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Chapter 10

Review and Assessment

Summary

Social-emotional development involves a person's basic disposition, social relations, and emotions. Babies vary in their temperaments. High-reactive infants are the most vulnerable to stress and its effects, especially when parenting expectations are unrealistic.

An infant's social development is affected by interacting with others and showing attachment. Babies interact with others through a "serve and return" relationship. Without positive serve and return, social connections in the baby's brain do not form correctly. In the first year, babies begin to develop attachment for their parents and others who are close to them (called *focused attachment*). The results of poor attachments are similar to the results of negative interactions with adults.

Emotional wiring of the brain begins at birth and is completed in the preschool years. Emotions of love, fear, anxiety, and anger arise in all children. These emotions consist of thoughts that lead to feelings and, in turn, cause changes in the body. It is healthy for babies to express a wide range of emotions.

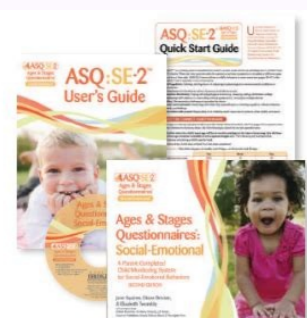
According to Erikson's psychosocial theory, babies must resolve the conflict of *trust versus mistrust*. Babies learn trust by having their basic needs met. Positive baby-adult interactions must be encouraged for healthy development. Interactions should focus on respecting the baby's temperament and on correctly, consistently, and promptly responding to baby's signals of needs in a loving way. The beginnings of self-awareness become obvious during the first year and should be encouraged.

College and Career Portfolio

Portfolio Standardized Test Scores

For college portfolios and for some career portfolios, you may be asked to provide your standardized test scores. *Standardized tests* are national tests that assess your education level in general subjects, such as math, science, reading, and writing. Standardized tests vary by state and region, but include the ACT, PSAT, and SAT. To obtain your test scores, complete the following activities.

- Determine which, if any, standardized test scores you need to include in your portfolio. If you are unsure, ask your teacher or a guidance counselor.
- Research the steps for requesting your standardized test scores and submit the request or set a date to submit it based on the deadline for your portfolio. Request your scores well in advance of when they are needed.



Agnes & Stages Questionnaires: Social-Emotional

A New Tool for Identifying Social-Emotional Difficulties in Young Children

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 December, 2003

ASQ-3 Guía para padres y madres

¿Qué es una evaluación del desarrollo y por qué es importante?

El cerebro de un/a niño/a se desarrolla más rápidamente en los primeros 5 años que en cualquier otra etapa de su vida. Las evaluaciones del desarrollo son una manera rápida de verificar que el desarrollo de su niño/a se esté dando dentro de las expectativas. Estas evaluaciones nos muestran las fortalezas de su niño/a y las áreas de desarrollo en las que podría necesitar apoyo. Hay muchas actividades sencillas y divertidas que papás y mamás pueden hacer con su niño/a para apoyarlo/la en su desarrollo.

¿Qué es el ASQ-3?

Los Cuestionarios Edades y Etapas, 3a edición [Ages & Stages Questionnaires®, 3rd Edition (ASQ®-3)] son una herramienta para que padres y madres verifiquen el desarrollo de su niño/a. El ASQ-3 contiene preguntas que evalúan 5 importantes áreas de desarrollo de un/a niño/a:

- **Comunicación:** contiene preguntas relacionadas al lenguaje—lo que un/a niño/a entiende y dice.
- **Motora gruesa:** contiene preguntas relacionadas a la función de los músculos más grandes del cuerpo, brazos y piernas de un/a niño/a.
- **Motora fina:** contiene preguntas relacionadas a los músculos más pequeños de las manos y dedos de un/a niño/a.
- **Resolución de problemas:** contiene preguntas relacionadas a la manera en que un/a niño/a piensa, resuelve problemas y juega con juguetes.
- **Socio-individual:** contiene preguntas relacionadas a las habilidades de un/a niño/a para ayudarse a sí mismo/a (comer, vestirse) y para interactuar con los demás.

Puntos importantes a considerar antes de empezar

- ✓ Hable con su proveedor de servicios educativos o de salud sobre los materiales que necesita para hacer las actividades de los cuestionarios ASQ-3.
- ✓ Hable con su proveedor de servicios educativos o de salud sobre cualquier pregunta o preocupación que tenga.
- ✓ ¡Asegúrese de que su niño/a haya descansado y comido y que este listo/a para jugar!
- ✓ Puede tomarse varios días para hacer un cuestionario. ¡Es válido practicar las actividades!
- ✓ Su niño/a podrá hacer algunas de las actividades, pero no todas.



¿Cómo hacer un ASQ-3?

1. **Observe a su niño/a o trate de hacer cada actividad y marque una respuesta:**
 - **SÍ**—Su niño/a tiene esta habilidad y puede hacer esta actividad.
 - **A VECES**—Su niño/a está aprendiendo esta habilidad, pero todavía no la ha desarrollado bien.
 - **TODAVÍA NO**—Su niño/a todavía no tiene esta habilidad.
2. **Puede saltarse algunas preguntas si:**
 - No tiene los materiales necesarios para hacerla o no entiende la pregunta.
 - La pregunta no es compatible con los valores o creencias de su familia.
3. **Complete la sección de observaciones generales.**
 - Estas preguntas se contestan con **SÍ** o **NO**.
 - Favor de escribir cualquier preocupación que tenga sobre su niño/a.

Age	Language Development	Language Development	Motor Development	Motor Development
12 months	Understands simple words and phrases. Responds to simple words and phrases.	Understands simple words and phrases. Responds to simple words and phrases.	Understands simple words and phrases. Responds to simple words and phrases.	Understands simple words and phrases. Responds to simple words and phrases.
18 months	Understands simple words and phrases. Responds to simple words and phrases.	Understands simple words and phrases. Responds to simple words and phrases.	Understands simple words and phrases. Responds to simple words and phrases.	Understands simple words and phrases. Responds to simple words and phrases.
24 months	Understands simple words and phrases. Responds to simple words and phrases.	Understands simple words and phrases. Responds to simple words and phrases.	Understands simple words and phrases. Responds to simple words and phrases.	Understands simple words and phrases. Responds to simple words and phrases.
30 months	Understands simple words and phrases. Responds to simple words and phrases.	Understands simple words and phrases. Responds to simple words and phrases.	Understands simple words and phrases. Responds to simple words and phrases.	Understands simple words and phrases. Responds to simple words and phrases.
36 months	Understands simple words and phrases. Responds to simple words and phrases.	Understands simple words and phrases. Responds to simple words and phrases.	Understands simple words and phrases. Responds to simple words and phrases.	Understands simple words and phrases. Responds to simple words and phrases.

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