

Interview Form

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Illustration by Joy Allen



Developmental Profile 3

DP™-3



Child's name: _____

Examiner's name: _____

Informant's name: _____

Relationship to child: _____ Child's gender: ☐ Male ☐ Female

YEAR MONTH

Date of testing: _____

Date of birth: _____

Age: _____

INSTRUCTIONS

Where to Start

For children aged 0-0 to 1-11, begin by administering Item 1 on each scale. For children aged 2-0 and older, begin at the correct start item on each scale. Score the parent's (or caregiver's) response to each item by circling *Yes* or *No*.

Establishing a Basal

If the first five items administered are scored *Yes* (unless starting with Item 1), a basal level has been established. If one or more of the first five items are scored *No*, test backward to establish a basal level, and then resume testing forward from the highest item completed.

When to Stop

Stop administering a scale when five consecutive items are scored *No* (or when the last item of the scale is administered).

Scoring Directions

Refer to chapter 2 of the DP-3 Manual for instructions on how to calculate the score for each scale and how to complete the Scoring/Profile Form.

Scoring Tips

Most of the questions ask whether the child *does* perform a task. To score *Yes*, the child must not only be able to perform the task, he or she must actually perform it some of the time. However, a few of the questions ask whether the child *can* perform a task. For these questions, a *Yes* means that the child has shown on at least one occasion that he or she is able to perform the task.

Some questions ask about skills or behaviors that the child mastered long ago and does not do anymore; for example, "Does the child babble or use other sounds that seem to be attempts to talk?" The child may have babbled for a while but then moved on to more advanced forms of speech. The item would be scored *Yes* because babbling is behavior that the child performed successfully in the past.

If the parent (or caregiver) is unsure whether an answer should be *Yes* or *No*, encourage him or her to make an educated guess.

The DP-3 is available online at platform.wpspublish.com.

Additional copies of this form (W-462A) may be purchased from WPS. Please contact us at **800.648.8857** or www.wpspublish.com.

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PHYSICAL SCALE

Ages 0-0 to 1-11: Start at Item P1

- P1. When the child is lying on his/her stomach, does the child hold his/her head up, *without support*, for at least 1 minute? Yes No
- P2. When held in a sitting position, does the child ever purposefully reach for something with his/her hands? Yes No
- P3. Can the child roll from his/her stomach to his/her back and from back to stomach without help? Yes No
- P4. Does the child have any method of getting from one place to another? Creeping (stomach touching the floor) or crawling (stomach off the floor) in any fashion (except rolling) that permits forward travel is acceptable. Yes No
- P5. Does the child raise himself/herself from a sitting to a standing position? The child may use furniture, but not people, for help. Yes No
- P6. In a standing position, does the child move at least four steps? The child may use furniture, but not people, for help. Yes No
- P7. When standing alone or holding on to furniture, does the child bend over and pick up a toy without falling down? Yes No
- P8. Does the child walk independently for at least four steps, without holding on to people or furniture? Yes No

Ages 2-0 to 3-11: Start at Item P9

- P9. Does the child walk well enough, without support, to go about the house without repeatedly falling or bumping into objects? Yes No
- P10. Does the child turn single pages (paper, cloth, or cardboard) in a book? For a Yes rating, the child needs to usually turn one page at a time, rather than multiple pages. Yes No
- P11. Does the child walk up stairs (upright, not crawling) using a wall, handrail, or person's hand for support? Putting both feet on each step is rated Yes. Yes No
- P12. Does the child stack a pile of at least three blocks successfully? Yes No
- P13. Does the child walk on tiptoe for at least two steps with each foot? Yes No
- P14. Does the child go up stairs taking one stair with each foot? The child must alternate feet going up stairs but may still be putting two feet on each step going down stairs. Yes No
- P15. Can the child throw a ball (any size) to an adult who is standing 5 feet away? The adult must usually be able to catch the ball without having to move. Yes No

Ages 4-0 to 5-11: Start at Item P16

- P16. Does the child stack (make a tower of) eight objects, such as blocks? Yes No
- P17. If you were to draw an up-and-down straight line, could the child copy it using a pencil, crayon, or paintbrush? The question is whether the child has enough eye-hand coordination to copy a line instead of just scribbling. Yes No
- P18. Does the child usually walk up stairs and down stairs by placing only one foot on each stair? He/she may use a railing or wall, but this should not be necessary for ordinary support or balance. Yes No
- P19. Does the child catch a ball (any size) thrown by an adult who is standing 5 feet away? The child must catch the ball 50% of the time. Yes No
- P20. Does the child purposefully build a bridge using three blocks? There must be space between the two bottom blocks, with the top block resting on both bottom blocks. Yes No

Ages 6-0 and Older: Start at Item P21

- P21. Does the child use child-safe scissors with one hand to cut paper or cloth?
The other hand can be used to hold the paper or cloth, or
the material can be held for the child. The child must be able to
use the scissors to cut rather than to merely tear. Yes No
- P22. Does the child copy two intersecting lines?
The child's copy does not have to look like the original cross or X,
but it must clearly show two intersecting lines. Yes No
- P23. Does the child walk on tiptoe for at least 10 feet without
heels touching the ground? Yes No
- P24. Does the child safely buckle himself/herself into a car seat?
The child may need help in reaching for an overhead seat belt buckle. Yes No
- P25. Does the child jump over a number of things in his/her path without stopping?
The "things" should be at least 8 inches high. Yes No
- P26. Does the child use leg and body motion to swing by himself/herself
in a swing set, without being pushed? Yes No
- P27. Can the child pick up and carry a kitchen or dining room chair
from one room to another? Yes No
- P28. Does the child play hopscotch or a similar game requiring skilled hopping?
This includes being able to hop on one foot into a marked spot
without falling, hop, turn around, and continue the hopping. Yes No
- P29. Can the child use a play bat to hit a softly pitched ball?
The child must make contact with the ball at least once every four swings. Yes No
- P30. Does the child copy or draw a reasonable diamond shape?
The shape must be oriented with one of its corners pointing down. Yes No
- P31. Does the child roller skate, skateboard, ride a scooter, or ice skate?
Skating means the child can push and glide with one foot after the other.
There can be occasional falls, but most of the time the child can travel
at least 10 feet without falling. Yes No
- P32. Can the child use a house key to unlock and open a typical front or
back door of a house? Yes No
- P33. Does the child skip rope? The child must be able to hold both ends of
a jump rope and skip, hop, or jump three times in a row while flipping
the rope over the head and under the feet. Yes No
- P34. Does the child catch a bounced tennis ball with one hand? Yes No
- P35. Can the child catch a tennis-size ball with one hand when thrown
gently from at least 6 feet away? (The child must catch it
at least 50% of the time.) Yes No

Physical scale raw score: _____
(0-35)

ADAPTIVE BEHAVIOR SCALE

Ages 0-0 to 1-11: Start at Item A1

- | | | |
|---|-----|----|
| A1. When the child is hungry or thirsty and sees a bottle or bared breast, does he/she anticipate feeding by some action? | Yes | No |
| A2. Does the child hold (but not necessarily support) a bottle with his/her hands or feet while drinking from it? If the child is breast-fed, a Yes rating is given for holding the breast during feeding. | Yes | No |
| A3. Does the child try to get objects that are near but beyond reach? | Yes | No |
| A4. Does the child change positions to reach out and retrieve an out-of-reach object (one that would be unobtainable from the child's original position)? | Yes | No |
| A5. Does the child pick up an object or toy that has dropped from his/her hands to the floor? | Yes | No |
| A6. Can the child drink from a cup or sippy cup when he/she is being held by someone else? | Yes | No |
| A7. Does the child look for and retrieve a toy that is at least 2 feet away and has been covered or hidden? | Yes | No |
| A8. Does the child help with dressing by holding out arms for the sleeves or feet for the shoes? | Yes | No |

Ages 2-0 to 3-11: Start at Item A9

- | | | |
|---|-----|----|
| A9. Does the child take off shoes or socks without help?
The shoes may be unfastened before the child takes them off.
This must be as an act of undressing, not just as a form of play. | Yes | No |
| A10. Does the child drink from a child-sized cup or glass without help?
The child must hold the cup or glass with enough skill so that there are only occasional spills. | Yes | No |
| A11. Does the child use a spoon without help and with very little spilling? | Yes | No |
| A12. Does the child use a fork for eating solid foods when a fork is available?
A spoon may be preferred, but the child has shown the ability to use a fork. | Yes | No |
| A13. Does the child undo at least two of these fasteners:
large buttons, snaps, shoelaces, zippers, Velcro? | Yes | No |
| A14. Does the child independently put things away in at least three different places, indicating knowledge of where things are kept?
Examples are cereal box in pantry, toys in toy basket, pillow on bed, dirty clothes in hamper. | Yes | No |
| A15. Does the child take off a pullover or T-shirt without help? | Yes | No |

Ages 4-0 to 5-11: Start at Item A16

- | | | |
|--|-----|----|
| A16. Does the child put on his/her shoes? It is not necessary that the child put them on the right feet or tie or fasten them to be rated Yes on this item. | Yes | No |
| A17. Does the child urinate in the toilet without adult assistance?
This means that the child can go to the toilet, take down and pull up clothing as necessary to urinate, return to a fully dressed state after urinating, and flush the toilet. | Yes | No |
| A18. Does the child usually wash his/her face and hands acceptably and dry them without help? | Yes | No |
| A19. Does the child select and play a video recording (DVD, videotape)?
This involves being able to turn on the TV, insert the chosen recording, and manipulate the controls independently. | Yes | No |

A20. Does the child dress completely except for shoelace tying and other difficult fastenings? The child must manage regular shirt or blouse buttons and zippers. Yes No

Ages 6-0 and Older: Start at Item A21

A21. Does the child purposefully use a mouse, touchpad, or other computerized pointing device to point and click on objects on a computer screen? Yes No

A22. Does the child care for his/her own bowel movements without help? This means undressing, wiping, and dressing. The child does not have to fasten back buttons or tie bows to be rated *Yes* on this item. Yes No

A23. Does the child operate a computer to play a simple computer game or use basic educational software? The software may be already loaded onto the computer. Yes No

A24. Does the child usually use a table knife for spreading butter or jam on bread or crackers? Yes No

A25. When asked, does the child state all of these items: first name, last name, sex, age, home city or state? Yes No

A26. Can the child fix a bowl of dry cereal? This must include getting the bowl, cereal, and milk and pouring both cereal and milk into the bowl. Yes No

A27. Is the child able to fix a sandwich? This includes being able to get the right foods from the refrigerator, cabinet, and/or breadbox and putting them together in a sandwich. Yes No

A28. Does the child dial and initiate a telephone call? The child must enter at least seven numbers (one-key speed dialing alone is not sufficient to be rated *Yes* on this item). Yes No

A29. Does the child wash himself/herself acceptably without help? This means getting the bath ready and washing and drying completely. Yes No

A30. Does the child use a knife correctly for cutting ground meat, toast, or other similar foods? Help may still be needed with unground meats such as steak, roast, chicken, or chops. Yes No

A31. At a restaurant, does the child order from a menu independently? Yes No

A32. Does the child care for a minor cut or scrape independently? This includes washing the injury and using antibiotic ointment and/or bandages. Yes No

A33. Has the child prepared at least two of the following foods without help: eggs (any style), popcorn, canned or packaged soup, cake, hot cereal, pudding, or a hot dog? Yes No

A34. Does the child communicate with a friend using a telephone, computer, or cell phone, without adult help? The communication must last at least 30 minutes and occur at least twice per week. Yes No

A35. Does the child use the Internet to locate and play video games? Yes No

A36. Does the child manage money (from savings, earnings, or allowance) well enough so that he/she is allowed to buy some things without asking or telling adults? Yes No

A37. Can the child independently make a video recording of a TV program (using a digital video recorder, DVD recorder, or videotape recorder)? Yes No

Adaptive Behavior scale raw score: _____
(0-37)

SOCIAL-EMOTIONAL SCALE

Ages 0-0 to 1-11: Start at Item S1

- S1. When the child is upset, does human contact frequently have a positive, calming effect? Yes No
- S2. Does the child show he/she wants attention? If the child reaches for people, coos at them, or stops crying when played with (but not picked up), or cries when put down, the item is rated *Yes*. Yes No
- S3. Does the child babble or use other sounds that seem to be attempts to talk? Crying to get attention, to get a bottle, or to be held does not rate a *Yes*. Yes No
- S4. Does the child show negative reactions (anger, refusal, fear, withdrawal) to such nonphysically painful things as disliked food or strangers? Yes No
- S5. Does the child look at an adult while the adult is talking, as if the child is trying to follow what the adult is saying? Yes No
- S6. Does the child frequently show interest in things or games other children like? The child may not be able to share or take turns with other children, but he/she likes their toys and games. Yes No
- S7. Does the child greet familiar adults by reaching for a hug or making a sound that indicates "hello"? This behavior must be clearly different from what the child does when encountering unfamiliar adults. Yes No
- S8. Does the child wave "bye-bye" at the right times? This item may also be rated *Yes* if the child claps his/her hands (pat-a-cake) by copying the action of others or when the child plays with someone. Yes No

Ages 2-0 to 3-11: Start at Item S9

- S9. Does the child frequently show interest in exploring new places, such as a friend's house or a neighbor's yard, by actually moving into and around these places? Just looking (without physical exploration) is not sufficient to rate this item *Yes*. Yes No
- S10. Does the child express fondness for some adult who is seen less than weekly (such as a grandparent who lives elsewhere)? Yes No
- S11. When told, does the child bring something from, or take something to, someone or someplace? The child must be able to find the object from spoken instructions and carry out directions such as "Bring it here" or "Take it to mommy." Yes No
- S12. Does the child keep busy and content for at least 15 minutes doing one of the following: watching TV, coloring, marking with a pencil, building, looking at pictures, or other similar activity? The child may do this alone or with children of similar age, but the item is rated *No* if adult supervision is needed most of the time. Yes No
- S13. Does the child show he/she knows what *my* means? This means that the child understands when someone says "my truck" or "my mommy." Yes No
- S14. Does the child respond more readily to the instructions and commands of a familiar adult, as opposed to an unfamiliar adult? Yes No
- S15. Can the child name a friend with whom he/she frequently spends time? Yes No

Ages 4-0 to 5-11: Start at Item S16

- S16. Does the child show, by asking or gestures, the need to go to the toilet? The gestures must be more than just acting jumpy. They must show the child is trying to let someone know that he/she needs to go to the toilet. Yes No
- S17. Does the child express the desire (at least weekly) for playtime with peers? Yes No
- S18. Does the child show awareness of how others feel by saying things like "He is mad," "She is angry," "He is afraid," or "You are cranky"? The child must usually be right in the feelings named in order to be rated *Yes*. Yes No
- S19. Does the child clearly prefer much of the time to play with similar-aged children, as opposed to playing alone? Yes No

S20. Does the child play group games with other children, such as tag, hide-and-seek, hopscotch, jump rope, or marbles, without needing constant supervision by an adult? Yes No

Ages 6-0 and Older: Start at Item S21

S21. Does the child know that some things belong to other people by asking permission to use them instead of just taking them? Does the child also know that the owner has first choice and may not let the child have it at all? Yes No

S22. Is the child able to keep "working" for at least 30 minutes with a similar-aged child on a single task, such as block building; sand or mud play; or playing store, school, or house? Yes No

S23. Does the child draw a person so that an adult could tell what was drawn? It need not be a whole person, but there should be a head and body, or a head and eyes, nose, or mouth that any adult could recognize. Yes No

S24. Has the child asked questions about his/her own body (e.g., heartbeat, where food goes, or sexual differences)? Yes No

S25. Does the child play table games, such as checkers, Old Maid, or Candy Land, with a friend of about the same age? The child should be able to follow the rules and take turns, and there should be a winner. Yes No

S26. Does the child consider the preferences and interests of friends when planning shared play activities? Yes No

S27. Does the child know that voting is a way of deciding something? The child must understand that things are done in accordance with the way most of the people vote. Yes No

S28. Does the child frequently prefer to play games of skill (such as checkers or computer games) to games of luck (such as the card game War)? Yes No

S29. Is the child aware of differences in financial status among families? For example, is the child aware that one family can afford a nicer house or car than another family? Yes No

S30. Does the child know among his/her peers who are the most and least popular children? Yes No

S31. Does the child know that Santa Claus, the Easter Bunny, and the Tooth Fairy are not real? The child may get very excited about Christmas and even talk about Santa Claus, or the child may hide teeth under the pillow for the Tooth Fairy yet know that the Tooth Fairy is not real. Asking if Santa Claus is real is not sufficient to be rated Yes. The child must have come to know that these characters are not real. Yes No

S32. Can the child work at home chores, for one half hour, following a list on his/her own and do them acceptably without needing constant reminders? Yes No

S33. Does the child often prefer being somewhere away from home and family (at a playground or a friend's house) in order to be with his/her own friends? Yes No

S34. Does the child express a desire to be part of any particular clique or peer group that consists of at least three peers? Yes No

S35. Does the child, alone and without help, buy useful articles such as gifts for others or family groceries? The child must know how much money is needed, choose appropriate items, and obtain correct change. Yes No

S36. Is the child aware of the political preferences of his/her parents? The child may not have adopted those preferences but must be able to describe the political positions in basic terms. It is not enough just to know that a parent is a Democrat or a Republican. Yes No

Social-Emotional scale raw score: _____
(0-36)

COGNITIVE SCALE

Ages 0-0 to 1-11: Start at Item G1

- | | | |
|--|-----|----|
| G1. Does the child laugh, clearly showing joy? | Yes | No |
| G2. When a toy is placed in the child's hands, does he/she seem clearly aware of the object for at least 5 seconds? | Yes | No |
| G3. Does the child show likes or dislikes for some people, objects, or places? Food likes or dislikes alone are not enough to rate a <i>Yes</i> | Yes | No |
| G4. Can the child hold objects in both hands and purposefully bang them together? | Yes | No |
| G5. Does the child imitate a physical gesture made by an adult, such as pointing? | Yes | No |
| G6. When the child is asked where an object or person is in the room, does the child frequently look toward that object or person? | Yes | No |
| G7. Does the child search in the right place for something that has been moved out of sight? For example, if the child were to see a toy that was then hidden under a table or pillow, would the child search for it and not just seem to forget it? | Yes | No |
| G8. When an adult points to something, does the child usually look where the adult has pointed? | Yes | No |

Ages 2-0 to 3-11: Start at Item G9

- | | | |
|---|-----|----|
| G9. Can the child point to at least one body part, either on himself/herself or on a doll, when asked? | Yes | No |
| G10. Does the child use pencils or crayons in definite attempts to make marks on any surface? | Yes | No |
| G11. Does the child respond correctly when asked to identify an object pictured in a book or magazine? This would include correct responses to questions such as "Show me the cow" or "Where is the truck?" | Yes | No |
| G12. Does the child ever give "one more" of something or take "one more" spoonful of food if asked to do so? | Yes | No |
| G13. When playing with a doll or stuffed animal, does the child demonstrate understanding that it represents a living thing? This would include pretending to feed, dress, or put to sleep the doll or stuffed animal. | Yes | No |
| G14. Does the child name or point to at least 20 objects or pictures when they are named? | Yes | No |
| G15. Does the child point correctly to at least two colors when asked? The child need not be able to name them. | Yes | No |

Ages 4-0 to 5-11: Start at Item G16

- | | | |
|---|-----|----|
| G16. Does the child say size words (<i>large</i> or <i>big</i> , and <i>little</i> or <i>small</i>) often and correctly? Using the words only in some game (e.g., "How big is baby?") is not enough to be rated <i>Yes</i> | Yes | No |
| G17. Does the child copy a circular form with a pencil? The child may make a mark going around and around. To be rated <i>Yes</i> , the child has only to make a circular arm and hand movement using any writing implement. | Yes | No |
| G18. Does the child understand the concept of <i>three</i> , so that when asked, the child will hand you three pieces from a bowl of candy? | Yes | No |
| G19. In the child's play, are things ever grouped together by color or form or size? | Yes | No |
| G20. When requested to do so, does the child correctly place an object <i>between</i> , <i>under</i> , or <i>over</i> other objects? The child must perform all three placements. | Yes | No |

Ages 6-0 and Older: Start at Item G21

- G21. Does the child draw a cross, one vertical line and one intersecting horizontal line (+), after an adult makes one? Yes No
- G22. Does the child know the difference between living and nonliving things? For example, could the child correctly name things that are alive (such as dogs, bugs, horses) and things that are not living (such as chairs, blankets, toys)? Yes No
- G23. Does the child understand the concept of *six*? For instance, if six things are placed in front of the child and he/she is asked to tell how many, the child can usually count them correctly. Yes No
- G24. If the child were told a short story of approximately 10 sentences, could he/she answer simple questions about the main facts of the story, such as the names of the main characters and the general sequence of events? Yes No
- G25. Can the child perform a correct rote count up to 15? Yes No
- G26. Does the child draw or copy a square?
The square must have right angle corners, and the sides of the square should be of about equal size. Yes No
- G27. Could the child take out 13 objects from a group of 20 objects when asked? Yes No
- G28. Can the child tell a penny from a nickel and a dime by naming or pointing to the penny when it is named? The child need not know the value of the coins. Yes No
- G29. Can the child name the seven days of the week and answer which day comes before and after any given day? For example, the child must be able to tell you what day comes before and after Thursday. Yes No
- G30. Does the child print or write words using both capital and small letters correctly? These letters may be about the same size, but there should be a difference in form. Yes No
- G31. Does the child answer correctly when asked to subtract one single-digit number from another? (For example, 8 minus 2, 5 minus 3, etc.) Yes No
- G32. Does the child spell out loud common five-letter words that are not names? Examples include *water, chair, light, rocks, horse, and mouse*. Yes No
- G33. Does the child answer correctly when asked for the correct date, day, month, and year? All four must be correct to be rated *Yes*. Yes No
- G34. Does the child know by memory at least three telephone numbers, mailing addresses, or e-mail addresses that he/she is able to use? Yes No
- G35. Does the child answer correctly when asked to multiply single-digit numbers by 2? (For example, 5 times 2, 8 times 2, etc.) Yes No
- G36. Can the child tell the correct time to within 1 minute, using a regular dial clock with a big hand and a little hand (not digital)? Yes No
- G37. Does the child know most of the basic multiplication facts through the sixes? (For example, the child knows the answers to 6 times 9, 6 times 8, 6 times 3, etc.) Yes No
- G38. Does the child usually write (i.e., script style) rather than use printed letters? Yes No

Cognitive scale raw score: _____
(0–38)

COMMUNICATION SCALE

Ages 0-0 to 1-11: Start at Item M1

- M1. Does the child usually look toward the source of a sound when it starts,
such as a person beginning to talk? Yes No
- M2. Does the child babble or use some sounds in an attempt to imitate words
or speech? It is as though the child is pretending to talk. Yes No
- M3. Does the child usually raise his/her arms or give a similar signal of understanding
when a caregiver says or gestures that the child is to be picked up? Yes No
- M4. Does the child sometimes imitate spoken "words" such as *da-da* or *ma-ma*?
The child may not know what these words mean. Yes No
- M5. Does the child answer an adult's words with gestures, such as waving
"bye-bye" when an adult says good-bye, or shaking the head up and down
for "yes" or side to side for "no" when an adult asks something? Yes No
- M6. Does the child clearly understand the meaning of *no*?
The understanding must be based on the use of the word *no* only,
not on facial or tonal expressions of displeasure. Yes No
- M7. Does the child get across, through words or gestures, the idea of wanting
more or *another*? The words or gestures must be reasonably specific
and not merely crying or general hand-waving. Yes No
- M8. Does the child use some vocal sounds (real words or wordlike sounds)
to tell what he/she wants? Saying "wa-wa" for water would be an example.
Crying or whining for something does not rate a *Yes*. Yes No

Ages 2-0 to 3-11: Start at Item M9

- M9. Does the child frequently respond correctly to instructions consisting
of three or more words? Examples include "Find your shoe,"
"Bring the bottle," or "Put the book on the table." Yes No
- M10. Does the child imitate or initiate a sentence of two or more words?
Examples include "Daddy goes," "Doggie drinks," or "Baby walks." Yes No
- M11. Does the child correctly follow two-step verbal instructions?
Examples include "Take off your clothes and get into the tub"
or "Pick up the washcloth and wash your face." Yes No
- M12. Does the child put two or more words together to form sentences?
"Me go," "You give," "Tom want" are examples of responses rated *Yes*.
But if the child always uses the same two words together (so that they
are really one word to the child), that does not rate a *Yes*. Yes No
- M13. Does the child verbalize the names of people who are not seen every week?
For example, the child may greet or refer by name to a grandparent,
child, or family friend whom the child has not seen in at least a week. Yes No
- M14. Does the child name (not just repeat) at least 20 things seen in pictures? Yes No
- M15. Does the child either repeat parts of nursery rhymes or join in when others say them? Yes No

Ages 4-0 to 5-11: Start at Item M16

- M16. Does the child use at least 50 different words when speaking?
The child must use these words, not just understand them when spoken by others. Yes No
- M17. Can the child say or sing at least two nursery rhymes, or sing two songs
or commercials? "Happy Birthday" and "Jingle Bells" are satisfactory.
To be rated *Yes*, at least one verse of each must be known. Yes No

- M18. Does the child understand at least three of the following four nonverbal gestures:
 (1) shoulder shrug to communicate "I don't know" or "I'm not sure"; (2) touching index
 finger to lips to indicate "be quiet"; (3) thumbs-up as an indication of "okay";
 (4) a wink either as a friendly greeting or to communicate "I'm just kidding"? Yes No
- M19. Can the child tell a story by looking at the pictures in a book?
 The story must be what is pictured, although parts of the story
 not shown by the pictures may be left out. Yes No
- M20. Does the child sometimes give his or her first name and last name when asked?
 The child may not do this all or even most of the time,
 but must have done so on occasion. Yes No

Ages 6-0 and Older: Start at Item M21

- M21. Has the child sung a song of at least 30 words? Many of the words
 can be repeated in the song, but the child must sing the song alone. Yes No
- M22. Can the child tell people (by speaking or holding up fingers) how old he/she is now,
 how old he/she was last year, and how old he/she will be next year? Yes No
- M23. Does the child recognize a printing of his/her first and last names? Yes No
- M24. When arguing, has the child sometimes used logic about cause and effect?
 Words such as *because* or *since* may be used. For example, "I ought to be
 able to watch TV later tonight because there is no school tomorrow."
 This would be rated *Yes* because it shows cause-and-effect logic. Yes No
- M25. Can the child name at least two words that rhyme with
 each of the following: head, tree, and nose? Yes No
- M26. Can the child recognize at least five written words and somehow show understanding
 of what they mean? The child must "read" the words, not just name the things,
 like recognizing a cereal box and naming the cereal. Yes No
- M27. Could the child retell (in about 5 minutes) the plot of a story, play,
 or TV show? The child must be able to tell the whole story (not just
 exciting bits of action) in enough detail to require about 5 minutes. Yes No
- M28. Does the child read aloud (really reading the words) a simple story
 so that someone who is only listening can follow the story? Yes No
- M29. Does the child write or print from memory at least 20 words with correct spellings? Yes No
- M30. When wanting to communicate with someone, can the child dial a
 phone number correctly, call information for an unknown number,
 or look up an e-mail address in a computer address book? Yes No
- M31. Does the child talk to/with peers for at least 1 hour, most days?
 The conversation can be on the phone or during nonschool "hang-out" times. Yes No
- M32. Has the child, without help, written and mailed a letter?
 The letter must be readable; help may be provided with the address
 and spelling, but not with the message. Yes No
- M33. Does the child use a computer word processing program to complete
 assignments for school? Yes No
- M34. Does the child, without help, compose an e-mail or instant message
 expressing at least five thoughts (or five sentences)? Yes No

Communication scale raw score: _____
 (0-34)

Scoring/Profile Form

by Gerald D. Alpern, Ph.D.
Illustration by Joy Allen



Developmental Profile 3

DP™-3



Child's name: _____

Child's gender: ☐ Male ☐ Female

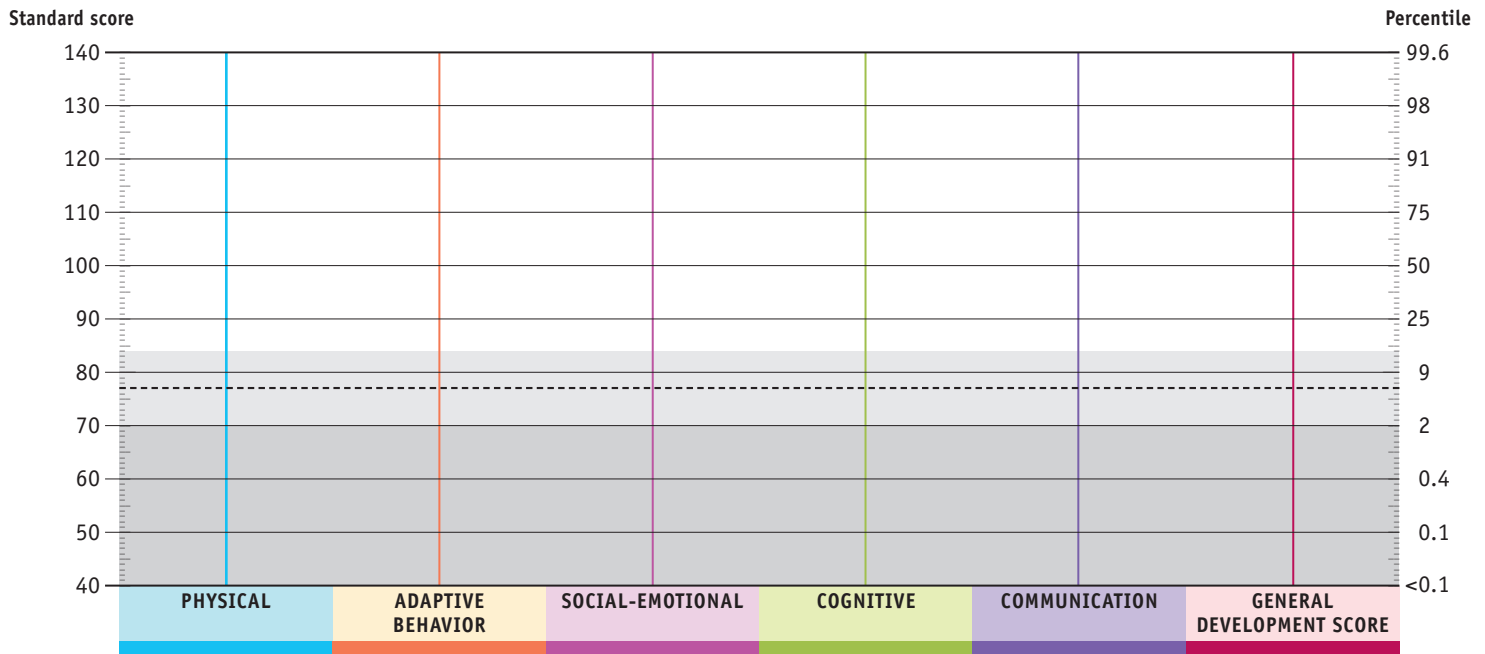
Examiner's name: _____

Informant's name: _____

Relationship to child: _____

YEAR	MONTH
Date of testing: _____	_____
Date of birth: _____	_____
Age: _____	_____

Scale	Raw score	Standard score	Confidence band <input type="checkbox"/> 95% <input type="checkbox"/> 90%	Descriptive category	Percentile rank	Age equivalent
PHYSICAL						
ADAPTIVE BEHAVIOR						
SOCIAL-EMOTIONAL						
COGNITIVE						
COMMUNICATION						
Sum of standard scores: _____						
GENERAL DEVELOPMENT SCORE						



Notes: _____

The DP-3 is available online at platform.wpspublish.com.Additional copies of this form (W-462A) may be purchased from WPS. Please contact us at 800.648.8857 or www.wpspublish.com.

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