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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 December 5th, 2012 | | | | | | |
| Name/Initials/Pseudonym of Child: Jody | | | | | | |
| Age of Child (in years and months): 3 years and 5 months 3 years and 7 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.  Jody has stayed at the level of large motor skills throughout the semester. She can still stand on one foot, jump up and down, kick a ball, move forward and backwards, and run. Fine motor skills are still difficult for Jody. She has improved on holding a scissors the right way but unable to open and shut them. She has been observed using a fork and spoon but doesn’t use it often. | | | | | | |
| \_\_X\_X\_below | \_\_\_\_ above | | | | \_\_\_\_\_ at average for age in this area. | |
| Child functions at an approximate age level of \_\_18-24 months\_24-36 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.  Large Motor:  -jumping up and down with excitement  -Plays outside and kicks ball forward  -Throws sharing ball back to teacher  -Walks forward/backwards from centers  -Runs outside chasing her teacher  Small Motor:  -Holds scissors in proper position  -Can put beads on string  -Plays with Playdoh  -Paints with wrist action | | | | | | |
| **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.  I based my observations off of the book Pearson Custom Education and she is on track with her large motor skills but when it comes to her find motor skills she has improved from the beginning of the semester from 18-24 months to 24-36 months. So she has made an improvement and is extremely close to being with her age group. | | | | | | |
| **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.  I used the developmental checklist that was provided by the center to reference Jody’s developmental skill level. After I used the checklist I then compared it to the appendix: Chart of Typical Development in the back of the Pearson Custom Education book to determine where she fell in the typical development for her age. | | | | | | |
| **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.  When it comes to cognitive milestones Jody still does not have a clear sense of time, she has improved greatly on following three part commands, she will follow the first command given and then needs to be reminded of the rest, she still doesn’t understand the concept of same/different but is able to correctly name the following colors: red, orange, yellow, green, blue, purple, black and white. Jody knows all of her letters and all of her numbers. | | | | | | |
| \_\_X\_X\_below | | \_\_\_\_ above | | | | \_\_\_\_below |
| Child functions at an approximate age level of \_\_\_18-24 months\_24-36 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.  -While playing with counting bears she correctly named every color.  -While laying out markers she correctly counted all of them.  -After snack when Jody was asked to sit down she went over to the circle time rug and sat down to read a book.  -During movies Jody sits through the whole moving paying attention very closely. | | | | | | |
| **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.  Jody is still below her age group for cognitive milestones but she has improved since the first observation. She imitates adults’ actions, and is beginning to understand functional concepts of familiar objects. She also matches objects meaningfully and is able to point out pictures in picture books. | | | | | | |
| **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.  For cognitive milestones I compared what Jody is capable of doing to the Pearson Custom Education book. She fell into the category of 24-36 months. I went through what a 36-48 month old can do (Jody’s age) and went down in age until I found the category that she fit into which is an improvement from the beginning of the semester. | | | | | | |
| **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.  Jody still shows no interest in new experiences. She has appeared to be much more inventive in fantasy play and is able to pull her own pants down to try to go on the potty, but unable to pull them up on her own. She is still very independent and has improved a little on being more social but still prefers to be with a teacher or alone. | | | | | | |
| \_\_X\_X\_below | | \_\_\_\_ above | | | | \_\_\_\_below |
| Child functions at an approximate age level of \_\_12-18 months\_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 **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.  -Jody shows interest in art projects activities but when it comes to something out of routine like a field trip or a walk or something along those lines, she shows no interest in the activity.  - Jody will watch from a distance of other children playing, and will find a center where no other children are to play alone.  -She is able to pull her own pants down to change her diaper, but unable to pull them back up.  -She is independent but has grown a bit to wanting to join the children in art activities. | | | | | | |
| **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.  According to Pearson Custom Education the chart of typical development shows that Jody is expressing social skills in a 18-24 month range. She expresses affection, expresses a wide range of emotions, and enjoys solitary play occasionally. | | | | | | |
| **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.  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.  Jody is still unable to distinguish between fantasy and reality. When it comes to having imaginary friends or seeing monsters; we have not been able to observe that. She has grown in being able to act out roles of others. She will put a little person at the sink to wash their hands; she will put food in the pretend oven. She will express herself if she wants to do something or not. | | | | | | |
| \_\_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.  When Jody was asked if things around the classroom and pictures in a book were real or pretend, everything seemed to have been pretend. She was is able to act out roles of dolls or herself in dramatic play. | | | | | | |
| **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.  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?  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. | | | | | | |
| 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.  Jody does not talk in full sentences. She will talk in three of four words at a time but no more than that. She refers to herself as “Jody” and will hum to songs when we sing them. Cannot give last name but will name pictures. She will imitate whatever a teacher says that she hears. | | | | | | |
| \_\_X\_X\_below | | \_\_\_\_ above | | | | \_\_\_\_below |
| Child functions at an approximate age level of \_\_12-18 months\_18-24months\_\_ 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.  -Jody will use more than one or two words to communicate  -Jody refers to herself as “Jody”  -She will hum and try to participate when singing a song or nursery rhyme  -Jody speaks few words and whispers so it is hard to understand what she is asking for. | | | | | | |
| **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.  Jody appears to be in the 18-24 month range of learning in communication. I got my findings from the Pearson Custom Education textbook. She is able to imitate three to four word phrases, and she attempts to sing songs with words. | | | | | | |
| **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.  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: | | | |  | | |