Developmental Profile—Third Edition (DP-3)
Table 1. Crosswalk of Domain Items to Child Outcomes

When using the DP-3 as one of multiple sources of information for measuring child outcomes, the following crosswalk applies. As a standardized, norm-referenced assessment tool, the DP-3's domain scores are the smallest unit of information that can be used if scores are converted directly to measure child outcomes. However, as one of multiple sources of information, items from DP-3 domains can contribute to the understanding of a child's functioning in each of the three outcome areas. This table shows how various items from domains map to the three child outcomes. If converting domain scores directly to child outcomes, see Table 2 of this document.

	Outcome 1 Positive social relationships	Outcome 2 Acquires and use skills and knowledge	Outcome 3 Takes action to meet needs
PHYSICAL SCALE		P10, P17, P22, P30. Does/Can the child…. turn single pages; copy and up and down line; copy two intersecting lines; copy or draw a diamond shape	P1 –11, P13 -14, P16-18, P21-28, P30-32. Does/Can the child…. have a method to get from one place to another; walk up stairs; copy an up and down straight line; walks on tiptoe; jump over things in path without stopping; use a house key to open the door
ADAPTIVE BEHAVIOR SCALE		A25. When asked does child state all these items: first name, last name, sex, age, home city or state	A1- 20, A22, A24, A26- 34, A36. Does /Can the child……. Try to get objects that are near, but beyond reach; take off shoes and socks without help; use a spoon without help; urinate in the toilet without assistance; fix a bowl of dry cereal; wash himself/herself acceptably without help; care for minor cuts or scrapes

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	Outcome 1 Positive social relationships	Outcome 2 Acquires and use skills and knowledge	Outcome 3 Takes action to meet needs
			independently
SOCIAL-EMOTIONAL SCALE	S1, S3, S5-8, S10-11, S13-14, S18-22, S25-26, S30, S33-34 Does/Can the child…. look at an adult while the adult is talking; wave bye-bye at the right times; show he/she knows what my means; play group games with other children; consider the preferences and interests of friends when planning shared play activities; express a desire to be part of any particular clique or peer group.	S12, S15, S23-24, S27-31, S35-36 Does/Can the child…. Name a friend with whom he/she frequently spends time; draw a person so that an adult could tell what was drawn, Is the child aware of differences in financial status among families	S9, S16-17, S32 Does/Can the child…. Show interests in exploring new places; show by asking gestures, the need to go to the toilet; express the desire for playtime with peers; work at home chores without needing constant reminders.
COGNITIVE SCALE		G1-G38 Does/Can the child…. Imitate a physical gesture made by an adult; point to at least one body part; name or point to at least 20 objects or pictures when they are named; does the child say size words often an correctly; know the difference between living and nonliving things; perform a correct rote count up to 15; print or write words using both capital and small letters correctly; answer correctly when asked the date, day, month,	G10, G17, G21, G26. Does/Can the child…. use pencils or crayons in definite attempts to make marks on surfaces; copy a circle with a pencil; draw a cross; draw or copy a square

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	Outcome 1 **Positive social relationships**	Outcome 2 **Acquires and use skills and knowledge**	Outcome 3 **Takes action to meet needs**
		and year	
COMMUNICATION SCALE		M1-32, M34 Does/ Can the child… Babble or use some sounds in an attempt to make words; clearly understand the meaning of no; imitate or initiate a sentence of two or more words; name 20 things seen in pictures; use at least 50 different words; sung a song of at least 30 words; read aloud a simple story so someone else can follow the story.	

*This domain includes precursor skills for functional behaviors, which may not be appropriate or expected for some children, including those with sensory, motor, or other impairments.

Note: Draft developed at state request. This draft has not been through the ECO review process to establish consistency with the crosswalks posted on the ECO web site.

Skills and behaviors that are not precursor to, or components of, any specific outcome were not included in the crosswalk. These included:
Physical Scale:
Does/Can the child…
P16. stack a tower of eight objects, such as blocks
P19. catch a ball thrown by an adult 5 ft away
P20. purposefully build a bridge with blocks
P29. use a bat to his a ball

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P33. skip rope
P34. catch a bounced tennis ball with one hand
P35. catch a bounced tennis ball when thrown with one hand from 6 feet away

Adaptive Behavior Scale
Does/ Can the child…
A21. purposely use a mouse, touchpad, or other computerized pointing device to point and click on objects on a computer screen
A23. operate a computer to play simple computer games or use basic educational software
A35. use the internet to locate and play games
A37. independently make a video recording of a TV program

Communication Scale
M33. Does the child use a computer word processing program to complete assignments for school

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Table 2. Crosswalk of Domain Scores to Child Outcomes

If converting scores directly to child outcomes, the following crosswalk applies. As a standardized, norm-referenced assessment tool, the DP-3's domain scores are the smallest unit of information that can be used. This table shows how the 5 domains map to the three child outcomes. For each domain, an X indicates the outcome area to which the *majority* of items contribute information.

	Outcome 1 Positive social relationships	Outcome 2 Acquires and uses skills and knowledge	Outcome 3 Takes action to meet needs
PHYSICAL SCALE			**X***
ADAPTIVE BEHAVIOR SCALE			**X**
SOCIAL-EMOTIONAL SCALE	**X**		
COGNITIVE SCALE		**X**	
COMMUNICATION SCALE		**X**	

*This domain includes precursor skills for functional behaviors, which may not be appropriate or expected for some children, including those with sensory, motor, or other impairments.

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