

SAMPLE Observation Summary Paper: Physical Development

Infant/Toddler

Lizzy is an energetic 13-month-old baby with light short brown fine hair. Lizzy has a chunky full face with chunky cheeks, button nose and dark gray eyes. She has on a lavender and white polka dot dress with white socks. She's sitting in a large living room on a big area rug with neutral-colored squares. Behind her is a large fireplace with lots of toys and stuffed animals. To the left of the living room is a guitar on a guitar stand. Lizzy is playing with a pink Teapot with purple lid and two matching purple teacups with her mother. She also has chocolate and vanilla replica slices of cake that sit on a pink saucer. On the front of this tea pot is a smiley face. To the right of her right foot is a pink piggy bank with a smile and big red nose. Her mother hands her big palmed sized yellow, orange, blue and green coins that are stored inside the piggy bank.

Lizzy demonstrated motor skills and processes. While playing, Lizzy is sitting up on her bottom, this displays her being able to keep her balance and keep her head balanced as well. Also observed her pretending to eat the slices of cake which shows her fine motor skills being able to grip the cake slice, hold on to it, while reaching for more things in front of her. Under the NYS Early Learning Guidelines (2019) Physical Well-Being, Health, and Motor domain, Lizzy was able to crawl as well as being able to move between lying down sitting and balancing on hands and knees (large motor skills, 8-16 months). Lizzy was able to use her finger and thumb to pick up smaller objects (small motor skills, 8-16 months).

Preschool Age Child

Madison is an approximately 4-1/2-year-old little girl with loose long dark curly hair and slim build, light brown skin, brown eyes, and a small nose. She has on a bright hot pink fuzzy bucket hat, purple long sleeve shirt with a colorful rainbow on the front, pink scarf around her neck, lime green pants with a blue butterfly, pink heart and purple heart on the top left side of her hip, and light pink boots with tan fur around her ankles and pink laces.

Madison is playing dress up with two other little girls in a large classroom. They get their items from a big blue bin that sits on the floor in the corner of the classroom under hooks where their classmates' sweaters are hung. To the right of her is a small wooden round table with matching chairs and purple bulletin board above it. On the wall is a brown trimmed mirror.

Madison grabbed a purse and doll baby from the blue bin on the floor in the corner just under her classmates hung sweaters on the wall. Madison walks around tables to different play areas in the room speaking with her friends and teacher. While playing she displays gross motor skills by walking and maneuvering around tables in her room with ease. At one point Madison is pretending to clean. She uses her thumb and fingers to place a pair of gloves on her hands using her fine motor skills to place them all the way on her hands.

According to the NYS Early Learning Guidelines (2019) Physical Well-Being, Health, and Motor domain, an educator will observe Madison displays large motor skills being able to move confidently around obstacles maintaining balance while stopping and turning (4 years old). She also exhibits squatting without falling over when she sits down in a low chair (4 years old). Madison shows that she's able to use a marker to draw lines (fine motor skills, 3 years old) while consistently using her right hand (5 years old).

Young School Age Child

Jasmine is a 5-year-old twin sister with shoulder length black hair with blunt cut bangs, just above her dark brown eyes and thin lips. She has a slim build. She has on a red pullover zip-up sweater with yellow trimming. On the front of her sweater is the cartoon character pikachu. She's got on light pink leggings with white socks and slip on red and pink sneakers.

Jasmine is at the playground with her little sister, brother and father as well as other children and families around them. The playground is filled with lots of playground equipment that gives room for most abilities. A portion of the park is in sand and the other is a soft black top surrounded by tall green trees. It's a sunny day to play in the park.

Jasmine has both feet planted on a spinning apparatus with a firm grip on the pole in front of her. Jasmine leans back to get the pole to swing around, she's showcasing her gross and fine motor skills being able to sit and hold on while she lays her head back. Jasmine runs to the monkey bars and pulls herself up. She swings her legs from side to side showing her trunk strength. Jasmine plays in the sand picking it up and releasing it showing off her fine motor skills.

According to the NYS Early Learning Guidelines (2019) Physical Well-Being, Health, and Motor domain an educator may observe her pumping her legs swing (large motor skills, 6 years old) and running up and down stairs with alternating feet (7 years old). However, as an observer I did not see Jasmine display any of the small motor skills listed in this particular setting.

Conclusion

Being an observer was very interesting for me. It made me look at development differently. It showed me the real sequence of abilities from one age group to the next. Working with school aged children in a school with many different abilities I can see what some children lack and advance in. I learned that a child's environment really plays a part in their developmental skills . I look at manipulatives used in my classroom for a while. It was interesting to see a child display a nonverbal cue that lets an observer know where the child is developmentally.

References

New York State Early Childhood Advisory Council. (2019). *New York State Early Learning Guidelines: A Child Development Resource for Educators of Children Birth Through Eight*. New York Works for Children