

SAYD Human Growth & Development Assessment (Level 2) Child Study Project

| | |
|--|--|
| SAYD Competencies | <u>HGD1</u> : Identifies and defines concepts, principles, and theories of development and learning for SAY, <u>HGD2</u> : Identifies unique SAY characteristics and development patterns and the impact of health, safety, and fitness, <u>HGD3</u> : Identifies the variety of potential risks individuals have that may require special services and program adaptations to serve SAY, inclusive of their cognitive, social, physical, behavioral and learning abilities. |
| Original Gateways SAYD Benchmarks | 2-4A1, 2-4A2, 2-4A6, 2-4A13, 2-4A15, 2-4A16, 2-4A19, 2-4A22, 2-4A23, 2-4A24, 2-4A25, 2-4A26 |
| IPTS | 1A, 2A, 2B, 2C, 3A, 3C, 3D, 3N, 4S, 5G, 5L, 9F |
| NAA | 1, 2, 14, 17, 18, 24, 30 |
| COA | 3.02, 4.02, 4.05, 5.03, 8.02, 10.03, 13.07 |
| ACT Now | 1.1-1.3, 1.5, 2.1, 5.4, 20.1, 20.2, 21.1, 23.1-23.4, 24.1-24.10, 27.1-27.4, 29.1-29.3 |

Assessment Guidelines

Understanding the development and learning of school-age youth is an essential component of being able to provide appropriate supports that enhance development and learning. In this semester-long project, you will develop knowledge, through applied observations, of patterns of development for children between the ages of 5 and 16. The goal of your assessment is to demonstrate competencies in connecting theory to children's unique growth patterns, understanding of how external and individual characteristics influence growth and development, and your ability to understand unique patterns of development and learning and related supportive practices.

This project will require pre-planning and scheduling for you to complete a checklist of development and learning on a child between the ages of 5 and 16.

Part 1: Pre-Assessment Planning

Work with your instructor to choose a child on which your child study project will focus. The child you study is required to be between the ages of 5 and 16. Arrange to meet and explain the project to the child's parents or teacher, securing needed consent.

Part 2: Completion of the Child Study Assessment

Arrange two to three 45-minute blocks of time throughout the semester where you will observe your targeted child and complete the developmental checklist provided by your instructor. Compile your observation data through use of a running or anecdotal record. Following compilation of data gained, complete the checklist.

Part 3: Child Study Post Reflection:

For this portion of your assignment you will be writing a reflection based on your running or anecdotal record and completion of the developmental checklist. You are required to communicate what you have learned about the social, emotional, physical and cognitive development for the child you observed. To effectively analyze the data gathered, please be sure to review anticipated developmental milestones.

Prior to completing your analysis, write a 1-2-page reflection demonstrating your knowledge of school-age and youth development. Required components of your reflection include:

- Provide an overview of developmental theories that guide your knowledge of school-age and youth development, particularly in the following areas:
 - How theory informs your knowledge of how school-age and youth develop and learn.
 - How theory informs knowledge of factors that influence school-age youth and success in the family, community, and school.
 - How each individual child's development is supporting or impeded by the cultural context that they are growing and developing within.

Based on the data you collected in your child study project respond to the following:

- Provide a summary of what you observed in terms of the child's development and learning, using examples—as applicable. Objectivity is no longer required at this point in your assignment, as you are now making subjective observations. Support your summary with specific examples that compares and contrasts your observation with developmental milestones.
- Summarize information gained in the observation that contributed to your knowledge of the child's unique learning styles and developmental strengths and challenges. Extend your description to include how stages of development can influence professional practice.
- Provide a description of potential factors that may require special services or adaptations to programming to effectively support the child's cognitive, social, physical, and behavioral and learning abilities.
- List and explain three specific examples, based on your observation, of how each area of development interrelates. Include in your description the influence of developmental patterns on health, safety, and fitness.
- Provide a description of how protective factors within the environment could serve to alleviate stress and foster resiliency.
- Describe how theories and concepts of school-age and youth development influenced your interpretation of the child's development and learning within context. Include a rationale that describes why interpretation guided by theory and knowledge of school-age and young development is essential.

Assessment Rubric (pulled from SAYD Master Rubrics)

| SAYD Human Growth & Development Assessment (Level 2): Child Study Project Rubric | | | | | |
|--|--|--|--|--|-------------------------|
| Competency | Distinguished | Proficient | Needs Improvement | Unsatisfactory | Unable to Assess |
| <p><u>SAYD HGD1:</u> Identifies and defines concepts, principles, and theories of development and learning for SAY.</p> <p>SAYD: 2-4A1, 2-4A2 NAA: n/a IPTS: 1A, 2C COA: 3.02 ACT Now: 1.1, 1.3, 2.1, 24.1-24.10</p> | <p>Identifies developmental characteristics of school-age and youth in their program, family, or community.</p> <p>Identifies major developmental theories for SAY.</p> <p>Defines the relationship between stages of development and prevailing practice.</p> <p>Provides research to support response.</p> | <p>Identifies developmental characteristics of school-age and youth in their program, family, or community.</p> <p>Identifies major developmental theories for SAY.</p> <p>Defines the relationship between stages of development and prevailing practice.</p> | <p>Provides a partial identification of developmental characteristics of SAY in programs, families and communities.</p> <p>Description of major developmental theory incomplete.</p> <p>Provides a partial description of the relationship between stages of development and prevailing practice.</p> | <p>Provides an inaccurate or incomplete identification of developmental characteristics of SAY in programs, families and communities.</p> <p>Description of major developmental theory inaccurate or incomplete.</p> <p>Description of the relationship between stages of development and prevailing practice inaccurate or incomplete.</p> | |
| <p><u>SAYD HGD2:</u> Identifies unique SAY characteristics and development patterns and the impact of health, safety, and fitness.</p> <p>SAYD: 2-4A6, 2-4A13, 2-4A15, 2-4A16, 2-4A19 NAA: 1, 2, 14, 17, 30 IPTS: 2A, 2B, 3A, 3C, 3D, 3N, 5G, 5L COA: 3.02, 4.02, 4.05, 5.03, 8.02 ACT Now: 1.1, 1.2, 1.5, 23.1-23.4, 24.1-24.10</p> | <p>Describes the relationship between basic health, safety, and fitness needs and the developmental (physical, social, emotional, cognitive) well-being of school-age and youth.</p> <p>Identifies characteristics associated with unique learning styles, developmental aptitudes/delays, abilities/disabilities, protective/risk factors that influence development.</p> <p>Provides research to support response.</p> | <p>Describes the relationship between basic health, safety, and fitness needs and the developmental (physical, social, emotional, cognitive) well-being of school-age and youth.</p> <p>Identifies characteristics associated with unique learning styles, developmental aptitudes/delays, abilities/disabilities, protective/risk factors that influence development.</p> | <p>Describes basic health, safety, and fitness needs and contributors to developmental (physical, social, emotional, cognitive) well-being of school-age and youth.</p> <p>Partially describes characteristics associated with unique learning styles, developmental aptitudes/delays, abilities/disabilities, protective/risk factors that influence development.</p> | <p>Provides an inaccurate or incomplete description of health, safety, and fitness needs and contributors to developmental (physical, social, emotional, cognitive) well-being of school-age and youth.</p> <p>Provides an inaccurate or incomplete description of characteristics associated with unique learning styles, developmental aptitudes/delays, abilities/disabilities, protective/risk factors that influence development.</p> | |

SAYD Human Growth & Development Assessment (Level 2): Child Study Project Rubric

| Competency | Distinguished | Proficient | Needs Improvement | Unsatisfactory | Unable to Assess |
|---|---|---|---|---|------------------|
| <p>SAYD HGD3: Identifies the variety of potential risks individuals have that may require special services and program adaptations to serve SAY, inclusive of cognitive, social, physical, behavioral and learning abilities.</p> <p>SAYD: 2-4A22, 2-4A23, 2-4A24, 2-4A25, 2-4A26</p> <p>NAA: 2, 18, 24</p> <p>IPTS: 2A, 2B, 3A, 3N, 4S, 9F</p> <p>COA: 3.02, 4.02, 4.05, 10.03, 13.07</p> <p>ACT Now: 1.3, 5.4, 20.1, 20.2, 21.1, 24.1-24.10, 27.1-27.4, 29.1-29.3</p> | <p>Identifies the developmental consequences of stress and trauma, and the role of protective factors, asset development, and resilience in school-age and youth’s development and learning, especially social and emotional well-being.</p> <p>Differentiates patterns of development, learning and behavior which distinguish typical from atypical development.</p> <p>Describes areas of exceptionality as defined in the Individuals with Disabilities Education Act (IDEA).</p> <p>Uses research and the evidence base to support response.</p> | <p>Identifies the developmental consequences of stress and trauma, and the role of protective factors, asset development, and resilience in school-age and youth’s development and learning, especially social and emotional well-being.</p> <p>Differentiates patterns of development, learning and behavior which distinguish typical from atypical development.</p> <p>Describes areas of exceptionality as defined in the Individuals with Disabilities Education Act (IDEA).</p> | <p>Identifies the developmental consequences of stress and trauma.</p> <p>Identifies patterns of development, learning and behavior.</p> <p>Provides a partial description of areas of exceptionality as defined in the Individuals with Disabilities Education Act (IDEA).</p> | <p>Identifies inaccurate or incomplete developmental consequences of stress and trauma.</p> <p>Identifies patterns of development, learning and behavior that are inaccurate or incomplete.</p> <p>Does not describe or an accurately describes areas of exceptionality as defined in the Individuals with Disabilities Education Act (IDEA).</p> | |

Level 2—Yellow