

**Credential AREA: Infant-Toddler Credential (Levels 2-3)**  
**TOPIC: HSW Domain-Specific Stacked Assessment Example**  
**Environmental Scan**

**I. Assessment Competency & Standards Alignment**

Gateways Competencies Assessed	Competency Alignment by citation
	Zero to Three (2016)
<b>ITC HSW1:</b> Identifies infant/toddler mental health, nutritional and safety concerns	-----
<b>ITC HSW2:</b> Engages in developmentally, individually, and culturally responsive interactions with infants/toddlers	SE-3b, SE-4b, C-3b, C-3c, C-3d, L&L-1a, L&L-1b, L&L-1c, L&L-1d, L&L-1e, L&L-1f, L&L-1g, L&L-2a, L&L-2b, L&L-2e, L&L-2f, L&L-2g, L&L-2h, L&L-2i, L&L-2j
<b>ITC HSW3:</b> Creates safe and appropriate eating environments (nutrition, interactions) support healthy development, learning, mental health, and well-being	-----
<b>ITC HSW4:</b> Develops safe indoor and outdoor play environments for infants and toddlers	SE-6a, SE-6b, C-3h

**II. Assessment Task Description/ Directions**

This assessment will evaluate your ability to identify infant/ toddler mental health nutritional and safety concerns. You will use the information gathered via observation to establish recommendations for an infant/ toddler environment regarding support for health, safety, nutrition, and well-being.

**To address Level 2 competencies, the following content should be covered in your technology outcome product:**

**Part 1: Environmental “Scavenger” Hunt**

Through your clinical site or other licensed childcare facility:

- Arrange a date/time to visit to complete the Health, Safety, and Meal Planning Checklist for Infants and Toddlers (see below)
- Before your observation:
  - Locate and study the most recent Illinois Department of Children and Family Services’ *Licensing Standards for Day Care Centers* (e.g., [https://www2.illinois.gov/dcf/aboutus/notices/documents/rules\\_407.pdf](https://www2.illinois.gov/dcf/aboutus/notices/documents/rules_407.pdf)) subparts:
    - Subpart E: Program Requirements – Special Requirements for Infants and Toddlers
    - Subpart F: Structure and Safety

**Technology Option:**  
 - Website options  
 - Collaboration options  
 - Interactive options

- Subpart G: Health and Hygiene
- Subpart H: Facility and Equipment
- Subpart I: Appendix A, Appendix D, Appendix E
- List several examples of the following, which you might find during your observation in regard to infants and toddlers (including those of varying abilities):
  - Behaviors and symptoms that signal possible nutritional concerns
  - Physical health problems and concerns (and appropriate precautions)
  - Nutrition needs
  - Mental health concerns
  - Safety concerns
- During the observation:
  - Complete the Health, Safety, and Meal Planning Checklist for Infants and Toddlers provided below, collecting evidence as available and/or allowed (e.g. pictures, sketches, examples, menus, documents, etc.). If an item is not observed, please ask about it during the interview portion.
  - Discuss with the lead teacher/ program director the lists you had developed above. What is the frequency these concerns are observed in the classroom and what steps are taken to prevent or remediate the concerns?

**Technology Option:**  
 - If one is unavailable, or there is a need to create a similar learning experience, here is a video:



Or YouTube search: "Infant Toddler Classroom Tour" for other options.

**Technology Option:**  
 - Video/audio record options

**Part 2: Post-Environmental Assessment Reflection**

Summarize the results of your completed Health, Safety, and Meal Planning Checklist for Infants and Toddlers and lead teacher/ program director interview. This summary should include the following:

- An overview of program practices related to maintaining regulations, standards, and guidelines for indoor and outdoor environments, food preparation, nutrition, and eating environments
- A description of how the caregiver provided developmentally, individually, and culturally responsive interaction during routines. If you did not observe this, provide examples of how they might have been integrated.
- What additional information would have been beneficial for you to make a full assessment of health, safety, nutrition, and eating environments within the program you observed?

**Part 3: Technology Outcome Product:**

Option 1: Create a handout/ infographic/ eposter including pictures of the foods listed in the DCFS standards that are considered choking hazards that cannot be served in an infant toddler classroom. This handout could be posted on the classroom bulletin board, as a handout to give to parents, or attached to an e-mail as part of the center’s regular communication.

**Technology Option:**  
Embedded

Option 2: Create a podcast/ video identifying safe and unsafe items outdoors for infants and toddlers. If possible, you can use the program where you completed your above observation or go to a private home outdoor play area or community playground. Identify a minimum of three safe practices at the location and three unsafe or potential hazards/concerns. This podcast/ video should be focused on informing parents of safe practices for their child.

**Technology Option:**  
- Video/audio record options

**To address Level 3 competencies, the following content should also be covered:**

**Part 4: Recommendations**

Based on data collected and suggestions above, make specific recommendations for each of the following, highlighting key areas of supporting health, nutrition, and safety for young children:

- What did you observe as strengths and challenges regarding infant/toddler nutrition and the creation of safe and appropriate eating environments? What suggestions do you have for adaptations?
- What did you observe as strengths and challenges regarding healthy and safe infant/toddler environments? What suggestions do you have for changes to the environment?

**III. Assessment Rubric**

<b>ITC Health, Safety &amp; Wellness Levels 2-3 Master Rubric</b>					
<b>Competency</b>	<b>Distinguished</b>	<b>Competent</b>	<b>Developing</b>	<b>Unsatisfactory</b>	<b>Unable to Assess</b>
<b>HSW1:</b> Identifies infant/toddler mental health, nutritional and safety concerns  <b>Zero to Three:</b> N/A	Identifies behaviors and other symptoms that signal a possible nutritional concern in infants and toddlers	Identifies behaviors and other symptoms that signal a possible nutritional concern in infants and toddlers	Identifies behaviors or symptoms that signal a possible nutritional concern in infants and toddlers  Lists health problems and	Provides incomplete or inaccurate identification of infant/toddler mental health, nutritional and safety concerns	

	<p>Lists health problems and concerns common in infants and toddlers (e.g., ear infections, thrush, teething) and defines appropriate associated precautions</p> <p>Lists nutrition needs specific to infants and toddlers and gives examples of associated appropriate practices</p> <p>Lists examples of possible mental health, health, nutritional and safety concerns in all infants/toddlers (e.g., prenatal diet), including children of varying abilities</p> <p>Lists potential food-related health hazards for infants and toddlers (e.g., allergies, choking), and names steps to prevent dangerous situations</p> <p>Outlines strategies to support families in identifying infant/toddler mental health, nutritional and safety concerns</p>	<p>Lists health problems and concerns common in infants and toddlers (e.g., ear infections, thrush, teething) and defines appropriate associated precautions</p> <p>Lists nutrition needs specific to infants and toddlers and gives examples of associated appropriate practices</p> <p>Lists examples of possible mental health, health, nutritional and safety concerns in all infants/toddlers (e.g., prenatal diet), including children of varying abilities</p> <p>Lists potential food-related health hazards for infants and toddlers (e.g., allergies, choking), and names steps to prevent dangerous situations</p>	<p>concerns common in infants and toddlers (e.g., ear infections, thrush, teething)</p> <p>Lists nutrition needs specific to infants and toddlers</p> <p>Lists examples of possible mental health, health, nutritional and safety concerns in all infants/toddlers (e.g., prenatal diet)</p> <p>Lists potential food-related health hazards for infants and toddlers (e.g., allergies, choking)</p>		
<b>Competency</b>	<b>Distinguished</b>	<b>Competent</b>	<b>Developing</b>	<b>Unsatisfactory</b>	<b>Unable to Assess</b>
<b>HSW2: Engages in developmentally, individually, and culturally responsive interactions with</b>	Demonstrates developmentally, individually, and culturally responsive interactions with	Demonstrates individually and developmentally responsive interactions with infants/toddlers during	Demonstrates individually and developmentally responsive interactions with infants/toddlers during	Demonstrates interactions with infants and toddlers that are not reflective of individual, cultural, and	

<p>infants/toddlers during caregiving routines</p> <p><b>Zero to Three:</b> SE-3b, SE-4b, C-3b, C-3c, C-3d, L&amp;L-1a, L&amp;L-1b, L&amp;L-1c, L&amp;L-1d, L&amp;L-1e, L&amp;L-1f, L&amp;L-1g, L&amp;L-2a, L&amp;L-2b, L&amp;L-2e, L&amp;L-2f, L&amp;L-2g, L&amp;L-2h, L&amp;L-2i, L&amp;L-2j</p>	<p>infants/toddlers during caregiving routines</p> <p>Identifies how to extend these skills to colleagues in early childhood settings</p>	<p>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>care-giving routines such as feeding and diapering</p>	<p>developmental responsiveness</p>	
<b>Competency</b>	<b>Distinguished</b>	<b>Competent</b>	<b>Developing</b>	<b>Unsatisfactory</b>	<b>Unable to Assess</b>
<p><b>HSW3:</b> Creates safe and appropriate eating environments (nutrition, interactions) support healthy development, learning, mental health, and well-being</p> <p><b>Zero to Three:</b> N/A</p>	<p>Prepares nutritious snacks, meals and eating environments that are based on the unique developmental needs of infants and toddlers and the unique nutritional needs of each child</p> <p>Identifies potential food-related health hazards for infants and toddlers and names steps to prevent dangerous situations</p> <p>Supports families and colleagues in creating safe and appropriate eating environments (nutrition, interactions) support healthy development, learning, mental health, and well-being</p>	<p>Prepares nutritious snacks, meals and eating environments that are based on the unique developmental needs of infants and toddlers and the unique nutritional needs of each child</p> <p>Identifies potential food-related health hazards for infants and toddlers and names steps to prevent dangerous situations</p>	<p>Prepares nutritious snacks, meals and eating environments</p> <p>Identifies potential food-related health hazards for infants and toddlers and names steps to prevent dangerous situations</p>	<p>Perpetuates unsafe and/or unhealthy environments</p>	
<b>Competency</b>	<b>Distinguished</b>	<b>Competent</b>	<b>Developing</b>	<b>Unsatisfactory</b>	<b>Unable to Assess</b>

					Assess
<p><b>HSW4:</b> Develops safe indoor and outdoor play environments for infants and toddlers</p> <p><b>Zero to Three:</b> SE-6a, SE-6b, C-3h</p>	<p>Conducts regular health and safety assessments of the early childhood environment, consistent with regulations and quality standards</p> <p>Assesses environment for physical dangers by identifying hazards</p> <p>Creates safe indoor and outdoor environments for infants and toddlers based on regulations and quality standards</p> <p>Supports colleagues and families in assessing environmental health, safety, and hazards</p>	<p>Conducts regular health and safety assessments of indoor and outdoor infant and toddler environments, consistent with regulations and quality standards</p> <p>Assesses environment for physical dangers by identifying hazards</p> <p>Creates safe indoor and outdoor environments for infants and toddlers based on regulations and quality standards</p>	<p>Conducts regular health and safety assessments of indoor and outdoor infant and toddler environments, consistent with regulations and quality standards. Assessment lacks regularity</p> <p>Assesses environment for physical dangers by identifying hazards. Assessment lacks regularity</p> <p>Creates safe indoor and outdoor environments for infants and toddlers based on regulations and quality standards</p>	<p>Health and safety assessments of the early childhood environment lacking</p> <p>Regulations and quality standards not applied</p> <p>Hazards in the environment not identified</p>	

Yellow = Level 2

Green = Level 3

#### IV. Data Collection & Analysis Tool

Competency & Standards Alignment		Cumulative Assessment Data				
Competency	Zero to Three (2016)	Distinguished	Proficient	Needs Improvement	Unsatisfactory	Unable to Assess
<b>ITC HSW1:</b> Identifies infant/toddler mental health, nutritional and safety concerns	-----					
<b>ITC HSW2:</b> Engages in developmentally, individually, and culturally responsive interactions with infants/toddlers	SE-3b, SE-4b, C-3b, C-3c, C-3d, L&L-1a, L&L-1b, L&L-1c, L&L-1d, L&L-1e, L&L-1f, L&L-1g, L&L-2a, L&L-2b, L&L-2e, L&L-2f, L&L-2g, L&L-2h, L&L-2i, L&L-2j					
<b>ITC HSW3:</b> Creates safe and appropriate eating environments	-----					

(nutrition, interactions) support healthy development, learning, mental health, and well-being						
<b>ITC HSW4:</b> Develops safe indoor and outdoor play environments for infants and toddlers	SE-6a, SE-6b, C-3h					

## Health, Safety, and Meal Planning Checklist for Infants and Toddlers

Location:

Date:

Domain	Yes/No	Observation Notes
<b>Indoor Environment</b>		
<b>*Health</b>		
Is a sink in the same room?		
Is a toilet readily accessible?		
Are toys and equipment disinfected daily?		
Is water available at frequent intervals?		
Is there an area for sick children?		
Does the space have adequate lighting?		
Does the space have adequate ventilation? (fans, windows, etc.?)		
Floors, walls and other surfaces are well maintained?		
What is the procedure for toys that have been "mouthed"?		
<b>*Safety</b>		
Are outlets covered? Extension cords present?		
Equipment and play materials are free from sharp and rough edges		
Room is free of choking hazards		
Is there space for children to creep, crawl, and walk?		
Are dangerous substances locked away (cleaning supplies, medicines, etc.?)		
Is child sized furniture available?		

Take note of at least one example of a staff member preventing a safety problem or helping children follow a safety rule		
<b>Outdoor Environment</b>		
Are children taken outdoors every day?		
Is the play area contained by a fence?		
Equipment and play materials are free from sharp and rough edges		
Area is free of choking hazards		
Is there a separate area for children under the age of two?		
Are there soft protective surfaces under areas where children may fall?		
Does the outdoor area properly drained?		
Is a surface available for children's wheeled toys?		
Is shaded area available?		
<b>Routines</b>		
Does the staff conduct a health observation (to assess signs of illness) as children arrive?		
What are the exclusionary criteria for this age group?		
Does staff follow handwashing procedures based on IL DCFS Licensing Standards?		
Does staff wash hands at appropriate times based on IL DCFS Licensing Standards?		
Does staff follow proper diaper changing procedures based on IL DCFS Licensing Standards?		
Do routines such as napping and feeding consider parents requests?		

What is the arrival/departure process?		
Is information about feeding, elimination and the child's activities available in writing for parents at the end of the day?		
Are children who are unable to roll over put to sleep on their backs?		
<b>Supervision</b>		
What is the staff: child ratio?		
Is there a licensed physician, practical nurse, physician's assistant or RN on staff and what services do they provide?		
Arrangement of the indoor and outdoor areas allows for adults to visually supervise the children		
Are awake infants who are non-mobile held and changed place and position every 30 minutes?		
<b>Meal Planning</b>		
<b>* Infants</b>		
Are bottles warmed according to DCFS guidelines?		
Is a refrigerator accessible to the children's room?		
Is food preparation area separate from diapering and playing areas?		
Are bottles labeled and dated?		
Are infants held while they are bottle fed?		
Is any other food other than milk, formula, breastmilk or water in bottles?		
Is juice served from a cup?		
Are infants encouraged to feed themselves? (no bottle propping)		

DCFS lists foods that should not be served to children under the age of 2, are these foods avoided?		
<b>* Toddlers</b>		
Is a refrigerator accessible to the children's room?		
Does the food served meet the Meal Pattern in Appendix E of the DCFS guidelines?		
Does the staff sit with the children while they are eating?		
Are snacks nutritious and contribute to the child's daily nutrients?		
DCFS lists foods that should not be served to children under the age of 2—are these foods avoided?		