

DCC



Developmental Curriculum Checklist

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TABLE OF CONTENTS

Data Gathering Purposes.....	1
Guidelines	2
Materials List	4
Items on Developmental Continuum	7
Glossary.....	9
Missouri Pre-K Standards/Project Construct Indicators Cross Referenced	10
References.....	11

DATA GATHERING PURPOSES

- Overall ECSE program growth
- Comparative data between IEP and non-IEP students
- Comparative data on growth of children of different ages
- Comparative data on growth of children with more/less interventions time
- Comparative data on growth of children with a variety of curricula/literacy instruction
- Progress on students with more intense needs
- Progress on students with specific delays

GUIDELINES for using the DCC

Brief description of the domains (this can be used to explain the domains to parents)

- **Sociomoral domain:** assesses the child's understanding of self and others, interactions with others, social roles, and the values held by society
- **Representational domain:** assesses the child's understanding and use of language to communicate needs, ideas, and feelings
- **Cognitive domain:** assesses the child's ability to demonstrate knowledge of his/her environment, including: pre-academic, reasoning, and recall skills
- **Physical domain:** assesses the child's ability to use his/her body with increasing independence, skill, coordination, as well as to acquire healthy living practices
- **Literacy domain:** assesses the child's understanding of oral language/pre-reading skills, early writing skills, knowledge of print and alphabet, and phonological awareness

When to administer for ECO

For children who did not participate in First Steps, the DCC may be administered as part of the evaluation / IEP process with initial administration within 30 days of entering ECSE *unless* the child enters after December 1st and is going to kindergarten (no rating is needed for ECO if in the program less than 6 months).

Scoring

The classroom staff will **observe** the majority of these skills throughout the school day.

There tends to be significant variability in the age of acquisition and mastery of skills in young children; therefore, it is more important to be familiar with developmental *sequences*.

(2) = Exhibits consistently and independently (without support/spontaneously)*

(1) = Exhibits inconsistently; the skill is emerging in the presence of support/cues/prompts

(0) = Does not exhibit

*Skills need to be exhibited consistently and independently at least 80% of the time to receive a score of a 2.

NOTE: Receptive or expressive skills may be demonstrated via oral or augmentative communication.

Baseline (for all sections *except* literacy)

- Begin administration at the child's age level
- Baseline is reached when child demonstrates all "2"s in an age level
- All previous age levels are then automatically entered as scores of 2

Ceiling (for all sections *except* literacy)

- Reached when child demonstrates all "0"s in an age level

The literacy domain must be administered in its entirety. There is no baseline or ceiling in this section.

Universal Materials

- Teachers may need to gather some materials (*see Materials List*)
- Kit materials (*teachers will need to keep these materials in a safe place*)

Recording the data

- Case manager is responsible for ensuring that all related service providers input is reported in a timely manner; tracking sheet is available in the manual to assist with organization
- Staff completes hard copy of the DCC (*this needs to be kept in the teacher file*)

Suggestions for reporting the results

- **When to share:**
 - Parent conference
 - Home visit
- **What to share:**
 - Describe the domains (*see “Brief description of the domains”*)
 - Describe how the DCC is used as a tool to plan activities, determine goal areas, and to monitor the child’s overall progress
 - Use the child’s DCC to show parents what the child knows and what he/she is ready to learn

MOSS reporting using the DCC:

- The DCC is only *one* of the tools to use to complete the MOSS (use professional judgment and other sources are listed on the MOSS form)
- Where to find the information:
 - Use the Sociomoral domain to complete part 1 (Positive Social-Emotional Skills)
 - Use the Representational and Cognitive domains to complete part 2 (Acquiring and Using Knowledge and Skills)
 - Use the Physical domain to complete part 3 (Taking Appropriate Action to Meet Needs)
- How to calculate the delay (*refer to the MOSS sheet at this time*):
 - Complete the “Determining a Percentage of Delay” box on the MOSS
 - The “functional age” is the baseline in each domain (e.g. the initial age level where the child received all “2”s)
 - For part 2, calculate the percentage of delay for both the representational and cognitive domains, then average them together (again use professional judgment)

MATERIALS LIST

Teachers need to “go get” the materials listed in **BOLD**.

The other materials listed are included in the kit.

Sociomoral Domain

Birth to 11 months

- **mirror**

Ages 1-2

- **housekeeping area items** (grocery cart, baby/bottle, food/spoon/pot, broom/vacuum, play phone)

Representational Domain

Age 2

- **ball**
- **block**
- **cup**

Age 3

“What doing?” cards

- brushing teeth
- eating a cookie
- drinking juice
- swinging
- blowing bubbles

“Who” cards

- eating
- standing
- holding the baby
- riding a bike
- sitting

Age 4

“What do you do with” cards

- toothbrush
- shoe
- ball
- coat
- umbrella
- television
- clock
- phone
- bike
- car

Ages 5-6

“Category” cards

- transportation (bike, car, mini van, helicopter)
- pets (dog, cat, fish, bird)
- food (apple, banana, cookie, bread)

“Similarities and Differences” items

- **play car and play airplane** (need to both have wheels); can use something similar, such as a truck, train, etc...
- **crayon and marker** (different colors)
- **cotton ball and a pom pom** (different color and size)
- **unifex cube/small block and a small ball/round object** (same color)

Cognitive Domain

Birth to 11 months

- bell

Age 1

- **10 toy animals** (e.g., cow, pig, dog, cat, fish, duck, horse, snake, monkey, bear)
- **baby toys**
- **rattle**
- **mirror**
- **small blanket**
- **bottle/cup**
- **10 common objects** (e.g., cup, book, ball, shoe, phone, spoon, keys, hat, blanket, coat)
- **4 animal pictures**
- **4 items of clothing**

Age 2-6

- **red, orange, yellow, green, blue, purple, pink, brown, black, white, grey colored objects for matching, recognizing, and labeling**
- **circle, square, triangle, rectangle, star, diamond picture or object for matching, recognizing, and labeling**
- **25 common objects** (e.g., table, chair, block, car, crayon, marker, backpack, glue, scissors, paper, tape, book, cup, napkin, soap, picture, floor, baby, hat, stove, puzzle, paint, easel, paint brush, playdough, etc...)
- **book**
- **airplane**
- **cup**
- **container**
- **tennis ball and playground ball**
- **0-30 number cards**
- **40 objects**
- **child's address/phone number/birthday/parents names**
- **pennies, nickels, dimes, and quarters**

Physical Domain

Birth- Age 1

- **baby toy**
- **3 blocks/cubes**
- **finger food**
- **open cup/spoon/straw**
- **writing utensil/paper**
- **container**
- **stairs**
- **playground ball**
- **large peg board/pegs**
- **pellets/bottle**

Age 2-6

- **stairs**
- **tennis ball**
- **playground ball**
- **rope**
- **12 small blocks**
- **writing utensil/paper/scissors**
- **straight line/circle** (for cutting)
- **cross and square** (for copying)
- **"X" and a triangle** (for copying)
- **complex shape that has at least 5 sides** (to cut)
- **0-9 number cards** (for copying)
- **cup/spoon**
- **coat/backpack or zippered pants**

Literacy Domain

A. Interactions with Storybooks

- **3-4 developmentally appropriate and familiar books (i.e., books you have read repetitively in class). Choose books with a plot.**

B. Emergent Storybook Reading Skills

- **3-4 developmentally appropriate and familiar books (i.e., books you have read repetitively in class). Choose books with a plot.**
- **Items B5, B6: Set-up an extension activity or center to provide opportunity for story retelling of a familiar book—without book present—such as puppets, flannel board pieces, art activity, etc.**

C. Early Writing Skills

- **Writing tools (pencils, crayons, markers)**
- **Paper or something to write on**

D. Knowledge of Print and Alphabet

- **Logos (D1): You may use logos in kit or items already in the classroom (e.g., snack packages, toy containers, etc.)**
- **Alphabet letters (written, alpha magnets, stamps, etc.). Make sure to include letters in students' names.**

E. Phonological Awareness

- **E6: You may use pictures in classroom, in books, etc.** or you may use the Rhyme Matching picture cards in the kit.
- **E7: Attempt item without picture cards.** Use of these cue cards or other visual cues results in score of 1 or 0.
- **E8: You may use pictures in classroom, in books, etc.** or you may use the Alliteration Matching picture cards in the kit

DCC: ITEMS ON DEVELOPMENTAL CONTINUUM

Sociomoral Domain

52	Works in a teacher-directed small group for at least 5 minutes	61	Works in a teacher directed small group for at least 15 minutes		
39	Works with adult by doing a preferred activity for 5 minutes	55	Engages in a child chosen independent activity for up to 15 minutes		
54	Can usually play cooperatively for up to 10 minutes with some teacher facilitation	65	Plays cooperatively with 2 or 3 children for at least 20 minutes	66	Plays cooperatively in large group activities

Representational Domain

99	50% of speech is intelligible to familiar or trained listeners	111	75% of speech is intelligible to familiar or trained listeners	126	Speech is understood in & out of context
87	Says the words “mama” or “dada” with meaning	90	Says at least 3 words other than “mama” or “dada”		
97	Imitates sounds or 1-2 syllable words	98	Uses 2-3 word phrases	115	Uses 3-5 words in sentences
106	Gives 1 st name on request	128	Gives full name		
119	Answers simple “Who” questions	129	Answers more complex “who” questions		

Cognitive Domain

162	Recognizes 10 common objects	175	Recognizes at least 25 common objects				
179	Rote counts to 5	190	Rote counts to 20	204	Rote counts to at least 30	209	Rote counts to 100
169	Matches 6 basic colors	177	Recognizes at least 8 basic colors	186	Labels at least 8 basic colors	200	Labels at least 11 colors
170	Matches 3 shapes	178	Recognizes at least 3-5 shapes	187	Labels at least 6 shapes		
192	Recognizes numerals 1-5	206	Recognizes numerals 0-10	207	Labels numerals 0-10		
180	Demonstrates an understanding of 1:1 correspondence to 3 by giving	191	Demonstrates an understanding of 1:1 correspondence to 20 by pointing	205	Demonstrates an understanding of 1:1 correspondence to 20 by giving		

Physical Domain

238	Uses pincer grasp, thumb and part of index finger	249	Uses a precise pincer grasp				
259	Jumps forward a distance of 2 inches	275	Jumps forward a distance of 10 inches				
260	Attempts to build a tower of 3-8 blocks	285	Builds a tower of 9-11 blocks	308	Builds a tower of 12 blocks		
256	Walks alone up stairs, both feet on each step	273	Walks up stairs, alternating feet with rail	290	Walks up stairs alternating feet without rail		
257	Walks down stairs, both feet on each step with rail	274	Walks down stairs, both feet on each step with rail	291	Walks down stairs, alternating feet with rail	302	Walks down stairs alternating feet without rail
278	Kicks a stationary playground ball	294	Kicks a moving playground ball	306	Kicks a playground ball to a target	317	Runs forward and kicks a rolled playground ball

GLOSSARY

- **Independent Play:** solitary play
- **Parallel Play:** children playing side-by-side with little or no interaction; it is commonly seen among typically developing children ages 2-3. Children younger than that tend to play by themselves (solitary play). Older children interact with each other more (group or cooperative play).
- **Cooperative Play:** social or interactive play
- **Cloze Procedure:** a "fill-in-the-blanks" activity where the learner uses clues from the context to supply words that have been deliberately removed from the text.
- **Recognize:** receptive skill; use of touch, eye gaze, pointing, or other consistent means to indicate. Teacher names and child "finds"; for example, "Show me "red".
- **Label:** expressive skill; use of verbal or total communication to indicate. Child names; for example, teacher asks, "What color is this?"
 - **NOTE: Receptive or expressive skills may be demonstrated via oral or augmentative communication.**
- **Imitate:** child completes the action after a demonstration; teacher draws circle then asks child duplicate it.
- **Copy:** child copies from model provided without a demonstration; teacher provides child a pre-drawn circle without demonstration and says, "Draw this".
- **Rote Count:** ability to recite numbers in the correct order (e.g., 1, 2, 3, etc...); the simplest of counting concepts to learn.
- **One-to-one Correspondence:** when a student says or thinks one number word for each object; children who do *not* demonstrate this skill may say the number words faster or slower than he/she points to the objects.
- **Baseline:** is reached on the DCC when the child demonstrates all "2"s in an age level on each domain; there is no baseline for the Literacy Domain
- **Ceiling:** is reached on the DCC when the child demonstrates all "0"s in an age level on each domain; there is no baseline for the Literacy Domain
- **Emerging Skills:** exhibits inconsistently; the skill is emerging in the presence of support/cues/prompts; score 1 on the DCC.
- **Developing Skills:** exhibits consistently and independently over time (without support/spontaneously). Skills need to be exhibited consistently and independently at least 80% of the time to receive a score of a 2 on the DCC.
- **Developmental Continuum:** sequence of skills that typically developing children acquire naturally over time

MISSOURI PRE-K STANDARDS/PROJECT CONSTRUCT INDICATORS CROSS REFERENCED*

Social and Emotional Development Standards/Sociomoral Domain

- S1 Exhibits self awareness
- S2 Build relationships of mutual trust and respect with peers
- S3 Considers the perspectives of others
- S4 Cooperate and collaborate as a member of learning community
- S5 Be inquisitive
- S6 Take initiative
- S7 Be inventive
- S8 Be reflective

Literacy standards/Representational Domain (includes Literacy domain in the DCC)

- R1 Develop effective listening and speaking abilities
- R2 Develop as a reader
- R3 Develop as a writer
- R4 Use language to communicate in a variety of ways for different purposes and audiences
- R5 Gather and comprehend information from a variety of sources
- R6 Represent ideas and feelings through pretend play
- R7 Represent ideas and feelings through movement
- R8 Represent ideas and feelings through music
- R9 Represent ideas and feelings through art and construction
- R10 Recognize that symbolic expression has social, cultural, and historical contexts

Mathematics and Science Standards/Cognitive Domain

- C1 Develop logical thinking
- C2 Develop numerical thinking
- C3 Develop geometric, spatial, and temporal reasoning
- C4 Analyze data
- C5 Exchange mathematical ideas
- C6 Increase knowledge of the physical world
- C7 Develop and apply scientific reasoning
- C8 Exchange scientific ideas

Physical Development Health and Safety Standards/Physical Domain

- M1 Engages in a variety of physical activities
- M2 Develops gross motor skills with increasing purpose and coordination
- M3 Develops fine motor skills with increasing purpose and coordination
- H1 Develops healthy living practices

*Numerical system referenced to individual Project Construct goals.

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