

ITC Health Safety & Well-Being Assessment (Level 2) Interaction Observation

ITC Competencies	HSW2: Engages in developmentally, individually, and culturally responsive interactions with infants/toddlers.
IPTS	8A, 8B, 8E, 8H, 8M, 8N, 9C
NAEYC Standards	4a, 4c
Original ITC Gateways Benchmarks	2-4B1, 2-4B2, 5B1, 5B2

Assessment Guidelines

This assessment will evaluate your ability to evaluate interactions within an infant/toddler environment for their capacity to support young children’s development in a developmentally, individually and culturally responsive way. You will use the information gathered via observation to establish recommendations for an early childhood environment regarding support developmentally, individually, and culturally responsive interactions.

Part I: Environmental “Scavenger” Hunt

Through your clinical site or other licensed child care facility:

- Arrange a date/time to visit to complete your Environmental Interactions Checklist
- Complete the Environmental Interactions Checklist provided below, collecting evidence as available (pictures (if allowed, sketches, examples, documents etc).

Post-Environmental Assessment Reflection:

Summarize the results of your completed Environmental Interactions Checklist. This summary should include an overview of program practices related to:

- Supportive interactions with infants and toddlers during care-giving routines, including eating and sleeping.
- Supporting a child’s individuality, including preferences related to interactions with the environment and caregiving interactions?
- A description of strategies that would benefit from adaption in support of connections with family and culture?

Part II: Recommendations

Based on data collected and suggestions above, make specific recommendations for each for the following, highlighting key areas of supporting well-being.

Children

- What strategies would you suggest for infusing developmentally responsive interactions into daily routines?
- What strategies would you suggest for infusing individually responsive interactions into daily routines?
- What strategies would you suggest for infusing culturally responsive interactions into daily routines?

Assessment Rubric (pulled from ITC Master Rubrics)

ITC Health Safety & Well-Being Assessment (Level 2): Interaction Observation Rubric					
Competency	Distinguished	Proficient	Needs Improvement	Unsatisfactory	Unable to Assess
<p>HSW2: Engages in developmentally, individually, and culturally responsive interactions with infants/toddlers during caregiving routines.</p> <p>NAEYC: 4a, 4c IPTS: 8A, 8B, 8E, 8H, 8M, 8N, 9C ITC: 2-4B1, 2-4B2, 5B1, 5B2</p>	<p>Demonstrates developmentally, individually, and culturally responsive interactions with infants/toddlers during caregiving routines.</p> <p>Identifies how to extend these skills to colleagues in early childhood settings.</p>	<p>Demonstrates individually and developmentally responsive interactions with infants/toddlers during care-giving routines such as feeding and diapering.</p> <p>Demonstrates practices that sensitively respond to an individual infant's or toddler's eating and sleeping rhythms and to preferences related to environments, cultural practices, family preferences, and adult-child interactions.</p>	<p>Demonstrates individually and developmentally responsive interactions with infants/toddlers during care-giving routines such as feeding and diapering.</p>	<p>Demonstrates interactions with infants and toddlers that are not reflective of individual, cultural, and developmental responsiveness.</p>	

Yellow = Level 2

Environmental Interactions Checklist

Date:

Observation Site:

Notes:

Caregiving Interactions Observed	Description	Comments/Analysis

Checklist

Environmental Factor	Present/Absent	Notes
Routines in environment include attention to child's unique temperament needs	<input type="radio"/> Yes <input type="radio"/> No	
Routines in environment respond to child's social and emotional development	<input type="radio"/> Yes <input type="radio"/> No	
Routines in environment are culturally responsive and individualized based on family preferences	<input type="radio"/> Yes <input type="radio"/> No	
Routines in environment are adapted to each child's individual needs	<input type="radio"/> Yes <input type="radio"/> No	