

**SLO II. Child Assessment and Study**

Students will be able to understand, perform and appreciate multiple forms of child assessment. Students will be able to use qualitative and quantitative methods of assessing children. They will be able to use information to help identify a child's strengths and develop, implement, and evaluate plans of intervention to bolster areas of need.

I have grown in my understanding of this area through child development coursework, lab time, and observation. Assessment is a significant part of child development, and will always be included in almost any profession involved with the program. I have learned through my courses what is developmentally appropriate practice, and what levels children of different ages should be at developmentally.

Through observations I was able to evaluate how individual children learned best, their cues and interests, and their personalities. I was then better suited to respond appropriately to each child by understanding that they respond and learn in their own way. I learned that qualitative methods of assessing children involves the explaining of the process, and the quantitative is more about numbers and statistics. I would like to know more about how the assessment is professionally done, such as the steps done to implement individual education plans. I want to have a career as an Occupational Therapist, and I would need to know more about how individual service plans were evaluated and implemented. Also I want to know how different assessment tests are chosen, how they are put together, and by whom. I think I learned the most on how to observe, take professional observation

notes, and after being able to view those notes to evaluate how children are developing.

Through the individual child report in Child Development 251 (Observational Techniques) I was able to complete a case study on one target child. Throughout the semester I recorded observations of that particular child demonstrating gross motor, fine motor, and social skills. I was then able to compare how the child was at the beginning of the semester compared to how much they have grown developmentally.

Completing the desired results in Child Development 392 (Child Development Practicum) was similar because we also focused on a target child. This was more of an assessment because we were able to provide at home suggestions, highlight their strengths, and also record items that we have not observed from that child. E-journals in Child Development 392 (Child Development Practicum) allowed us to record online the information from lab time throughout the week. We were able to document anything from what we saw during the week in the classroom, to how we felt about something.

The statistics assignments in Child Development 353 (Methods of Inquiry in Child Development) allowed me to learn about quantitative and qualitative methods and statistical analysis. We learned how to determine this information, and eventually document it through a professional APA style research paper. We used

our statistics assignment to help prove if our data was statistically significant for our research paper.

In Child Development 282 (Developmentally Appropriate Curriculum for Children) I learned what developmentally appropriate was, and that we should always consider age and developmental level when conducting activities with children, along with what we say to them. This allowed me to gain more patience with children by understanding you have to teach each child as an individual, and that some may take longer to learn certain things than others. We learned about the measures, domains, and definitions of the 2010 desired results (DRDP). Using a chosen measure and domain we implemented a curriculum assignment at our internship site. I chose to an activity on literacy. I was working with preschoolers at the time. Before I came up with the activity, I had to think and make sure it was developmentally appropriate. This way they would be able to do the activity without it being too challenging. I had the children find plastic eggs with letters written on them that were hidden in the outside yard. Then they were to stand in a line and take turns saying the letter first, and then throwing the plastic egg into the bucket.

*Note: I have provided the curriculum assignment, individual child report, and my research paper as documentation, which is located under the section titled "documentation" on my visual CV.*