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

**Interaction Observation**

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| --- | --- |
| **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 |
| **HSW2**:  Engages in developmentally, individually, and culturally responsive interactions with infants/toddlers during caregiving routines.  **NAEYC:** 4a, 4c  **IPTS:** 8A, 8B, 8E, 8H, 8M, 8N, 9C  **ITC:** 2-4B1, 2-4B2, 5B1, 5B2 | Demonstrates developmentally, individually, and culturally responsive interactions with infants/toddlers during caregiving routines.  Identifies how to extend these skills to colleagues in early childhood settings. | Demonstrates individually and developmentally responsive interactions with infants/toddlers during care-giving routines such as feeding and diapering.  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. | Demonstrates individually and developmentally responsive interactions with infants/toddlers during care-giving routines such as feeding and diapering. | Demonstrates interactions with infants and toddlers that are not reflective of individual, cultural, and developmental responsiveness. |  |

Yellow = Level 2

**Environmental Interactions Checklist**

Date:

Observation Site:

Notes:

|  |  |  |
| --- | --- | --- |
| Caregiving Interactions Observed | Description | Comments/Analysis |
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Checklist

|  |  |  |
| --- | --- | --- |
| Environmental Factor | Present/Absent | Notes |
| Routines in environment include attention to child’s unique temperament needs | * Yes * No |  |
| Routines in environment respond to child’s social and emotional development | * Yes * No |  |
| Routines in environment are culturally responsive and individualized based on family preferences | * Yes * No |  |
| Routines in environment are adapted to each child’s individual needs | * Yes * No |  |