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| **DEVELOPMENTAL ASSESSMENT** | | | | | | |
| This is your fourth full week working with a child with identified special needs. After this week, you will have 2 Running Record samples, 2 Anecdotal Records and experience working with the child. More than likely you’ve learned some background information as well. You will also need to do some additional observations this week to have more anecdotal information for this assessment.  **Directions:** Complete a developmental assessment on the child you are working with, using the  recommended reference information or a tool that the school or center you are at uses for assessment. If they are not using a professional tool, you are responsible to obtain one. Using what you’ve learned from your observations and assessment, you will write a formal assessment describing the child's development across each domain and the developmental level on which the child is performing. For example, you will be interpreting your observations and information obtained from your cooperating teacher regarding the child you are working with to specify that the child is 7 years old but solves problems at a 3 year old cognition level and then you will explain your rationale for that conclusion based on your observations and developmental checklist.  It is also extremely important that you identify the child's strengths. Remember to see the child as a whole child, not just as the diagnosis.   1. Using a developmental reference based on norms, (Pediatric Checklists, the Chart of Typical Development in the Appendix of your Text, etc.) complete an assessment across all domains on the child you are working with. You may use notes you have taken to help you with this process. 2. Analyze your notes from all of your observations to make a determination about the child’s developmental progress in each domain (physical, cognitive, language, social, emotional). 3. On the sheets below (or using this format on another sheet), write about how the child is doing in areas of fine and gross motor development, cognition, social skills, emotional growth and communication. 4. Be sure to enter the key data from your observations that reflect how you have based your assessment. For example, if you are assessing the speech/communication area, you will insert direct quotes from your observations. If you believe a child excels in an area, write down what you observed that leads you to that conclusion. 5. Make sure that your examples (the key data from your observations) are thorough and convincing. If you were to share this information with the child’s pediatrician would it look professional and objective?   **NOTE:** Development may be uneven within a domain. For example, in the physical domain, a child may have average or above average gross motor development yet not be well developed in fine motor areas. Likewise, a child may be deaf and not have spoken language, be but capable of efficient communication using sign language. Simply make a note under each area indicating this.  You will type your anecdotal information and your assessment data directly into the table on the following page. I will score your work and type comments directly on this page. | | | | | | |
| **Directions:** Complete a developmental assessment on the child you are working with using the  **Developmental Assessment Based on Observations** | | | | | | |
| NWTC Student Name: Courtney Harder | | | | | | |
| Date: October 7th 2012 | | | | | | |
| Name/Initials/Pseudonym of Child: Jody | | | | | | |
| Age of Child (in years and months): 3 years and 5 months | | | | | | |
| **Norm Reference(s) used: Center observation sheet** | | | | | | |
| **Fine and Gross Motor Development** | | | | | | |
| **Determine** the level at which the child has progressed in **Fine and Gross Motor Development** (how the child *moves* body, fingers, control, etc.) | | | | Instructor Score and Comments  (Worth 2 Points) | | |
| **Fine And Gross Motor Growth & Development**  Child is functioning: Child does great with large motor activity. She can stand on one foot, jump up and down and can kick a ball. She is able to move forward and backwards. When it comes to fine motor skills she shows more challenges. She is unable to copy square shapes and circle shapes and she is unable to draw a person with 2-4 body parts. She was unable to use scissors but she is showing improvement and trying very hard. Child has never been observed using a fork or spoon, she usually uses her hands. | | | | | | |
| \_\_X\_\_below | \_\_\_\_ above | | | | \_\_\_\_\_ at average for age in this area. | |
| Child functions at an approximate age level of \_\_18-24 months\_\_\_ in this area based on developmental norms. | | | | | | |
| **Key data** (examples of skills) from your observations that reflects how you have based your assessment for **fine motor and gross motor development**-(objective, complete). | | | | Instructor Score and Comments  (Worth 10 Points) | | |
| 1. This assessment is based on the following examples of skills in this domain (from observations). Use specific observations rather than what you *think* you saw.   Large Motor:  -Singing songs while jumping up and down and standing on one foot.  -Playing outside and kicks a ball to another child  -Playing outside and throws a ball to a teacher  -Playing Simon says and follows directions of moving backwards and forwards  Small Motor:  -Connect the dots worksheet of a square and circle and cannot do so  -Asked to draw someone in their family and was unable to do so  -Sensory table was full of paper and scissors and was unable to hold scissor properly but tried very hard to follow the child next to her, to cut the paper. | | | | | | |
| **Rationale** for the developmental conclusion above based on your observations, input from cooperating teacher and developmental checklist | | | Instructor Score and Comments  (Worth 5 Points) | | | |
| 2. Explain your rationale for the developmental conclusion above based on your observations and  developmental checklist. Interpret your observations and information obtained from your  cooperating teacher regarding the child you are working with to specify for example, *that the*  *child is 7 years old but solves problems at a 3 year old cognition level*.  According to Pearson Custom Education Jody is right on track with her large motor skills. She is able to do most of the majority of the milestones described for children that are 36-48 months. When it comes to fine motor skills Jody is more on the lines of 18-24 months. She is unable to copy a circle but she is able to scribble in a circular motion. She also does not hold crayon with her thumb and fingers but rather with her fist. | | | | | | |
| **Reference info** included (what research info did you use to assess? Was it appropriate?) | | | | Instructor Score and Comments  (Worth 2 Points) | | |
| 1. What reference info did you use to compare your assessment data too in order to make an assessment of the child’s current skill level? Was it appropriate?   The reference I used to assess Jody in her developmental skills was provided by the center, which they use twice a year for parent teacher conferences. When I was finished with the assessment I compared my findings with those that were typical for the age group in the textbook, Pearson Custom Education. I thought that it was very appropriate because as I’m going through what a 36-48 month should do, it is everything that is on the center’s Developmental Checklist. So I thought by what I was observing, and what was in the textbook was very appropriate to compare the two. | | | | | | |
| **Cognitive Development** | | | | | | |
| **Determine** the level at which the child has progressed in **Cognition** (comprehension, problem solving, memory, academics, etc.) | | | | Instructor Score and Comments  (Worth 2 Points) | | |
| **Cognition / Intellect** **Growth and Development**  Child is functioning: When it comes to cognitive milestones Jody does not have a clear sense of time, does not follow three part commands, and does not recall parts of a story. She doesn’t understand the concept of same/different and was unable to correctly name some colors. She does understand the concept of counting and knows her numbers, and also knows all of her letters. | | | | | | |
| \_\_X\_\_below | | \_\_\_\_ above | | | | \_\_\_\_below |
| Child functions at an approximate age level of \_\_\_18-24 months\_\_ in this area based on developmental norms. | | | | | | |
| **Key data** (examples of skills) from your observations that reflects how you have based your assessment for **Cognitive development**-(objective, complete). | | | | Instructor Score and Comments  (Worth 10 Points) | | |
| 1. This assessment is based on the following examples of skills in this domain (from observations). Use specific observations rather than what you *think* you saw.   -When Jody was asked what colors were on a specific sheet she was unable to name the colors. She was able to correctly name one color.  -While playing the counting bears she was able to count how many bears she had.  -When Jody is told that she can color later, she seems to continue wanting to color and seems to now know what later is.  -Jody is unable to follow any sort of direction when she is asked.  -While sitting down for a story, Jody gets up and goes else ware, showing she’s not interested and cannot recall parts of it. | | | | | | |
| **Rationale** for the developmental conclusion above based on your observations, input from cooperating teacher and developmental checklist | | | | Instructor Score and Comments  (Worth 5 Points) | | |
| 2. Explain your rationale for the developmental conclusion above based on your observations and  developmental checklist. Interpret your observations and information obtained from your  cooperating teacher regarding the child you are working with to specify for example, *that the*  *child is 7 years old but solves problems at a 3 year old cognition level*.  Jody is below the level of cognitive milestones when it comes to her age. She is in the category of 18-24 month for cognitive because she can find objects, can activate mechanical toys and can also match objects to pictures. She can sort objects and is very well at exploring cabinets and drawers. | | | | | | |
| **Reference info** included (what research info did you use to assess? Was it appropriate?) | | | | Instructor Score and Comments  (Worth 2 Points) | | |
| 1. What reference info did you use to compare your assessment data too in order to make an assessment of the child’s current skill level? Was it appropriate?   The reference I used to assess Jody in her developmental skills was provided by the center, which they use twice a year for parent teacher conferences. When I was finished with the assessment I compared my findings with those that were typical for the age group in the textbook, Pearson Custom Education. I thought that it was very appropriate because as I’m going through what a 36-48 month should do, it is everything that is on the center’s Developmental Checklist. So I thought by what I was observing, and what was in the textbook was very appropriate to compare the two. | | | | | | |
| **Social Skills Development** | | | | | | |
| **Determine** the level at which the child has progressed in **Social/Interpersonal Skills** (interaction with peers, siblings and adults, manners, etc.) | | | | Instructor Score and Comments  (Worth 2 Points) | | |
| **Social / Interpersonal Skills Growth and Development**  Child is functioning: Jody is not interested in new experiences and appears to need to stick with routines. She does not cooperate or play with other children. She is not inventive in fantasy play and is unable to dress or undress herself. She can be very independent and if she is not playing alone, she is following a teacher wanting to be right next to them. | | | | | | |
| \_\_X\_\_below | | \_\_\_\_ above | | | | \_\_\_\_below |
| Child functions at an approximate age level of \_\_12-18 months\_\_\_ in this area based on developmental norms. | | | | | | |
| **Key data** (examples of skills) from your observations that reflects how you have based your assessment for **Social Skills Development** (objective, complete). | | | | Instructor Score and Comments  (Worth 10 Points) | | |
| 1. This assessment is based on the following examples of skills in this domain (from observations). Use specific observations rather than what you *think* you saw.   -When the class is about to start a new activity that has not been done before, or switch their routine around a bit, Jody shows no interest and seems to get upset that it’s not what she expects.  -Jody does not play with any of the other children, when children are playing at centers, she picks a center where no one else is at and plays.  -She does not engage in any sort of fantasy play but more explores with the toys.  -When it is time to change her diaper, she cannot pull her own pants down and is unable to pull them back up.  -She is very independent as she never picks a center that anyone else is at. When she starts to wander around the classroom, she finds a teacher and seems to follow them, or asks to be held by them. | | | | | | |
| **Rationale** for the developmental conclusion above based on your observations, input from cooperating teacher and developmental checklist | | | | Instructor Score and Comments  (Worth 5 Points) | | |
| 2. Explain your rationale for the developmental conclusion above based on your observations and  developmental checklist. Interpret your observations and information obtained from your  cooperating teacher regarding the child you are working with to specify for example, *that the*  *child is 7 years old but solves problems at a 3 year old cognition level*.  In Pearson Custom Education, the chart of typical development shows that Jody is expressing social skills in a 12-18 month range. She displays independent behavior, and is very difficult to discipline. She displays tantrum behavior and demonstrates a sense of humor. Jody is easily distractible and has difficulty sitting still. All of these are a part of the 12-18 month development. | | | | | | |
| **Reference info** included (what research info did you use to assess? Was it appropriate?) | | | | Instructor Score and Comments  (Worth 2 Points) | | |
| 3. What reference info did you use to compare your assessment data too in order to make an assessment of the child’s current skill level? Was it appropriate?  The reference I used to assess Jody in her developmental skills was provided by the center, which they use twice a year for parent teacher conferences. When I was finished with the assessment I compared my findings with those that were typical for the age group in the textbook, Pearson Custom Education. I thought that it was very appropriate because as I’m going through what a 36-48 month should do, it is everything that is on the center’s Developmental Checklist. So I thought by what I was observing, and what was in the textbook was very appropriate to compare the two. | | | | | | |
| **Emotional Growth and Development** | | | | | | |
| **Determine** the level at which the child has progressed in **Emotional Growth** (feelings identification and expression, mood control, etc.) | | | | Instructor Score and Comments  (Worth 2 Points) | | |
| **Emotional Growth and Development**  Child is functioning: Jody cannot distinguish between fantasy and reality. When it comes to having imaginary friends or see monsters we have not been able to observe that. | | | | | | |
| \_\_X\_\_below | | \_\_\_\_ above | | | | \_\_\_\_below |
| Child functions at an approximate age level of \_\_\_\_\_ in this area based on developmental norms. | | | | | | |
| **Key data** (examples of skills) from your observations that reflects how you have based your assessment for **Emotional Development** (objective, complete). | | | | Instructor Score and Comments  (Worth 10 Points) | | |
| 1. This assessment is based on the following examples of skills in this domain (from observations). Use specific observations rather than what you *think* you saw.   When Jody was asked if the fish in the tank were real fish, or pretend fish, she responded, “pretend” when Jody was asked if the sandwich on her plate was real or pretend, she said, “pretend” and when Jody was asked if the pumpkin they colored that day was a real pumpkin or a pretend pumpkin Jody said “pretend”. It seemed to be that everything she was referring too was pretend. | | | | | | |
| **Rationale** for the developmental conclusion above based on your observations, input from cooperating teacher and developmental checklist | | | | Instructor Score and Comments  (Worth 5 Points) | | |
| 2. Explain your rationale for the developmental conclusion above based on your observations and  developmental checklist. Interpret your observations and information obtained from your  cooperating teacher regarding the child you are working with to specify for example, *that the*  *child is 7 years old but solves problems at a 3 year old cognition level*.  According to the daycare’s developmental checklist she is below her development level. In the book there is no category for emotional development so it’s hard to compare my findings with another age group. I tried to look online for something to compare her age with and I could find a category of social/emotional and it all seemed to say the same things as the category of social development. | | | | | | |
| **Reference info** included (what research info did you use to assess? Was it appropriate?) | | | | Instructor Score and Comments  (Worth 2 Points) | | |
| 3. What reference info did you use to compare your assessment data too in order to make an assessment of the child’s current skill level? Was it appropriate? | | | | | | |
| Communication Skills Development | | | | | | |
| **Determine** the level at which the child has progressed in **Communication Skills Growth** (feelings identification and expression, mood control, etc.) | | | | Instructor Score and Comments  (Worth 2 Points) | | |
| **Communication Skills Growth and Development**  Child is functioning: When it comes to communication Jody cannot talk in sentences of three or more words. She does not tell about past experiences and does not refer to herself as I or me. She is unable to repeat nursery rhymes and her speech cannot be understood by all. | | | | | | |
| \_\_X\_\_below | | \_\_\_\_ above | | | | \_\_\_\_below |
| Child functions at an approximate age level of \_\_12-18 months\_\_\_ in this area based on developmental norms. | | | | | | |
| **Key data** (examples of skills) from your observations that reflects how you have based your assessment for **Communication Skills Development** (objective, complete). | | | | Instructor Score and Comments  (Worth 10 Points) | | |
| 1. This assessment is based on the following examples of skills in this domain (from observations). Use specific observations rather than what you *think* you saw.   -Jody uses single words to communicate to teachers and mom and dad.  -Jody refers to herself by name instead of me or I  -She does not recall parts of a nursery rhyme when asked to sing one  -When Jody speaks her few words she is hard to understand and it take awhile to get to what she wants. | | | | | | |
| **Rationale** for the developmental conclusion above based on your observations, input from cooperating teacher and developmental checklist | | | | Instructor Score and Comments  (Worth 5 Points) | | |
| 2. Explain your rationale for the developmental conclusion above based on your observations and  developmental checklist. Interpret your observations and information obtained from your  cooperating teacher regarding the child you are working with to specify for example, *that the*  *child is 7 years old but solves problems at a 3 year old cognition level*.  Jody is in the 12-18 month range of learning in communication. I got my findings from the Pearson Custom Education textbook. She is able to combine gestures and vocalizations to express a variety of communicative functions. She is able to say Mama and Dada purposefully. She uses single words to communicate and knows exclamations like “oh oh!” She says “no” meaningfully. These all describe a 12-18 month old which she is able to do all. | | | | | | |
| **Reference info** included (what research info did you use to assess? Was it appropriate?) | | | | Instructor Score and Comments  (Worth 2 Points) | | |
| 3. What reference info did you use to compare your assessment data too in order to make an assessment of the child’s current skill level? Was it appropriate?  The reference I used to assess Jody in her developmental skills was provided by the center, which they use twice a year for parent teacher conferences. When I was finished with the assessment I compared my findings with those that were typical for the age group in the textbook, Pearson Custom Education. I thought that it was very appropriate because as I’m going through what a 36-48 month should do, it is everything that is on the center’s Developmental Checklist. So I thought by what I was observing, and what was in the textbook was very appropriate to compare the two. | | | | | | |
| Total Score: | | | |  | | |