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ASQ Assignment

ECE 2024

This paper presents a comprehensive final assessment of a 3-year-old child's development. The assessment was based on a series of in-person observations, including the child's environment, interactions with others, and overall development. A key component of the survey was the application of the ASQ-3, a tool that is widely known and respected. The final assessment has led to the recommendation of three specific follow-up actions that could support the child's ongoing progress.

Heavyn was three years old at the time of the observation. Heavyn Erica Montgomery is a healthy African American three-year-old girl who had a healthy childbirth and was born on May 15, 2020, in Pontiac, Michigan. She is the youngest daughter of her parents, Antonio and Ivy, and has two older brothers, Antonio, 23, and Ivyn, 8, who speak English. During the 4th quarter of 2023, Heavyn's parents separated, altering their lives and household dynamics. She has extended family, which she sees multiple times a week, and her dad is still very active in Heavyn's life. While some of her family members were seen during the observation, I witnessed Auntie Bev interact most with her.

For over a month, this observation with Heavyn occurred in the Children's Church Ministry Infant and Toddler room at Word Believing Christian Center Church during Sunday School. During the first week, I noticed that Heavyn enjoys playing in the dramatic/play area. She would want to play in that area before and after nap time, making it hard for her to transition to the next activity. My first interaction with her was when I asked Heavyn if she would prepare food for her friends, and she replied by shaking her head no. She seemed more comfortable answering yes or no questions by shaking her head than giving verbal responses. When she did talk, I noticed that sometimes she cut off her words and does not always sound endings.

Heavyn communication skills scored a 40 on this section. In activities with other children, she did not use verbal language often, but when she did, she repeated words. A critical observation that showed Heavyn's communication and language skills was when the caregiver asked her a question, and she could not understand what Heavyn was saying without asking her to repeat herself. When her caregiver asked Heaven where a certain body part was, she replied, "Dis my nose" or "Dis my mouth," and pointed to the body part. Though her speech and language skills require further development, she is aware of the different parts of her body.

Heavyn was very active; her environment allowed her to explore and move around. While outdoor play is essential, the classroom layout allows children to move freely. During an outside observation, Heavyn stayed in the sandbox area, flipping up the sand with a shovel. During another observation on the playground, Heavyn saw others riding bikes and joined them. She used her feet instead of the pedals. Toddlers who play outdoors have healthier active play habits, which help develop their large-muscle groups and motor skills. This ability to move around and explore her environment indoors and out could be one of the reasons Heavyn received a 60 on her gross motor skills on the ASQ-3.

Heavyn demonstrated good fine motor skills throughout the observation and received a 45 on this assessment section. The classroom has a section in the main room where children can access drawing materials, puzzles, and books. There was much interest in the books. Heavyn pretended to read as she turned the pages alone while looking at the pictures.

Heavyn's problem-solving skills earned her a 45 score. Answering questions and repeating patterns were two aspects of this domain in which Heavyn excelled. Heavyn's problem-solving skills were assessed by answering questions and repeating patterns. For

example, she could accurately recite numbers she heard and successfully arrange items in the same order as shown. Skills like this demonstrated Heavyn's ability to learn through repetition and apply that knowledge to problem-solving tasks.

Heavyn displayed well-rounded personal social skills and received a 55 on this activity of the ASQ-3. She had great interaction skills with those around her. There was an incidents during free play when Heavyn tried to grab a toy from another child hand because she wanted to play with it. The caregiver was able to redirect her attention to what positive behavior looks like from other children playing quietly with their toys. The child-adult relationship is extremely important when it comes to prosocial behaviors and interacting with others. The strong relationship Heavyn has with the adults in her life will lead to better interactions and interpersonal skills as she interacts more with her peers.

In conclusion, while I enjoyed spending time in the classroom with the toddlers, this was a challenging assignment. Sometimes, I questioned if my observations of this little girl were a fair and accurate assessment. I had to read the questionnaire repeatedly to ensure I was adequately observing the right things. However, as a parent, I would use ASQ-3 with my family because it allows me to monitor a child's development frequently in order to identify any potential delays or disabilities early on.

What I learned about Heavyn during these sessions is that she adapts well to transitions but does not always use her voice if directed. I was not surprised to see that Heavyn scored pretty high in the personal-social area and that she learns by watching others and listening. These tools can significantly improve her language, literacy, social, and emotional skills. She did struggle with sounding and pronouncing some words. To provide rich communication and language

opportunities, I recommend speech therapy, including opportunities for communication and language during routines such as feedings, mealtimes, dressing, and nap times. Secondly, I recommend that her parents discuss these results with her pediatrician to see how to improve her speech and how her parents' separation affects her behavior. Lastly, the caregivers should meet to collaborate on ways to assist Heavyn with learning barriers to help her develop the skills she needs to succeed. The questionnaire provided what I expected and more! It covers every area of ensuring that if used without bias, and if there are learning barriers, they can be quickly identified.