Remote or In-Person: Evaluate and Monitor Students’ Development Using the New DP-4

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For over 75 years, WPS has been the leading independent publisher of educational and psychological assessments and related intervention resources in the areas of autism, speech and language, school and clinical psychology, and occupational therapy.

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Stephanie is a Senior Assessment Consultant at WPS. She worked as a school psychologist for 17 years in Maryland, where she was active in national, state, and local associations. Stephanie has served as Northeast delegate on the board of directors for the National Association of School Psychologists, and as a board member of the Maryland School Psychologists' Association (MSPA). She was also appointed to the Governor’s Commission on Special Education Access and Equity as an MSPA representative during the 2013–2014 school year.
Objectives

- Participants will identify new features of the Developmental Profile-Fourth Edition (DP-4)
- Participants will understand principles of use, psychometric properties, administration procedures, scoring, and interpretation guidance for the DP-4
- Participants will state the relevance of the DP-4 for use in developmental assessment
Agenda

- Updates
- Uses
- Key features
- Components
- Scales
- Administration and scoring
- Interpretation
- Intervention
- Standardization
- Reliability and validity
- Discussion and questions
Overview

- A well-established measure of development and functioning for individuals from birth through age 21 years, 11 months
- When assessing younger children for Developmental Delay, it addresses the five areas outlined in IDEA
- Assess older individuals who are struggling with meeting developmental milestones
Overview

- Used in many different settings where assessment of an individual’s developmental abilities, strengths, and weaknesses is useful.
What’s New

- Retains core elements while adding:
  - Updated nationally representative sample
  - Includes clinical cases and Spanish-language forms
  - Broader age range (Birth to 21 years, 11 months)
  - Two new forms: Teacher Checklist and Clinician Rating
  - Updated items reflecting changes in society and technology
  - Items that are gender neutral, culturally sensitive, and inclusive of children who are deaf or hard of hearing
What’s New (Cont.)

- Retains core elements while adding:
  - Improved precision of measurement at the upper and lower bounds of the age range
  - Growth scores on all forms
  - Rater Comparison Scoring Sheet and report
Uses

- The DP-4 is a valuable instrument for any setting in which an efficient measure of areas of functional development is needed
- Compare how the individual is functioning relative to their peers
- Measure progress by comparing growth scores from repeated administrations
- Compare assessment results from multiple respondents
- Use the results to identify skill deficits and possible interventions
Uses (Cont.)

- Determine eligibility for special education and/or related services
- Help to plan IEPs or IFSPs based on the individual’s strengths and deficits
- Use as a component in periodic developmental programs conducted by health practitioners
- Use in research when it is necessary to distinguish between typically developing and delayed children, or when a measure of program evaluation is required
Key Features

- Multiple administration methods across multiple settings (parent/caregiver, teacher, and clinician)
- Four forms with separate norms
- Standard scores and growth scores
- Helps plan intervention with item-by-item suggested intervention activities
Key Features *(Cont.)*

- Informs decisions for further assessment and determining eligibility for special education
- Progress monitoring using growth scores
- Rater comparison among ratings
DP-4 Components

- Print and digital materials on the WPS Online Evaluation System (OES)
- Manual
- Four forms are all written at 5th grade reading level (all with Spanish versions except Clinician Rating)
  - Parent/Caregiver Interview
  - Parent/Caregiver Checklist
  - Teacher Checklist
  - Clinician Rating form
DP-4 Components (Cont.)

- Parent/Caregiver forms and the Clinician form have 190 items
  - Age range is birth to 21 years, 11 months
- Teacher Checklist has 180 items
  - Age range is 2 years to 21 years, 11 months
- Items are the same across forms with some minor wording changes (“the child” vs. “your child”) and adjustments to fit the setting
Scales

- Comprehensive assessment that quickly identifies developmental strengths and weaknesses in five key areas:
  - Physical
  - Adaptive behavior
  - Social–emotional
  - Cognitive
  - Communication
Scales (Cont.)

- Physical Scale (37 items)
  - Measures the following:
    - Large and small muscle coordination
    - Strength
    - Stamina
    - Flexibility
    - Sequential motor skills
Adaptive Behavior Scale (41 items)

- Measures the following:
  - Competence in activities of daily living
  - Ability to perform tasks such as eating, dressing, self-care, functioning independently, and utilizing modern technology
Scales (Cont.)

- Social–Emotional Scale (36 items)
  - Measures the following:
    - Interpersonal relationships
    - Social and emotional understanding
    - Functional performance in social situations
    - The manner in which an individual relates to friends, relatives, and unrelated adults
Scales (Cont.)

- Cognitive Scale (42 items)
  - Measures the following:
    - An individual’s level of cognitive functioning as rated by the parent, teacher, or clinician
    - At younger ages, it measures skills that are prerequisite to scholastic functioning in academic areas such as reading, writing, arithmetic, computer use, and logic
    - At preschool and older ages, the skills measured are more directly tied to actual school curriculum
Scales (Cont.)

- Communication Scale (34 items)
  - Measures the following:
    - Expressive and receptive communication skills, as indicated through both verbal and nonverbal language
    - Understanding of spoken, written, and gestural language
    - Ability to effectively use communication devices (e.g., phone, computer)
Administration and Scoring

Online or paper

Online allows email links to be sent to the rater (except for Parent/Caregiver Interview)

Printable response sheets available

Previous software users can use the OES in the same way by using the free downloadable response sheets and scoring online
Administration and Scoring (Cont.)

Parent/Caregiver Interview takes about 20–40 minutes to complete with Start/Stop rules.

Clinician Rating takes about 15–20 minutes to complete.

Teacher Checklist takes about 15–20 minutes to complete.

Parent/Caregiver Checklist takes about 15–20 minutes to complete.
Administration and Scoring (Cont.)

- Online administration and scoring offers the following reports:
  - Score report
  - Rater report
  - Rater comparison report
  - Progress monitoring report
  - Intervention tips
Scales can be administered individually

General Development Score (GDS) is a comprehensive measure of development across all five scales, and is available when all five scales are administered.
Administration and Scoring (Cont.)

- Scoring options
  - Standard scores are available for all five scales and GDS for the Parent/Caregiver Interview, Parent/Caregiver Checklist, and Teacher Checklist
  - Other scoring options include percentile ranks, descriptive ranges, age equivalents, and stanines
  - New growth scores available on all four forms
  - Comparisons across scales (same administration), time (progress monitoring), and respondents (rater comparisons)
Administration and Scoring *(Cont.)*

<table>
<thead>
<tr>
<th>Descriptive Ranges</th>
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<tbody>
<tr>
<td>Above 130</td>
<td>Well Above Average</td>
</tr>
<tr>
<td>116–130</td>
<td>Above Average</td>
</tr>
<tr>
<td>85–115</td>
<td>Average</td>
</tr>
<tr>
<td>70–84</td>
<td>Below Average</td>
</tr>
<tr>
<td>Below 70</td>
<td>Delayed</td>
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</tbody>
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Interpretation

01 STEP
Analysis of scores for each scale

02 STEP
Comparisons of scores between scales

03 STEP
Item-level analysis

04 STEP
Integration of DP-4 results with other information about the individual

05 STEP
Multiple administrations (rater comparisons and progress monitoring)
Item-level analysis serves as the basis of intervention to help the individual master developmental milestones.

The WPS Online Evaluation System will automatically generate a report with suggested intervention activities based on the results of each rating.

The manual also offers intervention activities in Appendix G for practitioners who are using the hand-score option.
Progress Monitoring

- DP-4 can be re-administered after an intervention has been in place or time has passed
- Use of growth scores will help determine if progress has been made
- If an individual has turned a year older, it is important to use the older age to determine if significant growth has been made
- If there is a significant change in growth scores, it is important to determine the practical difference of those scores by reviewing the items on both administrations to compare changes in responses
DP-4 Standardization

- DP-4 is based on data gathered from a DP-3 user survey, a pilot study, a comprehensive standardization study, and several reliability and validity studies.
- Standardization sample included children and young adults aged from birth through 21 years, 11 months:
  - 2,259 for Parent/Caregiver Interview
  - 543 for Parent/Caregiver Checklist*
  - 1,437 for Teacher Checklist
- Included typical and clinical cases
DP-4 Standardization (Cont.)

- Represented U.S. census in gender, ethnicity, geographic region, and socioeconomic status
Clinical validation sample included 348 children with a clinical diagnosis of:

- Autism
- Intellectual Disability
- Developmental Disorder
- Hearing Impairment
- Visual Impairment
- ADHD
- Learning Disability
- Speech/Language Impairment
- Mood Disorder
- Physical Disability
- General “other” category
Carbon Equivalent (CER) Calculations

- For each activity category, calculate the carbon equivalent emissions (CERs) for the activity.
- Multiply the CERs by the number of years to get the total carbon equivalent emissions for the project.
- Sum the carbon equivalent emissions for all activity categories to get the total carbon equivalent emissions for the project.

Impact Assessment

- Use the total carbon equivalent emissions to assess the impact of the project.
- Compare the total carbon equivalent emissions to a baseline to determine the impact of the project.

Recommendations

- Consider implementing carbon offset projects to mitigate the impact of the project.
- Consider using renewable energy sources to reduce the carbon equivalent emissions.

Conclusion

- The project has a significant impact on the environment.
- Further research is needed to improve the accuracy of the carbon equivalent calculations.

References

### Internal Consistency Coefficients

<table>
<thead>
<tr>
<th>Form</th>
<th>Coefficient</th>
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<tbody>
<tr>
<td>Parent/Caregiver Interview form</td>
<td>.80 to .98</td>
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<tr>
<td>Parent/Caregiver Checklist form</td>
<td>.76 to .96</td>
</tr>
<tr>
<td>Clinician Rating form</td>
<td>.80 to .97</td>
</tr>
<tr>
<td>Teacher Checklist form</td>
<td>.70 to .96</td>
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Validity

- Across age groups, DP-4 scores follow the expected developmental increase seen in other measures of development
- Interscale correlations, factor analysis, and Rasch analyses confirm the construct validity of the DP-4
- When compared to other similar measures, standard scores correlate in expected ways
- DP-4 standard scores distinguish children in the clinical sample from those in the typically developing sample
- Sensitivity and specificity analyses support the ability of the DP-4 to detect deficits in functioning at various cutoff scores with statistically significant improvement over chance
Resources

WPS Online Evaluation System: https://platform.wpspublish.com

WPS Video Resources: https://www.wpspublish.com/webinars

WPS Content Hub: https://www.wpspublish.com/content-hub

WPS YouTube Channel: https://www.youtube.com/c/WPSWesternPsychologicalServicesAssessments
WPS Telepractice 101
https://pages.wpspublish.com/telepractice-101

Table of Contents:
- Telepractice Overview
- Recorded Webinars
- Already Familiar with Telepractice?
- COVID-19 Resources
- FAQs
- More Resources

Assessment Telepractice Overview
The well-being of you and your clients and students remains at the forefront of our concern during this world health crisis. Our hope is that this time with our families becomes an opportunity to build stronger relationships, both at home and with others remotely. A practitioner conducting remote evaluations for the first time needs support.

You are invited to read the WPS:
- Remote Assessment Guidelines
- Statement on Tele-assessment
- Assessment Validity Considerations during COVID-19

News and Product Updates
New WPS Digital Easels now available for:
- CASL-2
- OWLS-II
- PPA Scale
- OPUS
Behind the Scenes of the SPM-2 Assessment & SPM-2 Quick Tips: Sensory Integration and Processing Across the Lifespan

Webinar Date: June 7, 2021
Webinar Time: 11 AM PT / 2 PM ET
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AGVQ™
Attitudes Toward Guns and Violence Questionnaire™

AQ™
Aggression Questionnaire™

BIMAS-2
Behavior Intervention Monitoring Assessment System 2

CAPs™
Clinical Assessment of Pragmatics Available Online!

DP™-4
Developmental Profile 4™ Available Online!

Piers-Harris™ 3
Piers-Harris Self-Concept Scale, Third Edition Available Online!

RISE™
Risk Inventory and Strengths Evaluation Available Online!

SMALSI
School Motivation and Learning Strategies Inventory Available Online!
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