines and coordinates two or more locomotor movements together in effective ways, with some success	Combines a variety of locomotor movements and moves effectively across a range of activities	
3 (PD-HLTH)	Gross Motor Manipulative Skills Child shows increasing proficiency in gross motor manipulative skills (e.g., reaching, kicking, grasping, throwing, and catching)	Moves in basic and often involuntary ways	Uses arms, legs, or body to move toward or reach for people or objects	Uses arms, legs, or body to engage in simple, repeated actions on objects	Uses arms, legs, or body in various ways to manipulate objects, while in positions such as sitting, moving on all fours, or upright, using support	Manipulates objects, using one or more body parts, with limited stability	Manipulates objects, using one or more body parts, with stability but limited coordination	Coordinates two or more movements sequentially to manipulate objects, sometimes pausing briefly between movements	Applies a variety of manipulative skills, in combination with locomotor skills, in different physical activities	
4 (PD-HLTH)	Fine Motor Manipulative Skills Child demonstrates increasing precision, strength, coordination, and efficiency when using muscles of the hand for play and functional tasks	Moves arms or hands in basic ways	Uses arms or hands to make contact with objects in the environment	Grasps objects with entire hand	Grasps objects with fingers and thumb	Explores ways to use one hand, or to use both hands doing the same movements, to manipulate objects	Manipulates objects with one hand while stabilizing the objects with other hand or with another part of body	Manipulates objects with both hands doing different movements	Performs, with efficiency, a variety of tasks that require precise manipulation of small objects	
5 (PD-HLTH)	Safety Child shows awareness of safety and increasingly demonstrates knowledge of safety skills when participating in daily activities	Reacts to unpleasant stimulation or events in basic ways	Responds to situations that make child feel unsafe	Seeks to make contact with familiar adult	Follows adults' guidance about basic safety practices	Follows basic safety practices, with close adult supervision	Follows basic safety practices, with occasional adult reminders	Applies basic safety practices on own across different situations	Communicates an understanding of some safety practices to others	
6 (PD-HLTH)	Personal Care Routines: Hygiene Child increasingly responds to and initiates personal care routines that support hygiene	Responds in basic ways during personal care routines that involve hygiene	Responds in ways that demonstrate awareness of a hygiene routine	Anticipates one or two steps of a hygiene routine	Participates in own hygiene routines, with an adult	Carries out some steps of own hygiene routines, with specific adult guidance or demonstration	Carries out most steps of familiar hygiene routines, with occasional reminders of when or how to do them	Initiates and carries out most steps of familiar hygiene routines on own	Initiates and completes familiar hygiene routines on own	
7 (PD-HLTH)	Personal Care Routines: Feeding Child responds to feeding and feeds self with increasing proficiency	Responds in basic ways during feeding	Shows interest in participating in the process of being fed	Feeds self some finger food items	Feeds self some foods using a spoon and cup, sometimes needing help	Feeds self a wide variety of foods using a spoon, fork, and an open cup	Serves self or others by scooping or pouring from containers	Prepares simple foods to serve to self or others		
8 (PD-HLTH)	Personal Care Routines: Dressing Child develops and refines ability to dress self	Responds in basic ways during dressing	Responds in ways that demonstrate awareness of a dressing routine	Anticipates one or two steps of a dressing routine	Participates with adult in dressing self	Puts on clothing that is simple to manipulate, sometimes with adult assistance	Dresses self, but still needs assistance with parts of clothing that are particularly challenging (e.g., buttons, fasteners, zippers)	Dresses self, including clothing with parts that are particularly challenging (e.g., buttons, fasteners, zippers)		