

Child Study Profile

Araceli Cortez

ECE 311

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Background Information

The child that was observed will go under an alias name, Liam. Liam is a four-year-old boy who will be turning five in March. His parents and grandparents are involved in his life. I am aware of this because, in each child's cubby, there are pictures of their family member. Liam is an only child. I was told by the headteacher that his grandparents are very involved in his everyday life. They pick up Liam from school the majority of the time.

Physical Development

Artifact

The headteacher had conducted the children of the Purple Room to make shirred eggs. Every child had a turn personalizing their own dish. When Liam got called up to start his dish, he had gone to wash his hands and kept overlapping them. He had to first crack the egg in the bowl. He used two hands to crack it and used pincer motion to take out the eggshells that didn't make it. He then holds the whisk with all his fingers and stops when he sees only yellow. He used all his fingers to rub the butter on the pan. He had just wanted salt for his shirred eggs.

During music time, the children were given a black plastic egg-shaped toy with beads inside. Liam holds this item with a grip in his right hand. Throughout the songs, Liam had jumped in place when he heard the music. He would bend up and down when he had pretended he was holding a guitar like the teacher. He was also able to hop when the song had indicated to hop if you're happy.

Descriptive Review

In the first observation, Liam shows his fine motor skills. When grasping, cracking, and whisking his food, he uses his fingers. He was able to use one hand consistently when making his food. This hand would be his right one. "Between the ages of 4-5 years, your child will start to use one hand consistently for fine motor tasks (preschool developmental milestones)". In the second observation, Liam shows his gross motor skills. He uses his legs, torso, and arms to dance to the songs conducted. He jumps in place and hops in place. He is able to put his weight on one

leg. “At this age, your child should be running, hopping, throwing and kicking balls, climbing, and swinging with ease(Alli).”

Social and Emotional Development

Artifact

During block time, Liam was building a structure with his friend, Mat (Alias). “I’m going to build a two-engine speed boat okay,” said Liam to Mat. Mat nodded and followed where Liam was placing down the blocks. This had taken like four minutes when Liam realized something. “This is too small for us. We need it more big”, Liam begins to spread out the blocks and crouches down with Mat, and looks around. “ Perfect,” says Mat and they both smiled at each other.

Before starting storytime, the teachers had split the class in half so the group was a bit smaller. The group Liam was in had five children. The teacher was reading a book about a monkey and a crocodile going after each other. One child, Blake(alias), begins to back up from his spot. “I am not liking this” and Liam turned back. “It's just a storytime Blake, it is not real see”, Liam points at the book. After the book was done with a happy ending, Liam tells Blake, “I told you, Blake, the ending was fine”. He goes up and taps him on his back.

Descriptive Review

In the first observation, I saw Liam’s social development. Liam is able to play imaginative play with other children. He is able to communicate and solve a problem that involves both children.” Enjoys playing with other children and pleasing their friends (Alli)”. Liam wanted both him and Mat to fit in the boat which showed that he still wanted to keep playing with him. In the second observation, Liam shows his emotional development. He reassured Blake that everything will be fine in the end. He was aware of how

the story made Blake feel. "At this age, children are starting to understand other people's feelings (Alli)". He showed that he is able to understand his classmates' emotions. He reacts with a pat to Blake to indicate that may show that his friend is safe.

Cognitive Development

Artifacts

During block time, Liam is seen building something on his own. The teacher asks him what he is about to make and he responds, “A house with two buttons with teleportation”. He uses the long blocks as walls and builds them up to his torso. He proceeds to crouch down. “It is a little tight in here,” Liam says. He then makes his house bigger for more space. He moves the blocks away from him. He crouches down again and gets up and smiles. He then says, “teleportation” and smacks a button that he had made.

When it was free to play, children were able to choose from snacks, blocks, or puzzles. Liam chooses puzzles and runs to the cubby with different options. He pulls out a firefighter truck. He dumps everything on the floor and faces up all the puzzle pieces to see the color side. He does many trials and errors to see if a piece fits or not. He took about seven minutes to complete it. “Yay, next one”, Liam says.

Descriptive Review

In the first observation, he showed his creative play and how he was able to act out a teleportation house with his blocks provided. He knew that if he were to push out the blocks just a bit, he would have space to play since he said it was tight. “With time, experience and practice, preschoolers will probably start to organize games and make friends (Raising Children)”. He was problem-solving and doing this made his creation go smoothly. In the second observation, Liam is able to complete 11 piece puzzles. “When children play with puzzles, they learn the power of choice and strategy as they begin to recognize and thoughtfully understand how pieces fit

together to complete a larger picture (How puzzles help)". He was able to see if it fit or not and corrected it.

Language Development

Artifact

In the big room area, Liam is watching a girl lay her back on a seesaw. Liam goes to the teacher and proceeds to talk to them. "I wish I can do that" Liam says. With encouragement in the teacher's voice, he says "you can". Liam goes on the seesaw and does exactly what the girl had done. "Oh look, I can do it," says Liam, and the teacher smiles. While on it for a while, he gets off and says "this is tiring, I think I need a break".

In the block area, Liam and Mat were both sitting on their own block. They had said it was their horses. "I'm going to Venus," said Liam. The teacher looked up and asked, "Where is Venus?" and Liam answered with a smile. "Venus is a place in Italy". After a while, Liam tripped on the block and said, "Oh no horsey. You're breaking".

Descriptive Review

In these two observations, I was able to see that Liam is able to keep a conversation going from start to end. "Uses pronouns "I", "you" and "me" (preschool developmental milestones) ". He is able to name places around the world and probably got this information from outside the classroom. "Between or at ages 3 and 4, your child should be able to: Answer simple questions(preschool developmental milestones)". He brought it into class and shared his imagination about where he was headed.

Conclusion

As you can see, Liam has many observations covering all the domains. Throughout the ECE classes, I was able to see what Liam is capable of doing. He reaches milestones for children his age like hopping on one foot to completing conversations with people. Liam is social with his peers since he is able to play and talk to them on a daily basis. Liam is reassuring to his friends whenever he sees one of them disliking something.

References

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ECE 311 Child Portfolio Project

Observations (Artifacts)

Name of Child (Initials or Alias): Liam

Age: 4 years

Center/School: Downtown Little School

Developmental Area: Physical

Observer: Araceli Cortez

Observation 1

Date: November 11

Setting: Cooking Area

Observation 2

Date: November 17

Setting: Meeting Center

ECE 311 Child Portfolio Project

Observations (Artifacts)

Name of Child (Initials or Alias):Liam

Age: 4 Years

Center/School: Downtown Little School

Developmental Area: Social & Emotional

Observer: Araceli Cortez

Observation 1

Date: November 17

Setting: Block Area

Observation 2

Date: November 17

Setting: Storytime Group

ECE 311 Child Portfolio Project

Observations (Artifacts)

Name of Child (Initials or Alias): Liam

Age: 4 Years

Center/School: Downtown Little School

Developmental Area: Cognitive

Observer: Araceli Cortez

Observation 1

Date: November 10

Setting: Block Area

Observation 2

Date: November 3

Setting: Puzzle Area

ECE 311 Child Portfolio Project

Observations (Artifacts)

Name of Child (Initials or Alias): Liam

Age: 4 Years

Center/School: Downtown Little School

Developmental Area: Language

Observer: Araceli Cortez

Observation 1

Date: November 10

Setting: Big Room

Observation 2

Date: October 27

Setting: Block Area