

ITC Custom Assessment (Level 4) Child Observation/Interview

ITC Competencies	<p>HGD1: Explains the developmental trajectory of children birth to three and outlines realistic expectations for infant/toddler knowledge, capabilities and behaviors.</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>HGD3: Describes individual differences in infants and toddler’s interactions with and responses to the physical and social world.</p> <p>HGD4: Identifies how early relationships with and among caregivers influence healthy development and learning, prenatal-age 3.</p> <p>HGD5: Explains interrelationship between unique developmental trajectories and early relationships (e.g. attachment, trust) with primary caregivers on infant and toddler development, learning, mental health, and well-being.</p> <p>OA1: Selects and uses legal and ethical birth to three assessment procedures, screening tools, observation methods, and organizational strategies to gain knowledge of young children, and their familial and social contexts.</p> <p>OA2: Collaborates with families to support knowledge of the purpose and benefits of screening and assessment and the benefits of assessment partnership.</p> <p>OA3: Analyzes, complies and shares observation and documentation data with families and appropriate caregivers to support holistic knowledge of infant/toddler development and learning within the environmental context.</p>
NAEYC	1a, 1b, 1c, 3a, 3c, 3d, 4a, 4c, 5a, 6c, 6d
IPTS	1A, 8A, 8B, 8C, 8D, 8E, 8G, 8J, 8M, 9A
Original ITC Gateways Benchmarks	2-4A2, 2-4A4, 2-4A7, 2-4A9, 2-4A12-15, 2-4C3-8, 2-4C10, 5A3-4, 5A7, 5A10, 5C3-8, 5C10

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 determine 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; (3) describing how infants and toddlers respond to and interact with the world in unique ways; and (4) identifying responsive, supportive practices that nurture young children’s development, learning, mental health, and well-being.

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 based for children between the ages of birth and 36 months
- A description of how early relationships between young children, birth to age 3, and their caregivers, influence healthy development and learning.
- An overview of the role of attachment and trust in supporting the young child's sense of self, exploratory play, and social interactions.

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 and analysis of what you observed in each developmental area. In your description, be sure to include connections to specific developmental milestones as well as what the infant/toddler is likely to acquire next in terms of developmental skills.
- 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, and your analysis of meaning.
- e. Your analysis of the effectiveness of caregiver response to infant/toddler cues.
- f. A summary of behavioral indicators that demonstrated a progression of play.

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.
3. Provide 3 examples, based on your observation, of how each area of development and learning interrelates.
4. Your analysis of the infant's/ toddler's communication.
5. Explain 5 suggestions for evidence-based practices that would nurture this child's development, learning, mental health, and well-being.
6. Identify ongoing documentation needed to support a holistic understanding of the young child's development and learning.
7. 3 suggested strategies outlining how to establish partnerships with families and share information regarding the benefits of assessment and screening.
8. Describe 4-6 suggestions for meaningful ways that you could share this information with families. Include in your suggestions the format and strategy you would use for family communication.

Assessment Rubric (pulled from ITC Master Rubrics)

ITC Custom Assessment (Level 4): Child Observation/Interview Rubric					
Competency	Distinguished	Proficient	Needs Improvement	Unsatisfactory	Unable to Assess
<p>HGD1: 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.</p> <p>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.</p> <p>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.</p> <p>Identifies major findings of current research in early development, prenatal-age 3 inaccurately.</p>	

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<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 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 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>	
<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>	
<p>HGD4: Identifies how early relationships with and among caregivers influence healthy development and learning, prenatal-age 3.</p> <p>NAEYC: 1b, 2b, 4a IPTS: 8A, 8B, 8G, 8M, 9F ITC: 2-4A4, 2-4A7, 5A7</p>	<p>Provides comprehensive description, supported by research, of how early relationships between young children, birth to age 3, and their caregivers, influence healthy development and learning.</p> <p>Describes the role of attachment and trust in supporting infant's and toddler's emerging sense of self, exploratory play, and social interactions.</p> <p>Provides comprehensive description supported by research, of how early relationships between caregivers of young children, prenatal-age 3, influence healthy development and learning.</p>	<p>Provides comprehensive description of how early relationships between young children, birth to age 3, and their caregivers, influences healthy development and learning.</p> <p>Describes the role of attachment and trust in supporting infant's and toddler's emerging sense of self, exploratory play, and social interactions.</p> <p>Provides comprehensive description of how early relationships between caregivers of young children, prenatal-age 3, influence healthy development and learning.</p>	<p>Describes the importance of relationships between young children, birth to age 3, and their caregivers.</p>	<p>Provides inaccurate or incomplete description of the importance of relationships between young children, birth to age 3, and their caregivers.</p>	

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<p>HGD5: Explains interrelationship between unique developmental trajectories and early relationships (e.g. attachment, trust) with primary caregivers on infant and toddler development, learning, mental health, and well-being.</p> <p>NAEYC: 1a, 1b, 1c, 4a IPTS: 8A, 8G, 8J, 8M ITC: 5A4, 5A10</p>	<p>Explains how early relationships, and specifically how attachment and trust, influence other aspects of learning and development in infants and toddlers (e.g., emerging sense of self, exploratory play, social interactions) and impacts overall growth and development.</p> <p>Explains how early relationships, and specifically how attachment and trust, influence the mental health and well-being of infants and toddlers.</p> <p>Explains and illustrates the interdependence among areas of development in infants and toddlers (e.g., movement and exploration, language and social interaction, play and emotions).</p> <p>Current research-base is integrated into description.</p>	<p>Explains how early relationships, and specifically how attachment and trust, influence other aspects of learning and development in infants and toddlers (e.g., emerging sense of self, exploratory play, social interactions) and impacts overall growth and development.</p> <p>Explains how early relationships, and specifically how attachment and trust, influence the mental health and well-being of infants and toddlers.</p> <p>Explains and illustrates the interdependence among areas of development in infants and toddlers (e.g., movement and exploration, language and social interaction, play and emotions).</p>	<p>Explains how early relationships influence the developmental trajectories of infants and toddlers.</p> <p>Explains how early relationships influence the mental health and well-being of infants and toddlers.</p> <p>Explains and illustrates the interdependence among areas of development in infants and toddlers.</p>	<p>Provides incomplete or inaccurate description of how early relationships influence the developmental trajectories of infants and toddlers.</p> <p>Provides incomplete or inaccurate description of how early relationships influence the mental health and well-being of infants and toddlers.</p>	
<p>OA1: Selects and uses legal and ethical birth-3 observation, screening, and assessment procedures, screening tools, observation methods, and organizational strategies to gain knowledge of young children, and their familial and social contexts.</p> <p>NAEYC: 3a, 3c, 4c IPTS: N/A ITC: 2-4C3, 2-4C4, 2-4C8, 5C3, 5C4, 5C8</p>	<p>Selects and uses legal and ethical birth-3 observation, screening, and assessment procedures to gain knowledge of infant’s or toddler’s interests, preferences, needs, and particular ways of responding to people and things.</p> <p>Selects and uses legal and ethical assessment procedures to gain information about young children’s families and social context.</p> <p>Selects and uses appropriate assessment, screening, and observation organizational strategies.</p> <p>Supports families and colleagues’ knowledge of the importance of observation, assessment, and screening in supporting young children’s healthy development and learning.</p>	<p>Selects and uses legal and ethical birth-3 observation, screening, and assessment procedures to gain knowledge of infant’s or toddler’s interests, preferences, needs, and particular ways of responding to people and things.</p> <p>Selects and uses legal and ethical assessment procedures to gain information about young children’s families and social context.</p> <p>Selects and uses appropriate assessment, screening, and observation organizational strategies.</p>	<p>Selects and uses legal and ethical birth-3 observation, screening, and assessment procedures to gain knowledge of young children’s development and learning.</p> <p>Selects and uses legal and ethical assessment procedures to gain information about young children’s families.</p>	<p>Observation, screening and assessment procedures selected and/or implemented not reflective of legal or ethical standards or implemented in a way that supports knowledge of young children, their families, and/or societal context.</p> <p>Organizational strategies not utilized.</p>	
<p>OA2: Collaborates with families to support knowledge of the purpose and benefits of screening and assessment and the benefits of assessment partnership.</p> <p>NAEYC: 1b, 2c, 3d</p>	<p>Identifies appropriate strategies for assisting families in understanding the purpose and benefits of early screening.</p> <p>Articulates the importance of establishing culturally responsive assessment partnerships with families.</p>	<p>Identifies appropriate strategies for assisting families in understanding the purpose and benefits of early screening.</p> <p>Articulates the importance of establishing an assessment partnership with families.</p>	<p>Identifies appropriate strategies to inform families of the benefits of early screening.</p>	<p>Appropriate strategies supporting family knowledge of early screening not identified.</p> <p>Rationale supporting the importance of families as partners in the assessment process not provided.</p>	

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IPTS: N/A ITC: 2-4C6, 2-4C7, 5C6, 5C7					
OAA3: Analyzes, compiles and shares observation and documentation data with families and appropriate caregivers to support holistic knowledge of infant/toddler development and learning within the environmental context. NAEYC: 2c, 3c, 3d IPTS: N/A ITC: 2-4C5, 2-4C10, 5C5, 5C10	Analyzes and compiles ongoing observation and documentation of infants' and toddlers' development and learning in order to understand and support children's interactions with the social and physical world. Reports ongoing, meaningful information using culturally and linguistically responsive strategies regarding infant/toddler development and learning to caregivers and families across different developmental, learning and personality domains.	Analyzes and compiles ongoing observation and documentation of infants' and toddlers' development and learning in order to understand and support children's interactions with the social and physical world. Reports ongoing, meaningful information regarding infant/toddler development and learning to caregivers and families across different developmental, learning and personality domains.	Analyzes and compiles ongoing observation and documentation of infants' and toddlers' development and learning. Reports ongoing, meaningful information regarding infant/toddler development and learning to caregivers and families.	Provides incomplete/inaccurate analysis and compilation of observational data and documentation of infant/toddler development and learning. Inconsistently or inaccurately reports information regarding infant/toddler development and learning to caregivers and families.	
HGD6: Analyzes infant and toddler interactions with the physical and social world and implements responsive, supportive practices that nurture young children's development, learning, mental health, and well-being. NAEYC: 1a, 1b, 1c, 5a IPTS: 8A, 8B, 8D, 8J, 9A, 9E ITC: 5A9, 5A13, 5A14, 5A15	Provides detailed, objective analysis of the developmental trajectory in children birth to three, patterns in play, and the behavioral indicators that demonstrate the progression of play in infants and toddlers. Accurately interprets infant and toddler behavioral communications. Implements culturally and linguistically responsive, supportive, evidence-based practices, reflective of understanding individual children's unique temperaments and preferred modalities of learning, that nurture young children's development, learning, mental health, and well-being.	Provides detailed, objective analysis of the developmental trajectory in children birth to three, patterns in play, and the behavioral indicators that demonstrate the progression of play in infants and toddlers. Accurately interprets infant and toddler behavioral communications. Implements responsive, supportive, evidence-based practices, reflective of understanding individual children's unique temperaments and preferred modalities of learning, that nurture young children's development, learning, mental health, and well-being.	Provides analysis of infant and toddler interactions with the physical and social world. Interprets infant and toddler behavioral communications. Implements practices that nurture young children's development, learning, mental health, and well-being.	Provides incomplete or inaccurate analysis of infant and toddler interactions with the physical and social world. Implements practices that fail to nurture young children's development, learning, mental health, and well-being.	

Yellow= Level 2 Green=Level 3 Orange=Level 4

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?