



Adaptations used with the DRDP Assessment System For Preschool Special Education

The use of adaptations is an essential part of the DRDP Assessment System for preschool-age children with Individual Education Plans (IEPs). Adaptations are changes in the environment or differences in observed behavior that allow children with IEPs to be accurately assessed in their typical activities and routines. The DRDP adaptations have been developed so that the assessment reflects a child's abilities rather than the impact of a disability. By making sure that appropriate adaptations are in place, assessors are able to obtain the most accurate measure of a child's skills.

Augmentative or Alternative Communication System

Another system of communication may be used when spoken language cannot be used by the child. Examples include: sign language, picture cards, and electronic communication devices. It is important to observe the child's daily use of these systems. Assessors should observe all children using language in a natural context rather than a contrived, adult-directed interaction. **Note: If American Sign Language is the child's primary language, it is now designated as the home language, and not an adaptation. If sign language is used as a bridge to learning verbal language, then it is considered to be an adaptation.**

Alternative Mode for Written Language

If a child cannot see or cannot hold a pencil or marker, an adaptation may be used to assist in writing or emerging writing. Examples of this adaptation include using a Braillewriter, keyboard, or computer.

Visual Support

A child who does not see well might need visual supports in the environment. Any type of visual support is acceptable, including: adjustments in contrast, adjustments in lighting, distance from objects, increased size of materials, and verbal description of events.

Assistive Equipment or Device

Any type of adaptive equipment or assistive device that the child needs for mobility, positioning or manipulating objects is acceptable, including: walkers, splints, special utensils, and switches.

Functional Positioning

Functional positioning is important so that the child has the stability needed to control his movements as much as possible. Positioning should enhance the child's participation in typical routines and activities.

Sensory Support

Sensory support may be needed for some children to allow them to focus attention and learn in their typical environments. Sensory support may include: reducing background noise, adjusting tactile stimulation, and adjusting visual stimulation.

Alternative Response Mode

Some children demonstrate skills in a manner that look different from their typical peers. For example, the child with autism may look out of the corner of his eye instead of establishing direct eye contact, or the child with a physical impairment may demonstrate atypical movement patterns. The form of a child's response may differ from that of his peers and still may be considered to demonstrate mastery of a skill.