

Capstone Project

ECE 311

**Study of child development and
observation techniques**

By: Bianka De Las Nueces

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Observation Techniques

In this project, I will use three different observation techniques that will help me understand children and help them grow as successful learners. Such as anecdotal records, running records, and work samples. In the observations, a descriptive review will also be presented.

Anecdotal records is usually recorded after the event has occurred and written in the past tense.

It should focus on what is significant and recorded in sequential order to focus on key details.

When observing using an anecdotal method, teachers have to record what the child had said and done, body language, direct quotes, facial expressions, and tone of voice. Anecdotal records are a useful method for recording significant events or actions that tell us something about the child's development, interests, skills, abilities, and needs. Such as observing a child climbing on the playground equipment will provide information on their gross motor development or observing a child crying during drop-offs will tell you about the child's social/emotional development.

Running records are a detailed description of an event or behavior recorded in a sequential manner as it happens. It is a step-by-step commentary of what is being observed, very detailed and objective. This method involves noting down what you see and what the child says as it is happening. It should be written in the present tense and include as much detail as possible. They are useful information on why a child is behaving a particular way and usually provide in-depth information on a range of development areas.

Work samples include the child's paintings, drawings, writings, figures, and other crafty creations. Documenting is important by taking notes of children's descriptions of their work. Being specific and writing down expressive details about the child's description is important. This

observation is helpful to document how far has the child gone through time. Work samples can be anything that the child has done to help them grow as an individual. Teachers will see an improvement in all of their domains.

Descriptive Review is a description that includes a better vision of what we have seen about the child that is supported by evidence. This description is specific details of the actual observation. It will help us visualize a better picture in our heads. The descriptive review will help teachers help students improve and progress as they grow older. When creating a descriptive review, it is important to know that judgmental comments must be avoided. It is necessary to input true facts in a descriptive matter. I will use a descriptive review to get to know the children from a different perspective and monitor their developmental domains. This process is not about adjusting a child's development and learning but getting to know them and assisting them in all ways possible and being successful in supporting their growth and learning.

Physical Development

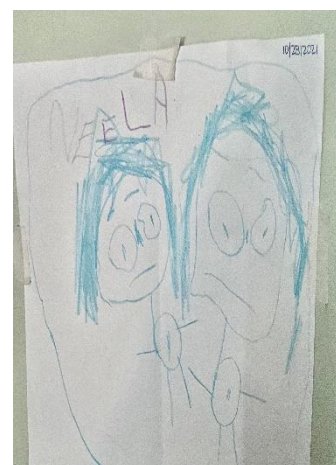
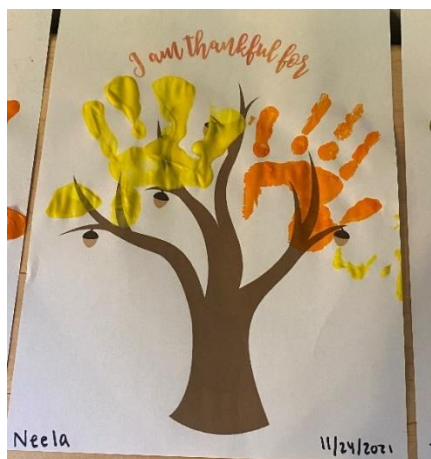
Observation: Work samples

Date: Oct 12, 2021

Observer: Bianka De Las Nueces

Child's name: Neela

Age: 4 years old



Descriptive review: Art is one of N.'s greatest interests in her development. In my observations, during physical movements like outdoor playtime and music and movement, N. shows a lack of interest, in music she stands and observes others dancing, in outdoor playtime, she rather draw with chalk instead of using her big muscles like riding bikes or running. I always encourage her to participate more in gross motor activities, but N. does not show interest. However, she shows a lot of creativity when it comes to her fine motor skills. As you can see she express herself in creativity during outdoor time and art. She demonstrates a lot of her imagination and shows compassion and care for her family in her drawings. In every picture, she draws or paints she mentions her family and most of all her baby brother. Every morning, the lead teacher gives the children an opportunity to develop their fine motor skills by signing their names. N. always asks to sign her name and shows effort in it. Whenever she is done, she erases what she did with the dry erase marker and starts to do it again. N. shows a lot of passion for arts and crafts and has developed her fine motor skills.

Language Development

Observation: Running records

Date: Nov, 15, 2021

Time: 10: 15pm

Observer: Bianka De Las Nueces

Location: outdoor playtime

Child's name: Neela

Age: 4 years old

10:15 am: During outdoor playtime, N. asked for chalk to draw on the ground. She asked me “Can I have chalk?” as I gave her chalk, she starts to draw stick figures using her right hand with a grasp. Then continues to write letters. “Look, Ms. Bianka, I made a Y” N. says with a smile on her face. She switches her arm from right to left to keep drawing. “that’s very beautiful, Do you remember the letter of the week N?” I said. “O”. N. squats down and starts to draw a round shape. “That’s O.” N. says.

10:16 am: N. uses her left arm to keep drawing. “What are you drawing next N.” I said.” Now, I’m making my baby brother.” N. replies. N. starts drawing. “Do you like it, Ms. Bianka?” N. says. “I love it N.” I said. N. starts smiling and jumps up and down. A friend comes over and says. “Can I see, can I see?” while the friend comes over and looks at N. work. The friend says. “Wow, that’s awesome!” The friend says. N. starts smiling again and then asks for more chalk.

10:17 am: “Do you want me to draw with you.” I asked her. N. looks up to me and says, “yes please”. N. replies. “What do you want to do now?” I said. “My family.” She replies, as she continues to take different colored chalk from a bucket. Another teacher rang a bell and says, “it is time to put the toys away and get back to class.” N. gives me all the chalk she had and says, “Here you go Ms. Bianka, I’m done.” She then starts running and stops then stands against a wall with all her friends.

Descriptive review: N. has always been quiet and timid during class in participation and socialization. During centers or meal time she would talk to me or the lead teacher and say “they are being silly, I don’t like that” as she sees others play or eat during mealtime and having conversations. Sometimes she would come in the classroom crying and say that she feels sad, she would say how she feel anytime she feels happy or sad. N. would not respond verbally when friends or teachers are talking to her, but she would respond with actions. For ex. like nodding or shaking her head or pointing at things in the classroom. Over time, N, told us that she is not feeling sad anymore and she demonstrates effort with talking and participating in the class. She had shown more communication with adults and peers throughout the day. N. has a developed language when I first started hearing her conversations in class. For example, as she was playing with her peers in the block area, she has said to her friend, “what are we making today guys” “we are making a castle” another student responded. Then N. said “wow, that’s neat, can I join in?” N. has shown a lot of effort lately in verbally speaking. N. and her friend were playing with dolls, when her friend asked her to choose between two dolls, she responded by choosing one without being verbal. Now, she initiates conversations, for ex: in the block center, she said, “let’s make trains” and starts to engage.

Cognitive Development

Observation: Anecdotal records

Date: Nov 12 , 2021 Time: 9:35am

Observer: Bianka De Las Nueces Location: Outdoor playground

Child's name: Neela Age: 4 years old

Every time for outdoor play, N. always asks for some chalk to draw on the ground. N is on the playground with her classmates and teachers. N looks at me. I asked her “do you want chalk to draw on the ground?” she replies by nodding her head. As I go through my bag, I open a bag of chalks. She then says “I want purple” then chooses a purple crayon. A few moments later, she squats down and starts to draw a circle and a face on the circle. I asked her “what are you drawing N?” She replies with a smile on her face. “That is my mommy and then I’m doing me and my brother.” She continues to draw, and she sees that other classmates are riding bikes and are peddling over her drawing. She taps at me and says, “They are messing my picture, tell them to stop, I don’t like that.” I asked her to draw on different sides of the yard where there are fewer children”. She looks at me and says, “I don’t want to”. N stands with her chalk in her hand and observes other children peddling over the picture that she drew. N. continues to ask me “they are messing my picture”. I asked her to move to a different side again where she can draw her picture. N. looks around and keeps on observing her peers going over her picture. N stops drawing and goes to a different side of the playground. N. calls me over and says, “I made my mommy again and my brother” and continues drawing.

Descriptive Review: N. is a smart girl who has a unique imagination. She expresses herself emotionally whenever she feels happy or sad. Even though she shows a lack of communication,

N. is a great observer and says whatever she sees. For ex. one day it was a cloudy day, she saw a lot of clouds and then said, "I think is going to rain, it looks cloudy." N. is trying to participate more in activities as a group, when she sees that everyone is hands-on, she gets a little motivated and tries it herself. N. still needs a little push to help her be more independent. N. is still practicing self-help, for ex: in morning arrivals, children coming in have to put their belongings in their cubbies than wash their hands. She basically stands near her cubbies waiting for someone to help her, but she does not ask for help herself. She mostly does not do it on her own, she needs a little more motivation to do things herself. Every morning meeting, we always count how many days we have been in school until we get to 100. N. does not show effort in counting in the morning with the whole class, but she does know her numbers from one to 20.

Social/Emotional Development

Observation: Anecdotal records

Date: Oct 21, 2021

Time: 9:00 am

Observer: Bianka De Las Nueces

Location: Classroom

Child's name: Neela

Age: 4 years old

While N. was eating her breakfast with her friends on the table, I joined in to engage in their group conversation. "What are you guys talking about?" I asked. N. said "Ms. Bianka, A. is my friend," I said "really, that's wonderful. Who else is your friend?" She smiled and said, "S. is my friend and M. is my friend." Friend S. from the same table came in and hugged her and asked to play with her later. N. smiled and said, "I like her Ms. Bianka." Her friend laughs and N. smiles at me. Her friend S asks N. "What do you want to play later in center time"? N. responded, "let's play with puzzles, I love puzzles, I have them at home too." Her friend hugs her again and says, "I love you N." and N. responds "me too."

Descriptive Review:

N. is a four-year-old girl who enjoys and appreciates the attention and company of her friends. Most of the time she does not participate in most activities or socialize with her friends during center time or any other sociable moments. She has a tough time interacting and being more verbal with adults and her peers as to asking for things she needs. However, I and the lead teacher have noticed an improvement towards her. N. has been showing an effort in socializing and making friends. For example, during center time she asks to play in the block center and we see her interacting with others more than usual. At the beginning of the year, sometimes when she starts to play in the dramatic play area, she used a lot of parallel play. Now, N. has shown that she can start conversations first and use cooperative play. When it comes to her emotions

and expressing her feelings, she is not afraid to show how she feels. Whenever she doesn't like something or she might feel sad or happy, she starts to cry or smile and speak up. For example, during nap time, N. started to cry, and she came up to me and said, "I'm sad, I want mommy." Later that day, she changed emotion and started to smile and said, "I'm not sad anymore." N. shows love, affection, and care towards others like saying "they are my friends" or hugging them and saying, "I love you." N. tries to play with others as into getting into their group, but she selects her friends and who she decides to play or talk with.

Conclusion:

In observation, it connects to all four developmental domains that will help us analyze and improve children's learning. They are, cognitive, social/emotional, physical, and language development. These are important factors to include when observing a child. When we observe a child, we focus on their curiosity and knowledge. Observing them will help us figure out what is the next step to facilitate their learning and help us know what their weaknesses and challenges are. The four domains are the key to helping understand children and their progress throughout time. The observation techniques are ways to observe a child. For example, anecdotal record gathers only factual events. The running record is a detailed description that will have a sequential manner as you observe with time. Work samples are children's work put together through their year of learning. It helps us and them appreciate their work and know-how far they have become. A descriptive review helps teachers and readers get a better understanding of what is going on in the observation. It gives a better view of the real picture and helps us understand the point. These are all helpful methods to observe a child. It is necessary to acquire these techniques to help all children's developmental domains and help them be successful learners.

Commentary:

As an educator, it is important to consider every child and support their similarities and differences. It is why all teachers must know that individualizing and differentiating in the early childhood field is important. To get to know our children, observation is key, to view their interests, disinterest, knowledge, and understanding of the world. By observing and documenting all students' work and progress, it will help us view and monitor their development over the years. Some of the differences that I notice in the children of the same age group were their different views and understanding of how to manipulate things. I observed that many children developed their fine motor skills differently. For example, in one of the videos, there were three children and they all were writing and drawing differently. For instance, one of them could write letters and others were drawing straight lines. Also, how they progress and follow instructions according to their teachers. I learned that all children are unique in their own way and they all learn differently at their own pace. It is understandable that we all bring our own biases into our observations. As objective observers, we have to be careful with assumptions and judgmental comments against students. Observing a child is all about getting to know them better. One of the specific challenges in my observation was being cautious with assumptions and expectations. The more you observe a child the better you will get to know them without being judgmental. Throughout the videos I watched, it will help me to view all children differently and guide me to make corrections for a better environment. Throughout this experience with the classroom, I learned not to be afraid of asking questions and sharing ideas when it comes to our thoughts. It will help us gain knowledge and use it to help us become great role models for our students. Through the videos and my own work cite, I learned that all children learn differently and with

the help of the class It helped me understand children better to better develop and maintain a good relationship with them.