

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

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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



Schools



Clinics



Hospitals



Community agencies



Residential facilities



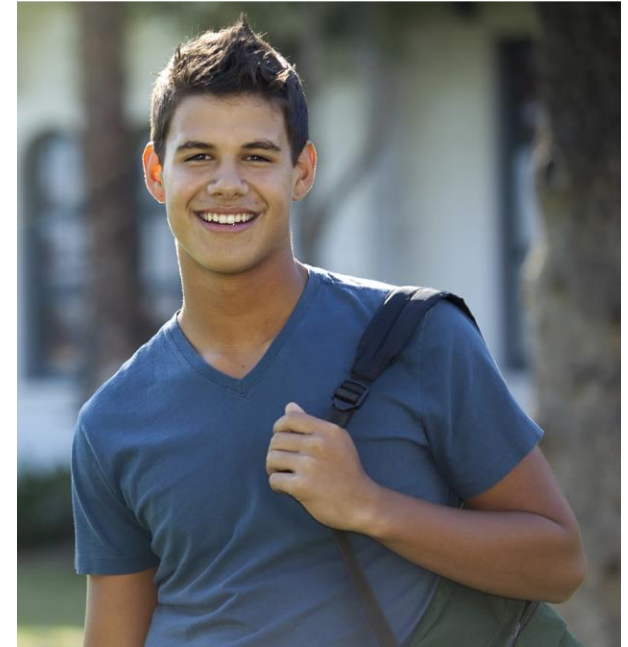
Research

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

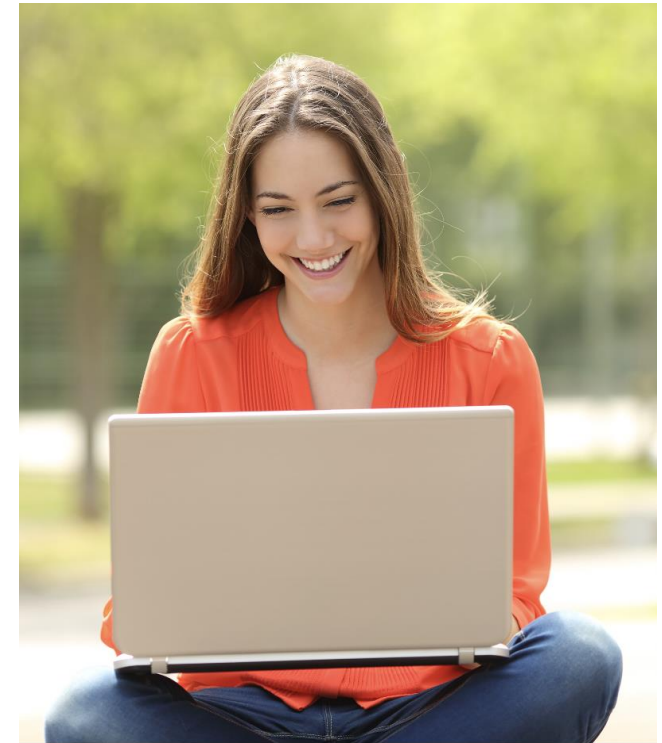
DP-4 Components

- 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

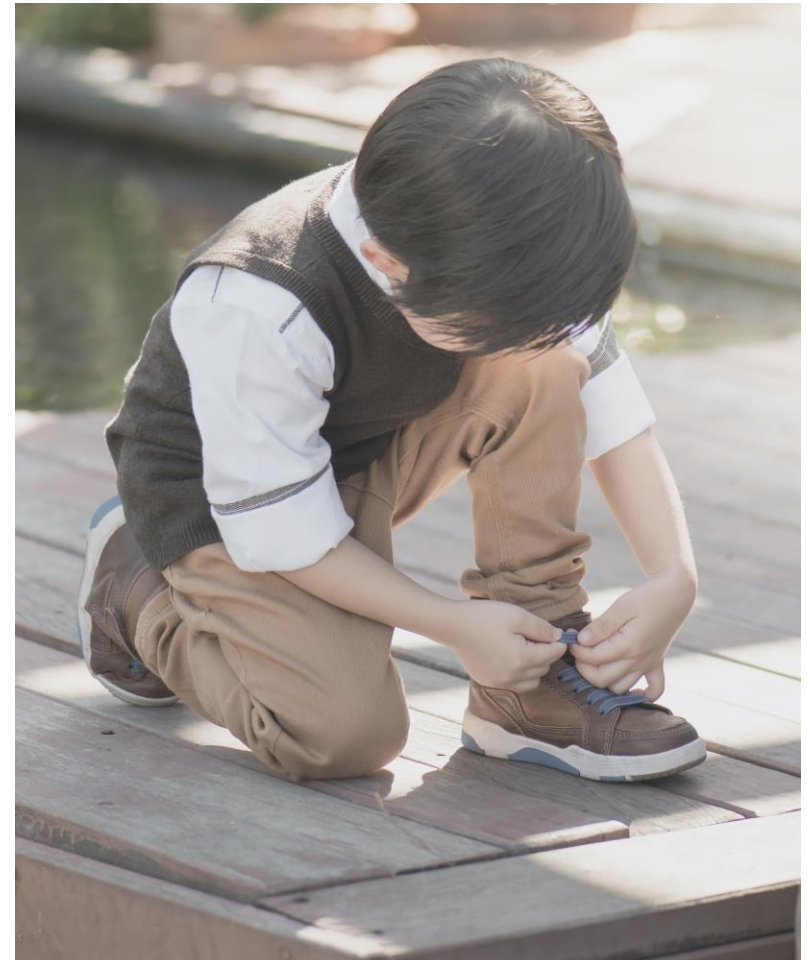
Scales *(Cont.)*

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



Scales *(Cont.)*

- 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



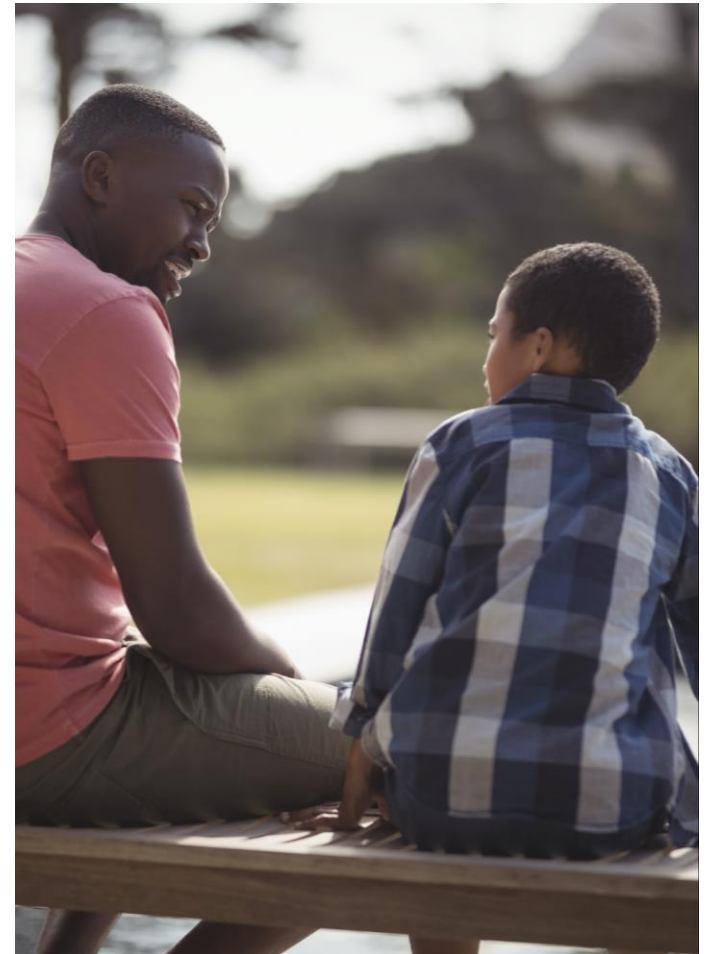
Scales *(Cont.)*

- 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)



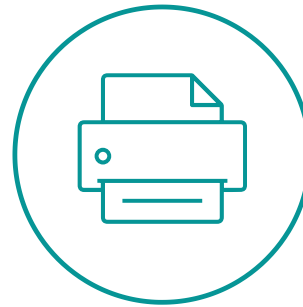
Administration and Scoring



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 Form
DP-4
Developmental Profile 4
Gerald D. Alpern, PhD

Child's name: _____ Year: _____ Month: _____
Parent/Caregiver's name: _____ Administration date: _____
Child's date of birth: _____ Child's age: _____

Directions

Where to Start
For each question (1 to 12), begin by administering the first item on each scale. For children aged 22 and older, begin at the correct age-based item indicated on each scale.

Scoring
Read each question and answer "Yes" if it describes the child and "No" if it does not. Use your knowledge of the child and your observation of the child's behavior to determine if the child meets the criteria for each item. Do not use the "I don't know" option unless you are truly unsure of the answer. If you are unsure, mark the item as "I don't know" and move on to the next item.

When to Stop
Do not stop until you have answered all questions on the following pages, even if they ask about skills or behaviors that your child does not have or does not do. You may stop if you are unsure of the answer to a question.

Scoring Tip
Read each question about the parent/caregiver and not about the child's behavior. The parent/caregiver is the one who knows the child best and can provide the most accurate information about the child's behavior.

When to Stop
Do not stop until you have answered all questions on the following pages, even if they ask about skills or behaviors that your child does not have or does not do. You may stop if you are unsure of the answer to a question.

Scoring Tip
Read each question about the parent/caregiver and not about the child's behavior. The parent/caregiver is the one who knows the child best and can provide the most accurate information about the child's behavior.

The DP-4 is available online at platform.wpospublish.com

20–40
minutes

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



Clinician Rating Form
DP-4
Developmental Profile 4
Gerald D. Alpern, PhD

Child's name: _____ Year: _____ Month: _____
Clinician's name: _____ Administration date: _____
Child's date of birth: _____ Child's age: _____

Directions

Where to Start
For each question (1 to 12), begin by administering the first item on each scale. For children aged 22 and older, begin at the correct age-based item indicated on each scale.

Scoring
Read each question and answer "Yes" if it describes the child and "No" if it does not. Use your knowledge of the child and your observation of the child's behavior to determine if the child meets the criteria for each item. Do not use the "I don't know" option unless you are truly unsure of the answer. If you are unsure, mark the item as "I don't know" and move on to the next item.

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The DP-4 is available online at platform.wpospublish.com

15–20
minutes

Clinician Rating
takes about 15–20
minutes to
complete



Teacher Checklist
DP-4
Developmental Profile 4
Gerald D. Alpern, PhD

Child's name: _____ Year: _____ Month: _____
Teacher's name: _____ Administration date: _____
Child's date of birth: _____ Child's age: _____

Directions

Where to Start
For each question (1 to 12), begin by administering the first item on each scale. For children aged 22 and older, begin at the correct age-based item indicated on each scale.

Scoring
Read each question and answer "Yes" if it describes the child and "No" if it does not. Use your knowledge of the child and your observation of the child's behavior to determine if the child meets the criteria for each item. Do not use the "I don't know" option unless you are truly unsure of the answer. If you are unsure, mark the item as "I don't know" and move on to the next item.

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15–20
minutes

Teacher Checklist
takes about 15–20
minutes to
complete



Parent/Caregiver Checklist
DP-4
Developmental Profile 4
Gerald D. Alpern, PhD

Child's name: _____ Year: _____ Month: _____
Parent/Caregiver's name: _____ Administration date: _____
Child's date of birth: _____ Child's age: _____

Directions

Where to Start
For each question (1 to 12), begin by administering the first item on each scale. For children aged 22 and older, begin at the correct age-based item indicated on each scale.

Scoring
Read each question and answer "Yes" if it describes the child and "No" if it does not. Use your knowledge of the child and your observation of the child's behavior to determine if the child meets the criteria for each item. Do not use the "I don't know" option unless you are truly unsure of the answer. If you are unsure, mark the item as "I don't know" and move on to the next item.

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The DP-4 is available online at platform.wpospublish.com

15–20
minutes

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



Administration and Scoring *(Cont.)*

- 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.)*

Descriptive Ranges	
Above 130	Well Above Average
116–130	Above Average
85–115	Average
70–84	Below Average
Below 70	Delayed

Interpretation

01
STEP

Analysis of
scores for
each scale

02
STEP

Comparisons
of scores
between
scales

03
STEP

Item-level
analysis

04
STEP

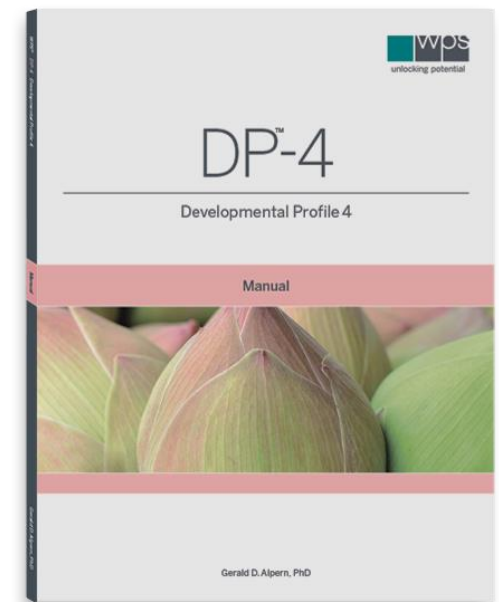
Integration of
DP-4 results
with other
information
about the
individual

05
STEP

Multiple
administrations
(rater
comparisons
and progress
monitoring)

Intervention

- 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



DP-4 Standardization *(Cont.)*

- 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

DP-4 Reliability

- Strong internal consistency, test–retest reliability, interrater reliability, alternative-forms reliability, and cross-form reliability
- Effect sizes for test–retest and interrater reliability were minimal, indicating no clinically meaningful difference between administrations
- Cross-form consistency and alternate-forms reliability coefficients were moderate to high, suggesting different raters' responses and different forms completed by the same respondent will yield similar scores

DP-4 Reliability *(Cont.)*

Internal Consistency Coefficients	
Parent/Caregiver Interview form	.80 to .98
Parent/Caregiver Checklist form	.76 to .96
Clinician Rating form	.80 to .97
Teacher Checklist form	.70 to .96

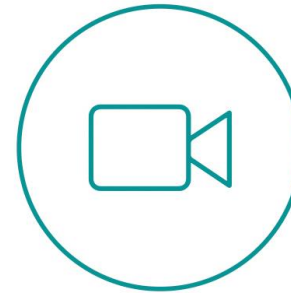
Validity

- 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:
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WPS Telepractice 101

<https://pages.wpspublish.com/telepractice-101>



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



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Developmental Profile 4™
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Piers-Harris™ 3

Piers-Harris Self-Concept Scale,
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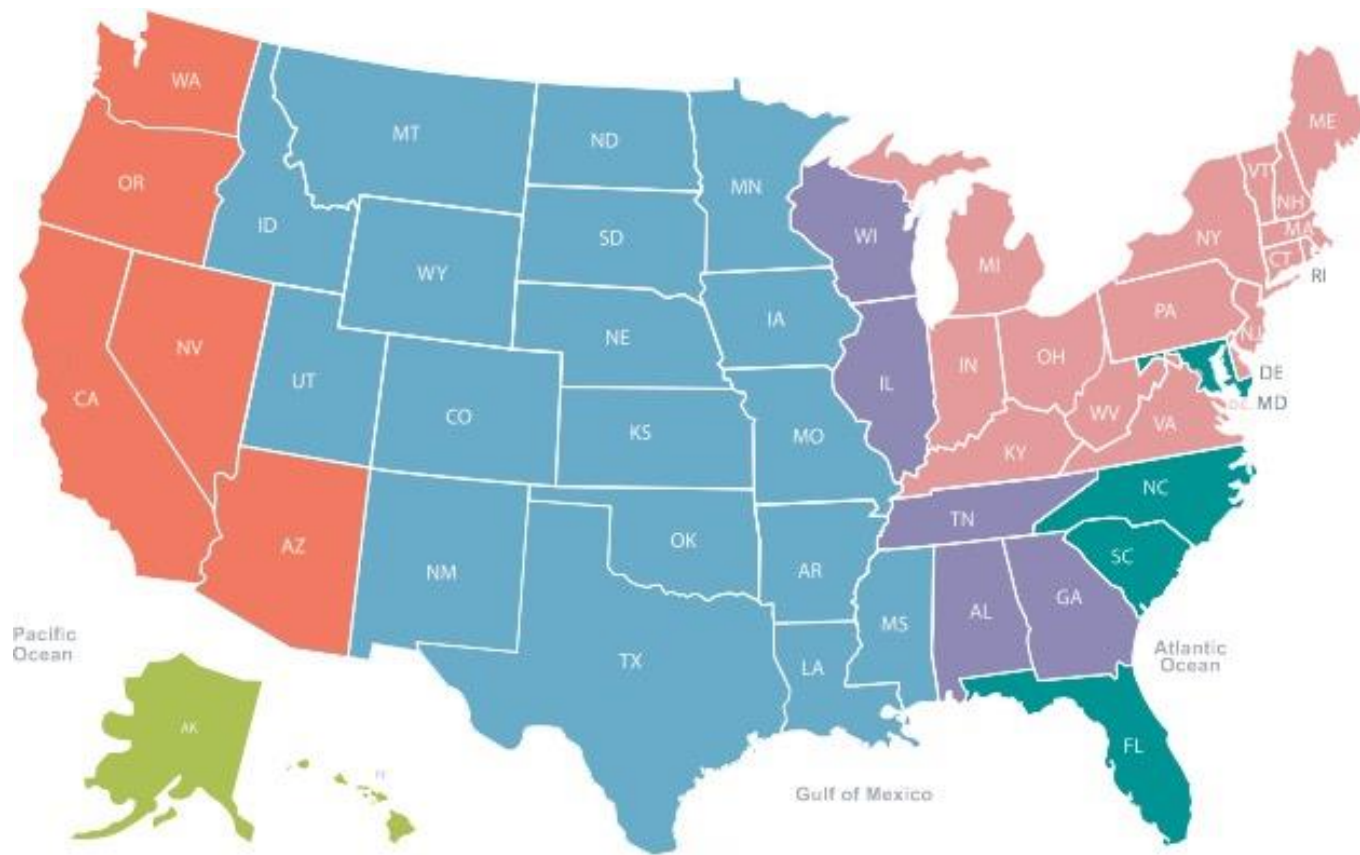
RISE™


Risk Inventory and Strengths
Evaluation
[Available Online!](#)

SMALSI


School Motivation and Learning
Strategies Inventory
[Available Online!](#)


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WPS Online Evaluation System

Questions?

