

Observation Summary Paper: Social-Emotional and Language Development

~3 pages, type written, double spaced, standard 1" margins

In this paper, you will analyze the social-emotional and language development of young children then write a paper with the following sections:

- Section 1: Infant/Toddler
- Section 2: Preschool Age Child
- Section 3: Young School Age Child
- Section 4: Conclusion

1) Infant/Toddler

a) Introduce the child setting by providing the following details:

- i) Describe the child.
 - (1) How old is the child?
 - (2) Describe the child's physical appearance -- hair, skin, facial features, body type, and clothing.
- ii) Describe the setting of the observation.
 - (1) Where did the observation take place?
 - (2) What furniture, materials, equipment were in the space?
 - (3) How was the furniture, materials and equipment positioned?
 - (4) Who was present?

b) Language Development

- i) Identify 2 to 3 language skills and processes that you observed the child exhibit in the video. Clearly and objectively describe the behavior you observed and the skills and processes it demonstrates. (e.g. Jose caught then kicked a moving ball. This demonstrates his balance, ball play skills, and kicking abilities).
- ii) Identify 2 to 3 Physical Well-Being, Healthy and Motor Development indicators of what an educator might notice from the NY Early Learning Guidelines based on the behavior the child demonstrated. Indicate the subdomain(s) that each indicator falls. NY Early Learning Guidelines: <https://www.ccf.ny.gov/files/7315/9112/1561/ELG-2020.pdf>
- iii) Identify 2 to 3 Communication, Language and Literacy indicators of what an educator might notice from the NY Early Learning Guidelines based on the behavior the child demonstrated. Indicate the subdomain(s) that each indicator falls. NY Early Learning Guidelines: <https://www.ccf.ny.gov/files/7315/9112/1561/ELG-2020.pdf>

c) Social-Emotional Development

- i) Identify 2 to 3 social-emotional skills and processes that you observed the child exhibit in the video. Clearly and objectively describe the behavior you observed and the skills and processes it demonstrates. (e.g. Jose caught then kicked a moving ball. This demonstrates his balance, ball play skills, and kicking abilities).
- ii) Identify 2 to 3 Social-Emotional Development indicators of what an educator might notice from the NY Early Learning Guidelines based on the behavior the child demonstrated. Indicate the subdomain(s) that each indicator falls. NY Early Learning Guidelines: <https://www.ccf.ny.gov/files/7315/9112/1561/ELG-2020.pdf>

2) Preschool Age Child

a) Introduce the child setting by providing the following details:

- i) Describe the child.
 - (1) How old is the child?
 - (2) Describe the child's physical appearance -- hair, skin, facial features, body type, and clothing.
- ii) Describe the setting of the observation.
 - (1) Where did the observation take place?

- (2) What furniture, materials, equipment were in the space?
- (3) How was the furniture, materials and equipment positioned?
- (4) Who was present?

b) Language Development

- i) Identify 2 to 3 language skills and processes that you observed the child exhibit in the video. Clearly and objectively describe the behavior you observed and the skills and processes it demonstrates. (e.g. Jose caught then kicked a moving ball. This demonstrates his balance, ball play skills, and kicking abilities).
- ii) Identify 2 to 3 Communication, Language and Literacy indicators of what an educator might notice from the NY Early Learning Guidelines based on the behavior the child demonstrated. Indicate the subdomain(s) that each indicator falls. NY Early Learning Guidelines: <https://www.ccf.ny.gov/files/7315/9112/1561/ELG-2020.pdf>

c) Social-Emotional Development

- i) Identify 2 to 3 social-emotional skills and processes that you observed the child exhibit in the video. Clearly and objectively describe the behavior you observed and the skills and processes it demonstrates. (e.g. Jose caught then kicked a moving ball. This demonstrates his balance, ball play skills, and kicking abilities).
- ii) Identify 2 to 3 Social-Emotional Development indicators of what an educator might notice from the NY Early Learning Guidelines based on the behavior the child demonstrated. Indicate the subdomain(s) that each indicator falls. NY Early Learning Guidelines: <https://www.ccf.ny.gov/files/7315/9112/1561/ELG-2020.pdf>

3) Young School Age Child

a) Introduce the child setting by providing the following details:

- i) Describe the child.
 - (1) How old is the child?
 - (2) Describe the child's physical appearance -- hair, skin, facial features, body type, and clothing.
- ii) Describe the setting of the observation.
 - (1) Where did the observation take place?
 - (2) What furniture, materials, equipment were in the space?
 - (3) How was the furniture, materials and equipment positioned?
 - (4) Who was present?

b) Language Development

- i) Identify 2 to 3 language skills and processes that you observed the child exhibit in the video. Clearly and objectively describe the behavior you observed and the skills and processes it demonstrates. (e.g. Jose caught then kicked a moving ball. This demonstrates his balance, ball play skills, and kicking abilities).
- ii) Identify 2 to 3 Communication, Language and Literacy indicators of what an educator might notice from the NY Early Learning Guidelines based on the behavior the child demonstrated. Indicate the subdomain(s) that each indicator falls. NY Early Learning Guidelines: <https://www.ccf.ny.gov/files/7315/9112/1561/ELG-2020.pdf>

c) Social-Emotional Development

- i) Identify 2 to 3 social-emotional skills and processes that you observed the child exhibit in the video. Clearly and objectively describe the behavior you observed and the skills and processes it demonstrates. (e.g. Jose caught then kicked a moving ball. This demonstrates his balance, ball play skills, and kicking abilities).
- ii) Identify 2 to 3 Social-Emotional Development indicators of what an educator might notice from the NY Early Learning Guidelines based on the behavior the child demonstrated. Indicate the subdomain(s) that each indicator falls. NY Early Learning Guidelines: <https://www.ccf.ny.gov/files/7315/9112/1561/ELG-2020.pdf>

4) Conclusion

- a) Answer the following questions in the final paragraph:
- i) What new insights do you have about young children and/or social-emotional and/or language development from the process of observing young children and analyzing their social-emotional and/or language development?
 - ii) What was the most interesting element of this assignment to you? Why?

Emotional Skills & Processes

- Sense of self
 - Body awareness (0-6 months)
 - Identity
- Self-Concept
 - Opinion of own abilities, weaknesses & status
 - Self-esteem
- Emotions
 - Experience feelings
 - Identify feelings
 - Self-regulation
 - Self-soothe
 - Control:
 - Body
 - Emotions
 - Behavior
- Initiative
 - Assertive behavior
 - Social & creative risks
 - Demonstrate independence
- Temperament
 - Style
 - Feisty/ Active/ Fussy
 - Flexible/ Easygoing
 - Slow-to-warm-up/ Cautious/ Fearful
 - Goodness of fit

Social Skills & Processes

- Relationships
 - Prosocial behaviors
 - Affection
 - Cooperating
 - Empathy
 - Following rules
 - Form friendships
 - Helping
 - Relatedness
 - Member of group/ Group identity
 - Interact with others
 - Establish relationships
 - Form friendships
 - Attachment
- Gender Identity
 - Understanding of gender roles
 - Express gender roles

- Culturally influences
- Social Participation
 - Unoccupied behavior
 - Onlooker behavior
 - Parallel play
 - Associative play
 - Cooperative Play
 - Games with rules
- Social Rules
 - Expected behavior
 - Appropriate behavior
 - Turn taking
 - Sharing
 - Manners
- Separation
 - Object permanence
 - Separation anxiety
 - Stranger reaction
 - Say goodbye to family & friends

Language Skills & Processes

- Communication Skills & Processes
 - Communication Skills
 - Eye contact
 - Get attention appropriately
 - Take turns when communicating
 - Initiate conversation
 - Maintain conversation
 - Verbal Communication
 - Vocalizations
 - Sounds
 - Words
 - Crying
 - Laughing
 - Non-verbal Communication
 - Gestures
 - Sign Language
 - Facial Expressions
 - Body language & movements
- Language Skills & Processes
 - Expressive Language
 - Cooing
 - Babbling
 - Jargon
 - Words without meaning
 - Words/ sounds with meaning
 - Words
 - Sentences & questions
 - Receptive Language
 - Responds to sounds
 - Understand what language is

- Respond to name
- Follow commands
- Answer questions
- Understand conversations
- Comprehend books & stories
- Pre-literacy & Literacy skills
 - Songs & fingerplays
 - Symbolic awareness
 - Pictures
 - Letters
 - Words
 - Abstract images (flag, mascot, etc.)
 - Reading
 - Interest in books
 - Reads with others
 - Interest in print/ letters
 - Identify letters
 - Associate sounds with letters
 - Read words
 - Comprehend sentences
 - Writing
 - Scribble
 - Draw
 - Pretend writing
 - Create letters
 - Form words
 - Inventive spelling
 - Create simple sentences

The Self-Assessment Checklist below describes how your Observation Summary Paper: Social-Emotional and Language Development will be assessed.

Self-Assessment Checklist, if you can answer 'yes' to all questions below, you will earn 1 point:

TASK	DOES YOUR PAPER:	Y/N
CHILD DESCRIPTIONS	Include a thorough, clear, graphic description of the 3 settings & children in each age group so that the reader can picture the child & environment?	
LANGUAGE SKILLS & PROCESSES	Include 2+ language skills & process for each child, with clear, detailed, objective descriptions of the behavior that indicated the skill/process?	
LANGUAGE NY ELG INDICATORS	Include 2+ Language, Communication & Literacy NY ELG indicators of what an educator might see that align with observation, & child's age?	
SOCIAL-EMOTIONAL SKILLS & PROCESSES	Include 2+ social-emotional skills & process for each child, with clear, detailed, objective descriptions of the behavior that indicated the skill/process?	
SOCIAL-EMOTIONAL NY ELG INDICATORS	Include 2+ Social-Emotional Development NY ELG indicators of what an educator might see that align with observation, & child's age?	

CONCLUSION	Thoughtfully & thoroughly answer the questions?	
CLARITY	Present as clear, organized, coherent, full of details/examples, with evidence of proofreading?	