*Student Learning Objective: 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.*

My first response to this statement is that I think I can do that. I think I have gained a very general knowledge in assessing children, and most of it comes from the fact that I understand what is developmentally appropriate for children of different ages. I have general knowledge of assessing schools, their quality and a general knowledge of the different types of tests that are out there to assess children academically. I think I have little knowledge of how to diagnose children more specifically for disabilities but could recognize that a child was not developing normally.

My understanding has grown in this area a great deal since I started college four years ago, this has happened by slowly working my way though different classes and class work. I feel that I am able to identify children’s strengths, and to implement, develop, and evaluate based on my knowledge of what is developmentally appropriate for different age groups. My understanding grew the most during my child development practicum. This happened through having hands on experience with toddlers. It was very helpful to have experienced knowledgeable teachers to observe, model, and direct me when needed. The most beneficial thing I took away from that experience was the vocabulary I learned. I learned new language to use when working with children, and became very familiar with the guides to speech and action. For example I learned how to only state things a positive manner.

I feel very strong being able to identify children’s strengths, implement, develop, and evaluate children who are toddler age due to my practicum experience. I spent a whole semester emerged in toddler curriculum, and planning. During this experience I learned how to use the Desired Result Developmental profile, DRDP, and did two DRDP assessments myself. I did both these assessments on children in my classroom and this got me very familiar with the different domains, and level of each learning domain. I feel very confident with assessing toddler aged children, and I am looking forward to completing assessments with other age groups. I wish that we could have a practicum experience for every age group.

I am now starting to learn about different assessments for children on the autism spectrum, since I have started an internship at Parent Infant Programs. During my training my supervisor discussed that for the population of children they work with the DRDP is not affective, and the DRDP access is a very new tool. They talked about other assessments that they use, like the Hawaii Early Learning Profile assessment, HELP, and how they don’t think the assessments are very effective to diagnoses children on the autism spectrum. I am very interested to get to see these assessments used first hand, and see the how well they work or how well they don’t work.

I would like to learn more and have more hands on experience in the area of different child assessments. I feel my knowledge in this area is very minimal. In my child research class different assessments were discussed, but never in a ton of depth more in over view to give us the bigger picture. The only hands on experience I have had with an assessment is the Early Childhood Environment Rating Scale, ECERS, which assess the classroom environment.

The one thing I have learned most about is an over view of family and child assessment. I feel I got a good amount of information about assessing children at school, and different test used; however, the emphasis has been about assessing children mainly around the subject of schools and schooling and how that affects family. I also gained knowledge of how to assess school programs, to tell the difference between bad schools and good schools.

After my four years in college I feel like I have a good over view of child assessing, but not a lot of in-depth information; however, now I feel I have the foundationally skills to learn more, and a better sense of where to find more information, and I am excited about getting more experience implementing, develop, and evaluating.