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ECE 311

Capstone Project

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Observation Techniques

While doing my observations I used three observation techniques which are Running Records, Anecdotal Notes, and Checklist.

A Running Record is used to capture a detailed account of the child being observed in sequential order. I used the running record when observing the child's physical, language, and cognitive development. This technique was used since it allows me to include the child being physical in sequential order, including all the movements as they occur. This was also helpful to use when observing the child's language's development since it allows me to narrate and capture the conversations of the child exactly as it was said. The running record also helped me to better observe the child cognitively since I was able to record the exact words and behavior of the child expressing his cognitive development.

A checklist is a list of milestones that is used to check what a student can or cannot do. I used the checklist to observe the child's physical development since it is straightforward, and each milestone can be checked off once it is observed. The checklist is helpful since it helps the educator to see where the child is at and what skills they may need to work on. The checklist can be utilized when the educator cannot step away from the action, it allows for flexibility.

Anecdotal Notes are detailed and narrative records that describes a particular event factually. These notes are created by making jottings and then adding the details later. This was used to record the social-emotional development of the child I observed. It was vital since it allowed me to note the detailed events of the child displaying his social-emotional developments.

Descriptive Review is the interpretation of what you have observed. It gives the observer the information needed to portray the child through a holistic lens, showcasing their strengths, weaknesses, interests, and capacities. The observer must be careful to interpret only what was observed and stay clear of assumptions. The full depth of a child cannot be discovered and then reviewed; however, the descriptive review gives us sufficient information that helps us see who the child is as an individual.

Physical Development

Running Record Observation

Z sits in front of a laptop with headsets on. He uses his left index finger to navigate the cursor to complete his math assessment. He sits on the chair with both legs spread across to each side of the chair. He then sits on his right leg with his left leg on the chair handle. He falls off the chair and goes back to sit on the chair. He raises both legs and bends them to his chest while he uses his right index finger to move the cursor. He stands up and pushes the chair behind him with his legs and then sits on the edge of the chair. He takes the headset off with both hands and puts it back on and adjusts it to his head size. He then scratches his head with his left hand. He takes off the headset once more and puts it back on squeezing it onto both ears. He sits in the chair, takes the headset off, and holds it to his forehead, he puts the string of the mask around his left ear, and then he puts on the headset. He sits on the right side of the chair and stretches his right foot to the side and then behind him. He uses his right foot to pull the chair closer to the table and sits. He crosses both legs at the ankle under the table and uncrosses them and places them under his chair. He bends his right leg to his chest while he swings his left foot under the table. He leans over to his left and takes up his class code and pushes it under the laptop. He then pulls and pushes it under his desk. He points to the shapes on his class code and then continues to push and pull it under the desk. He scratches his head, turns to the left and then turns to face his desk. He bends both legs to his chest and rubs his right index finger on the desk. He puts his class code in a Ziplock bag and then kneels on the chair. He then picks up his hat and places it on his head. He takes it off and then puts the mask string on his right ear. He sits on his right leg facing the back of the chair. He turns around facing the desk and bends both knees to his desk. He rubs his fingers in the pencil holder on his desk. He turns to the left and holds the chair back with his

right hand. He then lays on his stomach on the chair and then kneels on the chair to the left. He turns the pages of the book, right to left and then left to right. He closes the book then opens it to the last page. He then rolls the book and pulls his name tag off the book and puts it back on. He kneels on the chair to his left then sits on his left leg and places his right leg on the chair with his left arm hanging over the back of the chair. He sits forward and uses both hands to rub the table.

He stands in the gym and then walks upright with both hands to his side when called by the gym teacher. He sits down on the floor crisscross applesauce. He waves his hand to his classmate. He stands up pushing on both arms to follow the gym teacher's instructions. He stretches his hands above his head and then makes small circles with both arms. He jumps lifting one foot after the other he then twists his body at his hip and stretches his arms out. He jumps alternating one leg to the front and then the back. He bends forward and touches his toes and then stretches both arms to the front and squats. He sits on the floor with both feet apart and stretches his left arm to touch his left foot and vice versa. He then sits in a butterfly position and uses his nose to touch his toes. He then does sit ups, crossing both arms on his chest and lifting both feet off the floor. He turns over on his stomach with both arms bracing the floor. He then pushes up his head and shoulders using his arms with his stomach on the floor. He walks over to the black line as instructed by the teacher and then skips, lifting one foot at a time then runs. He stops running and then he runs back to the black line with both arms raised to his hips. He then runs with both hands behind him. He runs and stops and then sits down. He sits down crisscross applesauce with both hands on his knees. He stands, walks, and then hops to the water foundation. He leans on the water foundation sink and stands on the tips of his toes and pushes the button to drink water. He walks back to the spot and kneels on the floor. He runs and then walks to the bench and sits down. He gets up, walks to the wall, climbs up on his knees, and then

turns and sits down. He walks to the orange wall as instructed by the teacher. He stands to the wall with his legs apart and both arms on the wall behind him. The teacher gives the signal, and he runs upright in a straight line to the other side of the gym. He runs back to his beginning point in a straight line swinging both arms at hip level as he looks down, to his left, and then down again. He then braces the wall with both arms to slow down. He then walks to the other side of the gym as the teacher instructed swinging both arms and sitting down crisscross applesauce.

Z walks to the sink in his classroom as instructed by the teacher to wash his hands. He turns the pipe on, wets his hands, and then pushes down on the soap bottle with one hand and holds it with the other hand. He rubs the palm of his hands together and then puts his hand under the water and continue rubbing as he wets the tip of his jacket. He then turns the pipe off, flashes his hands, takes a paper towel to dry his hands as he walks back to the front of the class. He looks in the bin then he throws the paper in and sits at his seat. His teacher places his lunch before him and opens the lid. He takes up the fork and tries to take it out of the plastic wrapper. He then lays it on his desk and starts eating with his hands. I opened the fork for him, he takes it and says thanks. He sticks the fork with the broccoli and puts it in his mouth. He then pushes the fork under the rice and places it in his mouth, some grains fell. His teacher opens a box of milk and places it on his desk. He puts the fork on his plate and takes up the milk box with both hands, put it to his mouth, and drink. He then puts the box down with both hands to the side of his table. He takes up the fork in his right hand and sticks pieces of chicken and places them in his mouth.

Descriptive review:

Z is a short 4-year-old boy who is of light complexion and has braided hair. When entering a space, he walks in the line in front and behind his classmates with his hands to his side. While in his classroom at his desk, he moves on his chair and does not sit still. He stands at times, knees on the chair, or lays on his chair on his stomach. He does a lot of foot movement while he is seated. In the gym, he sits quietly for the most part and occasionally gets up and walks without being instructed then heads back to sit down. He talks in a soft tone and rarely yells. When in the classroom while doing his math assessment he has a focused facial expression, while playing with his class code he has a small smile on his face. When trying to take the fork out of the plastic wrapper he raises his eyebrows and wrinkles his face. When running in the gym he smiles. Some of his big movements include pulling the chair closer to him with one leg, jumping and alternating his right and left legs to the back and front, running across the gym, and doing push-ups, sit-ups and squats. Some small movements include using his finger to navigate the cursor, turning the pages of the book, drying his hands with a paper towel, eating, drinking, fixing his mask on his ears, and adjusting his headset on his ears. Z is most still when he is told to sit in the gym. He is most active when he follows the exercises done by his gym teacher and when he is sitting in the class doing his math assessment he fidgets. Z can walk, run, wash his hands, adjust his headset, fix his mask, navigate the laptop, adjust his chair, turn the pages of a book, and operate the water foundation well. When he is adept, he looks comfortable, assertive, and at ease. He struggles with opening stuff for example taking out the fork from the plastic wrapper. At first, he looks focused on getting it out then he looks frustrated, and he puts it down and eats with his hands. Some of the characteristics ways of moving or holding his body include sitting on one leg, sitting at the edge of his chair, laying on his stomach on his chair,

raising his knees to his chest or desk, kneeling on his chair, walking with his hands behind his back, and running with his head down. NYS Early Learning Guidelines Revised under the heading Large Motor Skill states that a 4-year-old can hop on one foot and squats without falling over. R does these large motor skills.

Physical Development Checklist

Child's name: Rah

Age: 4 years old

Activities Observed	Fine Motor Skills	Gross Motor Skills
<ul style="list-style-type: none"> • Using finger to move cursor • Jumps lifting one foot after the other • Turns the pages of a book • Adjusting headset on his ears • Adjusting his mask • Washing and drying his hand • Eating and drinking • Doing squats • Skipping • Running across the room • Doing sit-ups and push-ups • Walking in the classroom and gym 	<ul style="list-style-type: none"> ✓ ✓ ✓ ✓ ✓ ✓ 	<ul style="list-style-type: none"> ✓ ✓ ✓ ✓ ✓ ✓

Language Development

Observation-Running Record

I said good morning, R and he said, "Hi". Ms. Oh, his teacher asked, "R, when we are reading can you pay attention?" He nodded his head and said, "Yes", Ms. Oh asked, "What are we paying attention to?" R pointed to the smartboard and said, "The picture". Ms. Oh said to the class, "Show me the two hops". He did it using his two fingers to hop in the palm of his hand and said "One, two". He looks at the box of milk with the straw with half being plastic and the other half being paper and said, "This looks like a straw". The teacher points to the smartboard and says, "This is Joey, who did he see?" R said along with the class, "A rabbit". The teacher asked them to discuss with their desk partner who did Joey see next. R was busy with his box of milk. I then asked him who did Joey see next, he pointed to the board and said, "The bird". He then pointed to his desk and said, "I need a tissue to clean up". He walked to the back of the class for paper towel to clean his desk. He then listens in on a conversation and then says, "K is not here today". He pointed to the yogurt marks he made on his desk and says, "I have to clean this up".

He was given a book by his classmate, and he said, "Thanks". He looks at the book with his name and calls his name. He turns the pages of the book he holds upside down and said, "I can't find the page". His teacher, Ms. Clarke walks over and asks, "Did you remove the sticky note?" He said, "Yes", she replied, "That is why you can't find the page." R pointed to his classmate who just walked in and said, "E is here!" His teacher told him to clean up around his desk and he said, "I already did over there", pointing to the garbage bag. He asked, "Can we draw yet?" He then looks at E and asked, "Why does E have glasses?" The teacher asked what was important in the story and R said, "The baby kangaroo." The teacher told them to draw it in their book. R then yells, "Finish!" His teacher then says, "Give me two minutes". He then asked,

“Is two minutes long?” He then says to his desk partner, “I want to be a teacher, or I want to be a principal.” His teacher walked over and asked what he drew, he said, “The baby kangaroo in the tummy”. His teacher wrote it above his drawing. I asked him to tell me about the kangaroo, he said, “It’s in the story.” I then asked, what the kangaroo did in the story, he said, “Jump in the pouch.” He uses the crayon to make markings on his desk. The teacher told the class to close their marker. He said, “My marker is already dry because I can’t find the cover.” The teacher then asked the class to stand. He then said to me, “When I stand, I get hot”, he did not stand. He then asked me, “Can a bee jump in a kangaroo pouch?” I then said, “What do you think?” he said, “Yeah.”

R starts singing his classmate’s name, E. Then he starts calling him, his desk partner asks, “Where is E?” He said while pointing, “Look, he’s behind you.” He then joins in to sing the alphabet song with the class, singing, “M is for monkey.” As he makes the sound of the letter m. He tries to take off his hat and then says, “It’s connected to my head.” He then pulls it off. His teacher asked who wants to learn to read, he said, “I want to be a car driver.” After forming the letters w and e with their finger, the teacher asked, “What is that?” He yells with the class, “We.” The teacher then asked a student to find the word can and the student did. R then says, “We learned that word yesterday.” He then says, “My marker dropped and broke.” He then looks at the board as the teacher points to the word and says, “We can dance.” He then says to me, “Look, I fixed it.” Holding the crayon in his hands and putting the two pieces together.


R holds up his CPR bucks and says, "All my money." He received \$5 CPR bucks for being early. The gym instructor asked the students their names and he called the students' names. He then asked, "What about me?" I told him to raise his hand and he did. The gym instructor then asks, "What is your name?", he says, "R." The instructor asks, "What did you do over the summer?" He paused and said, "Ahm, I went to the gym." She smiles and says, "Okay, that's good." A student then asked the teacher sitting by the door to go to the bathroom and he says not yet. R then says to the teacher, "The girls go to the girl's bathroom and the boys go to the boy's bathroom, so a lot of boys can go there." He then says, "I like strawberry cake." He says to the teacher who is talking to his classmate, E, "Only two people can go to the bathroom", holding up two fingers, "Not three", holding up three fingers, "But two." He turns to his classmate and says, "Look, I made a triangle." Using his fingers to form a triangle. He then says, "Look, I have money", showing his CPR bucks. He then asks her, "Do you have money?", she nods and says yes. He turns to the gym teacher and says, "You can't eat mushroom", the teacher nods and says, "Yes." He then says, "I don't like them." The teacher replies, "Me too." He then pulls out his alphabet card from his desk and says, "I for roach", pointing to the roach under the letter I. I said, "I is for insect, it starts with an I." He then turns around and puts both legs in the back of his chair and asks, "Is my legs going to get stuck forever?", I said, "no but you can hurt yourself." He turns around and hears the teacher says protein. He then asks, "What is protein?" The gym teacher points to the my plate chart on the wall and shows him examples of proteins. He then says, "I only eat chicken."


Descriptive review:


R seems more engaged in movement-related and literacy-based activities, although, he seems to prefer doing them on his own terms and time. He frequently goes back to doing his own thing. He does participate in classroom activities; however, he engages in talking about different topics. For example, talking about his CPR bucks or talking about being a teacher, principal, or driver. He was enthused about his CPR bucks since he was constantly taking it out of his pocket, looking at it, and talking about it. He resisted standing on the teacher's command. He, said, "when I stand, I get hot." He was drawn to the crayon he had. He kept making drawings on his desk. He was caught up with his CPR bucks. He kept on talking about it to himself and his desk partner. R passes through several interests more rapidly. His interests are more disparate. R was interested to find out if a bee could jump in a kangaroo's pouch, he heard the teacher mention the word protein and sought to find out the meaning of the word. He was also interested in putting the broken crayon back together. Early Learning Guidelines Revised under the heading "Speaking" states that 4-year-olds use past and future tense. R said, "We learned that word yesterday." Under the heading listening and understanding, R answers open-ended questions.


Read Respond to the **Big Book**


10/19/21

 **Retell** the story.

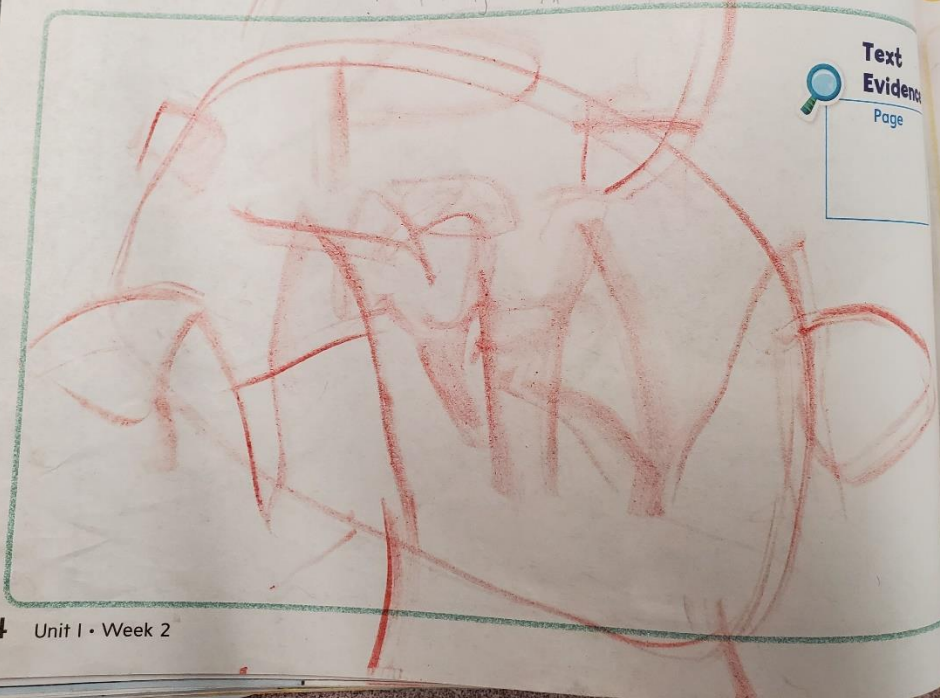
 **Draw** an important part of the story.



 **Talk** about the story in *Pouch!*

 **Draw** a picture of the story.

Baby kangaroo is funny



Text Evidence

Page

6 Herglen and Stealy/age photo book

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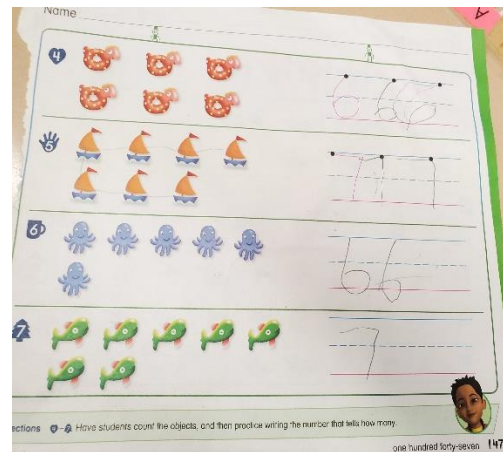
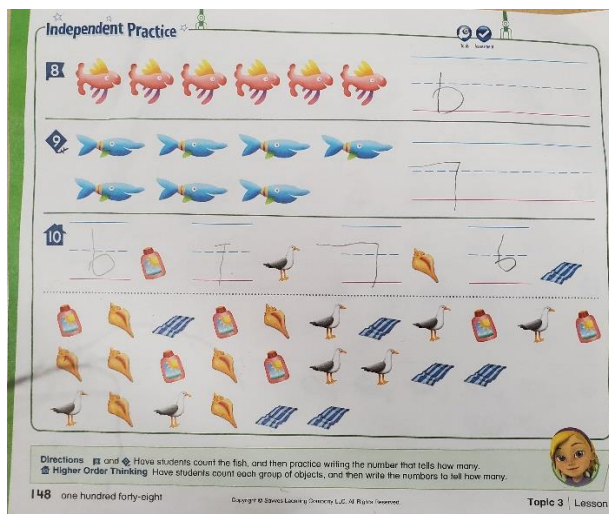
Cognitive Development

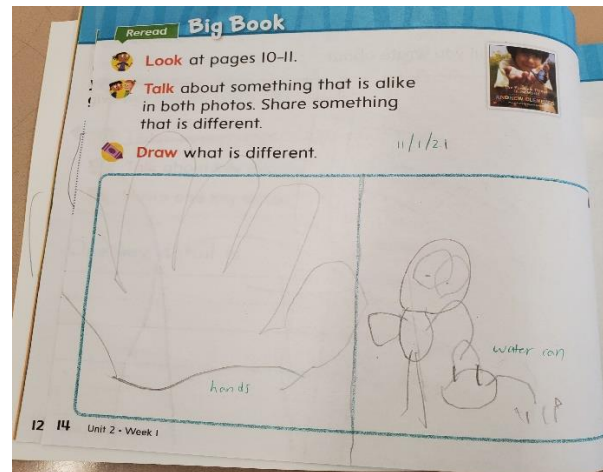
Observation-Running Record

I asked R how many bees there were on his worksheet. He looked at the number seven and said seven. I asked him how he knows that it is seven he said, " Because it's there", pointing to the number seven. I asked him again how he knows it's seven he then starts counting the bees on his worksheet and says seven. He colored seven of the ten boxes below to represent the number seven. I asked him about flowers, he counted the flowers one by one and then said six. He then colored six of the ten boxes below to represent the number six. He moved on to his next worksheet where he traced the number six. R then says, "My grandmother brought me to the doctor because I was sick." I told him that I am glad he is feeling better, and he smiles. I told him to show me the number six in the ten frames below. He colored and counted until he was at the number six and then he stopped. He then counted six rubber ducks and wrote the number on his own. He went on to counting boats, he counted, and then he said six excluding one of the boats. I asked him if he was sure that there are six boats, he counted a second time and said six. He counted it a third time and then shouted, "Seven!" I asked him if six and seven are the same and he said, "No, this is six and this is seven", pointing to each number as he spoke. His teacher then placed counters over the pictures, and he counted, she asked him what number should go on the line beside the picture. He said seven, she told him to write it and he said, "Seven is easy", as he wrote it. He then counted a large group of shells, sunscreens, birds, and towels. For each item he counted, he used the counters, and then he wrote the number beside each object.

R followed behind his teacher, collected his laptop, found his name, and clicked it. He then entered his code. While entering his code he says diamond, moon, and doctor for the cross sign. The teacher called him to the smartboard to find a child who is exploring. He pointed to the

child holding the camera. The teacher then asked them to look at the cover of the book and decide if they will be reading a fiction or a non-fiction story. R answered with the class and said non-fiction. The teacher then asked what the weather is based on the story, a student said bad, another said rainy. The teacher then told them that the rain can be good. R then said, "For flowers". The teacher then asked Rah what the boy was using to clean the dirt, he said his hands. She asked him again what the boy was using on the other page, he said a mop at first then he said a broom. She then asked, "Are they using the same or different tools?" He said "Different." He was then given his workbook and was asked to look at the picture on the smartboard and draw what is different. R looks at the first picture and said that the boy was using his hands. He placed his hand on his paper and drew it. He then said that he cannot see the picture beside it. I told him to go to the board to look. He walked back to his desk and said the girl is using a water pot.





Descriptive Review:

R shows representational ability drawing a picture of the child using their hands to water the plant and another drawing to depict the child using the water pot to water the plant. He understands that they were doing the same thing with different tools. R was able to connect that the rain is good for flowers. Early Learning Guidelines Revised under the heading “Understanding Causes and Effects” states that a 4-year-olds uses the word ‘because’ to show the relationship between past and future events. He understood that he was taken to the doctor because he was sick. R can count, quantify, and use numbers as symbols as seen in the image above. He also identifies that the numbers six and seven are not the same even though he did not explain how he knows that they are different. R knows the difference between a story being fiction and non-fiction.

Social-Emotional Development

Observation-Anecdotal Notes

R asked, "What is wrong with your mask?" I asked, "What do you mean?" R pointed and said, "What is sticking out of your mask?" I told him thank you and that I needed to change my mask while fixing what was sticking out. The teacher asked them to raise their hand if they did not receive counters and he did. After receiving the counters, he examined the Ziplock bag with a name on it and said, "Look Pa, I have your name and smiled". Pa asked, "How did you get my name?" and Rah said, Ms. "Clarke gave it to me". He started counting the objects on his page using the counters he then said to me, "I don't have ten blocks", he turned and asked, "An, give me some of your blocks please", she gave him a handful and he smiled and said thanks. R then turns to Pa and said, "I am sorry I have your counters", Pa said, "That's okay". The teacher asked them to put their counters away and take out their writing boards and markers. R placed all his counters in the Ziplock bag, he handed An the blocks he borrowed and said, "Thanks for giving me your blocks", An took them and said, "You're welcome". R sat with his writing board and marker as he watches a video telling them how to write numbers. The teacher stopped the video at the number ten; she writes the number on the board for everyone to see and gives instructions on how to write it. She then asks the class to write the number ten on their boards. R started writing then and he said, "My marker isn't working". He looked across to his classmate and said, "Ky, can I borrow your marker?" Ky said okay. Rah used the marker, gave it back to Ky, and said thanks.

A student yelled, "I got yogurt!" "R said, I have one too". R sat as he eats his breakfast. A student runs to the breakfast bag, R looks up and sees him; he shakes his finger and said, "No

running". R walks to the bin and throws the yogurt container in the bin he then said, "I think I want another yogurt". I told him to ask his classmates if they want their yogurt. He walked over to his classmate who has two bags of breakfast and asked, "Can I have one of your yogurts please?" His classmate said, "Sure", and hands it to him, R smiled and said thanks. He walks back to his seat, opened the yogurt, and smiled as he ate. The teacher announced that they will start cleaning up when the number song is at the number 10. R turned to me and said, "The number four sounds like floor". I said yes but they are not the same. The teacher then told the class that it is time to clean up. R cleaned his desk, walked over to the bin, and disposed of his garbage. He looks on the floor and said, "I didn't spill no garbage on the floor", and then he sat.

R sits and eats his lunch; he eats the apple and leaves the skin. He then says, "I'm allergic to apples now, I use to like it before, but I don't like it anymore". He then says, "Look, I made a triangle with the apple". His classmate seated next to him says, "Yes, superhero apple", they both laughed. R then says with a droopy face, "In the baby class there is a play area and a drawing area and it's fun". He broke his Wonton in half and said, "I don't eat these". He tastes it and says, "It taste like nothing", he then places it on his plate. He rolls the silver cover of this plate and says, "It reflects the sun, and I can see myself", he smiles as he sees his reflection and looks at his teeth. He pushes the chair with his body to stand up, his classmate behind cries out, "Ouch!" R, looks around and says, "I'm sorry". After cleaning up, the teacher asks the class to stand behind their chair and she starts playing a song. The class started dancing, R exclaims, "This is not a school song, you can't learn nothing from it", as he turns his back to his chair. He points to his picture on the wall and told me this is there because he is a helper. The teacher starts playing a lava song, he stops what he was doing, smiles, starts dancing and doing the actions. When the song says the floor is lava, R jumps and stoops on his chair. After the song, the class is

told to sit. His teacher then asked, "R which of the practicing exercises do you want to do?" He answers, "The bubblegum". R pulls his mask under his chin, gathers air in his mouth, pulls his mask up, blows the air, and then pops it. They repeated the exercise and then resumed learning.

Descriptive Review:

Emotional Development

R's emotions are mostly consistent throughout the day, he has a calm temperament. He is soft-spoken and raises his voice on rare occasions. I have seen R express happy, sad, excited, and bored emotions. R is happy when he is engaging in action songs that he likes and when he is playing alone with various objects of his own. For example, his CPR bucks, or the apple that he was eating. When he is happy, he smiles when doing a task. R gets excited whenever I enter his classroom. He opens his mouth in shock and says, "You're here again", and then he smiles. He is also excited when his classmate, E arrives at school since he always calls out whenever he arrives. He gets extremely excited that he moves away from his seat and must be told to go back to his spot when doing an action song that he loves. He expresses bored emotions when a song is being played that he does not enjoy, he shows this by turning his back to the class and finding some other activity of his own to engage in. R also articulates when he is bored and sad, he told me that the baby class had a playing and a drawing center while having a droopy face. I have never seen R fully frustrated or upset, however, I can recall observing him eat. He struggled to open his fork, it broke, he placed it down, and started to eat with his hand. R communicates his emotions with both words and his body language. He is quick to express any strong feelings that he might have. For example, he told me he liked apples, but he no longer likes it, he told me that

the song is not educational, and he refused to participate, he told his gym teacher he did not like mushrooms, and when he was asked to stand, he told me that when he stands, he gets hot. R is emotionally mature since he advocates for what he wants and likes. This is based on the emotional self-regulation development of a 4-year-old by Early Learning Guidelines.

Descriptive Review:

Social Development

R is brought to school by his older brother in the fifth grade. He gets his temperature checked, his hands sanitized, collects his CPR bucks for being early, says goodbye to his brother, and walks to class on his own. R separates easily from activity to activity except when he has technology. He must be told more than once to pack up, but he does not throw a tantrum or cries when he must put his laptop away. R displays a sense of self since he expressed his belief about the song not being educational, he stated that the baby class was fun, and he mentioned that he thinks he wants another yogurt. R engages in imaginative play by using the apple to make a triangle. R engages in physical play movements in his classroom and the gym. R will move away from his space, but he avoids invading his classmate's space. R expresses caution when he sees his classmate running to the breakfast bag, he looked at his classmates, shook his index finger, and softly said no running while still being seated. While engaging in the lava song, R got excited and moved away from his spot, he is told by his teacher to go back to his spot, and he does so immediately. R shows cooperation and negotiations skills when he identified that he did not have enough counters and he borrowed some, he asked for one of his classmate's yogurts, and he borrowed a marker from his classmate. He expresses a sense of self since he identifies feelings of likes and dislikes, he expresses his ideas and opinions, and he is beginning to explain why he has these opinions. This is based on the emotional development of a 4-year-old by Early Learning Guidelines. R is introverted at times, he works best in small groups, and he is more interactive with adults. R interacts with his peers; however, he interacts more frequently with adults.

Conclusion

R is a 4-years-old boy who is developed and is developing in all five domains. R is active which further develops both his gross and fine motor skills. R develops his gross motor skills in the gym by participating in instructed exercises. He also enhances his gross motor skills in the classroom by participating in the action songs being played and other self-initiated activities. His fine motor skills are enhanced when he writes, draws, eats, and cleans up his area after eating. The physical domain and the cognitive are integrated since R must have some form of development cognitively to be able to understand the instructions given by the teacher in the gym. R is extremely verbal; he enjoys interacting with adults. His classroom environment fosters growth in his language skills. R is often asked questions that allow him to articulate his thoughts and ideas. He is engaged in conversations with his classmates instructed by his teachers and conversation that are initiated by himself. Cognitively, R is striving for his age. He understands causes and effects, he understands terms used in the classroom, he remembers words that are taught in previous days, he understands and follows instructions, and he draws connections between things that interrelate. R socializes; however, he socializes more with adults. He starts conversations from time to time with his classmates, but he is more enthused in a conversation held with adults. R respects the space and the property of others. Emotionally, he can express his likes and dislikes verbally and is of calm temperament. The language, cognitive, and social, and emotional domains are interrelated. For R to articulate what he is thinking or express what he is feeling he must first cognitively understand it for him to express it in words or actions. Development in the cognitive domain will spark and encourage language development. Observations give educators an insight into the mind of a student. Some students will not openly

tell you what they are thinking, or some may not have the ability or skills to express this, but by being an objective observer we are learning about a student or students. By observing and using the technique that best works in a particular setting, educators can record a student's development, it helps in lesson planning, gives clues on areas that a student may need help with, gives the educators feedback on their teaching style, what they need to revisit, and how they can tailor learning to be inclusive to all students. Observations and descriptive reviews are correlated, it would be pointless to observe without describing and interpreting objectively what was observed. After noting exactly what you observed, the descriptive reviews help to depict the child holistically.

Commentary

Individualizing instruction is vital since it targets each child and provides them with the support that they need to excel. As we know, each child learns differently some students are auditory or kinesthetic learners among other styles of learning. If the instruction is not individualized many students will be left behind and they will not be able to develop at the level for their age. While observing I noticed some techniques that the teachers followed. R, the student I was observing gets distracted easily and he works best in small groups. The teachers would specifically ask R questions so that he is involved and is not left to wander off. Also, R was included in different small groups with his teachers which offered him the opportunity to share more, be more focused, and be more alert. The hardest aspect of being an objective observer was recording exactly what the student said. At times I will find myself correcting what he said because I understood what he meant or what he was trying to say. Developmental information gained can be used to boost the performance of students in the classroom. It helps educators to identify areas where a student is lacking, it illuminates various centers in the classroom that can be modified to accommodate student's growth, a specific topic that can be revisited if it was not fully grasped, learning styles that can be used that best caters to a student's need, or it can identify students who would function at their best in small groups. I have learned that without observing I will never be an effective educator. Observation plays a crucial role in me being able to fully cater to the needs of each student. I also learned that I must be intentional in engaging students in activities that will boost their development across the five developmental domains.