

ECE 308 Fall 2020 Professor Carol Barclay

Capstone Project- Study of Child Development & Observation techniques

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Observation Experience:

Ever since COVID-19 has started I never had the opportunity to attend a field site, I had done observations through videos and never had that interaction with toddlers. Being able to go in a classroom setting and interact with children is completely different from observing behind a screen. We can tell what their likes and dislikes are and how they interact with their peers and teachers. During this semester I was able to use techniques I have learned in my class and apply it to real life experiences. I started my observations with a Developmental checklist, which is a list of milestones for toddlers in a certain age range. The main purpose of this observation is to see where the toddler stands in his/her age range whether it can be behind, exceeding or just meeting their developmental goals. Next, I proceeded to do a running record, which also helps us as an observer to document what the toddler is saying or doing during a social situation. Then I worked on a Anecdotal Record, which is a written record or note of what the toddler says or does during a teacher lead activity or routines establish in the classroom. I worked on Work Samples as well, where we use the drawings that were made from the child. Work samples can be useful because we visually see the child's progress. Finally, I wrapped up my observations with a descriptive review to briefly summarize my observations and share my interpretation of what I observed Nova do. Applying these different observation techniques helped me better understand how the child can interact and how setting affects the child's development. Observations are done to better understand the toddler as an individual and not judge them in their progression. Making observations monthly can also show improvements that the toddler has done, and new goals can be set.

Physical-Motor Development:

Gross and Fine Motor Checklist

Date: 10/29/2021

Child Name: Nova

Gross Motor Skills	Yes or No
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Reflexive Movements	yes
Turn and Roll Over	yes
Sit	yes
Crawl	yes
Pull to Stand	yes
Transitions (sit to crawl) (sit to stand)	yes
Stand-alone	yes
Balance	yes
Walking	yes
Backs into chair to sit down	yes
Ball Play	yes
Catching	yes

Fine Motor Skills	Yes or No
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Reach for/ swat object	yes
Grasp objects	yes
Use hands independent of other	yes
Turning pages of a book	yes
Hold writing instrument	yes
Scribble on/off paper	yes
Chewing	yes

Analysis:

Based on the checklist, Nova appears to meet all the developmental milestones for gross and fine motor domains. She shows control over her body.

Description of Review:

Focusing Question: Does the child meet their age range developmental domains?

The child is referred as “Nova” and “she” by her teachers Janay and Tatiana. Nova is medium skin toned, with dark brown afro hair, and she is currently 18 months old. She is wearing a white long sleeve shirt with a unicorn print in the middle of her shirt, gray sweats with little pink hearts as a pattern and strap on Nike blazers.

She uses her body to transition from sitting to crawling, and she can sit herself on the chair. Nova can move around easily. She smiles and laughs when her teachers sing “Wheels on the Bus” Nova can sit still when she is eating breakfast and lunch but is very active when its free play. Nova meets her milestones and is very active.

Anecdotal Observation of Social and Emotional Development:

Date: 11/12/2021

Child Name: Nova

Nova is 18 months old; she is medium skin toned, with dark brown afro hair. I observed her interaction during Music time. Janay and Tatiana brought out small drum sets and bells, in the background there is a variety of music playing. Nova is waving around her bells when another toddler leans in and grabs the bells. Nova started to cry and had a tantrum. Tatiana picks up Nova and starts to pat Nova's back and sings to Nova. Tatiana tells Nova whenever she feels ready to rejoin, she can pick up an instrument. Nova can self-regulate and picks up the drums. Nova is friendly with her classmates; she shares toys without hesitation. During Free play Nova is in a group of three. They're all taking turns with the Blues Clue's karaoke machine.

Analysis:

Although Nova had a tantrum, when Tatiana picked her up, she was able to calm down. Toddlers do not understand the concept of their emotions but seeing how Nova was able to self-regulate was amazing.

Description Review:

Nova is medium skin toned, with dark brown afro hair, and she is currently 18 months old. Nova can self-regulate and is able to join back the task without much fuss. Nova is able control her feelings and is well behaved. Nova shares the toys and does not snatch them from her peers. Nova is able to play in groups corporately. Nova had the choice to make her own decision when it came to picking up an instrument. Nova exceeds her Social and emotional development. Being able to control your feelings and rejoin the class shows matureness. Nova's temperament is flexible and active.

Cognitive Development

Date: 11/19/2021

Child Name: Nova

Running Record:

10:25 AM- Janay tapes large notepad paper on the table, along with big Crayola crayons.

10:26 AM- Nova stopped playing with the blocks.

10:27 AM- Nova walks to her seat

10:28 AM- Nova sits down

10:29 AM- Nova grabs a blue crayon with her right hand and starts to scribble

10:30 AM- Nova grabs a green crayon

10:31 AM- Nova has a crayon in each hand

10:32 AM- Nova is babbling with her classmates

10:33 AM- Janay has animal cards in front of Nova

10:34 AM- Nova can recognize some animals and applies the animal noise to the proper animal

10:35 AM- Janay put "Old MacDonald had a Farm"

10:36 AM- Nova lifts both of her arms up and squeals

10:37 AM- Nova is looking around and gets up

10:38 AM- Nova walks to the play area

10:39 AM- Nova takes out the blocks and starts to stack them.

10:40 AM- Nova throws down the block tower and laughs

10:41 AM- Nova piles the blocks back up

10:42 AM- Nova walks up to her classmate and points to the tower

10:43 AM- Nova and her classmate throw down the tower

10:44 AM- Nova returns to the table

10:45 AM- Nova reaches over for three crayons with her both hands

10:46 AM- Nova smiles at the teachers

10:47 AM- Nova reaches over to me and hands me a crayon

Analysis:

Nova can recognize animals and know what sound they make. Nova is able to build a tower with more than 4 blocks. Nova has a short attention span.

Descriptive Review:

Nova is medium skin toned, with dark brown afro hair, and she is currently 18 months old. Nova plays with the blocks for a short time only and heads back to the table. This is normal for her age. Nova has a short span but manages to get back into track. She engages in interactive play involving people and objects, learning language and expresses curiosity about her environment. These interactions support Nova's cognitive development.

Language Development

Date: 12/03/2021

Child Name: Nova

Language	Yes or No
Babbles in own jargon	yes
Uses “eh-eh” or “uh-uh” gestures	yes
Points to communicate	yes
Shakes head “no” to respond	yes
Interested in Sound	yes
Cries to express needs	yes
Reaches out to people	yes
Some two-word phrases	n/a
Repeats adult words	no
Obeys verbal requests	yes
Uses five to 50 words	n/a

Analysis:

Although Nova can communicate with expressions, she is not very verbal. Nova can understand verbal requests.

Descriptive Review

Nova is not able to express herself verbally, but she does an amazing job by being able to express herself through her emotions. I have asked the teacher if Nova is able to communicate with words, but she had mentioned to me that Nova receives speech therapy once a week. I will actually recommend to have her speech therapist come more often to help her communicate. Nova makes it noticeable with her facial expression how she is feeling. When she does not like something she will pout but overall she seems to always be in a good mood because every time you glance at her she is always smiling.

Conclusion:

Being able to go into a field site and interact with children during a pandemic was a bit scary at first but respecting CDC guidelines I was able to observe children in person and not through a screen. You were able to visually see the growth of the toddlers even if it was for a short period of time. I felt like using videos for observation was not very helpful because you wanted to get to know the child more and be able to interact with them.

Using different observation techniques helped me understand how each toddler is different. I never knew there were different ways to observe a child and see what milestones they have completed. Each observation is unique because although we are trying to comprehend their developmental domains when you look back at your notes you can look back and see how much growth there has been. Some may assume that language development has to involve the toddler being able to use words and form sentences, but I learned that no, toddlers communicate with gestures and their facial expressions. T

Part II: Commentary

I chose Nova as my focus child because she was the first toddler that came towards me and interacted with me during free play. Nova is unique because she has her own temperament and learning style. She takes an active role in her process of learning through engaging in her class activities.

Nova's developmental progress increased. When I first interacted with her in the classroom she was only crawling and barely taking any steps, now she can walk to her seat and back to the meeting area. She was very shy in the beginning and did not play with the other toddlers, now she interacts with them when they have free play and although she is unable to speak, she babbles.

I would use this developmental information about Nova to set up extra help for her if its required. Nova shows that she can understand what is being said to her, but she gets frustrated when her teachers do not understand what she wants.

It was my first time being able to go to a field site and interact with toddlers and observe how some toddlers are more expressive and see those who are not. While I was observing Nova, it caught my attention how although I was there for a short period of time, she would immediately recognized me when I returned the following week. Her teachers had mentioned to me how she does not like being touched by strangers and they were amazed how she became comfortable with me.