

Devereux Assessments

DECA Infant, Toddler,
and DECA - Clinical



For Use with Children Age 4 weeks to Age 6

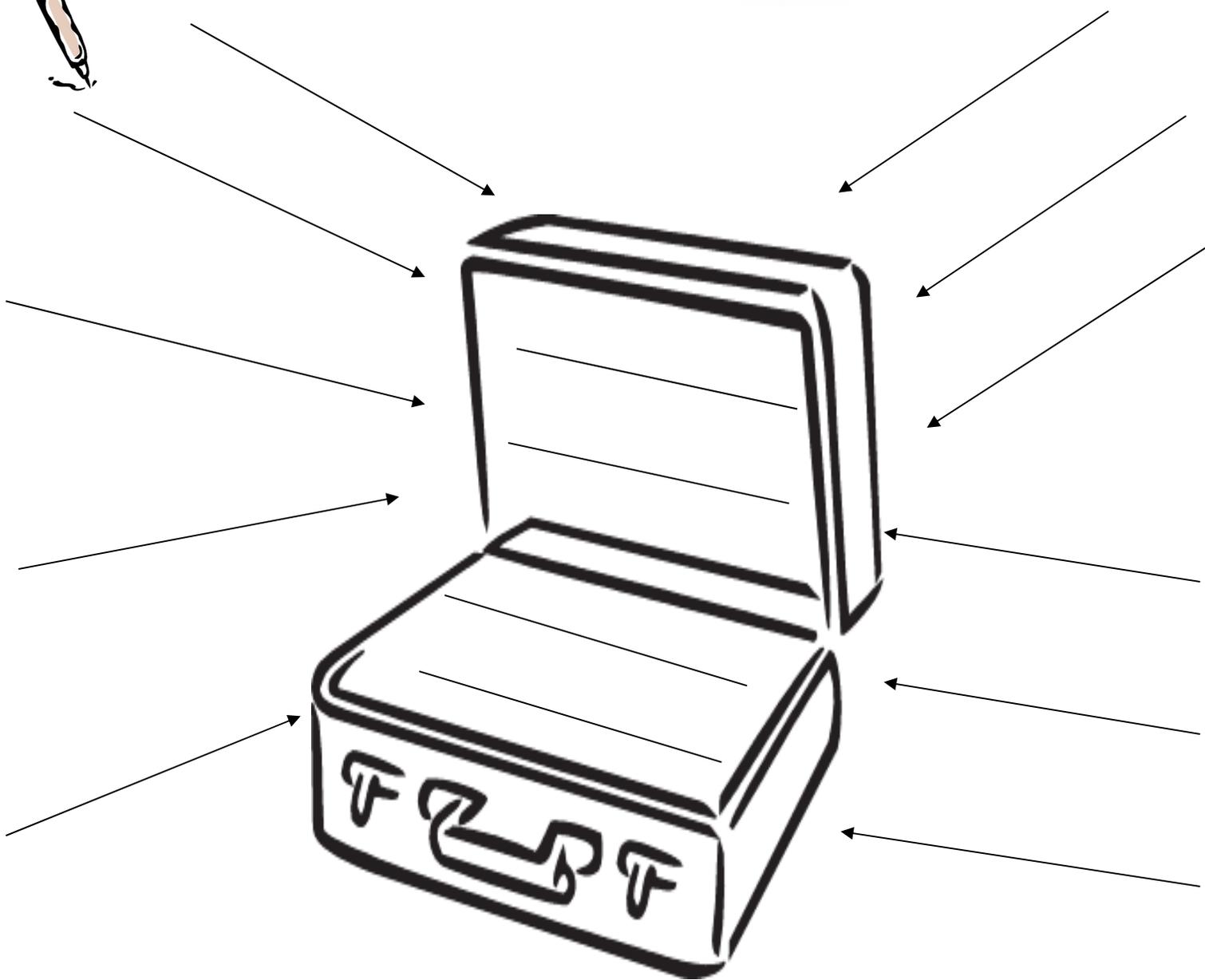


Promote social and emotional development, foster resilience, and build skills for school and life success in all children from birth through school-age, as well as to promote the resilience of the adults who care for them.

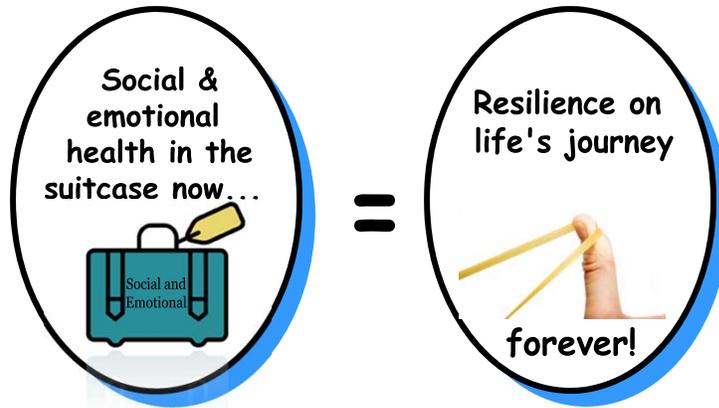
www.CenterForResilientChildren.org * 1-866-TRAINUS

December 2016

“Life is a journey, pack carefully”



Resilience Defined



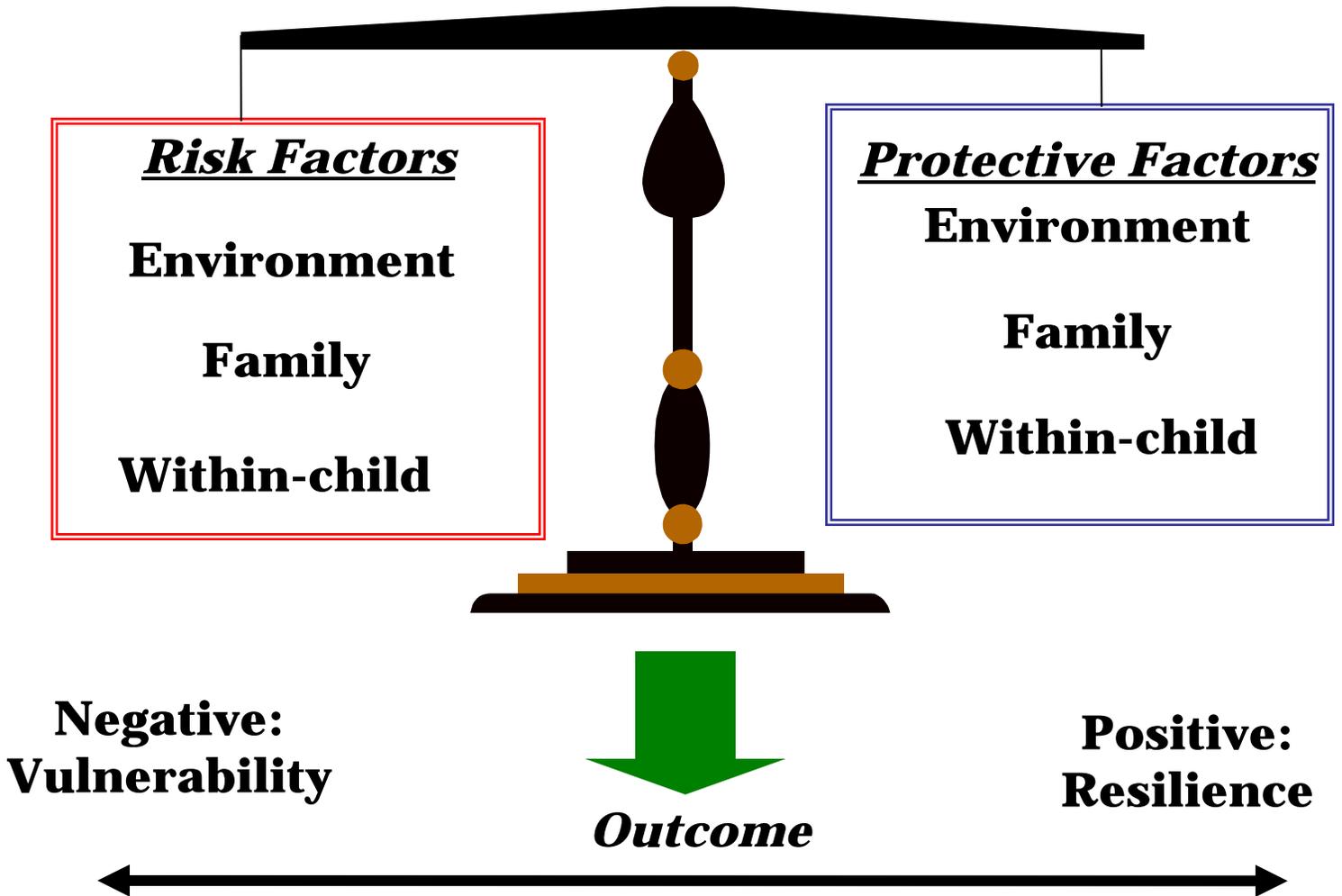
Resilience Theory

- The ability to recover from or adjust to misfortune or change
- The ability to bounce back
- Emmy Werner – Hawaii- Study began in 1955
- Selected 500 plus children born at risk that year (30% of the children were at high risk, with 4 or more significant risk factors)
- **2/3** had significant negative life problems
- **but 1/3 did not!** They had positive outcomes! Described as children who... “lived well, loved well, played well & expected well”

These children were described as...



Resilience Model



Within-Child

RISK

What is “inside” the suitcase from birth or packed very early in life that can create challenges from the inside out?



PROTECTION

What is “inside” the suitcase from birth or packed very early in life that can promote well being from the inside out?

Attachment/ Relationships :

The mutual, strong, long-lasting relationship between an infant or toddler and significant adults such as parents, family members and teachers.

- Respond positively to adult attention (I)
- Act in a good mood (I)
- Respond when spoken to (I)
- Show affection for familiar adult (I)
- Act happy (I)
- Act happy with familiar adults (I/T)
- Show pleasure when interacting with adults (I/T)
- Accept comfort from a familiar adult (I/T)
- Smile at familiar adults (I/T)
- Smile back at a familiar adult (I/T)
- Calm down with help from a familiar adult (I/T)
- Make eye contact with others (I/T)
- Seek comfort from familiar adults (I/T)
- Enjoy being cuddled (I/T)
- Enjoy interacting with others (I/T)
- Express a variety of emotions (e.g. happy, sad, mad) (T)
- Reach for a familiar adult (T)
- Make needs known to a familiar adult (T)
- Act happy when praised (T)
- Make others aware of her/his needs (T)
- Show interest in her/his surroundings (T)
- Respond to her/his name (T)
- Respond to name when spoken to (T)

Self-Regulation:

Child's ability to actively control arousal and his or her response to it.

- Handle frustration well (T)
- Accept another choice when the first choice was not available (T)
- Adjust to changes in routine (T)
- Calm herself/himself (T)
- Easily follow a daily routine (T)
- Have regular sleeping patterns (T)
- Easily go from one activity to another (T)



Initiative: The infant or toddler's ability to use independent thought and action to meet his or her needs.

- Try to do new things (I)
- Imitate actions of others (I)
- Keep trying when unsuccessful (I)
- Show interest in what others were doing (I)
- Adjust her/his energy level to the type of play (I)
- Act happy when praised (I)
- Explore surroundings (I)
- Express her/his dislikes (I)
- Reach for a familiar adult (I)
- Respond to her/his name (I)
- Keep trying to obtain a toy (I)
- Act in a way that make others show interest (I)
- Easily goes from one activity to another (I)
- Seek attention when a familiar adult was with another child (I)
- Enjoy being around other children (I)
- Notice changes in surroundings (I)
- React to another child's cry (I/T)
- Show concern for other children (T)
- Try to comfort others (T)
- Play make-believe (T)
- Try to clean up after herself/himself (T)
- Show preference for a particular playmate (T)
- Ask to do new things (T)
- Play with other children (T)
- Participate in group activities (T)
- Try to do things for herself/himself (T)



* (I) = Infant

* (I/T) = Infant and Toddler

* (T) = Toddler



Devereux Early Childhood Assessment for Toddlers Record Form (18 months up to 36 months)

Mary Mackrain, Paul LeBuffe and Gregg Powell

Toddler's Name _____ Gender _____ DOB _____ Age _____
 Person Completing this Form _____ Relationship to Toddler _____ (In Months)
 Date of Rating _____ Site/Program _____ Room _____

This form describes a number of behaviors seen in some toddlers. Read the statements that follow the phrase: **During the past 4 weeks, how often did the toddler...** and place a check mark in the box underneath the word that tells how often you saw the behavior. Answer each question carefully. There are no right or wrong answers. Please answer every item. If you wish to change your answer, put an X through it and fill in your new choice as shown to the right.

| | | | | |
|-------------------------------------|-------------------------------------|--------------------------|--------------------------|--------------------------|
| Never | Rarely | Occasionally | Frequently | Very Frequently |
| <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

| Item # | During the past 4 weeks, how often did the toddler... | Never | Rarely | Occasionally | Frequently | Very Frequently |
|--------|--|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| 1 | enjoy interacting with others? | <input type="checkbox"/> |
| 2 | show affection for a familiar adult? | <input type="checkbox"/> |
| 3 | adjust to changes in routine? | <input type="checkbox"/> |
| 4 | seek comfort from familiar adults? | <input type="checkbox"/> |
| 5 | makes needs known to a familiar adult? | <input type="checkbox"/> |
| 6 | act happy with familiar adults? | <input type="checkbox"/> |
| 7 | show interest in her/his surroundings? | <input type="checkbox"/> |
| 8 | respond when spoken to? | <input type="checkbox"/> |
| 9 | show concern for other children? | <input type="checkbox"/> |
| 10 | try to comfort others? | <input type="checkbox"/> |
| 11 | act happy when praised? | <input type="checkbox"/> |
| 12 | participate in group activities? | <input type="checkbox"/> |
| 13 | make eye contact with others? | <input type="checkbox"/> |
| 14 | enjoy being cuddled? | <input type="checkbox"/> |
| 15 | smile back at a familiar adult? | <input type="checkbox"/> |
| 16 | ask to do new things? | <input type="checkbox"/> |
| 17 | reach for a familiar adult? | <input type="checkbox"/> |
| 18 | respond to her/his name? | <input type="checkbox"/> |
| 19 | react to another child's cry? | <input type="checkbox"/> |
| 20 | smile at familiar adults? | <input type="checkbox"/> |
| 21 | easily go from one activity to another? | <input type="checkbox"/> |
| 22 | show pleasure when interacting with adults? | <input type="checkbox"/> |
| 23 | handle frustration well? | <input type="checkbox"/> |
| 24 | makes others aware of her/his needs? | <input type="checkbox"/> |
| 25 | accept comfort from a familiar adult? | <input type="checkbox"/> |
| 26 | play make-believe? | <input type="checkbox"/> |
| 27 | follow simple directions? | <input type="checkbox"/> |
| 28 | show preference for a particular playmate? | <input type="checkbox"/> |
| 29 | try to clean up after herself/himself? | <input type="checkbox"/> |
| 30 | easily follow a daily routine? | <input type="checkbox"/> |
| 31 | play with other children? | <input type="checkbox"/> |
| 32 | try to do things for herself/himself? | <input type="checkbox"/> |
| 33 | calm herself/himself? | <input type="checkbox"/> |
| 34 | accept another choice when the first choice was not available? | <input type="checkbox"/> |
| 35 | have regular sleeping patterns? | <input type="checkbox"/> |
| 36 | express a variety of emotions (e.g. happy, sad, mad)? | <input type="checkbox"/> |

Copyright © 2007 by The Devereux Foundation
 All rights reserved. No part of this publication may be reproduced or transmitted in any form or by any means, electronic or mechanical, including photocopy, recording, or any information storage or retrieval system, without permission in writing from the publisher.



Devereux Early Childhood Assessment for Toddlers Record Form (18 months up to 36 months)



Mary Mackrain, Paul LeBuffe and Gregg Powell

Toddler's Name Michael Adams Gender MALE DOB 5.1.07 Age 21 MONTHS
 Person Completing this Form Donna Smith Relationship to Toddler Aunt (In Months)
 Date of Rating 2-2-09 Site/Program Bears ChildCare Room Toddler

| | Attachment/Relationships (A/R) | Initiative (IN) | Self-Regulation (SR) |
|-----------------|--------------------------------|---------------------------|----------------------|
| Scale Raw Score | <u>44</u> | <u>26</u> | <u>13</u> |
| T Score | <u>31</u> | <u>41</u> | <u>34</u> |
| Percentile | <u>3</u> | <u>18</u> | <u>6</u> |
| Description | <u>Area of need</u> | <u>Typical/Borderline</u> | <u>Area of Need</u> |

| Total Protective Factors (TPF) | |
|--------------------------------|-------------|
| <u>106</u> | Sum |
| <u>31</u> | T Score |
| <u>3</u> | Percentile |
| <u>Area of need</u> | Description |

| Item # | During the past 4 weeks, how often did the toddler... | Never | Rarely | Occasionally | Frequently | Very Frequently | A/R | IN | SR |
|--------|--|-------|--------|--------------|------------|-----------------|-----|----|----|
| 1 | enjoy interacting with others? | 0 | 1 | 2 | 3 | 4 | 2 | | |
| 2 | show affection for a familiar adult? | 0 | 1 | 2 | 3 | 4 | 3 | | |
| 3 | adjust to changes in routine? | 0 | 1 | 2 | 3 | 4 | 2 | | |
| 4 | seek comfort from familiar adults? | 0 | 1 | 2 | 3 | 4 | 3 | | |
| 5 | makes needs known to a familiar adult? | 0 | 1 | 2 | 3 | 4 | 3 | | |
| 6 | act happy with familiar adults? | 0 | 1 | 2 | 3 | 4 | 3 | | |
| 7 | show interest in her/his surroundings? | 0 | 1 | 2 | 3 | 4 | 3 | | |
| 8 | respond when spoken to? | 0 | 1 | 2 | 3 | 4 | 3 | | |
| 9 | show concern for other children? | 0 | 1 | 2 | 3 | 4 | 3 | 1 | |
| 10 | try to comfort others? | 0 | 1 | 2 | 3 | 4 | 3 | 1 | |
| 11 | act happy when praised? | 0 | 1 | 2 | 3 | 4 | 3 | 1 | |
| 12 | participate in group activities? | 0 | 1 | 2 | 3 | 4 | 3 | 2 | |
| 13 | make eye contact with others? | 0 | 1 | 2 | 3 | 4 | 4 | 2 | |
| 14 | enjoy being cuddled? | 0 | 1 | 2 | 3 | 4 | 3 | 2 | |
| 15 | smile back at a familiar adult? | 0 | 1 | 2 | 3 | 4 | 3 | 3 | |
| 16 | ask to do new things? | 0 | 1 | 2 | 3 | 4 | 3 | 3 | |
| 17 | reach for a familiar adult? | 0 | 1 | 2 | 3 | 4 | 3 | 3 | |
| 18 | respond to her/his name? | 0 | 1 | 2 | 3 | 4 | 3 | 3 | |
| 19 | react to another child's cry? | 0 | 1 | 2 | 3 | 4 | 3 | 3 | |
| 20 | smile at familiar adults? | 0 | 1 | 2 | 3 | 4 | 3 | 3 | |
| 21 | easily go from one activity to another? | 0 | 1 | 2 | 3 | 4 | 3 | 3 | |
| 22 | show pleasure when interacting with adults? | 0 | 1 | 2 | 3 | 4 | 3 | 3 | |
| 23 | handle frustration well? | 0 | 1 | 2 | 3 | 4 | 3 | 3 | |
| 24 | makes others aware of her/his needs? | 0 | 1 | 2 | 3 | 4 | 3 | 3 | |
| 25 | accept comfort from a familiar adult? | 0 | 1 | 2 | 3 | 4 | 3 | 3 | |
| 26 | play make-believe? | 0 | 1 | 2 | 3 | 4 | 3 | 3 | |
| 27 | follow simple directions? | 0 | 1 | 2 | 3 | 4 | 3 | 3 | |
| 28 | show preference for a particular playmate? | 0 | 1 | 2 | 3 | 4 | 3 | 3 | |
| 29 | try to clean up after herself/himself? | 0 | 1 | 2 | 3 | 4 | 3 | 3 | |
| 30 | easily follow a daily routine? | 0 | 1 | 2 | 3 | 4 | 3 | 3 | |
| 31 | play with other children? | 0 | 1 | 2 | 3 | 4 | 3 | 3 | |
| 32 | try to do things for herself/himself? | 0 | 1 | 2 | 3 | 4 | 3 | 3 | |
| 33 | calm herself/himself? | 0 | 1 | 2 | 3 | 4 | 3 | 3 | |
| 34 | accept another choice when the first choice was not available? | 0 | 1 | 2 | 3 | 4 | 3 | 3 | |
| 35 | have regular sleeping patterns? | 0 | 1 | 2 | 3 | 4 | 3 | 3 | |
| 36 | express a variety of emotions (e.g. happy, sad, mad)? | 0 | 1 | 2 | 3 | 4 | 3 | 3 | |

Scale Raw Scores → 44 26 13

Copyright © 2007 by The Devereux Foundation
All rights reserved. No part of this publication may be reproduced or transmitted in any form or by any means, electronic or mechanical, including photocopy, recording, or any information storage or retrieval system, without permission in writing from the publisher.



Parent Rater Name _____

Infant Name _____

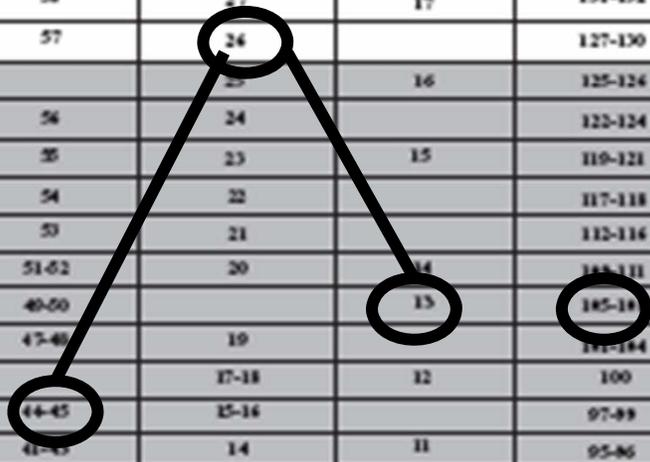
18 months up to 36 months

STRENGTH

TYPICAL

Area of Need

| T-Score | Attachment/ Relationships | Date Initiative | Self Regulation | Total Protective Factors | Percentile | T-Score | Attac Relat |
|---------|------------------------------|--------------------|--------------------|-----------------------------|------------|---------|----------------|
| 72 | | 44 | 28 | 205 & Above | 90 | 72 | |
| 71 | | | | 201-204 | 88 | 71 | |
| 70 | | 43 | 27 | 198-200 | 86 | 70 | |
| 69 | | | | 197 | 87 | 69 | |
| 68 | | | | 194-196 | 86 | 68 | |
| 67 | | | | 193 | 85 | 67 | |
| 66 | 72 | 42 | 24 | 194-192 | 84 | 66 | |
| 65 | | | | 188-189 | 80 | 65 | |
| 64 | | 41 | 25 | 186-187 | 82 | 64 | |
| 63 | | | | 182-185 | 80 | 63 | |
| 62 | | 40 | | 184-181 | 80 | 62 | |
| 61 | | | 24 | 179-179 | 86 | 61 | |
| 60 | | 39 | | 176-177 | 84 | 60 | |
| 59 | 71 | 38 | | 174-175 | 82 | 59 | |
| 58 | | | 23 | 170-173 | 79 | 58 | |
| 57 | | 37 | | 166-169 | 78 | 57 | |
| 56 | 70 | 34 | | 164-165 | 75 | 56 | |
| 55 | 69 | | 22 | 162-163 | 80 | 55 | |
| 54 | | 35 | | 160-161 | 66 | 54 | |
| 53 | 68 | 34 | 21 | 156-159 | 62 | 53 | |
| 52 | | | | 154-155 | 58 | 52 | |
| 51 | 67 | 33 | | 154-153 | 54 | 51 | |
| 50 | 66 | 32 | 20 | 149 | 58 | 50 | |
| 49 | 65 | | | 146-148 | 46 | 49 | |
| 48 | 64 | 31 | | 143-145 | 39 | 48 | |
| 47 | 63 | 30 | 19 | 141-142 | 38 | 47 | |
| 46 | | | | 138-140 | 35 | 46 | |
| 45 | 61-62 | 29 | 18 | 137 | 31 | 45 | |
| 44 | 60 | 28 | | 135-136 | 27 | 44 | |
| 43 | 59 | | | 133-134 | 24 | 43 | |
| 42 | 58 | 27 | 17 | 131-132 | 21 | 42 | |
| 41 | 57 | 24 | | 127-130 | 18 | 41 | |
| 40 | | 23 | 16 | 125-124 | 16 | 40 | |
| 39 | 56 | 24 | | 122-124 | 14 | 39 | |
| 38 | 55 | 23 | 15 | 119-121 | 12 | 38 | |
| 37 | 54 | 22 | | 117-118 | 10 | 37 | |
| 36 | 53 | 21 | | 112-116 | 8 | 36 | |
| 35 | 51-62 | 20 | 14 | 111-111 | 7 | 35 | |
| 34 | 49-50 | | 13 | 105-110 | 6 | 34 | |
| 33 | 47-48 | 19 | | 101-104 | 5 | 33 | |
| 32 | | 17-18 | 12 | 100 | 4 | 32 | |
| 31 | 44-45 | 15-16 | | 97-99 | 3 | 31 | |
| 30 | 41-43 | 14 | 11 | 95-96 | 2 | 30 | |
| 29 | 38-40 | 13 | | 93-94 | 2 | 29 | |
| 28 | 36 & Below | 12 & Below | 10 & Below | 92 & Below | 1 | 28 | 34 |



Identifying Strengths

- Review observations for strengths.
- Review other information from the child's file that shows abilities and style.
- Review Parent and Teacher DECA results for individual assessment items:
 - I/T – Items scored 3's or 4's
 - Preschool – Items checked that are in the blue shaded hexagon/strengths region
- Remember that each child is unique and his/her strengths are relative.

Identifying Goals

- Review observations to identify things the child needs to improve.
- Review the child's file and list other needs.
- Review Parent and Teacher DECA results for individual assessment items:
 - I/T – Items scored 0's & 1's (sometimes 2's)
 - Preschool – Items checked that are in the grey shaded squares/needs region
- Remember that each child is unique and his/her needs and goals are relative.

Infant/Toddler Strategies

- Implement your own ideas and those of the family based on your experiences, discussions and expertise
- Use the child's strengths or emerging strengths to help develop a strategy
- DECA I/T Strategies Guide
 - Chapters 4-7
 - Chapter 8
 - Chapter 9
 - Page 21 – Quick Guide
- For Now and Forever Family Strategies
- Other tools and resources that promote social and emotional health

DECA Planning Form



Focus:



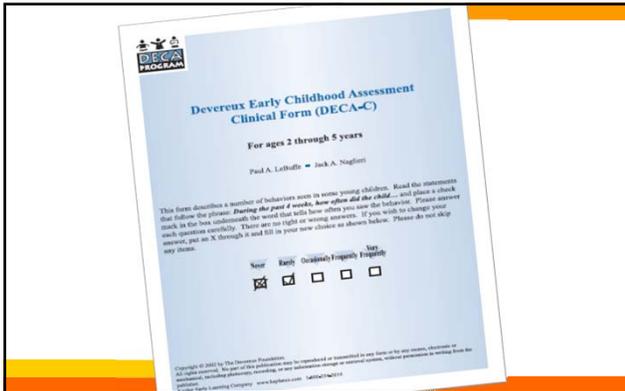
Program: BEARS Child Care Child: Michael Adams

Team: Mrs. Ruiz and Donna Smith (Aunt)

Date: _____

| | | |
|--|--|--|
| <p>Strengths</p> | <ul style="list-style-type: none"> ◇ Makes needs known (A/R) ◇ Act happy when praised (A/R) ◇ Make eye contact (A/R) ◇ Make others aware of needs (A/R) ◇ Express emotions (A/R) ◇ Ask adults to do new things (IN) ◇ Play make believe (IN) ◇ Show preference for playmate (IN) ◇ Try to do things her self (IN) | |
| <p>Goals / Needs</p> | <p><u>Self-Regulation</u></p> <ul style="list-style-type: none"> ◇ Adjust to changes in routine ◇ Easily go from one activity to another ◇ Handle frustration well ◇ Easily follow daily routine ◇ Calm himself ◇ Accept another choice when the first choice is not available ◇ Have regular sleep | |
| <p>Strategies</p> | <p>Use redirection to help Michael move from one activity to another. Validate his feelings and get him excited about the next thing.</p> | |
| <p>Who will do this:</p> | <p>When will it be done:</p> | <p>How will this fit into the planning process or daily routine:</p> |
| <p>When will we review and adjust:</p> | | |





DECA-C Definition

- The Devereux Early Childhood Assessment- Clinical Form is a standardized, norm-referenced behavior rating scale that evaluates behaviors related to both social and emotional resilience and social and emotional concerns in preschool children ages 2 through 5 (up to their sixth birthday).
- The DECA-C evaluates 27 positive behaviors and 35 behavioral concerns.

Devereux Center for Resilient Children © 2016

Uses

- Meaningful Results
- Eligibility
- Research
- Outcome Measurement



Devereux Center for Resilient Children © 2016

| <u>Protective Factor Scales</u> | <u>Behavior Concern Scales</u> |
|--|--|
| <ul style="list-style-type: none"> ➤ Initiative ➤ Attachment ➤ Self-Control ➤ Total Protective Factors | <ul style="list-style-type: none"> <input type="checkbox"/> Aggression <input type="checkbox"/> Attention problems <input type="checkbox"/> Emotional Control problems <input type="checkbox"/> Withdrawal /Depression <input type="checkbox"/> Total Behavior Concerns |

Devereux Center for Resilient Children © 2016

DECA-C Raters

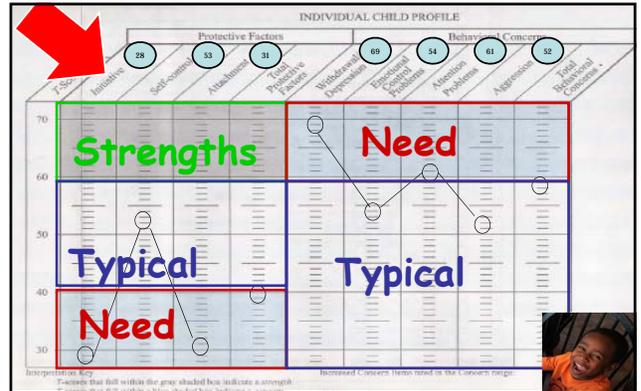
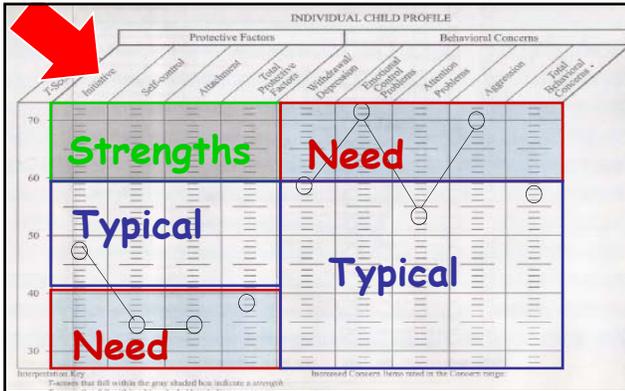
- Completed by either family members or early care and education professionals: In best practice, both would complete.
- Need to know the child for 4 weeks
- Doing observations is strongly encouraged
- Read at a 6th grade reading level or the tool can be read to a rater in an even tone of voice.
- English/Spanish proficiency

Devereux Center for Resilient Children © 2016

DECA-C User/Interpreter

- Has a professional license, or
- Has a degree* from a four-year college or university and graduate level training in assessment, or
- Has a degree* from a four-year college or university, and have a credentialed supervisor who will order the DECA-C and then be responsible for its proper usage, or
- Has a degree* from a four-year college or university, attend a DECA-C training given by a certified trainer, and pass a competency based evaluation at the end of the training.

Devereux Center for Resilient Children © 2016



Strengths Goals Strategies

DCRC Planning Approach

Devereux Center for Resilient Children © 2016

DECA Planning Form

Program: _____ Child: _____ Focus: _____
 Team: _____
 Date: _____

| | |
|---------------|--|
| Strengths | |
| Goals / Needs | |

Strengths

- Ask people who know the child well to identify strengths, interests, and passions of the child that can be incorporated in planning
- Identify specific behaviors related to Initiative, Attachment, and Self-Control that the child does most often
- Look for higher numbers in the boxes on protective factor scales

Devereux Center for Resilient Children © 2016

Goals

- Identify specific behaviors related to protective factors that can be strengthened (items scored 0's and 1's)
- Identify specific behaviors related to behavioral concerns that can be reduced (items scored 3's and 4's)
- Include increased concern items (#29-32)

Devereux Center for Resilient Children © 2016



Selecting Goals

- Get input from team
- Think about which behaviors across scales. Can they be clustered together in themes? For e.g., “play skills” or “coping with feelings.”
- Write goals in strength-based language (and measurable language as needed)
- Be reasonable (1-2 goals at a time)
- Use themes from Appendix D in the Promoting Resilience in Preschoolers

Devereux Center for Resilient Children © 2016

Strategies

- Use your own ideas
- Use your resources
- Use strengths
- Use *Promoting Resilience in Preschoolers* Appendix D or Chapter 9/10



Devereux Center for Resilient Children © 2016

Review how to use DECA to measure progress.

Devereux Center for Resilient Children © 2016

The DECA-I/T and DECA-C Helps...

- Provide pre/post data
- Offers guidelines for determining if the change can be considered reliable
- Helps determine effectiveness of intervention plans and strategies
- Allows for outcome measurement at the total scale and individual scale level

Devereux Center for Resilient Children © 2016

Paper Users Pre/Post Tables

The image shows two sample DECA assessment tables. The left table is for 'PARENTS' and the right table is for 'TEACHERS'. Both tables have columns for 'Attention', 'Aggression', 'Self-Regulation', and 'Social-Emotional Skills'. Each table contains a grid of small text boxes for recording scores and dates.

Devereux Center for Resilient Children © 2016

The Devereux Assessment is ONLY 1 piece of information!



Devereux Center for Resilient Children © 2016



Child's Name _____ Gender _____ Age _____
 Site/Program _____ Classroom _____
 Person Completing this Form _____ Date of Rating _____

Relationship to Child

Very Rarely Occasionally Frequently

| Item # | During the past 4 weeks, how often did the child... | Very Rarely | Occasionally | Frequently |
|--------|---|-------------|--------------|------------|
| 33 | act in a way that made adults smile or show interest in her/him? | 0 | 1 | 2 |
| 34 | grab things from other children? | 0 | 1 | 2 |
| 35 | have difficulty following a routine? | 0 | 1 | 2 |
| 36 | have difficulty sitting quietly (for example, when listening to a story)? | 0 | 1 | 2 |
| 37 | tease or bully others? | 0 | 1 | 2 |
| 38 | listen to or respect others? | 0 | 1 | 2 |
| 39 | control her/his anger? | 0 | 1 | 2 |
| 40 | squirm or fidget? | 0 | 1 | 2 |
| 41 | respond positively to non-verbal cues from others? | 0 | 1 | 2 |
| 42 | show affection for familiar adults? | 0 | 1 | 2 |
| 43 | handle frustration well? | 0 | 1 | 2 |
| 44 | destroy or damage property? | 0 | 1 | 2 |
| 45 | act happy or excited when transitioning? | 0 | 1 | 2 |
| 46 | blame others for her/his own behavior? | 0 | 1 | 2 |
| 47 | show patience? | 0 | 1 | 2 |
| 48 | have a short attention span (difficulty concentrating)? | 0 | 1 | 2 |
| 49 | ask adults to play with her/him when she/he is not playing? | 0 | 1 | 2 |
| 50 | fight with other children? | 0 | 1 | 2 |
| 51 | share with other children? | 0 | 1 | 2 |
| 52 | test familiar adults to see how they react? | 0 | 1 | 2 |
| 53 | accept another child's first choice when necessary? | 0 | 1 | 2 |
| 54 | seek help from children/adults when necessary? | 0 | 1 | 2 |
| 55 | hurt (hit, bite, kick), junk, or physically threaten children/adults? | 0 | 1 | 2 |
| 56 | cooperate with others? | 0 | 1 | 2 |
| 57 | ask familiar adults for help when needed? | 0 | 1 | 2 |
| 58 | have difficulty following directions? | 0 | 1 | 2 |
| 59 | fail to show sorrow or regret for wrong things she/he had done? | 0 | 1 | 2 |
| 60 | get easily distracted? | 0 | 1 | 2 |
| 61 | show an interest in what children/adults are doing? | 0 | 1 | 2 |
| 62 | need constant reminders to do things? | 0 | 1 | 2 |

| Item # | During the past 4 weeks, how often did the child... | Very Rarely | Occasionally | Frequently |
|--------|---|-------------|--------------|------------|
| 1 | show little or no emotion? | 0 | 1 | 2 |
| 2 | do things for himself/herself? | 0 | 1 | 2 |
| 3 | withdraw from or avoid children/adults? | 0 | 1 | 2 |
| 4 | close to do a task that was challenging for her/him? | 0 | 1 | 2 |
| 5 | fail to show joy or gladness at a happy occasion? | 0 | 1 | 2 |
| 6 | participate actively in make-believe play with others (dress-up, etc.)? | 0 | 1 | 2 |
| 7 | have temper tantrums? | 0 | 1 | 2 |
| 8 | set overwhelmed or cry when asked to do simple things? | 0 | 1 | 2 |
| 9 | get easily frustrated? | 0 | 1 | 2 |
| 10 | keep trying when unsuccessful (not persistent)? | 0 | 1 | 2 |
| 11 | become upset or emotional if she/he did not get what she/he wanted? | 0 | 1 | 2 |
| 12 | wander around aimlessly? | 0 | 1 | 2 |
| 13 | have no reaction to children/adults? | 0 | 1 | 2 |
| 14 | refuse to speak? | 0 | 1 | 2 |
| 15 | sulk or pout? | 0 | 1 | 2 |
| 16 | try different ways to solve a problem? | 0 | 1 | 2 |
| 17 | try or ask to try new things or activities? | 0 | 1 | 2 |
| 18 | reinitiate or refuse to participate in group or home activities? | 0 | 1 | 2 |
| 19 | start or organize play with other children? | 0 | 1 | 2 |
| 20 | get overly upset if he/she made a mistake? | 0 | 1 | 2 |
| 21 | focus his/her attention or concentrate on a task or activity? | 0 | 1 | 2 |
| 22 | become upset or cry easily? | 0 | 1 | 2 |
| 23 | say positive things about the future (not optimistic)? | 0 | 1 | 2 |
| 24 | have a blank facial expression? | 0 | 1 | 2 |
| 25 | ask other children to play with her/him? | 0 | 1 | 2 |
| 26 | show decreased interest in or enjoyment of play or activities? | 0 | 1 | 2 |
| 27 | make decisions for himself/herself? | 0 | 1 | 2 |
| 28 | overreact to changes in the environment or his/her routine? | 0 | 1 | 2 |
| 29 | set or threaten to set a fire? | 0 | CONCERN | CONCERN |
| 30 | say negative or critical things about herself/himself? | 0 | CONCERN | CONCERN |
| 31 | threaten or attempt to hurt herself/himself? | 0 | CONCERN | CONCERN |
| 32 | hurt or abuse animals? | 0 | CONCERN | CONCERN |

Training Use Only

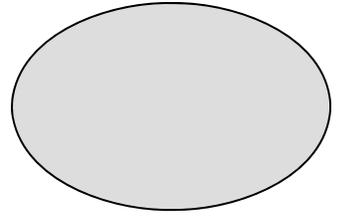
DECA Planning Form

Focus:

Program: _____ Child: _____

Team: _____

Date: _____



| | | |
|---------------------------------|-----------------------|---|
| Strengths | | |
| Goals / Needs | | |
| Strategies | | |
| Who will do this: | When will it be done: | How will this fit into the planning process or daily routine: |
| When will we review and adjust: | | |



CENTER FOR
RESILIENT CHILDREN

Professional Development & Training Available

For more information contact:
Devereux Center for Resilient
Children (DCRC)

444 Devereux Drive
Villanova, PA 19085

Toll Free: 866-TRAINUS (872-4687)

Email: DECA@Devereux.org

www.CenterforResilientChildren.com



1-800-334-2014 • www.kaplanco.com

For Ordering Information:

Kaplan Early Learning Company

Toll Free: 800-334-2014

Fax: 800-452-7526

Email: info@kaplanco.com

www.kaplanco.com