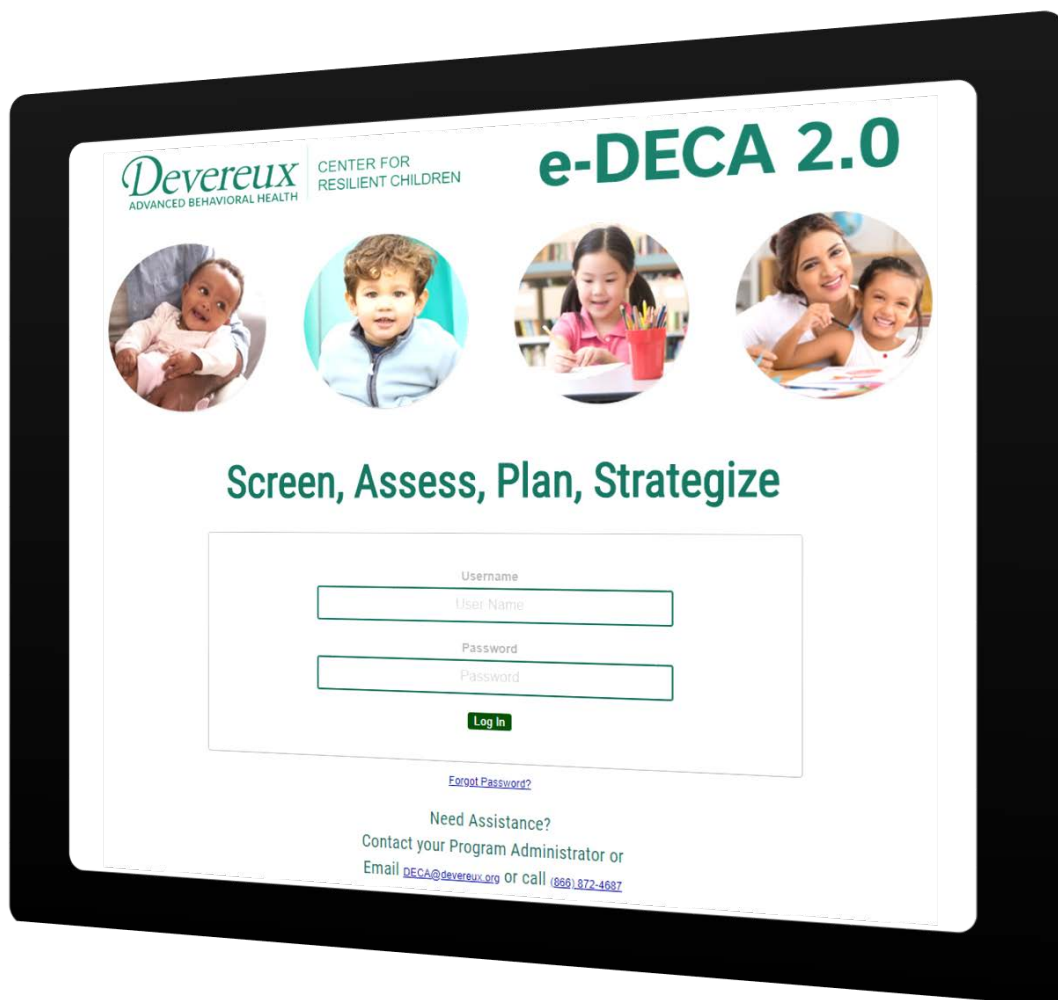# Sample Reports

DECA-P2 (Preschool)

Included Samples:

- Single Rating Report – pages 2 to 4
- Strategy Report – pages 5 to 7
- Rater Comparison Report – pages 8 to 9
- Pre-Post Comparison Report – pages 10 to 11
- Group Profile – page 12

Additional reports and downloads are available. See the e-DECA Instruction Manual!

Devereux Early Childhood Assessment for DECA-P2

Single Rating Report

Child's Name:	Samuels, Colin	Program:	e-DECA Testing Program	Rater Name:	Stewart, Trevor
Gender:	Male	Site:	DCRC	Relationship to Child:	Teacher
Birth Date:	01/04/2014	Group:	Preschoolers	Date of Rating:	12/27/2017
Age at Rating:	3 Years 11 Months	Rating Period:	Pre		

Score Summary Table

	IN	SR	AR	TPF	BC
T-Score	43	42	33	38	66
Percentile	24	21	4	12	95
Description	Typical	Typical	Need	Need	Need

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

Interpreting the results:

For the protective factors
*T-scores of 60 and above indicate strength
*T-scores of 41-59 inclusive are typical
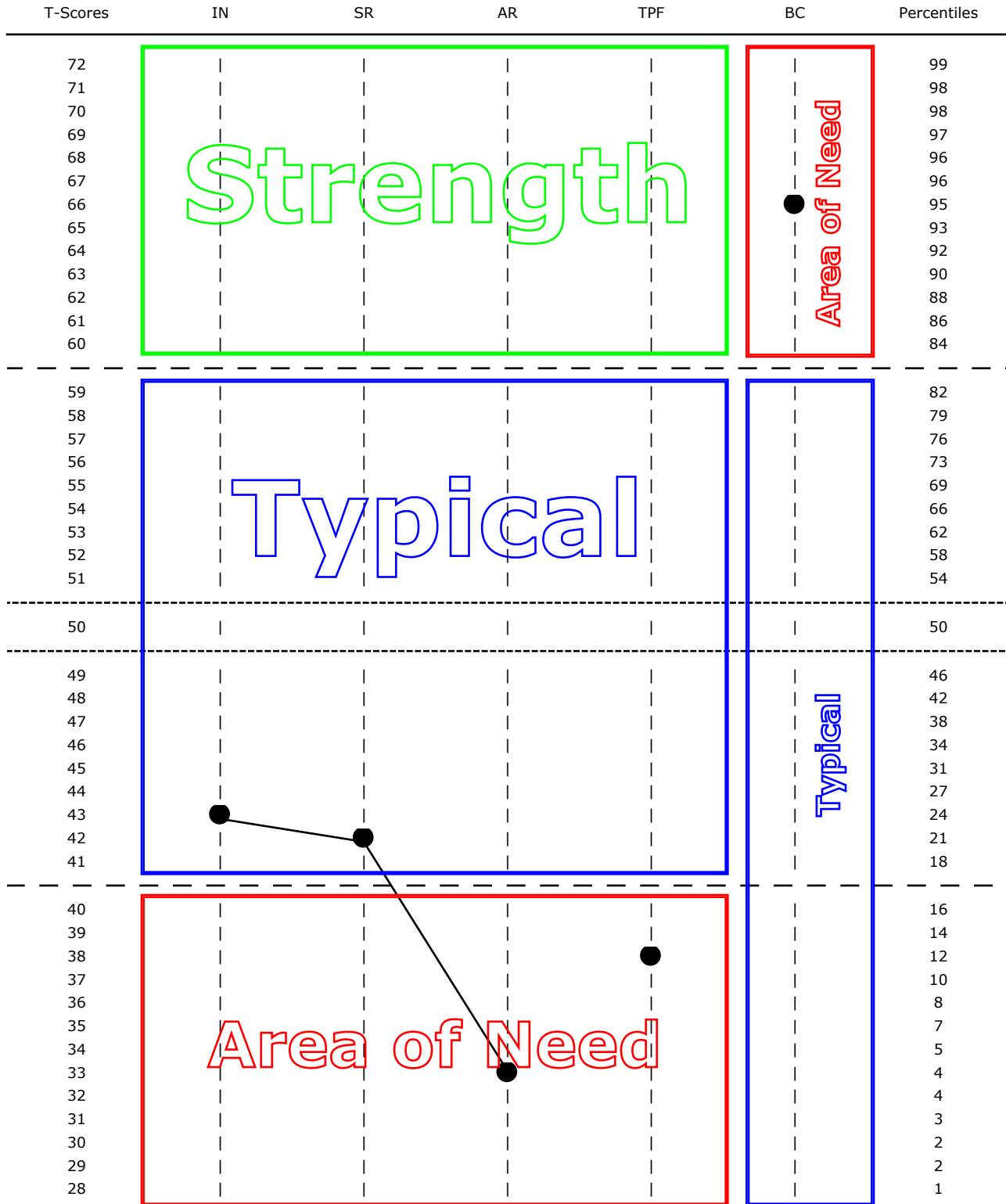*T-scores of 40 and below indicate an area of need

For the behavioral concerns
*T-scores of 60 and above indicate an area of need
*T-scores of 59 and below are typical

Devereux Early Childhood Assessment for DECA-P2

3

Child's Name:	Samuels, Colin	Program:	e-DECA Testing Program	Rater Name:	Stewart, Trevor
Gender:	Male	Site:	DCRC	Relationship to Child:	Teacher
Birth Date:	01/04/2014	Group:	Preschoolers	Date of Rating:	12/27/2017
Age at Rating:	3 Years 11 Months	Rating Period:	Pre		

Individual Child Profile

T-Scores	IN	SR	AR	TPF	BC	Percentiles
72						99
71						98
70						98
69						97
68						96
67						96
66					●	95
65						93
64						92
63						90
62						88
61						86
60						84
59						82
58						79
57						76
56						73
55						69
54						66
53						62
52						58
51						54
50						50
49						46
48						42
47						38
46						34
45						31
44						27
43	●					24
42		●				21
41						18
40						16
39						14
38				●		12
37						10
36						8
35						7
34						5
33			●			4
32						4
31						3
30						2
29						2
28						1

Regions shown: **Strength** (green, T-Scores 60–72), **Area of Need** (red, BC column, T-Scores 60–72), **Typical** (blue, T-Scores 41–59), **Typical** (blue, BC column, T-Scores 28–49), **Area of Need** (red, T-Scores 28–40).

Devereux Early Childhood Assessment for DECA-P2

4

Child's Name:	Samuels, Colin	Program:	e-DECA Testing Program	Rater Name:	Stewart, Trevor

Child's Name: Samuels, Colin   Program: e-DECA Testing Program   Rater Name: Stewart, Trevor

Gender: Male   Site: DCRC   Relationship to Child: Teacher

Birth Date: 01/04/2014   Group: Preschoolers   Date of Rating: 12/27/2017

Age at Rating: 3 Years 11 Months   Rating Period: Pre

Item Ratings by Scale

Initiative

5	show confidence in his/her abilities (for instance, say "I can do it!")?	3-Typical
7	keep trying when unsuccessful (show persistence)?	3-Typical
10	try different ways to solve a problem?	3-Typical
13	try or ask to try new things or activities?	2-Typical
15	start or organize play with other children?	1-Need
23	show an interest in learning new things?	1-Need
31	make decisions for himself/herself?	3-Typical
33	choose to do a task that was hard for him/her?	2-Typical
38	remember important information?	1-Need

Self Regulation

2	listen to or respect others?	3-Typical
3	control his/her anger?	3-Typical
16	show patience?	1-Need
19	share with other children?	1-Need
20	handle frustration well?	1-Need
25	accept another choice when his/her first choice was not available?	1-Need
28	cooperate with others?	4-Strength
29	calm himself/herself down?	4-Strength
37	play well with others?	1-Need

Attachment/Relationships

1	act in a way that made adults smile or show interest in him/her?	3-Typical
11	seem happy or excited to see his/her parent or guardian?	3-Typical
14	show affection for familiar adults?	2-Need
17	ask adults to play with or read to him/her?	1-Need
24	trust familiar adults and believe what they say?	1-Need
26	seek help from children/adults when necessary?	4-Strength
32	appear happy when playing with others?	2-Need
34	look forward to activities at home or school (for instance, birthdays or trips)?	0-Need
36	show a preference for a certain adult, teacher, or parent?	1-Need

Behavioral Concerns

4	seem sad or unemotional at a happy occasion?	3-Need
6	have a temper tantrum?	3-Need
8	seem uninterested in other children or adults?	3-Need
9	use obscene gestures or offensive language?	3-Need
12	destroy or damage property?	2-Need
18	have a short attention span (difficulty concentrating)?	1-Typical
21	fight with other children?	1-Typical
22	become upset or cry easily?	1-Typical
27	hurt others with actions or words?	4-Need
30	get easily distracted?	3-Need
35	touch children or adults in a way that you thought was inappropriate?	0-Typical

Promoting Social and Emotional Strengths
for DECA-P2

A strong social and emotional foundation is critical for all children's learning and success in life. The Devereux Early Childhood Assessment (DECA) provides information to help promote children's social and emotional strengths and reduce behavioral concerns. The table below shows the DECA results for Colin Samuels based on a rating conducted by Dylan Samuels on 12/27/2017.

DECA Protective Factors	Strength	Typical	Area of Need
Initiative		X	
Attachment/Relationships		X	
Self Regulation			X
Behavioral Concerns		**Typical**	**Area of Need**
Behavioral Concerns			X

Our program recognizes the importance of children's social and emotional health and works to strengthen three protective factors associated with resilience: initiative, self-regulation, and attachment/relationships. Scores in the strength range indicate that a child is showing many positive behaviors in this area and these behaviors should be encouraged. Scores in the typical range indicate that a child is displaying behaviors that are common at this age and these behaviors should be continually supported. Scores in the Area of Need range indicate that a child is not displaying these positive behaviors as frequently as desired and a plan should be put into place to build skills in these areas.

The last row of the table shows the results of a behavioral concerns screener. If the behavioral concerns score is in the area of need range, this is information that deserves immediate attention and focus. Addressing behavioral concerns as soon as possible will help ensure that plans are put in place to reduce behavioral concerns and encourage the use of positive behaviors.

Based on the rating results displayed, recommended strategies have been identified.

Suggested Classroom and Home Strategies for:
Self Regulation

Self-Regulation: Self-Regulation is the child's ability to express emotions and manage behaviors in healthy ways. Children demonstrate developing self-regulation skills in a variety of ways as they take turns and laugh with friends, navigate the daily routine, cope with frustrating situations and modulate their energy levels.

Classroom Strategy	Home Strategy
(A) **Emotion Visuals.** Create an emotions chart using real pictures or symbols and post on the wall at children's eye level. Actively use the chart with children throughout the day to help them identify how they are feeling. "Good Morning Cameron, let's check the emotions board to see where you are today!"	(A) **Emotion Signs and Posters.** Create an emotions chart using real pictures or symbols from magazines. Pose on the wall at your child's eye level or make a placemat out of it. Use the chart with your child throughout the day to help them identify how they are feeling. "Liza, your eyes are open wide and you have a big smile, are you feeling happy?"

Suggested Classroom and Home Strategies for:
Behavioral Concerns

The Behavioral Concerns scale measures a wide variety of challenging behaviors to include aggression, withdrawal, lack of focus/attention, and controlling extreme emotions. These behaviors represent both externalizing and internalizing behaviors. Externalizing behaviors are actions that are outward expressions of emotion (such as hitting, biting, and kicking). Internalizing behaviors are actions that are directed inward, such as hiding, refusing to speak and appearing sad. Keep in mind, that some of these behaviors, for example, temper tantrums, may be developmentally appropriate for some children at certain developmental stages. The behaviors become challenging when they interfere with a child's development and learning or harm self or others. After gathering and interpreting multiple sources of information about the child's behavior, teachers and families can use the strategies below or others from their experiences, to help children find healthy ways to get their needs met- ensuring first, that the strategies are appropriate for the child's development, temperament and culture.

Classroom Strategy	Home Strategy
(A) **FLIP IT.** When a child is having trouble managing a strong feeling, such as frustration. Help them by using the 4 Step FLIP IT © strategy: **Feelings, Limits, Inquiries and Prompts**.	(A) **FLIP IT.** When your child is having trouble managing a strong feeling, such as frustration. Help them by using the 4 Step FLIP IT © strategy: **Feelings, Limits, Inquiries and Prompts**.

Colin Samuels has great potential and the ability to be successful in school and life. Children are best supported when families and program staff work together. The space below should be used to document the ideas and comments of family members and program staff to ensure that everyone involved has an opportunity to participate in the protective factor planning process.

Family Input / Additional Goals: *Notes*

Signature of Family Member: _____ **Date:** _____

Signature of Teaching Staff: _____ **Date:** _____

Signature of Curriculum Specialist/Ed. Mgr.: _____ **Date:** _____

Signature of Licensed Mental Health Professional: _____ **Date:** _____

Additional Signature: _____ **Date:** _____

Additional Signature: _____ **Date:** _____

Progress Follow-up

Signature of Family Member: _____ **Date:** _____

Signature of Teaching Staff: _____ **Date:** _____

Signature of Curriculum Specialist/Ed. Mgr.: _____ **Date:** _____

Signature of Licensed Mental Health Professional: _____ **Date:** _____

Additional Signature: _____ **Date:** _____

Additional Signature: _____ **Date:** _____

Devereux Early Childhood Assessment for DECA-P2
Rater Comparison Report

Child Information

Name:	Samuels, Colin	Program:	e-DECA Testing Program
Gender:	Male	Site:	DCRC
Date Of Birth:	01/04/2014	Group:	Preschoolers

Rating Information

1st Rater:	Samuels, Dylan	2nd Rater:	Stewart, Trevor
Relationship to Child:	Other Relative	Relationship to Child:	Teacher
Date Of Rating:	12/27/2017	Date of 2nd Rating:	12/27/2017
Age at Rating:	3 Years 11 Months	Age at Rating:	3 Years 11 Months

Rating Comparison Score Summary Table

	IN	SR	AR	TPF	BC
1st T-Score	53	40	45	45	63
2nd T-Score	43	42	33	38	66
T-Score Difference	- 10	+ 2	- 12	- 7	- 3
1st Description	Typical	Need	Typical	Typical	Need
2nd Description	Typical	Typical	Need	Need	Need
Ratings Differ	Yes	No	Yes	No	No

Scale descriptions are:

IN - Initiative
SR - Self Regulation
AR - Attachment/Relationships
TPF - Total Protective Factors
BC - Behavioral Concerns

Rater Comparison Report

Name:	Samuels, Colin	Program:	e-DECA Testing Program
Gender:	Male	Site:	DCRC
Date Of Birth:	01/04/2014	Group:	Preschoolers

1st-Test Rater:	Samuels, Dylan	2nd-Test Rater:	Stewart, Trevor
Relationship to Child:	Other Relative	Relationship to Child:	Teacher
Date Of Rating:	12/27/2017	Date Of Rating:	12/27/2017
Age at Rating:	3 Years 11 Months	Age at Rating:	3 Years 11 Months

T-Scores	IN	SR	AR	TPF	BC	Percentiles		T-Scores	IN	SR	AR	TPF	BC	Percentiles
72	38 & Up	36 & Up	37 & Up	202-202 & Up	27 & Up	99		72	35 & Up	38 & Up	37 & Up	205-205 & Up	30 & Up	99
71				198-201	26	98		71		37	36	203-204	29	98
70	37	35		196-197	25	98		70	34	36	35	201-202	28	98
69				194-195	24	97		69		35		199-200	27	97
68	36	34		192-193	23	96		68				197-198	26	96
67				190-191	22	96		67	33	34	34	195-196	25	96
66	35	33	36	188-189	21	95		66		33		192-194	24	95
65				187-187	20	93		65	32			189-191	23	93
64	34	32		185-186	19	92		64		32	33	186-188	22	92
63				182-184	18	90		63	31			183-185	21	90
62	33	31	35	180-181	17	88		62		31	32	180-182	20	88
61				177-179		86		61	30	30		177-179	19	86
60	32	30		175-176	16	84		60				174-176	18	84
59	31			172-174		82		59	29	29	31	171-173	17	82
58		29		170-171	15	79		58	28			169-170	16	79
57	30		34	167-169		76		57		28	30	166-168	15	76
56		28		165-166	14	73		56	27			164-165		73
55	29			162-164		69		55		27	29	161-163	14	69
54		27	33	160-161	13	66		54	26			158-160		66
53	28			158-159		62		53		26	28	156-157	13	62
52		26		155-157	12	58		52	25			154-155	12	58
51			32	153-154		54		51	24	25	27	152-153		54
50	27	25		151-152	11	50		50	23	24		150-151	11	50
49				148-150		46		49			26	147-149	10	46
48	26	24	31	145-147	10	42		48	22	23		145-146		42
47				142-144		38		47			25	143-144	9	38
46	25	23		140-141	9	34		46	21	22		140-142		34
45			30	138-139		31		45		21	24	137-139	8	31
44	24	22		136-137		27		44	20	20		134-136		27
43		29		133-135	8	24		43	19		23	131-133	7	24
42	23	21		130-132		21		42	18	19		128-130	6	21
41			28	127-129	7	18		41		18	22	125-127		18
40	22	20		124-126		16		40	17	17		123-124	5	16
39				121-123		14		39	16		21	120-122	4	14
38	21	19	27	118-120	6	12		38		16	20	118-119		12
37				115-117		10		37	15			115-117		10
36	20	18	26	111-114	5	8		36	14	15	19	113-114	3	8
35		17		108-110		7		35	13	14	18	111-112		7
34	19	16		106-107		5		34	12	13		108-110		5
33	18	15	25	103-105	4	4		33	11	12	17	105-107	2	4
32	17	14		101-102		4		32	10		16	103-104		4
31	16		24	98-100		3		31	9	11	15	100-102		3
30	15	13		95-97	3	2		30		10	14	98-99	1	2
29	14	12	23	92-94		2		29	8	9	13	95-97		2
28	13 & Less	11 & Less	22 & Less	91 & Less	2 & Less	1		28	7 & Less	8 & Less	12 & Less	94 & Less		1

Devereux Early Childhood Assessment for DECA-P2
Pre-Post Comparison Report

Child Information

Name:	Samuels, Colin	Program:	e-DECA Testing Program
Gender:	Male	Site:	DCRC
Date Of Birth:	01/04/2014	Group:	Preschoolers

Rating Information

Pre-Test Rater:	Stewart, Trevor	Post-Test Rater:	Stewart, Trevor
Relationship to Child:	Teacher	Relationship to Child:	Teacher
Date Of Rating:	12/27/2017	Date of 2nd Rating:	01/04/2018
Age at Rating:	3 Years 11 Months	Age at Rating:	4 Years 0 Months

Rating Comparison Score Summary Table

	IN	SR	AR	TPF	BC
Pre-Test T-Score	43	42	33	38	66
Post-Test T-Score	61	57	53	59	39
T-Score Difference	+ 18	+ 15	+ 20	+ 21	+ 27
Pre: Description	Typical	Typical	Need	Need	Need
Post: Description	Strength	Typical	Typical	Typical	Typical
Ratings Differ	Significant Improvement	Significant Improvement	Significant Improvement	Significant Improvement	Significant Improvement

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

Pre-Post Comparison Report

Name:	Samuels, Colin		Program:	e-DECA Testing Program
Gender:	Male		Site:	DCRC
Date Of Birth:	01/04/2014		Group:	Preschoolers

Pre-Test Rater:	Stewart, Trevor		Post-Test Rater:	Stewart, Trevor
Relationship to Child:	Teacher		Relationship to Child:	Teacher
Date Of Rating:	12/27/2017		Date Of Rating:	01/04/2018
Age at Rating:	3 Years 11 Months		Age at Rating:	4 Years 0 Months

Pre-Test

T-Scores	IN	SR	AR	TPF	BC	Percentiles
72	35 & Up	38 & Up	37 & Up	205-205 & Up	30 & Up	99
71		37	36	203-204	29	98
70	34	36	35	201-202	28	98
69		35		199-200	27	97
68				197-198	26	96
67	33	34	34	195-196	25	96
66		33		192-194	[24]	95
65	32			189-191	23	93
64		32	33	186-188	22	92
63	31			183-185	21	90
62		31	32	180-182	20	88
61	30	30		177-179	19	86
60				174-176	18	84
59	29	29	31	171-173	17	82
58	28			169-170	16	79
57		28	30	166-168	15	76
56	27			164-165		73
55		27	29	161-163	14	69
54	26			158-160		66
53		26	28	156-157	13	62
52	25			154-155	12	58
51	24	25	27	152-153		54
50	23	24		150-151	11	50
49			26	147-149	10	46
48	22	23		145-146		42
47			25	143-144	9	38
46	21	22		140-142		34
45		21	24	137-139	8	31
44	20	20		134-136		27
43	[19]		23	131-133	7	24
42	18	[19]		128-130	6	21
41		18	22	125-127		18
40	17	17		123-124	5	16
39	16		21	120-122	4	14
38		16	20	[118-119]		12
37	15			115-117		10
36	14	15	19	113-114	3	8
35	13	14	18	111-112		7
34	12	13		108-110		5
33	11	12	[17]	105-107	2	4
32	10		16	103-104		4
31	9	11	15	100-102		3
30		10	14	98-99	1	2
29	8	9	13	95-97		2
28	7 & Less	8 & Less	12 & Less	94 & Less		1

Post-Test

T-Scores	IN	SR	AR	TPF	BC	Percentiles
72	35 & Up	38 & Up	37 & Up	205-205 & Up	30 & Up	99
71		37	36	203-204	29	98
70	34	36	35	201-202	28	98
69		35		199-200	27	97
68				197-198	26	96
67	33	34	34	195-196	25	96
66		33		192-194	24	95
65	32			189-191	23	93
64		32	33	186-188	22	92
63	31			183-185	21	90
62		31	32	180-182	20	88
61	[30]	30		177-179	19	86
60				174-176	18	84
59	29	29	31	[171-173]	17	82
58	28			169-170	16	79
57		[28]	30	166-168	15	76
56	27			164-165		73
55		27	29	161-163	14	69
54	26			158-160		66
53		26	[28]	156-157	13	62
52	25			154-155	12	58
51	24	25	27	152-153		54
50	23	24		150-151	11	50
49			26	147-149	10	46
48	22	23		145-146		42
47			25	143-144	9	38
46	21	22		140-142		34
45		21	24	137-139	8	31
44	20	20		134-136		27
43	19		23	131-133	7	24
42	18	19		128-130	6	21
41		18	22	125-127		18
40	17	17		123-124	5	16
39	16		21	120-122	[4]	14
38		16	20	118-119		12
37	15			115-117		10
36	14	15	19	113-114	3	8
35	13	14	18	111-112		7
34	12	13		108-110		5
33	11	12	17	105-107	2	4
32	10		16	103-104		4
31	9	11	15	100-102		3
30		10	14	98-99	1	2
29	8	9	13	95-97		2
28	7 & Less	8 & Less	12 & Less	94 & Less		1

DECA-P2 Classroom/Group Profile

Record Form - DECA-P2   12/27/2017 - 12/26/2018   Teacher Rating(s)

Program: e-DECA Testing Program   **Site:** DCRC   **Group:** Preschoolers

Teachers' Names: Stewart, Trevor;

	Type Rating: Pre						Type Rating: Mid						Type Rating: Post				
	IN	SR	AR	TPF	BC		IN	SR	AR	TPF	BC		IN	SR	AR	TPF	BC
Bell, Shaleta	56	64	51	59	72								56	61	64	62	45
Buffay, Jack	59	57	49	56	72								59	61	51	59	52
Carney, Natasha	44	42	43	42	63								54	48	39	46	70
Dennis, Karla																	
Mahler, Debi	58	62	57	61	43								70	53	57	62	45
Raines, Mikal	43	38	39	39	64								54	46	51	50	72
Ryan, Charlotte	61	57	47	56	72								56	50	49	52	72
Samuels, Colin	43	42	33	38	66								61	57	53	59	39
Wagner, Rachel	44	57	45	48	43								52	48	47	49	52
Wilson, Tiffany	51	36	41	42	66												
Wright, Dhamir	56	59	55	58	53								65	62	59	64	30

	IN	SR	AR	TPF	BC		IN	SR	AR	TPF	BC		IN	SR	AR	TPF	BC
Number of Children Reported:	10	10	10	10	10		0	0	0	0	0		9	9	9	9	9
Number of Children Green:	1	2	0	1	0		0	0	0	0	0		3	3	1	3	0
Number of Children Blue:	9	6	8	7	3		0	0	0	0	0		6	6	7	6	6
Number of Children Red:	0	2	2	2	7		0	0	0	0	0		0	0	1	0	3

Scale descriptions are:

IN - Initiative
SR - Self Regulation
AR - Attachment/Relationships
TPF - Total Protective Factors
BC - Behavioral Concerns

Color Legend:

Green = Strength
Blue = Typical
Red   = Area of Need