QCIT

QCIT Introduction

(updated December 2021)

What is QCIT?

- The Quality of Care for Infants and Toddlers measure (QCIT; formerly called the Q-CCIIT measure)

- Evidence-based observational measure of the quality of caregiver interactions with infants and toddlers (0 – 36 months)

- Designed for center-based classrooms and family child care homes (FCCs)

- Developed by Mathematica and its partners with funding from the Office of Planning, Research, and Evaluation (OPRE) and the Office of Head Start (OHS) in the Administration for Children and Families (ACF). ACF holds the copyright for the Q-CCIIT tool.

What does QCIT measure?

- Support for:
  - Social and emotional development
  - Language and literacy
  - Cognitive development

- Areas of concern

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What can QCIT be used for?

- Professional development

- Research

- Monitoring to inform administrator decision-making

QCIT is reliable and valid

- In 2012, there was a field test in 400 center-based classrooms and FCCs
- The field test showed:
  - Evidence of QCIT's reliability and validity
  - QCIT is sensitive to differences in quality

- Read more about the psychometric field test in a report called *Measuring the Quality of Caregiver-Child Interactions for Infants and Toddlers (Q-CCIIT)* on ACF's website: https://www.acf.hhs.gov/opre/report/measuring-quality-caregiver-child-interactions-infants-and-toddlers-q-cciit
- A 2021 report shows evidence that QCIT is sensitive to detecting differences in caregiver practice after professional development; read more on ACF's website: https://www.acf.hhs.gov/opre/report/we-grow-together-professional-development-system-final-report-2019-field-test

Use of QCIT with diverse populations

- Currently, the QCIT materials and training are only available in English

- 31 percent of the children in the 2012 psychometric field test were dual language learners

- The QCIT User's Guide provides guidance around cultural differences, age, and abilities that need to be considered for every item

QCIT aligns with research-based models, such as the Early Learning Outcomes Framework (ELOF)
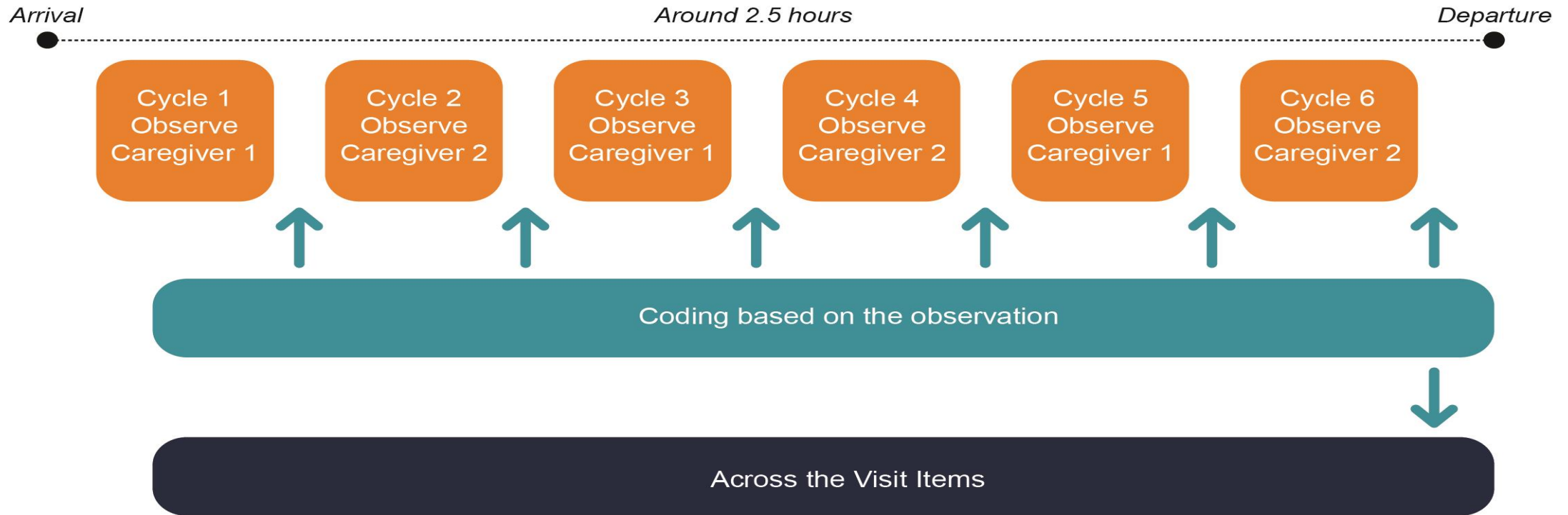
ELOF domains and associated subdomains	QCIT scales			
	Support for social and emotional development items	Support for cognitive development items	Support for language and literacy development items	Areas of concern topics
Approaches to learning Emotional, behavioral, cognitive self-regulation, initiative, curiosity, creativity	✔	✔	✔	✔
Social and emotional development Relationships with adult and with other children, emotional functioning, sense of identity and belonging	✔	✔	✔	✔
Language and communication Attending and understanding, communicating and speaking, vocabulary, emergent literacy		✔	✔	
Cognition Exploration and discovery, memory, reasoning and problem-solving, mathematical thinking, imitation, symbolic representation, play		✔		
Perceptual, motor and physical development		✔		✔

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What makes QCIT unique?

- Addresses early childhood caregiving competencies across the 0-36 month age span

- Provides a single measure that can be used in multiple types of settings:
  - Single age infant classrooms
  - Single age toddler classrooms
  - Mixed age infant/toddler classrooms
  - Family child care classrooms (often mixed age)

- Same items, dimensions, and scores are available for infant and toddler classrooms

- Has unique content (e.g., supporting peer interaction and play)

How is a QCIT observation conducted?

QCIT

Arrival   Around 2.5 hours   Departure

| Cycle 1 Observe Caregiver 1 | Cycle 2 Observe Caregiver 2 | Cycle 3 Observe Caregiver 1 | Cycle 4 Observe Caregiver 2 | Cycle 5 Observe Caregiver 1 | Cycle 6 Observe Caregiver 2 |

Coding based on the observation

Across the Visit Items

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Responsiveness scale

Responsiveness →

1	2	3	4	5	6	7
Basic care only. Absence of what we are measuring.		Some of what we are measuring but might be inconsistent or inappropriate.		"Responsive" is characteristic but with room to grow.		Responsive while flexible to child needs, individualizing while balancing multiple demands.

Example of a social-emotional item

D4. Support for Social Problem Solving Among Peers: Caregivers help children learn to negotiate conflict with peers and help to reduce potential conflict situations. Caregivers may structure play to include adequate space and multiple toys and limited numbers of children in order to reduce the potential for conflict. Caregivers encourage and scaffold sharing among peers. Children may come to caregivers for assistance (for example, a child may tell a caregiver that another child is not sharing, or is taking a toy away from them). When conflict occurs, caregivers intervene but at the high end, caregivers support child-directed solutions rather than solving social problems for the children. **Code N/A if no social problems.**

1. No support for social problem solving is provided. Immediately removes child or object without any further assistance or follow up.	2.	3. May separate children or remove an object that is causing conflict WHILE providing limited verbal support for problem solving. Does not provide support for sharing other than telling children "to share." For infants, may distract or redirect a child as a way to resolve problem.	4.	5. Makes an attempt to help children solve a conflict through prompting or offering strategies. Models and scaffolds sharing or negotiating about objects or space.	6.	7. Supports and frequently encourages children to solve social problem(s) themselves. Anticipates potential social conflicts AND either rearranges environment OR provides other support before conflict escalates.

No support   Limited support   Responsive support   Responsive support is frequent and pervasive

What skill-set does a QCIT observer need?

Requirements:

- Must pass the QCIT certification exam to be a certified observer

- Must have the relevant language skills for the setting

Recommendations:

- Familiarity with early childhood settings

- Commitment to observing fairly by applying the QCIT codes (objectivity) and administering and coding the measure as learned in training (fidelity)

- Careful attention to detail

- Accurate note-taking skills

- Ability to use evidence to support scores

- Physically able to sit in low chairs or on floors and/or stand for long periods of time

Visit the QCIT website

https://mathematica.org/solutions/qcit

- Upcoming events such as trainings
- Watch a recorded webinar
- Informational flyer
- FAQs
- Product pricing (e.g., Trainings)
- Links to resources
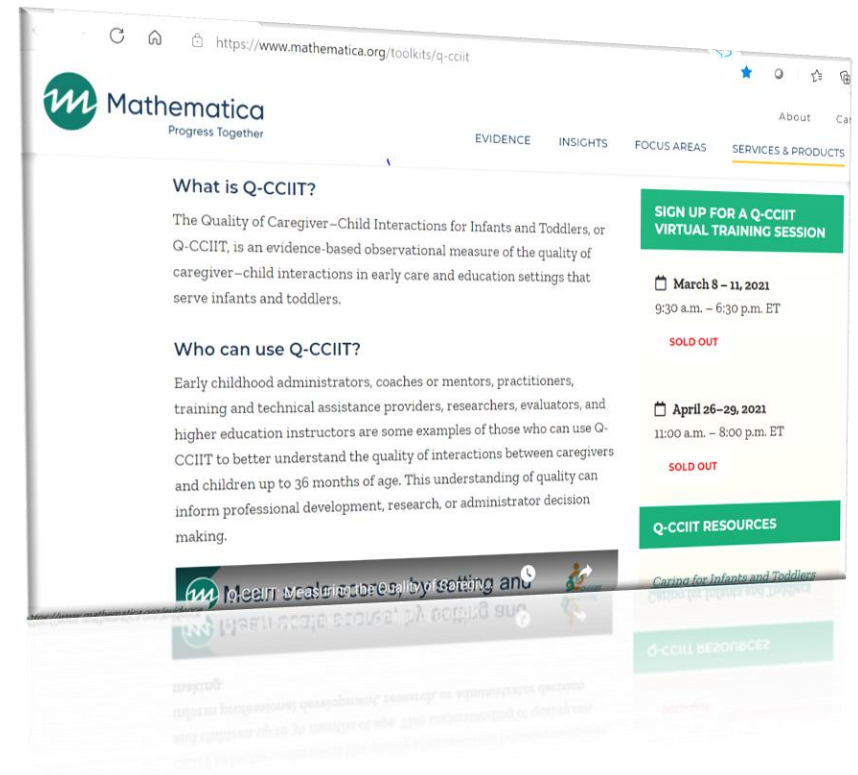
Contact the QCIT team

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- By phone: 1-833-QCIT123 (833-724-8123)

- Visit https://mathematica.org/solutions/qcit

Thank you!