

## SAYD Human Growth & Development Assessment (Level 5) Child Study Project

<b>SAYD Competencies</b>	<p><b>SAYD HGD1:</b> Identifies and defines concepts, principles, and theories of development and learning for school-age and youth.</p> <p><b>SAYD HGD2:</b> Identifies unique patterns of development and learning and the holistic consequences of risk and resilience factors in influencing SAY development, learning, and well-being.</p> <p><b>SAYD HGD3:</b> Describes the interrelationship between family culture, language, environmental context (including stress, trauma, protective factors, bias, and resilience), ability, biological factors, and protective factors how these factors influence SAY development, learning, and well-being.</p> <p><b>SAYD HGD4:</b> Describes contextual influences on SAY development, learning, and well-being, including structural biases and models for work.</p> <p><b>SAYD HGD5:</b> Describes and develops strategies supportive of SAY asset development designed to nurture motivation and resilience.</p> <p><b>SAYD HGD6:</b> Recognizes diverse patterns of development and learning and the holistic consequences of risk and resilience factors influencing SAY development, learning, and well-being across varied developmental contexts and the developmental trajectory.</p> <p><b>SAYD HGD7:</b> Utilizes evidence-based practice to reflect on the outcomes of SAY development, learning, and well-being.</p>
<b>Original Gateways SAYD Benchmarks</b>	2-4A1, 2-4A2, 2-4B3, 2-4B11, 5A1, 5A2, 5B43, 5F6, 2-4A3-5, 2-4A19, 2-4A20, 2-4A22, 5A29, 2-4A23, 2-4A31, 5A27, 2-4A15, 2-4A16, 2-4B41, 2-4B12, 2-4B40, 2-4F7, 5A37, 2-4A24-26, 5A30, 5A34, 5A35
<b>IPTS</b>	1A, 1L, 2A, 2B, 2C, 2E, 2F, 3A, 3C, 3D, 3F, 3N, 5D, 5N, 9L, 10A, 11K
<b>NAA</b>	1, 2, 4, 5, 14, 18, 24, 30
<b>COA</b>	3.02, 3.04, 4.02, 4.05, 5.01, 5.03, 8.02, 10.01, 10.02, 10.03, 11.02, 13.07
<b>ACT Now</b>	1.1, 1.3, 2.1, 24.1-24.10, 1.3, 5.4, 20.1, 20.2, 21.1, 24.1-24.10, 27.1-27.4, 29.1-29.3

### Assessment Guidelines

Understanding the development, learning, and well-being of school-age youth is an essential component of being able to provide appropriate supports that enhance development and learning. In this semester-long project, you will develop knowledge, through applied observations, of patterns of development for children between the ages of 5 and 16. The goal of your assessment is to demonstrate a holistic understanding of the developmental trajectory of school-age and youth, including diverse developmental patterns, contextual influences, and factors that foster positive developmental outcomes.

This project will require pre-planning and scheduling for you to complete a checklist of development and learning on a child between the ages of 5 and 16.

#### Part 1: Pre-Assessment Planning

Work with your instructor to choose a child on which your child study project will focus. The child you study is required to be between the ages of 5 and 16. Arrange to meet and explain the project to the child's parents or teacher, securing needed consent.

#### Part 2: Completion of the Child Study Assessment

Arrange two to three 45-minute blocks of time throughout the semester where you will observe your targeted child and complete the developmental checklist provided by your instructor. Compile your observation data through use of a running or anecdotal record. Following compilation of data gained, complete the checklist.

#### Part 3: Child Study Post Reflection:

For this portion of your assignment you will be writing a reflection based on your running or anecdotal record and completion of the developmental checklist. You are required to communicate what you have learned about the social, emotional, physical and cognitive development for the child you observed. To effectively analyze the data gathered, please be sure to review anticipated developmental milestones.

Prior to completing your analysis, write a 1-2-page reflection demonstrating your knowledge of school-age and youth development. Required components of your reflection include:

- Provide an overview of developmental theories that guide your knowledge of school-age and youth development. Include each of the following components:
  - Major developmental theories that shape current knowledge of school-age and youth development, learning, and well-being.
  - How theory informs your knowledge of how school-age and youth development and learning.
  - How theory informs your practice with school-age children and youth.

- Provide an overview of contextual knowledge that guides your practices with school-age and youth. Include each of the following components:
  - How knowledge of the context children are growing and developing within (such as opportunities for work and/or structural biases) can support or impede development.
  - How factors including family culture, language, and environment influence growth and development.
  - How knowledge of children’s development and learning can inform practice supporting the development of resilience.

Based on the data you collected in your child study project respond to the following:

- Provide a summary of what you observed in terms of the child’s, using examples—as applicable. Objectivity is no longer required at this point in your assignment, as you are now making subjective observations. Support your summary with specific examples that compares and contrasts your observation with developmental milestones.
- Summarize information gained in the observation that contributed to your knowledge of the child’s unique learning styles and developmental strengths and challenges.
- Provide a description of how challenging environmental influences, including stress, trauma, and bias, might impact the child’s development and learning.
- Provide a description of how protective factors within the environment could serve to alleviate stress and foster resiliency.
- Describe how theories and concepts of school-age and youth development influenced your interpretation of the child’s development and learning within context (including structural biases and models for work). Include a rationale that describes why interpretation guided by theory and knowledge of school-age and young development is essential.
- Consider the knowledge you gained from your observation about this particular child as well as your knowledge about children in general. How can this information support your knowledge of growth and development across varied developmental contexts and the developmental trajectory?

**Part 4: Implications for Practice:**

Understanding children’s development and learning has significant implications for professional practice. Knowledge of young children is only effective if we put what we know into practice. Reflect on what you have learned about the child you observed, and children in general, and respond to the following:

- What symptoms and behaviors would be cause of concern for a child in the age range you observed? Were any of these apparent within your observation?
  - Consider the following: A colleague is completing a similar assessment, and notes that they observed several behaviors that were concerning during their observation. What recommendations would you make for further data collection?
- What contextual factors support optimal development, learning, and well-being? If you could create an ideal context for this child, what kinds of opportunities would you ensure were in place?
  - Once you had created this optimal environment, what strategies would you utilize to foster this child's motivation and develop assets within that environment?

**SAYD Human Growth & Development Master Rubric**

Competency	Distinguished	Proficient	Needs Improvement	Unsatisfactory	Unable to Assess
<p><b><u>SAYD HGD1:</u></b> Identifies and defines concepts, principles, and theories of development and learning for school-age and youth.</p>	<p>Identifies developmental characteristics of school-age and youth.</p> <p>Defines the relationship between stages of development and prevailing practice.</p> <p>Provides research to support response.</p>	<p>Identifies developmental characteristics of school-age and youth.</p> <p>Recognizes the relationship between stages of development and evidence-based practice.</p>	<p>Provides a partial identification of developmental characteristics of school-age and youth.</p> <p>Provides a partial description of the relationship between stages of development and prevailing practice.</p>	<p>Provides an inaccurate or incomplete identification of developmental characteristics of school-age and youth.</p> <p>Description of the relationship between stages of development and prevailing practice inaccurate or incomplete.</p>	
<p><b><u>SAYD HGD2:</u></b> Identifies unique patterns of development and learning and the holistic consequences of risk and resilience factors in influencing SAY development, learning, and well-being.</p>	<p>Identifies and respects unique patterns of SAY development and learning.</p> <p>Recognizes the developmental consequences of stress and trauma, the role of protective factors and resilience in school-age and youth’s development and learning, and the critical role of asset development in nurturing the healthy development of SAY.</p> <p>Describes areas of exceptionality in learning as defined in the Individuals with Disabilities Education Act (IDEA).</p> <p>Uses research as a rationale undergirding the critical need for a holistic understanding of SAY development, learning, and well-being.</p>	<p>Identifies and respects unique patterns of SAY development and learning.</p> <p>Recognizes the developmental consequences of stress and trauma, the role of protective factors and resilience in school-age and youth’s development and learning, and the critical role of asset development in nurturing the healthy development of SAY.</p> <p>Describes areas of exceptionality in learning as defined in the Individuals with Disabilities Education Act (IDEA).</p>	<p>Describes unique patterns of SAY development and learning.</p> <p>Identifies the developmental consequences of stress and trauma, the role of protective factors and resilience in school-age and youth’s development and learning, and the critical role of asset development in nurturing the healthy development of SAY.</p> <p>Describes areas of exceptionality in learning as defined in the Individuals with Disabilities Education Act (IDEA).</p>	<p>Provides an inaccurate or incomplete description of unique patterns of SAY development and learning.</p> <p>Inaccurately describes the developmental consequences of stress and trauma, the role of protective factors and resilience in school-age and youth’s development and learning, and the critical role of asset development in nurturing the healthy development of SAY.</p> <p>Provides an inaccurate description of areas of exceptionality in learning as defined in the Individuals with Disabilities Education Act (IDEA).</p>	
<p><b><u>SAYD HGD3:</u></b> Describes the interrelationship between family culture, language, environmental context (including stress,</p>	<p>Describes how developmental variations and family culture, language, and environment influences growth and development.</p>	<p>Describes how developmental variations and family culture, language, and environment influences growth and development.</p>	<p>Describes factors that influence growth and development.</p> <p>Identifies the impact of cultural bias and the influence of one’s</p>	<p>Provides an inaccurate or incomplete description of factors that influence growth and development.</p>	

**SAYD Human Growth & Development Master Rubric**

Competency	Distinguished	Proficient	Needs Improvement	Unsatisfactory	Unable to Assess
<p>trauma, protective factors, bias, and resilience), ability, biological factors, and protective factors how these factors influence SAY development, learning, and well-being.</p>	<p>Summarizes the role of cultural bias on human development, and the influence of one’s own cultural perspectives/biases when working with school-age, youth, and families.</p> <p>Anticipates the interaction between the environmental context, physical, social and environmental assets and risks and biological factors, and their potential effect on school-age and youth.</p> <p>Identifies evidence-based resources to support positive outcomes for SAY and their families.</p>	<p>Summarizes the role of cultural bias on human development, and the influence of one’s own cultural perspectives/biases when working with school-age, youth, and families.</p> <p>Anticipates the interaction between the environmental context, physical, social and environmental assets and risks and biological factors, and their potential effect on school-age and youth.</p>	<p>own cultural perspectives/biases on working with school-age, youth, and families.</p> <p>Identifies the interaction between the environmental context, physical, social and environmental assets and risks and biological factors.</p>	<p>Provides an inaccurate or incomplete description of the impact of cultural bias and the influence of one’s own cultural perspectives/biases on working with school-age, youth, and families.</p> <p>Fails to identify the interaction between the environmental context, physical, social and environmental assets and risks and biological factors.</p>	
<p><b>SAYD HGD4:</b> Describes contextual influences on SAY development, learning, and well-being, including structural biases and models for work.</p>	<p>Describes current theoretical models supporting understanding of contextual influences (including work and structural bias) on SAY development and well-being.</p> <p>Describes the impact of common societal and structural biases on SAY learning, development, and well-being.</p> <p>Identifies goals for professional development based on knowledge of societal factors and structural biases.</p>	<p>Describes current theoretical models supporting understanding of contextual influences (including work and structural bias) on SAY development and well-being.</p> <p>Describes the impact of common societal and structural biases on SAY learning, development, and well-being.</p>	<p>Identifies current theoretical models supporting understanding of contextual influences (including work and structural bias) on SAY development and well-being.</p> <p>Identifies the impact of common societal and structural biases on SAY learning, development, and well-being.</p>	<p>Provides an inaccurate or incomplete description of current theoretical models supporting understanding of contextual influences (including work and structural bias) on SAY development and well-being.</p> <p>Provides an inaccurate or incomplete description of common societal and structural biases on SAY learning, development, and well-being.</p>	

<p><b>SAYD HGD5:</b> Describes and develops strategies supportive of SAY asset development designed to nurture motivation and resilience.</p>	<p>Describes current theories of human motivation (e.g., those developed by Maslow-Hierarchy of Needs, and Glasser-Choice Theory).</p> <p>Describes current resilience and asset development frameworks.</p> <p>Practices evidence-based strategies designed to support, develop, and nurture motivation and resilience with school-age and youth.</p> <p>Identifies professional development strategies to foster personal motivation and resilience.</p>	<p>Describes current theories of human motivation (e.g., those developed by Maslow-Hierarchy of Needs, and Glasser-Choice Theory).</p> <p>Describes current resilience and asset development frameworks.</p> <p>Practices evidence-based strategies designed to support, develop, and nurture motivation and resilience with school-age and youth.</p>	<p>Identifies current theories of human motivation (e.g., those developed by Maslow-Hierarchy of Needs, and Glasser-Choice Theory).</p> <p>Identifies current resilience and asset development frameworks.</p> <p>Describes evidence-based strategies designed to support, develop, and nurture motivation and resilience with school-age and youth.</p>	<p>Identifies inaccurate or unrelated theories of human motivation to SAY asset development, motivation, and resilience.</p> <p>Identifies inaccurate or unrelated resilience and asset development frameworks.</p> <p>Describes inaccurate or unrelated strategies that are unlikely to support, develop, and nurture motivation and resilience with school-age and youth.</p>	
<p><b>SAYD HGD6:</b> Recognizes diverse patterns of development and learning and the holistic consequences of risk and resilience factors influencing SAY development, learning, and well-being across varied developmental contexts and the developmental trajectory.</p>	<p>Outlines the salient features of the major development theories to apply at each developmental level for school-age and youth.</p> <p>Recognizes physical and social environmental assets and risk factors that potentially exist within families and communities and influence development and learning.</p> <p>Recognizes the etiologies and characteristics of common disabilities.</p> <p>Recognizes characteristics of ability-diverse school-age and youth in a variety of modalities and settings (e.g., academic, social, athletic)</p> <p>Identifies community supports beneficial to supporting the healthy development, learning, and well-being of SAY and their</p>	<p>Outlines the salient features of the major development theories to apply at each developmental level for school-age and youth.</p> <p>Recognizes physical and social environmental assets and risk factors that potentially exist within families and communities and influence development and learning.</p> <p>Recognizes the etiologies and characteristics of common disabilities.</p> <p>Recognizes characteristics of ability-diverse school-age and youth in a variety of modalities and settings (e.g., academic, social, athletic)</p>	<p>Outlines features of the major development theories for school-age and youth.</p> <p>Identifies physical and social environmental assets and risk factors that exist within families and communities and influence development and learning.</p> <p>Identifies etiologies and characteristics of common disabilities.</p> <p>Identifies characteristics of ability-diverse school-age and youth.</p>	<p>Provides inaccurate or incomplete information on the major development theories for school-age and youth.</p> <p>Provides an inaccurate identification of physical and social environmental assets and risk factors that exist within families and communities and influence development and learning.</p> <p>Provides an inaccurate identification of the etiologies and characteristics of common disabilities.</p> <p>Provides an inaccurate identification of the characteristics of ability-diverse school-age and youth.</p>	

	families.				
<b>SAYD HGD7:</b> Utilizes evidence-based practice to reflect on the outcomes of SAY development, learning, and well-being.	<p>Compares theories and concepts of school-age and youth development with one's frame-of-reference.</p> <p>Describes outcomes of school-age and youth behavior and development when prevailing theories and concepts are consistently employed, and incorporated into practice.</p> <p>Engages in self-reflection through a theoretical lens.</p>	<p>Compares theories and concepts of school-age and youth development with one's frame-of-reference.</p> <p>Reflects on outcomes of school-age and youth behavior and development when prevailing theories and concepts are consistently employed, and incorporates into practice.</p> <p>Reflects on outcomes of school-age and youth behavior and development when prevailing theories and concepts are consistently employed, and incorporates into practice.</p>	<p>Identifies theories and concepts of school-age and youth development with one's frame-of-reference.</p> <p>Describes outcomes of school-age and youth behavior and development.</p>	<p>Inaccurately identifies theories and concepts of school-age and youth development with one's frame-of-reference.</p> <p>Provides an inaccurate or incomplete description of outcomes of school-age and youth behavior and development.</p>	

Level 2—Yellow    Level 3—Green    Level 4—Orange    Level 5—Blue