

**ITC Custom Assessment (Level 6)
Family/Practitioner Observation and Developmental Planning**

ITC Competencies	<p>HGD8: Supports families and practitioners in identifying biological and environmental risk and resilience factors that may impact healthy infant/toddler development, learning, mental health, and well-being.</p> <p>HSW6: Identifies environmental challenges and advances strategies, in partnership with families, to support positive outcomes related to the health, safety, and well-being of infants/toddlers within their familial and community environment.</p> <p>HSW7: Utilizes communication and collaboration skills to partner with and support families and practitioners in understanding and applying evidence-based practices that promote infant/toddler health, safety, and well-being.</p> <p>IRE8: Develops and implements, in partnership with families, unique relationship building strategies--embedded within daily interactions--that are designed to develop the confidence and capabilities of families and practitioners in their capacity to nurture the development, learning, and well-being of infants/toddlers.</p>
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Assessment Guidelines

In this Assessment, you will be working with a practitioner and the family of a young child, ages birth to 3. The goal of the assessment is to collaboratively support infant or toddler’s brain development and mental health within the context of their environment. The components of your assessment include conducting a practitioner/child observation and family/child observation followed by partnering with the practitioner and family to support positive outcomes based on completion of the environmental assessment.

Note: This assessment requires that you work with both a practitioner and family (inclusive of an infant/toddler). Partner with the practitioner to identify a family with whom the practitioner regularly works.

Part 1: Assessment Preparation

Before conducting your interviews and environmental assessment, provide an overview of each of the following:

- Communication, collaboration, and relationship-building strategies you will use with the practitioner and family to support partnership and the ability to understand and apply evidence-based practices.
- The environmental assessment you will be utilizing and your rationale for this selection.
- Evidence-based strategies that may be beneficial in supporting the child, family, and practitioner.
- Anticipated infant/toddler competencies based on the age of the child being observed.

Part 2: Practitioner Observation

Arrange a time to meet with the practitioner. Explain the purposes of your observation, including overall goals (including identifying strategies and environments that support infant/toddler brain development, mental health, safety, and well-being). Explain to the practitioner that you will be observing their interactions with the young child, followed by a mutual observation of the same young child with their family. Throughout your interactions, you are expected to apply communication, collaboration, and relationship-building skills identified in Part 1 of your Assessment.

Conduct the practitioner observation in accordance with requirements of the chosen instrument.

Part 3: Practitioner Assessment Analysis

Based on the data gathered during the practitioner observation, provide an overview of biological and environmental risk and resilience factors, interactive strengths, and capacities for growth/change. Include in your analysis potential impact of environmental factors on infant/toddler brain development, mental health, safety, and well-being.

Part 4: Family Observation

Together with the practitioner, arrange a time to meet with the family and their child. Explain the purposes of your observation, including overall goals (including identifying strategies and environments that support infant/toddler brain development, mental health, safety, and well-being). Throughout your interactions with the family, you and the practitioner are expected to apply communication, collaboration, and relationship-building skills identified in Part 1 of your Assessment.

Conduct the assessment in accordance with requirements of the chosen instrument.

Part 5: Family Assessment Analysis

Based on the data gathered during the assessment, partner with the practitioner to provide an overview of biological and environmental risk and resilience factors, interactive strengths, and capacities for growth/change. Include in your analysis the potential impact of environmental factors on infant/toddler brain development, mental health, safety, and well-being.

Part 6: Partnership Plan

Based on your analyses conducted in Part 3, partner with the family and practitioner to identify strategies you will use to develop a plan for implementing evidence-based strategies within the home and early childhood context. The focus of the evidence-based strategies selected is strengthening environmental factors to support the unique development of the young child. In addition to your overview of strategies, outline:

- The rationale for each of the strategies selected (inclusive of unique practitioner/program/family context).
- Practitioner and family perspectives regarding areas of strength and opportunities for growth.
- Desired outcomes as related to infant/toddler brain development, mental health, safety, and well-being.
- Strategies you will use to support practitioner and family understanding and apply identified opportunities for growth and designed outcomes in the areas of practitioner confidence and capability.
- Contextual factors that may influence outcomes and how these can be addressed in the context of the program and/or family environment.

Assessment Rubric (from ITC Master Rubrics)

Competency	Distinguished	Proficient	Needs Improvement	Unsatisfactory	Unable to Assess
<p>HGD8: Supports families and practitioners in identifying biological and environmental risk and resilience factors that may impact healthy infant/toddler development, learning, mental health, and well-being.</p>	<p>Promotes family and practitioner competence in identifying emerging infant/toddler competencies.</p> <p>Cultivates partnerships with families and practitioners that are responsive to current knowledge of healthy infant/toddler contexts and supportive strategies designed to maximize resilience and minimize risk factors.</p>	<p>Identifies emerging infant/toddler competencies.</p> <p>Identifies biological and environmental factors that optimize infant/toddler brain development and mental health.</p> <p>Implements respectful and responsive strategies to promote and support family and practitioner knowledge of healthy infant/toddler development in context, including identifying and understanding the implications of biological and environmental risk and resilience factors.</p>	<p>Identifies characteristics of infant/toddler development and demonstrates understanding of the developmental trajectory.</p> <p>Identifies biological or environmental factors that support infant/toddler brain development and mental health.</p> <p>Implements strategies to promote and/or support family and practitioner knowledge of healthy infant/toddler development in context.</p>	<p>Partially identifies characteristics of infant/toddler development.</p> <p>Provides a limited overview of biological and/or environmental factors supportive of infant/toddler brain development and mental health.</p> <p>Engages in strategies that partially support or undermine family and practitioner knowledge of healthy infant/toddler development in context.</p>	

<p>HSW6: Identifies environmental challenges and advances strategies, in partnership with families, to support positive outcomes related to the health, safety, and well-being of infants/toddlers within their familial and community environment.</p>	<p>Supports others in conducting holistic environmental assessments to identify strengths and challenges.</p> <p>Promotes practitioner implementation of respectful and responsive strategies, in partnership with families, to address environmental challenges and support positive outcomes.</p>	<p>Conducts holistic environmental assessments to identify strengths and challenges.</p> <p>Implements respectful and responsive strategies, in partnership with families, to identify environmental challenges and promote positive outcomes.</p>	<p>Conducts environmental assessments to identify strengths and challenges.</p> <p>Develops strategies to address environmental challenges and promote positive outcomes.</p>	<p>Conducts environmental assessments.</p> <p>Develops strategies to support health, safety, and well-being that lack consideration of family and community environment.</p>	
<p>HSW7: Utilizes communication and collaboration skills to partner with and support families and practitioners in understanding and applying evidence-based practices that promote infant/toddler health, safety, and well-being.</p>	<p>Develops family and practitioner skills in identifying and applying evidence-based practices that are responsive to the health, safety, and well-being of infants and toddlers and their unique context.</p>	<p>Demonstrates responsiveness to contextual factors and the unique developmental trajectory of the family/practitioner.</p> <p>Evaluates the appropriateness of evidence-based practices within unique program and family contexts.</p> <p>Supports families and practitioners understanding and applying evidence-based practices that promote infant/toddler health, safety, and well-being.</p> <p>Adopts strategies to facilitate the utilization of evidence-based practices within unique program and</p>	<p>Shares evidence-based practices with families and practitioners to promote infant/toddler health, safety, and well-being.</p>	<p>Shares practices without attention to the underlying evidence base, family/practitioner development and/or unique contexts.</p>	

		family contexts.			
IRE8: Develops and implements, in partnership with families, unique relationship building strategies--embedded within daily interactions--that are designed to develop the confidence and capabilities of families and practitioners in their capacity to nurture the development, learning, and well-being of infants/toddlers.	Cultivates practitioner competence in developing and implementing relationship building strategies--embedded within daily interactions--that nurture the development, learning, and well-being of infants/toddlers.	<p>Observes the family members or practitioners(s) and infant/toddler together to understand their unique relationship, interactive strengths, and capacities for growth/change.</p> <p>Utilizes a variety of relationship-based strategies to identify, in partnership with families/practitioners, areas of strength and opportunities for growth.</p> <p>Demonstrates skill in supporting family/practitioner confidence and capabilities in promoting and enhancing the development, learning, and well-being of infants/toddlers through relationship-based strategies in the context of daily interactions.</p>	Develops and implements evidence-based program activities and plans.	Develops and implements strategies in the context of daily interactions that lack reflection or partially reflect the evidence- base.	