

ECE 308 Fall 2020 Professor Carol Barclay
CAPSTONE PROJECT -- CHILD CASE STUDY PORTFOLIO
Dymond Brown

PART I: Contents of the Child Study Portfolio

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B: Observation Techniques

Throughout my time of studying in my major of Early Childhood Education, I have been able to observe children from birth through 18 months. This past semester I observed infants and was able to see them use their fine and gross motor skills. I will be able to use these skills as a teacher and in my personal life as well. This past semester I used objective observations and descriptive reviews to describe the domains of each infant I have worked with and observed. I have also been working with the BMCC early childhood center virtually , so I can see the kids on zoom using their fine and gross motor skills as well. The kids are very good at expressing their feelings. During my time with the kids that go to the BMCC early childhood center I have witnessed how the children act when they're at home versus when they are at the center.

C: Body of the Portfolio

1. Physical Development

a. Artifacts

Gross and Fine motor skills

Date: 3/25/2021

Child name: Kaitleen

Gross development Skills	Yes or No
· Rolls over front to back and back to front	NO
· Sits with support and then independently	NO

- Crawls forwards on belly YES
- Assumes a seated position unaided N/A
- Creeps on hands and knees YES
- Transitions into different positions: sitting, all fours, lying on tummy YES
- Pulls self to stand YES
- Walks while holding onto furniture YES
- Takes 2-3 steps without support YES
- Rolls a ball in imitation of an adult NO
- Sits, crawls, walks YES
- Still has wide gait but walking/running is less clumsy YES
- Pushes against a ball (does not actually kick it) n/a

Fine motor skills	Yes or no
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- Reflexive grasp (at birth) yes
- Global ineffective reach for objects (3 months) yes
- Voluntary grasp (3 months) yes
- 2 handed palmar grasp (3 months) yes

· 1 handed palmar grasp (5 months)	yes
Controlled reach (6 months)	yes
Reaches, grasps, puts object in mouth	yes
· Controlled release of objects	yes
· Static Pincer grasp (thumb and one finger)	yes
· Picks things up with pincer grasp (thumb and one finger)	yes
· Transfers objects from one hand to another	yes
Drops and picks up toys	yes

b. Descriptive Review

The child is referred to as “Kaitleen” by the teacher. Kaitleen has fair skin, with blonde short hair, and appears to be roughly 9 months. She is wearing a pink, yellow, and white striped shirt. She is also wearing blue jean shorts. She is accompanied by the teacher along with a boy infant. She uses her body to push, sit, and stand up. Kaitleen can move around easily. She vocalizes the “ahhh-ahhh” sound. She is really smart. Kaitleen is more interactive when standing. She shares her toys with the other infants in the classroom.

2. Social and Emotional Development

a. Artifacts

Infant A is a 9 month old, fair skin girl, with short blonde hair. I observed her interaction which took place in the daycare. Infant A bends down to use her right hand to move toys away from the other infants. Infant A says, “The toys are mine” twice and “What happened?” the

teacher gets involved and says to share. Infant A then stands to her feet and claps her hands a lot of times..

b. Descriptive Review

The child is referred to as “Kaitleen” by the teacher. She is a very calm and quiet girl. She follows direction very well. She eats on her own and tells the teachers when she’s done. She plays very well with the kids in the daycare.

3. Cognitive Development

a. Artifacts

Kaitlenn knows how to open up a book on her own. She talks, but not in full sentences. I haven’t heard her sing songs, but I heard her say some words. She knows how to jump, run, and walk somewhat.

b. Descriptive Review

She knows how to use her hands very well. She is a very independent toddler. She doesn't need much help with grabbing things, or eating. She remained calm even when another infant was whining or upset. She is learning empathy and understands that crying is a signal that something is wrong.

4. Language Development

a. Artifacts

Kaitleen is using her words and is very understanding when the teacher gives her complements. She knows words very well. She is very smart to be a 9 month old baby.

b. Descriptive Review

We can teach the infants to say words. For example, as the teacher we can teach them how to say words like mama and dada. We must teach them to expand their vocabulary with word games.

D. Conclusion

While observing each domain it is apparent that one intertwines with the other. For example, through my observation I noticed an overlap with physical development and cognitive development. Children who were not physically capable seemed to need more assistance from teachers on solving problems or performing a task.

In one of my observations, I noticed during playtime, the child that I was observing was not sharing toys at all. The teacher sat near her during playtime and told her to share. She learned to share with other people.

It is through observations and description reviews where teachers can begin to understand a child better and look at them. Through observation teachers can see the challenges and strengths of a child. Through description reviews teachers can plan better and reflect on child development to ultimately push them to their full potential.

Through my own observations the challenges I may face for observing a child would be the disadvantage of not being able to actually go in the center to observe them. I believe that the convenience of being able to go back and view an observation is the best way to grasp every detail. For this case study, the challenges I faced were observing children for a short period of time.

Video made it much easier to write up an anecdotal review. Observations like checklists and running records, I would use more in real time. Overall, I believe that video would be the most effective tool to completing observations.

PART 2: Commentary

Answer questions 1, 2, 3, 4

1. No two children are alike. The importance of individualizing and differentiating instruction ensures that ultimately each child will be taught based on their own abilities. Children have many different learning needs and it's essential that teachers identify those needs, so that children can reach their full potential. The goal is to keep instructions child centered. For this case study though all children were in the same range age group, they each displayed their own individuality, interest, and personal needs. There were visible differences between 6 month and 10 months that I observed. The 9 month old had an easy going temperament and the 9 month year was feisty. I also noticed that while some were able to perform certain tasks independently others needed additional assistance from their teachers.

2. After completing several observations, I've become accustomed to writing my observations as objective as possible. Challenges I faced were not knowing a child's name, and exact age. With so much practice I am able to write a detailed observation on exactly what I observe. What I learned most from this experience is how different each child is regardless of them being from the same age range. I learned many tips for writing observations and description reviews. Overall I believe that I am able to write a detailed yet objective observation and am able to write a reflective description review.

3. In other infant videos that I have been watching I have noticed that some infants know how to already sit up on their own, stand up, walk, and more. Other infants from my infant that I

was observing and taking notes on were more advanced than the infant that I was observing. Skills such as taking a first step, smiling for the first time, and waving “bye-bye” are called developmental milestones. Developmental milestones are things most children can do by a certain age. Children reach milestones in how they play, learn, speak, behave, and move (like crawling, walking, or jumping).

4. In the first year, babies learn to focus their vision, reach out, explore, and learn about the things that are around them. Cognitive, or brain development means the learning process of memory, language, thinking, and reasoning. Learning language is more than making sounds (“babble”), or saying “ma-ma” and “da-da”. Listening, understanding, and knowing the names of people and things are all a part of language development. During this stage, babies also are developing bonds of love and trust with their parents and others as part of social and emotional development. The way parents cuddle, hold, and play with their baby will set the basis for how they will interact with them and others.