

Devereux Early Childhood Assessment for Toddlers

Single Rating Report

Child's Name: Adams, Michael Program: Jump Start Learning Rater Name: Smith, Audra
Gender: Male Site: Bears Child Care Relationship to Child: Foster parent
Birth Date: 05/01/2007 Group: Toddler Date of Rating: 02/02/2009
Age at Rating: 1 Years 9 Months Rating Period: Pre

Score Summary Table

Descr	AR	IN	SR	TPF
Raw Score	44	26	13	106
T-Score	31	41	34	34
Percentile	3	18	6	6
Description	Area of Need	Typical	Area of Need	Area of Need

Scale descriptions are:
AR - Attachment/Relationships
IN - Initiative
SR - Self Regulation
TPF - Total Protective Factors

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 Birth Date: 05/01/2007 Group: Toddler Date of Rating: 02/02/2009
 Age at Rating: 1 Years 9 Months Rating Period: Pre

Individual Child Profile

T-Scores	AR	IN	SR	TPF	Percentiles
72		44 & Up	28 & Up	203 & Up	99
71				102-202	98
70		43	27	198-200	98
69				197	97
68				194-196	96
67				193	96
66	72	42	26	190-192	95
65				188-189	93
64		41	25	186-187	92
63				182-185	90
62		40		180-181	89
61			24	178-179	86
60		39		176-177	84

59	71	38		174-175	82
58			23	170-173	79
57		37		166-169	76
56	70	36		164-165	73
55	69		22	162-163	69
54		35		160-161	66
53	68	34	21	156-159	62
52				154-155	58
51	67	33		150-153	54

50	66	32	20	149	50

49	65			146-148	46
48	64	31		143-145	42
47	63	30	19	141-142	38
46				138-140	35
45	61-62	29	18	137	31
44	60	28		135-136	27
43	59			133-134	24
42	58	27	17	131-132	21
41	57	26		127-130	18

40		25	16	125-126	16
39	56	24		122-124	14
38	55	23	15	119-121	12
37	54	22		117-118	10
36	53	21		112-116	8
35	51-52	20	14	109-111	7
34	49-50		13	105-108	6
33	47-48	19		101-104	5
32	46	17-18	12	100	4
31	44-45	15-16		97-99	3
30	41-43	14	11	95-96	2
29	39-40	13		93-94	2
28	38 & Less	12 & Less	10 & Less	92 & Less	1

Devereux Early Childhood Assessment for Toddlers

Child's Name: Adams, Michael Program: Jump Start Learning Rater Name: Smith, Audra
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Birth Date: 05/01/2007 Group: Toddler Date of Rating: 02/02/2009
Age at Rating: 1 Years 9 Months Rating Period: Pre

Item Ratings by Scale

Attachment/Relationships

1	enjoy interacting with others?	2-Occasionally
2	show affection for a familiar adult?	3-Frequently
4	seek comfort from familiar adults?	2-Occasionally
5	makes needs known to a familiar adult?	3-Frequently
6	act happy with familiar adults?	2-Occasionally
7	show interest in her/his surroundings?	2-Occasionally
8	respond when spoken to?	2-Occasionally
11	act happy when praised?	3-Frequently
13	make eye contact with others?	4-Very Frequently
14	enjoy being cuddled?	2-Occasionally
15	smile back at a familiar adult?	2-Occasionally
17	reach for a familiar adult?	2-Occasionally
18	respond to her/his name?	2-Occasionally
20	smile at familiar adults?	2-Occasionally
22	show pleasure when interacting with adults?	2-Occasionally
24	makes others aware of her/his needs?	3-Frequently
25	accept comfort from a familiar adult?	2-Occasionally
36	expresses a variety of emotions (e.g. happy, sad, mad)?	4-Very Frequently

Initiative

9	show concern for other children?	1-Rarely
10	try to comfort others?	1-Rarely
12	participate in group activities?	2-Occasionally
16	ask to do new things?	3-Frequently
19	react to another child's cry?	2-Occasionally
26	play make-believe?	4-Very Frequently
27	follow simple directions?	2-Occasionally
28	show preference for a particular playmate?	3-Frequently
29	try to clean up after herself/himself?	2-Occasionally
31	play with other children?	2-Occasionally
32	try to do things for herself/himself?	4-Very Frequently

Self Regulation

3	adjust to changes in routine?	2-Occasionally
21	easily go from one activity to another?	2-Occasionally
23	handle frustration well?	2-Occasionally
30	easily follow a daily routine?	2-Occasionally
33	calm herself/himself?	2-Occasionally
34	accept another choice when the first choice was not available?	2-Occasionally
35	have regular sleeping patterns?	1-Rarely

Date: 7/23/2010

Dear Parent of **Michael Adams**,

You filled out a checklist about your child called the Devereux Early Childhood Assessment (DECA). The DECA looks at a child's social and emotional strengths. We feel it is important to share this information with you because children's social and emotional health is so important. By focusing and supporting children's strengths, we can also help a child in any areas where extra support may be beneficial.

The table below shows how you rated your child's strengths and behaviors. This might or might not be what **the teacher is seeing during class time**. Sometimes a child behaves differently at home and at school because of differences in expectations, rules, schedules, etc...

	Strength	Typical	Area of need
Attachment/Relationships			X
Initiative		X	
Self-Regulation			X

Our program recognizes the importance of children's social and emotional health and works to strengthen **initiative, self-regulation, and attachment/relationships** in all children. Scores in the strength range indicate that a child is showing many positive behaviors in this area and we should continue to encourage these behaviors. Scores in the typical range indicate that a child is displaying behaviors that are common at this age and we should continue to work on building these skills. Scores in the Area of Need range indicate that a child is not displaying these positive behaviors as frequently as we would like, and we should work together to build a child's skills in that area.

After you review this information, please let us know if you have any questions.

Parents and families make the biggest difference!

The Devereux Early Childhood Assessment (DECA) Program
Promoting Children's Resilience

Strengths for Living and Learning

The following Strengths are important for infants to develop early so that they have the skills for success in school and life.

ATTACHMENT and RELATIONSHIPS

The warm connections a child has with another familiar person are called relationships. These relationships might be with a mother, father, grandparent, and other relatives or important caregivers. Happy relationships help a child form healthy attachment, the bond that exists between babies and familiar adults as a result of a nurturing relationship. When infants have healthy relationships that support attachment, they learn to trust that the world is safe, and they have confidence to explore and learn.

Grown-ups can help build this strength by:

- Smiling and talking with the baby during daily routines such as diapering, feeding and bathing.
- Responding to the baby's attempts to communicate through facial expressions, gestures, cooing, and babbling.
- Cuddling, playing and reading with the baby.
- Protecting the baby from "scary" situations whenever they can.

SELF-REGULATION

Self-regulation involves handling emotions, gaining control of bodily functions, learning to focus, and paying attention. By the time a child is a toddler, he has learned a lot from adults about how to regular frustration and calm down when upset. Infants and toddlers learn early on how to control feelings and emotions by watching and figuring out the actions of adults around them

Grown-ups can help build this strength by letting him/her:

- Provide soothing actions and words to help calm a child down when upset.
- Help your child understand and name the feelings that she is having.
- Provide rituals and predictable routines.
- Explain beforehand if a routine will need to change so that she has time to adjust.

INITIATIVE

As they grow, toddlers start trying to do lots of new things for themselves. As they begin to think and act on their own, they are using what is called Initiative. Initiative is the child's ability to use independent thought and action to meet his or her needs. Toddlers who have strong initiative will show interest in exploring their surroundings and keep trying to do something when they are not successful the first time. Toddlers need opportunities to learn and practice new skills.

Grown-ups can help build this strength by letting him/her:

- Allowing her to explore surroundings (while keeping her safe).
- Praising him for efforts to try new things.
- Supporting her when a mistake is made and allowing her to try again.
- Letting him know that you "believe" he can succeed.

Devereux Early Childhood Assessment for Toddlers Rater Comparison Report

Child Information

Name: Adams, Michael
 Gender: Male
 Date Of Birth: 05/01/2007

Program: Jump Start Learning
 Site: Bears Child Care
 Group: Toddler

Rating Information

1st Rater: Smith, Audra
 Relationship to Child: Foster parent
 Date Of Rating: 02/02/2009
 Age at Rating: 1 Years 9 Months

2nd Rater: Ruiz, Maya
 Relationship to Child: Teacher
 Date of 2nd Rating: 02/01/2009
 Age at Rating: 1 Years 9 Months

Rating Comparison Score Summary Table

Descr	AR	IN	SR	TPF
1st T-Score	31	41	34	34
2nd T-Score	35	48	28	35
T-Score Difference	+ 4	+ 7	- 6	+ 1
1st Description	Area of Need	Typical	Area of Need	Area of Need
2nd Description	Area of Need	Typical	Area of Need	Area of Need
Raters Differ	No	Yes	No	No

Scale descriptions are:
 AR - Attachment/Relationships
 IN - Initiative
 SR - Self Regulation
 TPF - Total Protective Factors

Rater Comparison Report

Name: Adams, Michael
 Gender: Male
 Date Of Birth: 05/01/2007

Program: Jump Start Learning
 Site: Bears Child Care
 Group: Toddler

1st-Test Rater: Smith, Audra
 Relationship to Child: Foster parent
 Date Of Rating: 02/02/2009
 Age at Rating: 1 Years 9 Months

2nd-Test Rater: Ruiz, Maya
 Relationship to Child: Teacher
 Date Of Rating: 02/01/2009
 Age at Rating: 1 Years 9 Months

T-Scores	AR	IN	SR	TPF	Percentiles
72		44 & Up	28 & Up	203 & Up	99
71				102-202	98
70		43	27	198-200	98
69				197	97
68				194-196	96
67				193	96
66	72	42	26	190-192	95
65				188-189	93
64		41	25	186-187	92
63				182-185	90
62		40		180-181	89
61			24	178-179	86
60		39		176-177	84
59	71	38		174-175	82
58			23	170-173	79
57		37		166-169	76
56	70	36		164-165	73
55	69		22	162-163	69
54		35		160-161	66
53	68	34	21	156-159	62
52				154-155	58
51	67	33		150-153	54
50	66	32	20	149	50
49	65			146-148	46
48	64	31		143-145	42
47	63	30	19	141-142	38
46				138-140	35
45	61-62	29	18	137	31
44	60	28		135-136	27
43	59			133-134	24
42	58	27	17	131-132	21
41	57	26		127-130	18
40		25	16	125-126	16
39	56	24		122-124	14
38	55	23	15	119-121	12
37	54	22		117-118	10
36	53	21		112-116	8
35	51-52	20	14	109-111	7
34	49-50		13	105-108	6
33	47-48	19		101-104	5
32	46	17-18	12	100	4
31	44-45	15-16		97-99	3
30	41-43	14	11	95-96	2
29	39-40	13		93-94	2
28	38 & Less	12 & Less	10 & Less	92 & Less	1

T-Scores	AR	IN	SR	TPF	Percentiles
72		43 & Up	28 & Up	210 & Up	99
71				207-209	98
70	72			203-206	98
69		42	27	199-202	97
68				197-198	96
67		41	26	192-196	96
66				190-191	95
65	71	40	25	187-189	93
64		39		186	92
63	70		24	183-185	90
62		38		180-182	89
61	69	37	23	177-179	86
60		36		173-176	84
59	68	35		171-172	82
58	67		22		79
57	66	34		166-170	76
56	65		21	164-165	73
55	64	33		162-163	69
54	63	32		158-161	66
53	62	31	20	156-157	62
52	61			154-155	58
51	60	30	19	152-153	54
50	58-59	29		149-151	50
49	57	28		146-148	46
48	56	27	18	144-145	42
47	55	26		140-143	38
46	54	25		138-139	35
45	53	24	17	136-137	31
44		23		132-135	27
43	52	22	16	130-131	24
42	51	21		128-129	21
41	50	20	15	126-127	18
40	49	19		125	16
39	48		14	122-124	14
38	46-47	18		118-121	12
37	45	17	13	115-117	10
36	43-44	16		114	8
35	41-42		12	110-113	7
34	39-40	14-15		108-109	6
33		13		106-107	5
32	38	12	11	104-105	4
31	37	11		101-103	3
30	36	9-10	10	98-100	2
29	35	8			2
28	34 & Less	7 & Less	9 & Less	97 & Less	1

8

Group Profile Report

Record Form - Toddler 01/01/2009 - 06/02/2010 Teacher Rating(s)

Program: Jump Start Learning

Site: Bears Child Care

Group: Toddler

Teachers' Names: Ruiz, Maya;

	Type Rating: Pre			Type Rating: Mid			Type Rating: Post		
	AR	IN	SR	AR	IN	SR	AR	IN	SR
	Adams, Michael	35	48	28				48	44
Bank, Sara	45	48	43				47	50	45
Garza, Marcelo	50	38	45				54	49	48
Jones, Tanisha	61	57	43				61	60	51
Kelp, James	48	48	45				49	49	43
Long, Karen	49	60	58				49	60	58
Miles, Matthew	28	31	28				28	44	48
Owens, Erica	28	33	30				31	38	41
Peterson, Scottie	61	57	43				61	59	45
Roberts, Maria	47	55	56				49	57	63
Thomas, Joshua	46	40	45				47	50	53

Number of Children Reported:	11	11	11	0	0	0	11	11	11
Number of Children Green:	2	1	0	0	0	0	2	2	1
Number of Children Blue:	6	6	8	0	0	0	7	8	10
Number of Children Red:	3	4	3	0	0	0	2	1	0

Scale descriptions are:

AR - Attachment/Relationships

IN - Initiative

SR - Self Regulation

Color Legend:

Green = Strength

Blue = Typical

Red = Area of Need

6

Devereux Early Childhood Assessment for Toddlers Pre-Post Comparison Report

Child Information

Name: Adams, Michael
 Gender: Male
 Date Of Birth: 05/01/2007

Program: Jump Start Learning
 Site: Bears Child Care
 Group: Toddler

Rating Information

Pre-Test Rater: Smith, Audra
 Relationship to Child: Foster parent
 Date Of Rating: 02/02/2009
 Age at Rating: 1 Years 9 Months

Post-Test Rater: Smith, Audra
 Relationship to Child: Foster parent
 Date of 2nd Rating: 07/02/2009
 Age at Rating: 2 Years 2 Months

Rating Comparison Score Summary Table

Descr	AR	IN	SR	TPF
Pre: T-Score	31	41	34	34
Post: T-Score	44	48	50	47
T-Score Difference	+ 13	+ 7	+ 16	+ 13
Pre: Description	Area of Need	Typical	Area of Need	Area of Need
Post: Description	Typical	Typical	Typical	Typical
Raters Differ	Significant Improvement	No Significant Change	Significant Improvement	Significant Improvement

Scale descriptions are:
 AR - Attachment/Relationships
 IN - Initiative
 SR - Self Regulation
 TPF - Total Protective Factors

10

Pre-Post Comparison Report

Name: Adams, Michael
 Gender: Male
 Date Of Birth: 05/01/2007

Program: Jump Start Learning
 Site: Bears Child Care
 Group: Toddler

Pre-Test Rater: Smith, Audra
 Relationship to Child: Foster parent
 Date Of Rating: 02/02/2009
 Age at Rating: 1 Years 9 Months

Post-Test Rater: Smith, Audra
 Relationship to Child: Foster parent
 Date Of Rating: 07/02/2009
 Age at Rating: 1 Years 9 Months

T-Scores	AR	IN	SR	TPF	Percentiles
72		44 & Up	28 & Up	203 & Up	99
71				102-202	98
70		43	27	198-200	98
69				197	97
68				194-196	96
67				193	96
66	72	42	26	190-192	95
65				188-189	93
64		41	25	186-187	92
63				182-185	90
62		40		180-181	89
61			24	178-179	86
60		39		176-177	84

59	71	38		174-175	82
58			23	170-173	79
57		37		166-169	76
56	70	36		164-165	73
55	69		22	162-163	69
54		35		160-161	66
53	68	34	21	156-159	62
52				154-155	58
51	67	33		150-153	54

50	66	32	20	149	50

49	65			146-148	46
48	64	31		143-145	42
47	63	30	19	141-142	38
46				138-140	35
45	61-62	29	18	137	31
44	60	28		135-136	27
43	59			133-134	24
42	58	27	17	131-132	21
41	57	26		127-130	18

40		25	16	125-126	16
39	56	24		122-124	14
38	55	23	15	119-121	12
37	54	22		117-118	10
36	53	21		112-116	8
35	51-52	20	14	109-111	7
34	49-50		13	105-108	6
33	47-48	19		101-104	5
32	46	17-18	12	100	4
31	44-45	15-16		97-99	3
30	41-43	14	11	95-96	2
29	39-40	13		93-94	2
28	38 & Less	12 & Less	10 & Less	92 & Less	1

T-Scores	AR	IN	SR	TPF	Percentiles
72		44 & Up	28 & Up	203 & Up	99
71				102-202	98
70		43	27	198-200	98
69				197	97
68				194-196	96
67				193	96
66	72	42	26	190-192	95
65				188-189	93
64		41	25	186-187	92
63				182-185	90
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54		35		160-161	66
53	68	34	21	156-159	62
52				154-155	58
51	67	33		150-153	54

50	66	32	20	149	50

49	65			146-148	46
48	64	31		143-145	42
47	63	30	19	141-142	38
46				138-140	35
45	61-62	29	18	137	31
44	60	28		135-136	27
43	59			133-134	24
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39	56	24		122-124	14
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33	47-48	19		101-104	5
32	46	17-18	12	100	4
31	44-45	15-16		97-99	3
30	41-43	14	11	95-96	2
29	39-40	13		93-94	2
28	38 & Less	12 & Less	10 & Less	92 & Less	1

11