



# QCIT Overview

(updated August 2022)





# 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



# 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-CCIT)* 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
<b>Approaches to learning</b> Emotional, behavioral, cognitive self-regulation, initiative, curiosity, creativity	✓	✓	✓	✓
<b>Social and emotional development</b> Relationships with adult and with other children, emotional functioning, sense of identity and belonging	✓	✓	✓	✓
<b>Language and communication</b> Attending and understanding, communicating and speaking, vocabulary, emergent literacy		✓	✓	
<b>Cognition</b> Exploration and discovery, memory, reasoning and problem-solving, mathematical thinking, imitation, symbolic representation, play		✓		
<b>Perceptual, motor and physical development</b>		✓		✓

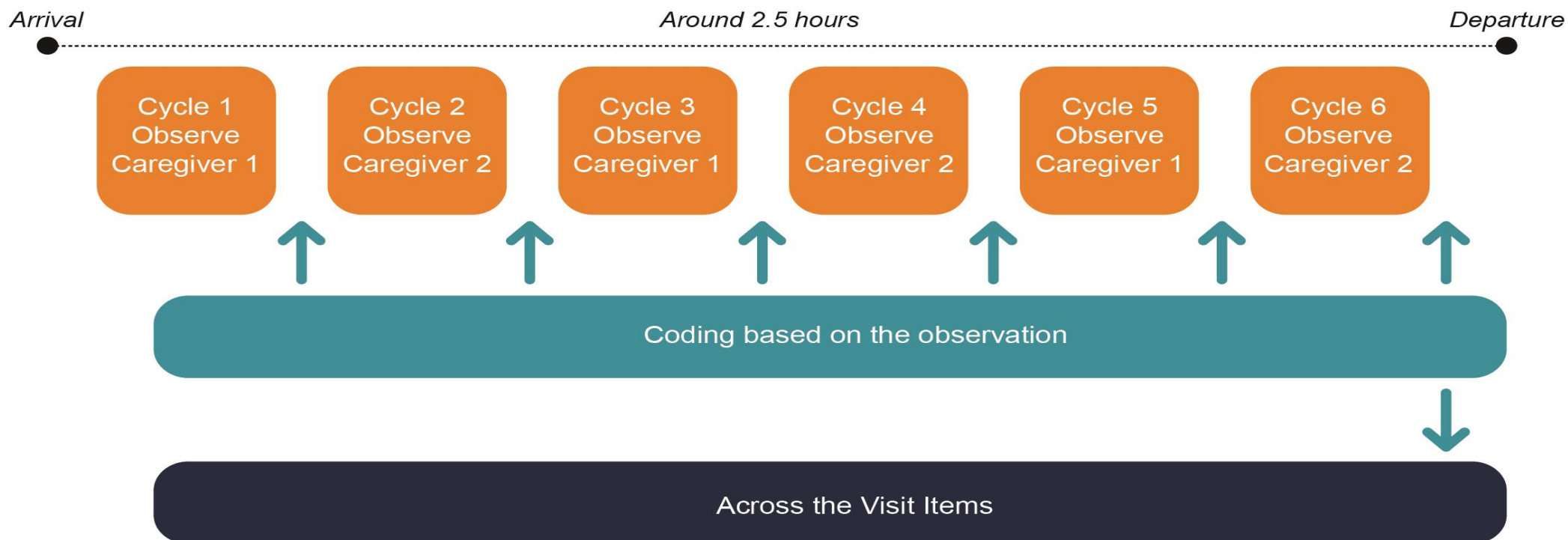
# What makes QCIT unique?

- 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)

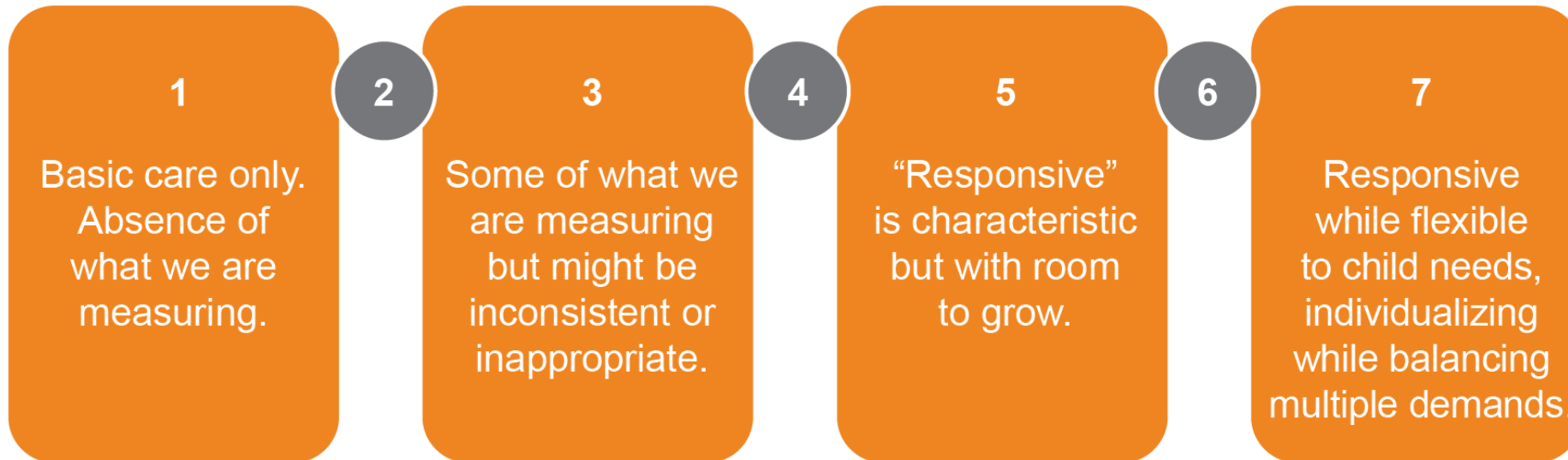




# How is a QCIT observation conducted?



# Responsiveness scale



# 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.**

<p>1. No support for social problem solving is provided. Immediately removes child or object without any further assistance or follow up.</p>	<p>2.</p>	<p>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.</p>	<p>4.</p>	<p>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.</p>	<p>6.</p>	<p>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.</p>
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↑  
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>

- Link to a product catalogue
- Upcoming events such as Mathematica's trainings
- Watch a short video or a recorded webinar
- Informational flyer
- FAQs
- Links to resources

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QCIT

Quality of Care for Infants and Toddlers

Measure caregiver-child interactions in settings that serve infants and toddlers.

The QCIT (formerly Q-CCITT), is an evidence-based observational measure of the quality of caregiver-child interactions in early care and education settings that serve infants and toddlers. QCIT provides a single measure that can be used in multiple types of settings, and addresses early childhood caregiver competencies across the 0-3 age span.

Early childhood administrators, coaches, practitioners, training and technical assistance providers, researchers, evaluators, and higher education instructors can use QCIT to better understand the quality of interactions between caregivers and young children. This understanding of quality can inform professional development, research, or administrator decision making.

Contact us to get more information about this measurement tool, or call us toll-free at 1-833-QCIT123 (833-724-8123).

12 SEP UPCOMING EVENT QCIT Observer 4-Day Virtual Training >

19 SEP UPCOMING EVENT QCIT 3-Day Virtual Training of Trainers (TOT) >

3 OCT UPCOMING EVENT QCIT Observer 4-Day Virtual Training >

Visit the QCIT Store

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# Key pathways to using the QCIT instrument

## QCIT Observer Certification Training:

Attend a QCIT observer certification training offered by Mathematica or a certified partner trainer. Pass the certification exam to become a certified QCIT observer.



## QCIT Training-of-Trainers (TOT):

Certified and experienced QCIT observers are eligible to register for a TOT to become partner trainers. Certified partner trainers can deliver QCIT observer certification trainings within their organization.

## Annual Recertification Exam:

QCIT observers and partner trainers take an annual recertification exam.

**Rating form:** Certified and provisional QCIT observers obtain licenses to download and use the QCIT rating form to conduct observations.





# Contact the Mathematica QCIT team

- By email: [QCIT@mathematica-mpr.com](mailto:QCIT@mathematica-mpr.com)
- By phone: 1-833-QCIT123 (833-724-8123)

Visit <https://mathematica.org/solutions/qcit>

## Thank you!