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ECE 309-0501

Fall 2020

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CAPSTONE PROJECT – CHILD CASE STUDY PORTFOLIO

PART 1

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- Language development toddler video observation
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1. Physical Development

a. Artifacts

Fine motor development checklist (Child in blue t-shirt- Nick)

- uses mainly one hand to pick up objects
- uses non dominant hand to assist
- uses each hand independently
- scoops and pours

Gross motor development checklist (Child in blue t-shirt- Nick)

- can walk up and down stairs alternating feet
- walks smoothly
- turns body
- goes from standing to sitting with no assistance (and vice versa)
- climbs onto/down furniture without assistance

b. Descriptive reviews for Motor Development

Fine motor video:

1st - Child in blue t-shirt is sitting down on his knees next to basket of toys and picks up a yellow car with his left hand, using his right hand and fingers on the wheels and making them turn. He puts the toy down, and then with his left hand to reach inside the basket of toys, picking up another toy with wheels and performing the same motion on the wheels with his right hand while holding the toy with his left hand. He repeats the same action with two other toys and then reaches for a red ball and with two hands brings it to his mouth. The caregiver talks to him and he hold the ball with his left hand and hands it to the caregiver and with both hands he pats the side of his legs.

2nd – (Water table) Child in blue t-shirt runs to the water table holding the red ball with his left hand, places the ball in the water and picks up a white shovel and scoops and pours the blue water, then with his right hand he picks up another white object and scoops and pours the water simultaneously with both hands. He then places the shovel back in the water and transfers the object to his left hand, scooping and pouring the water one more time and then shaking the object in the water. He then picks up a big plastic bottle with his right hand and holds it up, scooping the water with his left hand and pouring it inside the bottle first and then pouring it back onto the table with his left hand while still holding the bottle up. He then holds the bottle and hits it on the side with his left hand, tilts it to the water table and the bottle gets some water inside, then he lifts it and brings it to his mouth and the caregiver says “Nick, No drinking please”

Gross motor video:

Holding on to the railing with his right hand, Nick pulls himself up from a sitting position, and starts to walk up the stairs, he turns his body around and seems to be looking at another child. Turns his body again towards the top of the stairs and goes up on his hands and knees. Once at the top of the stairs he sits on his knees while watching the child in the black t-shirt walk up the slide. That child falls down the slide and Nick moves his body forward without standing up and getting to the edge of the slide in a sitting position and sliding down. When he gets to the bottom of the slide, he stands up immediately and moves stomps his feet and moves both arms next to his body while walking back to the stairs. He walks the first 3 steps and then turns his body around and starts walking back down the stairs. He walks out into the mat, turns his body around back to the stairs and runs to it with his arms held up in front of him. He falls at his first attempt of going back up the stairs and turns his body around and with both hands on the floor he brings his feet up onto the stairs.

2. Language Development

a. Artifacts

Checklist of development

- Child responds positively to being spoken to
- Child engages in nonverbal communication with caregiver
- Child engages in some verbal communication with caregiver
- Child engages/responds to what peer is saying
- Caregiver is able to interpret child's vocabulary to help child manage feelings
- Uses verbal play

b. Descriptive review

“Relationship Building” video

C says “Me face” while using the crayon on the paper in front of him. The caregiver seems to try to encourage and correct him and says “Oh, that’s Colton’s face”. He points to the paper and says “me” and the caregiver asks which part of the drawing represents his face and he points to a brown line on the top left of the paper. The other child next to them mentions that her drawing represents her mommy. Colton uses his hand and points to the paper and says “my mommy”. He then turns his head and the Caregiver seems to notice and interpret what he is doing and asks if he is looking at the monitor to see if he can see his mommy. He responds “no” and the caregiver says “not yet”. It seems as if the caregiver understood his “no” as in, “no, mommy isn’t at the monitor yet”

3. Cognitive Development

a. Artifacts

Checklist of Development

- Child copies gestures
- Puts things in containers and takes things out of container
- Follow simple directions and verbal commands
- Uses one hand more than the other
- Tries different solutions to a problem

- Is able to focus on a task for a few minutes
- Holds object in both hands to look at it
- Babbles and tries to communicate verbally
- Demonstrates relationship with peers

b. Descriptive review

Levi, age 18 months

Levi is sitting at the table in front of his caregiver. Using his right hand, he picks up piece after piece of the puzzle and sets it down on the side of the puzzle, while his left hand holds on to the corner of the table. When he is done taking off the pieces, he uses his right hand to get one of them from the side and tries to fit it back in the puzzle, he tries on three different places and then sets the piece back down on the side. Then, with his left hand he picks up the piece closest to his left hand, holds it with both hands while looking at it. He tries on the first place and then on the second and then exclaims “ahhhhh” and the caregiver says “it’s ok, try again, try in there” while scaffolding him to fit the puzzle piece in its right place.

4. Social and Emotional Development

a. Artifacts

Checklist of development

- Child works hard to be in control
- Is persistent in problem solving
- Is enthusiastic about interacting with peers
- Aware of themselves as separate from others
- Uses language to express thoughts and feelings
- Uses enhanced thinking skills to solve problems
- Takes pride in her own accomplishments such as pouring water

b. Descriptive review

“Mint tea and a chat” video

The child in the polka dot dress (A) walks to the table carrying four coasters. She places the first one in front of the other child sitting next to her (B), then places the next coaster in the seat across from her, and the next across from B, who asks “that for me?” A says: “no, that’s for you” pointing to the one in front of B. A then sits down and says what sounds like “one for me” and smiles at B. B seems to question at who’s other coasters are those and they have a conversation about it. Then, they now have water glasses in front of them and the caregiver brings a jar with water for them to pour. A says “I pour it first” and then carefully pours it into her glass, sets down the jar and says: “there you are” and “not too much water”. B pours a little water into her glass and A says “no, a little more” and picks up the jar and pours more into B’s cup.

D. Conclusion

Observing the children in the videos was extremely important for my own understanding of the developmental domains and to be able to have clear idea of the traits each child presents. The videos showed me that Early childhood development doesn't happen one domain at a time, and that is why it's so important to create records of a child in an early childhood setting. They are learning and becoming more skilled every day and it's crucial for me as an educator to understand and track their development. When I create a record, it's easier to go back through the moment, recollect what happened and plan on how to better support that child in the areas they need help with.

Part 2: Commentary Paper

1. We looked at videos of many different children - why is individualizing or differentiating instruction important? What were some of the differences that you noticed in the children from your age group?

Every child is different and will always develop at their own pace, to understand that is key to understanding early childhood development. There are checklists for us, caregivers, to relate to so that we can make sure that each child is developing at a healthy and appropriate time frame, but I personally have both experienced a child who walked at 9 months old and a child who walked at 16 months old and they were both perfectly healthy. Following the same example, but with a different developmental domain, I have experienced a child who was speaking in 3-5 words sentences by 18 months, and a child who had a limited vocabulary at 20 months and would only say things like “hi”, “bye” and “up”. They were both healthy and developing at their own pace. In the videos, I was able to observe children who were around the same age and showed several different levels of skills.

2. How challenging was it to be an objective observer? We all bring our own bias to observation- what were some of the specific challenges that you noticed for yourself?

Being an objective observer was challenging and understanding the concept and the importance of it was difficult at first, but once I got to do it and practice it became a lot easier and I could

really see the benefits of objective observation bring to understanding childhood development.

We all bring our own biases and in my case I feel like I bring my experiences with other children when observing, and it can be a struggle at first not to compare level of development or level of skills at certain ages, but by practicing objective observations, I was able to understand better that children develop at their own pace and every child is unique and every child needs individual attention and care.

3. How would you use this developmental information from the videos to set up a classroom environment?

Every developmental domain deserves proper attention in the classroom, therefore there should be areas in the classroom that were specifically designed to support each domain. The videos helped me with that because I was able to have an idea of what many different classroom areas look like, including outside areas. One of the videos showed a child playing at an outside sensory water table, engaging in motor activities that are essential for his physical development, like scooping and pouring and using both hands at once in coordination. Another video showed a toddler climbing up on a play gym area and that also showed me an area of a classroom where physical development is being strengthened by play. A quiet play area like a shelf with puzzles and stacking cups is essential to toddler's cognitive development. In the video for social and emotional development, they show two toddlers playing "tea" and it demonstrates the importance of dramatic play for young children's social and emotional development, as well as their language development.

4. What did you learn most from your experience in the class and from observing development through videos?

What was most important for me during this semester of observation was focusing on being an objective observer. It was also very helpful to see several different toddlers in different play settings exploring their developmental domains in many ways to understand how children are unique. This class taught me that I want to be an intentional caregiver who is able to observe objectively and plan appropriately to cater to each child's needs in my classroom.