

Sample Cognitive Development Observation Summary

Children develop in so many ways throughout their lives. The domain that I will focus on for this observation summary is cognitive development. I will observe Sophie for infant/toddler, Jenny for preschool age, and Amy for young school age child. I will focus on their cognitive development that they were able to demonstrate in each video.

My Infant/Toddler observation was done on Sophie. Sophie appears to be a 13-month-old female. She is white with blue eyes, short to the scalp brown hair, big cheeks, large round brown eye, is wearing a purple dress with white polka dots and white socks. The observation took place in the living room. She was sitting on a fuchsia, white, and grey rug. There was a fireplace behind Sophie with tons of stuffed animals and a car toy. Next to the fireplace was a guitar. In front of Sophie is an interactive teapot set, an interactive piggy bank, a pretend cake set, and a stuffed kitty. The camera shifts and there is a basket filled with toys and stuffed animals behind Sophie. There was a white knit crochet blanket. Later Sophie is placed at a standing activity center by an adult caregiver. It is an interactive standing center that is jungle themed. It is green and has animals on it. Sophie is sitting for at least 50% of the video.

Sophie seems to understand cognitive skills by using cause and effect. When she opens the tea pot it makes a sound and when she closes it, it stops. When she makes the connection, she looks at the adult and smiles. Sophie understands space because she crawls in the direction of the toy she is trying to grab. Under the NYS Early Learning Guidelines (2019) for Cognitive Development, Sophie brings familiar or new objects she is curious about to a trusted adult (investigating and exploring subdomain, 8-16 months). Sophie repeats actions many times to cause an effect (understanding cause and effect subdomain, 8-16 months).

My preschool age child observation was done on Jenny. Jenny appears to be a female 4 years old, with long dark brown hair, light tanned skin, dark brown eyes, at/or slightly above weight and height for her age group. She is wearing a furry pink bucket hat, dark purple shirt, bright green sweatpants, light sand colored Ugg style boots with the top flipped inside out and matching pink scarf. Jenny is in a classroom setting. She starts off in a pretend play dress up area. There are hooks with outfits hanging. There are containers with accessories. There is a full-length mirror and a round table. She moves over to a red chair. Jenny then wanders over to a table that has a pretend cash register. She walks over to the teachers table and is standing with other classmates. She puts on yellow gloves to pretend clean. Cleans the full-length mirror. She then picks her baby up from the teacher at the teacher's table. The classroom is very packed with play options for the children.

For cognitive development skills Jenny expresses to her friend that she has more beaded necklaces and they are able to negotiate. She also takes her baby doll to the teacher for her to babysit and puts on cleaning gloves to pretend clean the mirror. Under the NYS Early Learning Guidelines for Cognitive Development Jenny was able to demonstrate comparing number of objects by counting, even when one of the objects is bigger, up to 10 (comparing and categorizing subdomain , 4 years old) and Invents storyline and initiates play with a peer (representing subdomain, 4 year olds).

My young school age child observation was done on Amy. Amy appears to be female about 5-6 years old, Asian white skin, black hair that is medium length past the shoulders with bangs, slim in size. She is wearing a red pullover sweater that has a Pikachu character on the front middle, white pants, and red and pink sneaker styled shoes. She removes her sweater and is wearing a purple/pink shirt that has hello kitty and little flowers all over. Amy and her family are

at a playground. She starts off on this spinning activity. It's a squiggly pole with a black circle bottom to stand on so that you can hold the pole and swing around. This part of the playground is covered in sand. There's a half rock wall behind her. There's a small boy with a bucket next to her. She heads over to the playground set that is a dark red and green color. She tries the monkey bars but this one is easier. She went back to playing in the sand with her siblings. Then she is on the swing with her father. He is sitting and she is sitting on top of him.

For cognitive skills Amy imitates her sister after her sister goes across the monkey bars, is creative when she builds with sand, and uses problem solving skills to make herself spin around and stop. Under the NYS Early Learning Guidelines for Cognitive Development Amy lists materials needed for an experiment (investigating and exploring subdomain, 5 year olds) and predicts an outcome based on previous effects they have observed (understanding cause and effect subdomain, 5 years old)

When it comes to observing young children and analyzing their cognitive skills, I have noticed that from the moment they are born until about 5 (there's still so much to learn beyond that age) the most amount of development is happening. Every stage sets the child up for the next growth milestone. Cognitive skills was an interesting topic because you watch how children make sense of their world.

References

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

<https://www.ccf.ny.gov/files/5216/0407/9617/ELG-2020.pdf>