

ITC Human Growth & Development Assessment (Level 2) Child Observation/Interview

ITC Competencies	HGD1: Explains the developmental trajectory of children birth to three and outlines realistic expectations for infant/toddler knowledge, capabilities and behaviors. HDG2: Describes ways that attachment, development, and learning, prenatal-age 3, are influenced by early environments and experiences (e.g., adult/child interaction, opportunities for exploration). HGD3: Describes individual differences in infants and toddler’s interactions with and responses to the physical and social world.
NAEYC	1a, 1b, 1c, 4a, 4c, 5a, 6c, 6d
IPTS	1A, 8A, 8B, 8C, 8D, 8E, 8G, 9A
Original ITC Gateways Benchmarks	2-4A2, 2-4A9, 2-4A12-15, 5A3

Assessment Guidelines

This assessment requires that you observe the physical, cognitive, language, social and emotional development of a young child between birth and 36 months of age. The goal of this assessment is to assess your competency in (1) understanding the infant/toddler developmental trajectory, and how this relates to realistic expectations for knowledge, capabilities and behaviors; (2) describing ways attachment, trust, development, mental health, and well-being and learning are influenced by early environments, relationships (e.g. attachment and trust) and experiences; and (3) describing how infants and toddlers respond to and interact with the world in unique ways.

Your assessment requires that you conduct an observation at of a child between the ages of birth and 36 months as well as an interview of a caregiver of the child you observed. This caregiver needs to have knowledge of the child and his or her context of development, such as a family member or a caregiver within an early childhood setting. Consult with your course faculty if you need assistance in identifying a child to observe.

Part 1: Observation Pre-Reflection

Prior to your observation complete the following:

- An overview of developmental milestones associated with the age of the child you are observing
- An overview of behavioral indicators for the progression of play for children between the ages of birth and 36 months

Part 2: Completing a Running record

Plan to observe the child you have selected for approximately one hour. Use a Running Record strategy to take *accurate, concise, and objective* notes about that child's interactions and behaviors. Try to be unobtrusive and directly interact with the child. Be sure that you are positioned where you can see and hear the child clearly.

While completing your running record, be sure to capture descriptions of the child's physical, cognitive, language, social and emotional areas of development.

Part 3: Interview

Arrange to interview a caregiver of the child you observed. The caregiver can be a family member or infant and toddler professional. Use the questions provided, and record caregiver responses.

Part 4: Reflection

For this portion of your assignment you will be analyzing the data you collected in your Running Record.

Your Reflection needs to include each of the following:

Observation Summary

Provide an overview of what you observed in terms of the child's development in each domain, using examples—as applicable. Objectivity is no longer required at this point in your assignment, as you are now making subjective observations.

Your overview should include each of the following:

- a. A description of what you observed in each developmental area. In your description, be sure to include connections to specific developmental milestones and research that supports your understanding of the child's unique development.
- b. Specific examples of how your observational data complemented or deviated from developmental milestones.
- c. Unique ways the infant/toddler observed interacted with and responded to the physical and social world.
- d. Examples of communication used by the infant/toddler during your observation.

Interview Summary

Provide an overview of information gained during your interview. Your overview should include a description of child strategies for communication, interacting with the physical and social world, and the family profile.

Analysis

1. Identify 5-7 expectations in the areas of knowledge, capabilities, and behavior that you would have for the young child you observed, based on your observation, interview, and knowledge of the developmental trajectory.
2. Provide a description of unique temperaments and preferred modalities of learning that would be essential to consider when designing responsive, supportive, evidence-based practices for the observed child.

Assessment Rubric (pulled from ITC Master Rubrics)

ITC Human Growth & Development Assessment (Level 2): Child Observation/Interview Rubric					
Competency	Distinguished	Proficient	Needs Improvement	Unsatisfactory	Unable to Assess
<p>HGDI: Explains the developmental trajectory of children birth to three and outlines realistic expectations for infant/toddler knowledge, capabilities and behaviors.</p> <p>NAEYC: 1a, 1b, 1c, 5a, 6c, 6d IPTS: 1A, 8A, 8B, 8C ITC: 2-4A2, 2-4A9, 2-4A12, 2-4A15</p>	<p>Labels and describes developmental milestones, behavioral indicators for the progression of play, and patterns of development for young children, ages birth to three.</p> <p>Identifies realistic expectations for infant toddler knowledge, capabilities, and behaviors based on young children’s developmental trajectories.</p> <p>Gives examples of possible meanings that infants/toddlers communicate through their behavior about their preferences, needs, or agendas. Names major findings of important current research in early development, prenatal-age 3.</p> <p>Identifies impact of young children’s developmental foundation on future growth, development, and learning.</p>	<p>Labels and describes developmental milestones, behavioral indicators for the progression of play, and patterns of development for young children, ages birth to three.</p> <p>Identifies realistic expectations for infant toddler knowledge, capabilities, and behaviors based on young children’s developmental trajectories.</p> <p>Gives examples of possible meanings that infants/toddlers communicate through their behavior about their preferences, needs, or agendas.</p> <p>Identifies major findings of important current research in early development, prenatal-age 3.</p>	<p>Labels and describes developmental milestones.</p> <p>Identifies expectations for infant/toddler knowledge, skills, capabilities, and behaviors.</p> <p>Gives examples of possible meanings that infants/toddlers communicate through their behavior. Partially identifies major findings of important current research in early development, prenatal-age 3.</p>	<p>Labels and describes developmental milestones incorrectly.</p> <p>Identifies inappropriate expectations for infant/toddler knowledge, skills, capabilities, and behaviors.</p> <p>Gives inaccurate examples of possible meanings that infants/toddlers communicate through their behavior. Identifies major findings of current research in early development, prenatal-age 3 inaccurately.</p>	
<p>HGD2: Describes ways that attachment, development, and learning, prenatal-age 3, are influenced by early environments and experiences (e.g., adult/child interaction, opportunities for exploration).</p> <p>NAEYC: 1a, 1b, 4a, 6c, 6d IPTS: 8A, 8B, 8E, 8G ITC: 2-4A12, 5A3</p>	<p>Describes ways that early environments and experiences (e.g., adult/child interaction, opportunities for exploration) influence early brain development, prenatal-age 3.</p> <p>Describes the term attachment and identities implications of attachment relationships for lists implications for infants' and toddlers' learning and development.</p> <p>Current research-base is integrated into description.</p>	<p>Describes ways that early environments and experiences (e.g., adult/child interaction, opportunities for exploration) influence early brain development, prenatal-age 3.</p> <p>Describes the term attachment and identities implications of attachment relationships for lists implications for infants' and toddlers' learning and development.</p>	<p>Describes characteristics of attachment, development, and learning for young children, prenatal-age 3, and early environments and experiences (e.g., adult/child interaction, opportunities for exploration).</p>	<p>Does not accurately describe characteristics of attachment, development, and learning for young children, prenatal-age 3, and early environments and experiences (e.g., adult/child interaction, opportunities for exploration).</p>	

ITC Human Growth & Development Assessment (Level 2): Child Observation/Interview Rubric

Competency	Distinguished	Proficient	Needs Improvement	Unsatisfactory	Unable to Assess
<p>HGD3: Describes individual differences in infants and toddler's interactions with and responses to the physical and social world.</p> <p>NAEYC: 1a, 1b, 1c, 4c IPTS: 8D, 8G, 9A ITC: 2-4A13, 2-4A14</p>	<p>Describes individual differences in infants and toddler's interactions with the physical and social world. Description includes connections to research.</p>	<p>Describes individual differences in infants and toddler's interactions with the physical and social world.</p>	<p>Describes individual differences in infants and toddler's interactions with the physical and social world. Description lacks consideration of interactions with both physical and social environments.</p>	<p>Does not accurately describe individual differences in infants and toddler's interactions with the physical and social world.</p>	

Yellow= Level 2

Caregiver Interview

Date:

Individual interviewed:

Interview questions:

- 1) How does the infant/toddler communicate his/her needs and wants to you? What strategies does the child use most effectively?
- 2) What is your preferred way of interacting with the child? What interactions does the child seem to respond to most?
- 3) How would you describe the child's temperament?
 - a) Does the child have a set routine?
 - b) What is the child's overall mood?
 - c) Do you feel that s/he adapts easily to new situations?
 - d) Is the child active in exploring the environment, or more observant?
 - e) Is the child open to new relationships, or cautious?