

## Mini-Desired Results Developmental Profile

| <b>Agency Name:</b>                     |   | <b>Program Name:</b>   |                   |          |                    |                |                       |
|---|---|------------------------|-------------------|----------|--------------------|----------------|-----------------------|
| <b>GEMS Individual Member ID #:</b>     | <b>First name:</b>  | <b>Middle initial:</b> | <b>Last name:</b> |          | <b>Birth date:</b> |                |                       |
| <b>Date mini-DRDP was administered:</b> |   |                        |                   |          |                    |                |                       |
| A. Pre: _____                           |   |                        | B. Post: _____    |          |                    |                |                       |
| Developmental Theme                     | Child Desired Result 1<br>Children are personally and socially competent  | Observation            | Not Yet           | Emerging | Almost Mastered    | Fully Mastered | Comments/Observations |
| <b>Interactions with peers</b>          | 1.Engages in cooperative pretend play activities with peers (e.g., plays house, builds a spaceship, creates fantasy role play with peers)   | A                      |                   |          |                    |                |                       |
|   |   | B                      |                   |          |                    |                |                       |
| <b>Self-regulation</b>                  | 2.Exhibits impulse control and self-regulation (e.g., uses appropriate words or sign language to show anger when a toy is taken by another child, waits for turn on playground equipment) | A                      |                   |          |                    |                |                       |
|   |   | B                      |                   |          |                    |                |                       |
|   | 3.Follows rules when participating in routine activities (e.g., handles toys with care, joins group for snack or circle time, tolerates transitions)                                      | A                      |                   |          |                    |                |                       |
|   |   | B                      |                   |          |                    |                |                       |
| <b>Acceptance of diversity</b>          | 4. Shows concern about fairness within peer group regardless of group differences (e.g., “Everyone gets a turn” when engaged in group activity; “That’s not fair.”)                       | A                      |                   |          |                    |                |                       |
|   |   | B                      |                   |          |                    |                |                       |
| <b>Language Comprehension</b>           | 5. Follows two-step requests that are sequential but not necessarily related (e.g., “Please pick up the ball and then get your coat.”)  | A                      |                   |          |                    |                |                       |
|   |   | B                      |                   |          |                    |                |                       |

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|  |  |                    |                |                 |                        |                       |                              |
|--|--|--------------------|----------------|-----------------|------------------------|-----------------------|------------------------------|
| <b>Language expression</b>                           | 6. Participates in songs, rhymes, games, and stories that play with sounds of language (e.g., claps out sounds or rhythms of language; creates own rhyming words through songs, fingerplays, chants) | A                  |                |                 |                        |                       |                              |
|  |  | B                  |                |                 |                        |                       |                              |
| <b>Developmental Theme</b>                           | <b>Child Desired Result 2<br/>Children are effective learners</b>  | <b>Observation</b> | <b>Not Yet</b> | <b>Emerging</b> | <b>Almost Mastered</b> | <b>Fully Mastered</b> | <b>Comments/Observations</b> |
| <b>Cognitive competence</b>                          | 7. Stays with or repeats a task (e.g., finishes a puzzle, asks that block structure be left to work on after snack, makes a really long Play-Doh snake out of many pieces)                           | A                  |                |                 |                        |                       |                              |
|  |  | B                  |                |                 |                        |                       |                              |
| <b>Number concepts</b>                               | 8. Counts to ten by rote memorization (e.g., recites numbers from one to ten)  | A                  |                |                 |                        |                       |                              |
|  |  | B                  |                |                 |                        |                       |                              |
| <b>Math concepts</b>                                 | 9. Matches and names simple patterns (e.g., “boy-girl-boy-girl,” “red-blue-red-blue”)  | A                  |                |                 |                        |                       |                              |
|  |  | B                  |                |                 |                        |                       |                              |
| <b>Reading skills</b>                                | 10. Understands that letters make up words (e.g., knows some of the letters in his or her name)  | A                  |                |                 |                        |                       |                              |
|  |  | B                  |                |                 |                        |                       |                              |
|  | 11. Recognizes print in the environment (e.g., recognizes signs around the room as labels for “Puzzles,” “Toys,” or “Books”)   | A                  |                |                 |                        |                       |                              |
|  |  | B                  |                |                 |                        |                       |                              |
| <b>Interest in books and other written materials</b> | 12. Pretends to read books   | A                  |                |                 |                        |                       |                              |
|  |  | B                  |                |                 |                        |                       |                              |
|  | 13. Draws a picture related to a story and talks about his or her drawing.   | A                  |                |                 |                        |                       |                              |
|  |  | B                  |                |                 |                        |                       |                              |

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|---------------------------|---|--------------------|----------------|-----------------|------------------------|-----------------------|------------------------------|--|
| <b>Writing</b>            | 14. Uses pretend writing during play activities (e.g., scribbles lines and shapes)        | A                  |                |                 |                        |                       |                              |  |
|                           |   | B                  |                |                 |                        |                       |                              |  |
| <b>Gross-motor skills</b> | <b>Child Desired Result 3<br/>Children show physical and motor competence</b>             | <b>Observation</b> | <b>Not Yet</b> | <b>Emerging</b> | <b>Almost Mastered</b> | <b>Fully Mastered</b> | <b>Comments/Observations</b> |  |
|                           |   |                    |                |                 |                        |                       |                              |  |
|                           | 15. Avoids obstacles (e.g., moves about the room without bumping objects)                 | A                  |                |                 |                        |                       |                              |  |
|                           |   | B                  |                |                 |                        |                       |                              |  |
|                           | 16. Gets dressed with minimal help (e.g., puts on coat, hat, and boots with minimal help) | A                  |                |                 |                        |                       |                              |  |
|                           |   | B                  |                |                 |                        |                       |                              |  |
| <b>Fine-motor skills</b>  | <b>Child Desired Result 4<br/>Children are safe and healthy</b>                           |                    |                |                 |                        |                       |                              |  |
|                           |   |                    |                |                 |                        |                       |                              |  |
|                           | 17. Uses tools with increasing precision (e.g., crayons, scissors)                        | A                  |                |                 |                        |                       |                              |  |
|                           |   | B                  |                |                 |                        |                       |                              |  |
| <b>Healthy habits</b>     | 18. Washes and dries hands before eating and after toileting                              | A                  |                |                 |                        |                       |                              |  |
|                           |   | B                  |                |                 |                        |                       |                              |  |
|                           | 19. Takes care of own toileting needs   | A                  |                |                 |                        |                       |                              |  |
|                           |   | B                  |                |                 |                        |                       |                              |  |
| <b>Safe behavior</b>      | 20. Knows first and last name   | A                  |                |                 |                        |                       |                              |  |
|                           |   | B                  |                |                 |                        |                       |                              |  |

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