

SAYD Human Growth & Development Assessment (Levels 2-3) Child Study Project

SAYD Competencies	<p><u>HGD1</u>: Identifies and defines concepts, principles, and theories of development and learning for SAY,</p> <p><u>HGD2</u>: Identifies unique SAY characteristics and development patterns and the impact of health, safety, and fitness,</p> <p><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,</p> <p><u>HGD4</u>: Defines how cultural, familial, biological, and environmental influences, including stress, trauma, protective factors, bias and resilience, impact children’s well-being, and learning for SAY,</p> <p><u>HGD5</u>: Defines how contextual factors, including common societal and structural biases, influence development and learning for SAY,</p> <p><u>HGD6</u>: Articulates and implements strategies to support asset development in SAY based on theories of human motivation and asset development frameworks.</p>
Original Gateways SAYD Benchmarks	2-4A1, 2-4A2, 2-4A3, 2-4A4, 2-4A5, 2-4A6, 2-4A13, 2-4A15, 2-4A16, 2-4A19, 2-4A22, 2-4A23, 2-4A24, 2-4A25, 2-4A26, 2-4A29, 2-4A31, 2-4B6, 2-4B12, 2-4B40, 5A1, 5A2, 5A23, 5A24, 5A26, 5A28, 5A29, 5A30
IPTS	1A, 1L, 2A, 2B, 2C, 2E, 3A, 3C, 3D, 3F, 3G, 3I, 3N, 4S, 5A, 5D, 5E, 5G, 5L, 5N, 9F, 9K
NAA	1, 2, 4, 5, 7, 14, 17, 18, 23, 24, 30
COA	3.01, 3.02, 3.04, 4.01, 4.02, 4.04, 4.05, 5.03, 5.05, 8.02, 10.02, 10.03, 13.07
ACT Now	1.1-1.3, 1.5, 2.1, 5.4, 18.1, 18.4, 20.1, 20.2, 21.1, 22.1-22.4, 23.1-23.4, 24.1-24.10, 25.1-25.5, 27.1-27.4, 29.1-29.3, 30.2

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 your practice with school-age children and youth.
 - 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.
 - How knowledge of children's development and learning can inform practice supporting the development of resilience.
- Describe the importance of referral processes, including red flags that would warrant further exploration.

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 challenging environmental influences, including stress, trauma, and bias, might impact the child's development and learning.
- Provide a description of how protective factors within the environment could serve to alleviate stress and foster resiliency.
- Provide a description of how challenges within the environment can undermine healthy development and learning.
- 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.

Part 4: Implications for Practice:

Understanding children's development and learning has significant implications for professional practice. Knowledge of young children is only effective if we put what we know into practice. Reflect on what you have learned about the child you observed, and children in general, and respond to the following:

- What symptoms and behaviors would be cause of concern? Were any of these apparent within your observation?
- If observed symptoms and behaviors were observed, what would you suggest in terms of critical next steps?

Assessment Rubric (pulled from SAYD Master Rubrics)

SAYD Human Growth & Development Assessment (Levels 2-3): 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>	

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<p><u>SAYD HGD3:</u> 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>	
<p><u>SAYD HGD4:</u> Defines how cultural, familial, biological, and environmental influences, including stress, trauma, protective factors, bias and resilience, impact children’s well-being and learning for SAY.</p> <p>SAYD: 2-4A3, 2-4A4, 2-4A5, 5A23, 5A24, 5A28</p> <p>NAA: 2, 5, 7, 23</p> <p>IPTS: 2B, 2E, 3C, 3F, 3G, 3I, 5A, 5E, 9K</p>	<p>Describes the relationship between social/emotional theories and school-age and youth success in the family, community, and school.</p> <p>Describes how developmental variations, including physical, social, and biological factors, and family culture, language, environment assets and risks, and personal and environmental factors interact and influence growth and</p>	<p>Describes the relationship between social/emotional theories and school-age and youth success in the family, community, and school.</p> <p>Describes how developmental variations, including physical, social, and biological factors, and family culture, language, environment assets and risks, and personal and environmental factors interact and influence growth and</p>	<p>Describes social/emotional theories related to school-age and youth.</p> <p>Describes physical, social, and biological factors, and contextual factors including family culture, language, environment assets and risk.</p>	<p>Provides an inaccurate or incomplete description of social/emotional theories related to school-age and youth.</p> <p>Provides an inaccurate or incomplete description of physical, social, and biological factors, and contextual factors including family culture, language, environment assets and risk.</p>	

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<p>COA: 3.02, 4.01, 4.02, 4.04, 5.05, 10.02</p> <p>ACT Now: 1.1, 1.5, 23.1-23.4, 24.1-24.10, 29.1-29.3</p>	<p>development.</p> <p>Identifies evidence-based resources to support positive outcomes for SAY and their families.</p>	<p>development.</p>			
<p><u>SAYD HGD5:</u> Defines how contextual factors, including common societal and structural biases, influence development and learning for SAY.</p> <p>SAYD: 2-4A29, 2-4A31</p> <p>NAA: 1</p> <p>IPTS: 1A, 3C, 3F</p> <p>COA: 3.01, 3.02</p> <p>ACT Now: 24.1-24.10, 25.1-25.5</p>	<p>Compares theories and concepts of school-age and youth development with one's frame-of-reference and societal and structural biases.</p> <p>Reflects on outcomes of school-age and youth behavior and development when prevailing theories and concepts are consistently employed, and incorporates gained knowledge into practice.</p> <p>Identifies goals for professional development based on knowledge of societal factors and structural biases.</p>	<p>Compares theories and concepts of school-age and youth development with one's frame-of-reference and societal and structural biases.</p> <p>Reflects on outcomes of school-age and youth behavior and development when prevailing theories and concepts are consistently employed, and incorporates gained knowledge into practice.</p>	<p>Identifies theories and concepts of school-age and youth development with one's frame-of-reference and societal and structural biases.</p> <p>Reflects on outcomes of school-age and youth behavior and development when prevailing theories and concepts are consistently employed.</p>	<p>Identifies theories and concepts of school-age and youth development.</p> <p>Identifies outcomes of school-age and youth behavior and development, does not incorporate knowledge of outcomes into practice.</p>	
<p><u>SAYD HGD6:</u> Articulates and implements strategies to support asset development in SAY based on theories of human motivation and asset development frameworks.</p> <p>SAYD: 2-4B6, 2-4B11, 2-4B12, 2-4B40</p> <p>NAA: 1, 2, 414</p> <p>IPTS: 1A, 1L, 2A, 5D, 5N</p>	<p>Communicates a philosophy of practice based on theories of human motivation and strategies supporting SAY asset development.</p> <p>Describes behaviors consistent with the development of resilience and fear of success and/or failure.</p> <p>Identifies strategies to support ongoing</p>	<p>Communicates a philosophy of practice based on theories of human motivation and strategies supporting SAY asset development.</p> <p>Describes behaviors consistent with the development of resilience and fear of success and/or failure.</p>	<p>Communicates a philosophy of practice.</p> <p>Describes behaviors supportive of SAY development.</p>	<p>Communicates a philosophy of practice that contradicts healthy SAY development.</p> <p>Engages in behaviors that do not support SAY development.</p>	

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<p>COA: 3.02, 3.04, 4.02</p> <p>ACT Now: 18.1, 18.4, 22.1-22.4, 23.1-23.4, 24.1-24.10, 25.1-25.5, 30.2</p>	<p>development.</p>				

Level 2—Yellow

Level 3—Green