A decorative yellow wavy border surrounds the central text. At the top left is a chalkboard with the letters 'A', 'B', and 'C' and a stack of papers. At the top right is a globe on a stand with an open book and a red apple. At the bottom left are two pencils (one green, one blue) and an eraser. At the bottom right is a green ruler and a purple set square.

CHILD CASE STUDY PORTFOLIO

Elisa Perez

ECE 311-0700

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CHILD'S BACKGROUD INFORMATION

The child being observed is Tyler Bradley. He is five and a half years old. Tyler is about 2'11, slim fit, and light color skin. He has short, black, and silky hair. He has a few freckles on the left side of his face. Tyler is an explorer who enjoys new ideas, challenges, and projects. He is very good with numbers however he need assistance with reading and writing. Tyler loves being a leader and is always smiling.

PHYSICAL DEVELOPMENT

ANECDOTAL RECORD: Physical Domain

Child's Name: Tyler Bradley

Age: 6

Other Children: Sophia (5) Carter: (6)

Date: 9/27/21

Observer: Elisa

Time: 3:40 PM

Tyler went over to the monkey bars and asked a Sophia and Carter if they wanted to play tag. They both said "okay." As they run around the playground Tyler tagged Sophia and said, "you're it" followed by a small dance but Sophia fell to the ground. "I'm sorry" Tyler said in a soft voice. Carter ran to them to see what had happened. Sophia got up but did not want to continue playing and ran off to the swings. Tyler and Carter continued playing although now they are climbing up the slide. Tyler made it halfway, he held to the side of the slide with his right hand and slid down. "Come up dude" yelled Carter but Tyler went around and climbed the stairs. Tyler holds on to the bars using his right hand as he makes his way up. He makes it to the top, he slides down the slide and continues to do this for the remaining time.

RUNNING RECORD: Physical Domain

Child's Name: T4 Tyler Bradley

Date: November 1, 2021

Place: Home

TIME	OBSERVATION
3:15 PM	<p>Tyler enters the room holding a Ziploc bag full of notebooks with both hands. He looks up to see if anyone is around, sits down at the table. using two hands, he opened the bag and took out a book. He placed the bag down, hands the adult the books and said, "can we read Eat your veggies?"</p> <p>The adult sat with him to read, Tyler helped flip the pages.</p>
3:40 PM	<p>Tyler is in the room listening to Stay by Justin Bieber. Jasmine walked in and started dancing. Tyler had an awkward look on his face, so Jasmine pulled him by his left arm and encouraged him to dance. Tyler is jumping and swinging his arms, but Jasmine stops him and shows him how to shuffle. Tyler picked up his right foot, then slides to the right and spins two times. He continues to jump after that. An adult enters the room and said "wow amazing dancing skills you guys" Jasmine said thank you and continued dancing but Tyler stopped and ran to the bathroom.</p>
3:50 PM	<p>Tyler is skipping back into the room, Jasmine is sitting down watching television. "Mommy too hot" he said. "You are always hot," said Jasmine. Tyler attempts to take off his sweater, but the zipper gets stuck mid-way. "Mom! take off! Too hot!" he yells but his mom did not hear him. Tyler struggles with both arms to get the zipper open. He then pulls from the bottom but is not successful. He keeps playing with the zipper. He huffs and puffs as he struggles with the zipper but finally the zipper opens. Tyler takes off his sweater and sits at the table.</p>
4:15 PM	<p>Tyler is ready to have dinner. He is at the table with a full plate of spaghetti and meatballs. "Mom, fork!" he yelled. "you are a big boy buddy, big boys help their mommy and get their own forks" said his mom. Tyler slowly got up, walked to the kitchen and his mom handed him a plastic fork. Tyler walks back to the table, holds the fork firmly with his right hand and begins to eat. He gets a small bottle of water and tries to open it, he twists the cap with his right hand but nothing. He gets up hands his mom the bottle and said "Tyler not strong mommy" his mom looks at him and smiles. "Here baby wipe your face," she said as she hands him a napkin. Tyler wipes his face, gets his</p>

	opened bottle of water, and walks back to the table to finish his spaghetti and meatballs.

Descriptive review of the child.

Tyle is able to apply his social skills and uses clear language to express his thoughts. He appears to be confident when socializing with peers. He is able to climb the stairs using alternating feet. I noticed that he occasionally ran on his tiptoes, however he does move in coordinated ways, as I watch him do a little dance after he tagged Sophia. His right hand dominance is great as I watch him grasp the fork to eat spaghetti and he has good grasp as I watch him hold on to the side of the slide and then the bar when going up the stairs. Tyler demonstrated positive gross and fine motor skills throughout his physical movement. He has the ability to hold utensils and keep himself clean. He struggled to manipulate zipper but was successful at the end. He struggled to do the shuffle but was happily jumping, running, and spinning. He seeks guidance when needed and interacts well with others.

Emotional Development

ANECDOTAL RECORD: Emotional development

Child's Name: Tyler Bradley

Age: 6

Other children: Emma and Cesar

Date: 10/26/21

Observer: Elisa

Place:

Time: 10AM

Tyler is in the room doing an arts and crafts activity with Cesar and Emma, they used a pair of scissors, white paper plates, construction paper, markers, crayons, and glue. Mommy said "Ok guys, Halloween is coming this weekend, let's make pumpkins using paper plates and markers. "I'm going to be mine craft," said Tyler. Cesar said he would dress up as Mario and Emma was going to be Tinker Bell. The mom printed pumpkins for the children to color and cut out. "Finished the pumpkins" yelled Emma as she reaches for the scissors. Cesar quickly reaches for the scissors too and takes it from Emma. Emma has a frown on her face. "Mommy! Cesar not nice, he make nena sad," said Tyler. Emma throws a crayon at Cesar, he throws it back at her, and hits her on the face, Emma starts crying. Tyler walks around the table takes the scissors from Cesar, stomps his foot on the floor and said, "You not very nice dude, mommy said share with "frendz", you fired," as he points to the door. Cesar did not move and continued coloring. Tyler reaches for his paper and crumbles it, Cesar gets up, makes a fist, but as he was ready to hit the mom walked in and got involved." "Cesar, we have to be nice to our friends, and share our toys.

Please apologize to Emma and Tyler apologize to Cesar,” we should all be aware of other people’s feelings. The children apologized and continue with their activity. “I’m making a pumpkin man,” exclaimed Tyler as he began to color the back of a paper plate.

KINDERGARTEN EMOTIONAL CHECKLIST

Child’s Name: Tyler

Observer: Elisa Perez

Date: 10/27/2021

IDENTIFY AND MANAGE ONE’S EMOTIONS AND BEHAVIOR

- ☒ Name emotions (e.g., happy, surprised, sad, angry, proud and afraid).
- ☒ Develop and discuss classroom rules.
- ☒ Share feelings in a range of contexts (e.g., through speaking, writing and drawing).

RECOGNIZE PERSONAL QUALITIES AND EXTERNAL SUPPORTS

- ☒ Express likes and dislikes.
- ☐ Identify peers who help others.
- ☒ Identify reliable adults who can help in an emergency.
- ☒ Recognize acceptable methods to gain assistance.

DEMONSTRATE SKILLS RELATED TO ACHIEVING PERSONAL AND ACADEMIC GOALS

- ☐ Show excitement and curiosity about new things in the classroom (e.g., a new book, new science materials and new math counters).
- ☒ Exhibit persistence and creativity in seeking solutions to problems.
- ☐ Recognize one’s own abilities and accomplishments.

RECOGNIZE THE FEELINGS OF OTHERS

- ☒ Recognize that others may feel differently about the same situation.
- ☒ Describe how others are feeling based on their facial expressions and gestures
- ☒ Explain how sharing with and supporting others may make them feel.
- ☒ Laugh and show joy appropriately



References

[Microsoft Word - SocialEmotional.doc \(roe40.com\)](#)

Descriptive Review of the child

Tyler is friendly and full of creativity. He seems to follow his mom's rules

And criticizes children who don't. For example, when Cesar took away the scissors from Emma. Tyler emphasized how his mom encourages him to be kind to others. He has a clear understanding of why it's helpful to share and get along with peers. He was able to appropriately name the type of emotions when he noticed Emma was sad, furthermore he is considerate of another child's feelings. He builds positive relationships with peers and seeks for guidance from a primary care giver when needed.

SOCIAL DEVELOPMENT

RUNNING RECORD: Social Development

Child's Name: Tyler Bradley

Observer: Elisa Perez

Date: 11/01/2021

Place: Home

TIME	OBSERVATION
2:40 PM	Tyler is using blocks to build a tower with his four cousins (Emma, Sophia, Cesar, David). "Look Emma I'm like my daddy, I'm building a big tower," said Tyler. Emma gave him a thumbs up as she handed him another block to stack. "We can build a city, a big one," suggested David. Sophia is making a fence using pillows from the couches. "Ah, now no one can get inside our city" said Tyler. "YES I CAN" yelled Cesar, and he kicked the pillow to get in and then out. Tyler threw the block he had on his right hand and yelled "Yo, what you doing! You fired! OUT" then he started pushing Cesar, Cesar did not move. He stood his ground, therefore Tyler yelled for his mom. His mother came and asked what's the matter. Tyler said "Cesar is not very nice" The girls agreed and said he ruined the fence. The mom asked Cesar to apologize and not to do it again. Cesar refused and walked away to play with a puzzle by himself.
2:55 PM	The big city was built. Tyler, Emma, Sophia, And David admire their creation. Emma suggested they get their Minecraft plush pillow and make believe they are in the game. The children grabbed their plush pillows and began acting like they were in the real game. Tyler was Steve, Emma was creeper, Sophia was Enderman, and David was slime. Tyler was telling them what to do for example he told Creeper to make believe he was entering one of the buildings. Told Enderman to destroy a building and Steve (Tyler) was browsing the city just telling the other players what to do but then David said "I don't want to be Slime! I want to be Steve!"

	Tyler said, “ok dude 5 minutes, Me first then you ok” and David said fine.
3:00 PM	<p>The children are wrecking the city that they built. Cesar slowly approaches them and asked if he can play. NO! Emma added</p> <p>Cesar said it was not fair, and that playing alone is boring. “you guys are destroying the city. so can I play?” Cesar asked again. Emma and Sophia both nodded and Cesar started crying. No fair! No fair! He screamed as he’s crying. Tyler stopped patrolling the city and told Cesar to join the game. “Tyler why you always nice to my brother?” asked Emma. Tyler simply said that they were all friends, and the city is messy anyway. They destroyed the city they built in less than 5 minutes. They are kicked and threw their plush pillows to wreck the city. Together they laughed and make BOOM sounds as they engaged in this fun form of play.</p>
3:22 PM	<p>Tyler’ mom walked in and said, “hay dios mio, I hope you guys are ready for clean-up time.” All the children jumped up and said YES Ma’am. Tyler took the plush pillows one by one to his room. David and Cesar opened the plastic bags for the girls to put in the blocks. Tyler came back and helped put away the blocks. “I don’t like to clean up! Mommy makes me clean” he tells the other children with a sad face. Me too, said the others as they continue picking up the blocks. They cleaned up as a team and then asked the mom if they can play Xbox.</p>

Descriptive Review of the child:

Tyler seems to express his feelings, needs, and opinion in a way that is appropriate in the situation. He demonstrates the ability to be independent and can solve problems on his own. His relationship with others is positive, he seems to interact very well with children and adults. He understands the meaning of sharing toys or materials and is fully aware of other people’s emotions. He knew that Cesar was sad when he seen him cry, therefore he allowed him to join the game with no hesitation. He take initiative and likes to be in charge. He works well independently, and cooperates with others. Tyler’s social skills are developing accordingly.

Creative Development and Individuality

Child's Name: Tyler

Pumpkin man



In this activity Tyler was supposed to make a pumpkin out of a paper plate however, he decided he wanted to do something different. “Mom I’m making a pumpkin man,” he told his mother and that is exactly what he did. He colored in the pumpkins that his mom printed out for him and he cut them out. He colored the

plate orange, gave it a pair of eyes and a nose. He did not draw a mouth. His mom helped him cut out the arms and legs and Tyler glued them to the plate.

Tyler was told to make a pumpkin out of the paper plate but made something totally different. His creativity and imagination are boundless. He took initiative and made his own creation. His fine motor skills are developing appropriately, he can use scissors to cut out pictures and color. He does color outside the lines, but he is fully aware that pumpkins are orange. He also said that the arms and legs would be green because pumpkins have green leaves and a green “stick”. Tyler is very creative as he used his knowledge of fruits to create his masterpiece “the pumpkin man.”

FAMILY TREE





During this activity, Tyler had to create a family tree for school. His mother asked him to draw a tree with lots of branches, but he was too distracted with the paint set he recently got. His mother was in another room looking for materials and when she came back, Tyler had started fingerpainting on the drawing paper. “I love painting” he said as she walked into the living room. His mother gave him a smile and said, “okay, do as many fingerprints and you like. After he was done with the paint his mom helped him cut out the family photos. They took a while to complete this activity. Tyler demonstrated his fine motor skills by cutting, painting, and gluing in this activity. He demonstrated initiative and individuality as he chose to do what he liked most, which helped him to engage in the making of his family tree. He painted the background blue, the blue represents the sky. Tyler is unique and likes to do what interest him rather than completing tasks he is not interested on.

Cognitive and Language Development

RUNNING RECORD: Cognitive and language Development

Child's Name: Tyler Bradley

Observer: Elisa Perez

Date: November 12, 2021

Place:

TIME	OBSERVATION
1:15 PM	<p>Tyler, Sophia, Emma, David, and Cesar are playing hide and seek. It is Tyler's turn to count, "1, 2, 3, 4, 5, 6, 7, 8, 9, 10, ready here I come" he yelled. Emma screams and says how he counted too fast, she wanted him to start over, but Tyler ignored her and started looking for them.</p> <p>Tyler looks around the room, he walks slowly and quietly. He opened the closet and yelled "I see you dude!" David came out with a frown on his face. They both continued seeking for the rest of the kids.</p>
2:22 PM	<p>Tyler and the other children are called into the kitchen. They are about to have lunch. The mom made rice and eggs. Tyler quickly smelled his food and said "eww mom, Ottis farted." his mom explained that it was not Ottis, it was the boiled eggs that had that smell. Tyler called his pet Ottis smelled him and then smelled his food again. "Eww, mom eggs smell like fart" said Tyler. He also added that his pet doesn't stink. Tyler picked up his fork and started eating although he did not like the smell of the eggs.</p>
3:00 PM	<p>Tyler is looking out the window. He sees a squirrel on the balcony and bangs on the window. He called his mother and told her how the animal ate the flower. His mom opened the door, they both walked out and soil was all over the floor. The squirrel dug the plant and made a mess. Tyler asked his mom if he can help put the soil back inside the pot. "mom we need to take care of the plant, and give it water, maybe make a fort to keep the animal away" Tyler said. His mom looks at him and smiled. Tyler scooped up the soil with both hands and put it back in the pot. His mom helped with a dust pan and a broom. After they finished, he immediately told his mom that his hands are dirty and he rushed to the bathroom to wash them.</p>

4:15 PM

Tyler's father is home from work, he runs to him as he enters the room and hugs him. "what's that's daddy?" he asked. His father had a brown bag full of groceries. Tyler tried to help him, but it was heavy. His dad began to put the fruit out, but Tyler interrupted when he saw the bag of apples. He asked his dad for an apple, the father washed the fruit and gave it to him. Tyler took 4 bites and left the apple on the table. He came back later, took his apple and was ready to take another bite, but then he noticed the apple had turned brown. "Dad, my apple is not very good anymore" he tells his father. "You left it out for too long Tyler," said his father. Tyler grabbed the apple and stared at it for a while. Then he ran to the kitchen and tossed it in the garbage.

4:19 PM

Tyler's dad explained why the apple had turned brown. Tyler gave him a blank stare and said," how can we stop an apple from turning brown?""Hmmmmm, maybe we should do an experiment," said his dad. Tyler asked what an experiment is. His dad explained as he gathered vinegar, lime juice, water, and honey. Tyler was staring at his father with a blank face. He told his dad that he wanted to play on his tablet, but his dad did not pay attention to him. He then grabbed Tyler's tablet and played a short video for him about the anatomy of an apple. Tyler looked and said this is boring however his father told him to keep watching. Suddenly Tyler was very interested and held the tablet closer to him. He ran to the kitchen and asked his father to cut open an apple so he can see for himself and count the seeds. The dad gave him a huge smile as they began to experiment with apples.



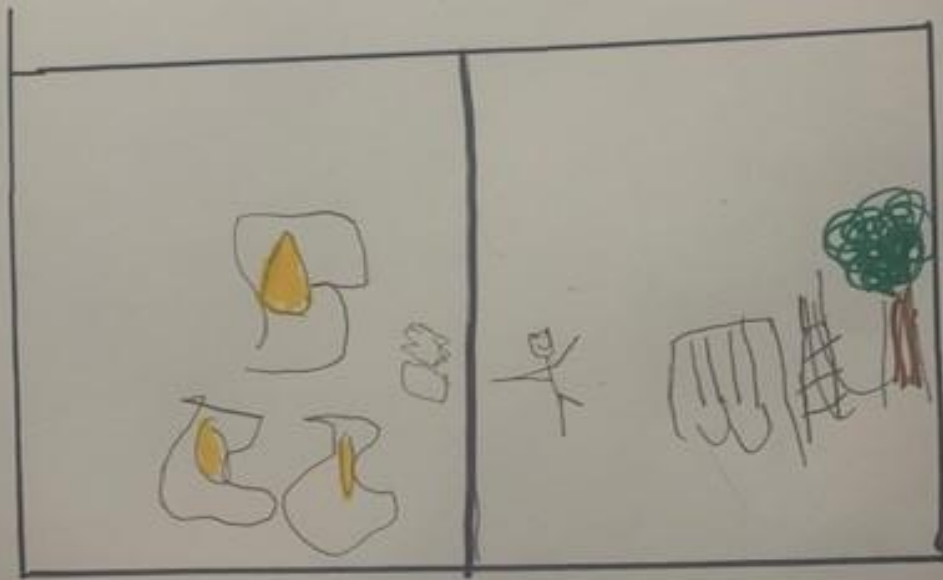
Descriptive Review of the child:

Tyler recognizes numerals 1-10 and can count in order, his number ability is great. He is curious about what happen in the world around him and asks questions. He noticed changes in fruits and looks for explanations as to why it's happening. He generated explanations and communicated information to adults, as he retells the story of what he seen by the window. He is able to identify cause and effect. When he noticed the change of color in his apple, he asked for guidance and support from an adult. He asked questions in order to seek help, get information, or clarify something that is not understood. Tyler utilizes his sense of smell to express his likes and dislikes of the food he eats. An example of this would be when he used his sense of olfactory to smell the eggs and his pet. He then communicated to his mother that his pet did not smell bad, but the eggs did.

CHILD WORK SAMPLE

TYLER B

Today I eat eggs with
rice. My dad took me to the
park with mom.



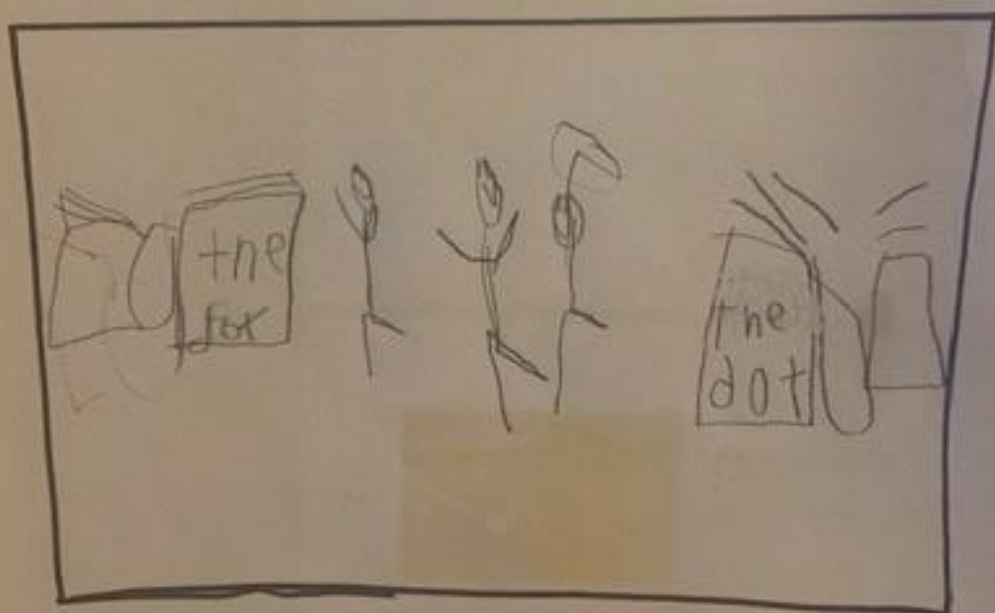
Allen B

Today i eat Pancakes for
Breakfast. my mom took me
to the Library. I w



TYLER B

at the library I
took out 3 books. Then we
home. my mom read me my
Favorite BOOKS



STORY TELLING

Tyler is capable of writing and saying his first and last name without the help of an adult. In these work samples he wrote a story. In his story, he is retelling what happened on that day. Although he told the did not tell the story in the order that it happened, he does seem to remember all about his day as you see him retell on his writing and drawings. He has trouble recognizing the difference between today, tomorrow, yesterday, etc.... Tyler rushed through this activity because he wanted to go play Minecraft. He is aware that eggs and pancakes are yellowish, he also added the brown on his pancakes to represent the syrup. He also drew three people on the last picture to represent his mom, sister, and himself. He added the two books that he borrowed from the library on his drawing. Tyler is doing very well as he experiments his fine motor skills, he is able to understand that words are separated by a space. His mom helped him recap his day and then he started writing. He can retell a story about events that happen on that specific day and uses a combination of drawings to illustrate the events that took place. Tyler demonstrated his fine motor skills by completing this activity, he's capable of using writing tools and has a good grip of his pencil when writing. He can recognize letters and can write sight words without the help of an adult. Moreover, he demonstrated his cognitive, language, and creative skills during this activity.

Tyler is a kind and thoughtful child, he is always open to learning new things and making new friends. He creates a bond with adults that help him feel safe and secure. For example, as soon as he was comfortable with his aunt, he asked her to take him to the park and began interacting with her more. He meets the learning expectations and enjoys various types of play. Tyler works at a quick pace when he wants to play video games, but if you allow him to make his own choices when doing activities, he quickly becomes engaged and forgets screen time. He will take his time to complete the task and makes it beautiful. Tyler seems to have a positive attitude towards learning. He gets along with others and although he likes being in charged during play time, he is fully aware of other peer's feelings. I watched him practice taking turns and sharing toys. Tyler, however, does not like to read out loud, he enjoys when his mother reads to him, and he flips the pages. He pronounces most sounds correctly, but struggles with s,w, and r sounds. He, however, is a great writer. He loves to write about his day and adds drawings to go with it. His fine motor skills are demonstrated when he properly grasps the pencil and began to write. He utilized his gross motor skills in activities where he ran, jumped, and danced. Tyler is capable of working independently and cooperatively with peers. He can express his feelings and stand up for himself and others. Overall, he is super creative and talented. He is definitely a leader who cares about not just himself, but everyone around him. Kudos for all his fine work these past few months.

COMMENTARY

When I first heard of this project, I immediately panicked. “Child Case study! Lord have mercy?” The whole month of September I was stressed out, and worried. I have never worked with children. I have never been in a kindergarten classroom, how was I going to do this? I reached out to my professor, who helped me find a place to put me for the field work experience. This was the only way I would be able to complete this project. However, because of COVID-19, the program had to place me in a remote class. I tried to do my observation virtually, but it was hard. I reached out to my professor again and explained how it was very hard for me to do this observation virtually, I told her that I had a nephew who is five, and asked her if I can observe him, because it would be a lot easier, she said that because of the pandemic, she will allow me to do this. I learned a lot in the process of observing this child but most importantly I build aa relationship with him.

I have been a workaholic for over six years, my parents left, and I was in charge of my younger siblings. I did not have time to visit my brother and his kids. My nephew barely knows. My first visit was a failure, I tried to interact with him and tried to give him a hug, but he ran to his mom. He expressed how he didn’t like “Ellie” Everyone in my family calls me Ellie. I quickly realized how he does not know me by “tia” (aunty. He did not mind my presence but when I would call him to me, he would just run away. I was a stranger to him and that made me very sad. During my first visit, I noticed how he needs assistance with language development. He can not roll his Rs and struggles with phonics. I learned how he’s very shy when adults see him dancing and he treats others with consideration and respect. It took him some time to get comfortable with an adult but once he is comfortable, he is loving, caring, and kind.

We went from being strangers to besties. I had to work to get his trust but the more I visited and interacted with him, the more he felt safe and secure with me. One day, I asked his mother to allow me to pick him up from school. He was happy to see me, yet he still asked for his mom. Building a relationship with children is not easy, but totally worth it. By Thanksgiving Day, he was already calling me “tia.” He felt safe enough with me, he started asking me to take

him to the park. There more we went to this park the better he was getting at developing his fine and gross motor skills. He is a great writer and storyteller. I watched him have a blast writing about his day and drawing pictures that go along with his story. He is able to retell events about his day, for example when he saw the squirrel on the balcony. Tyler is a leader who likes to make his own choices. He is always up for new adventures and learning experiences.

Based on my observation, I would recommend teachers to introduce him to science experiments. I think Tyler would love to learn about the anatomy of an apple and the process of oxidation. This activity will help with his cognitive, social, and physical development. Another possible activity would be to start a journal, Tyler loves to write, and this will give him the opportunity to record the events that happens in his daily life. This activity will support his cognitive and language development. Lastly, I would suggest the teachers to encourage him to music, dance, and movement. He is a shy kid and feels embarrassed when adults watch him, practicing dance in front of an audience will decrease his shyness. This will support his social, physical, and emotional development.

This project made me realized how I must try to make time to spend time with my family. I do not want to be a stranger to my niece and nephew. I learned that observation is a powerful tool. One can learn so much and the result are rewarding. You get to learn more about a child and best of all you build a bond with each other. Once you built that bond, you will see that every child is unique in their own ways, and they bring nothing but positivity and joy into our lives.