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Observation Summary Paper 1: Infant/Toddler observation

ECE 110

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Introduction

In this observation, I will be observing an infant/toddler. I will be making notes on his Cognitive Development, Language Development, Emotional Development, Social Development, Physical and Motor Development, Activities of Daily Living, through my knowledge and experience I gained from attending ECE110.

The Setting

The observation took place in a daycare center for infants and toddlers. The center was well prepared for this age group. There were different kinds of toys and different playing centers. and there were many staff members.

The Child

The Infant is a boy around nine months to one year. He was wearing a black t-shirt with a long white sleeve and a Patman picture on it, and gray pants.

Cognitive Development

The child understand space/ spatial relationships he was able to wait for his turn and gave the other kids their turn when he was playing on the tunnel he also understand routines, when they finish playing with the tunnel he was able to help fold in it and take it back to where it was. he understands the cause and effect when he knows when he was touching the water and recognized it will splash. in a couple of scenes, he was smiling which mean he recognized he is being recorded. he was able to play with most toys. he understood in most in the part how the toys are working. he was focusing on the teacher and try to copy what she was doing.

Language Development

The child was able to understand what was told to him. when he was playing in the tunnel. when he told to wait for his turn, he was able to understand. he was able to understand what was told to when he took the tunnel back. he was able to understand when he asks if he want to set on the highchair and play with the water. he was also able to make noises when he didn't like what was told to him on the tunnel. he was making some noise back when he was asked to roll balls and her revised.

Emotional Development

he was able to wait for his turn to play with the tunnel toy and showed no frustration. He was able to get up and move around. When he was told to put away the tunnel toy, he put it away without getting mad. When he was offered to go on the highchair to splash water, he did not have a hard time transitioning. These are all examples of self-regulation.

Social Development

when he was on the highchair playing with the water, he was looking at the person who is videoing and smiles. he also was looking at the girl in the other highchair and made some sounds. when he was playing in the tunnel, he looked at the kids and understood he had to wait for them to finish their turn.

Physical and Motor Development

The child was using his large leg muscles. He was walking with some stability. He was able to crawl inside the tunnel and turn back and forth inside the tunnel. He was able to get up and set down on his own without any help.

the child used his finger to grab the tunnel and he was trying to push it with his fingers. he was able to push the car inside the tunnel using his hand muscles. he was also able to throw the ball. he was able to press on the button of a toy. he was able to stand with a support while pushing on the wall using his hand and fingers. he was able to pull out the sticky toy from the table. he was able to play with the water and splash it using his hands and finger muscles.

Activities of Daily Living

The child was able to move from one activity to the other smoothly. He was able to transition through playing sections without any tantrum.

Conclusion

from the knowledge and the experience, I gained from attending ECE110. I concluded that the infant I observe grows well within its age range. In language he is using both receptive and expressive language. His gross motor and fine motor skills are developed. He is also developing his cognitive skills by understanding space/spatial relationships, use of tools, understanding routines and reflecting /memory. Also, one thing stuck up to me during the observation. He was able to transfer from one play center to the other very smoothly.

Observation Summary Paper 1: Pre-k observation

ECE 110

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Introduction

In this observation, I will be observing a child in pre-k. I will be making notes on her Cognitive Development, Language Development, Emotional Development, Social Development, Physical and Motor Development, and Activities of Daily Living, through my knowledge and experience I gained from attending ECE110.

The Setting

The observation took place in a pre-k classroom center. The classroom was well prepared for this age group. There were different kinds of wood blocks, and puzzles. Tables, chairs, and a reading area. There were others pre-k children in the classroom and two teachers

The Child

It is a girl, around four years old. She is wearing an orange pink shirt, blue pants, and blue sneakers.

Cognitive Development

The girl uses “imitation”. She took one of the wood blocks and pretended to use it as camera. She is looking at one of the cameras recording her and smiling. She was imitating one of the camera people. She also uses the same block later, and pretended she was talking on the phone. She uses “understanding space/spatial relationships”, she was able to wait for her turn to play with the wood block. She used “use of tools” when she was playing with the puzzles and connected the big puzzles to make circle.

Language Development

The girl can understand what she is told to do when she was told to sit down and play with the car and the wood block. She was able to sit down and take turns playing she was also able to make noise of excitement when the cars go down. she was also able to say no when her peers were trying to take the car away from her. She said “stop” and cries when the boy was pushing her. When she was playing on the table with a puzzle to make a circle she understood what her teacher was telling her to make a circle, she also tell friend not touch her circle when she was trying to take the circle way but saying “my circle” couple of times to warn them not to touch it. she was trying to repeat the name of the colors, and dinosaurs.

Emotional Development

The girl was able to show express her emotions. When was playing with the cars and the wood blocks? She was able to make loud noise to show her Excitement. While she is playing in the table, she showed her happiness because she was able to make circle by herself and she was very excited that she can spin the circle. She was able transit from one playing activity to another without showing any frustration

Social Development

She able to socialize with peers when she was playing with the cars and wood blocks, she gives one of the girls a car to come and play with her. When she was playing on the table, she was able to communicate with her friend and helped them to put the puzzles. she was taking turns spinning the circle on the table. and made faces to show her excitement. She grabs one of the puzzles to give to one of her friends that did not have any puzzles to play with. she stated no one can play with her circle.

Physical and Motor Development

The girl was getting up and down easily, she was walking around the classroom easily and smoothly. When she was sitting, she was able to maintain a good sitting position. She moved her head back and forth looking around.

The girl was able to hold wood block, she was able to move her hand up and down when she was playing with the car. She was able to hold the small piece of puzzles. She was able to make circle using the big puzzles when she was playing on the on the table. she was able to grab any toys from the floor using her hands.

Activities of Daily Living

The girl was able to be involved in most of the class activities. She was able to move from one activity to another with ease, and without any frustrations or discomfort. She was able to be involved in group activities and adjust to it.

Conclusion

From the knowledge and the experience, I gained from attending ECE110, I concluded that the pre-k girl I observed, in language development, she is using both receptive and expressive language. In physical development, her use of gross motor and fine motor are developing nicely. She can use her big muscles and small muscles, with ease and comfort. She's also using her cognitive skills by "understanding space/spatial relationships", "use of tools", and "imitation". She used her emotional and social skills by reacting to other's actions with noise and words. She can show excitement. She shows sympathy toward her peers and involved them while playing.

Observation Summary Paper 1: Young school age

ECE 110

Name: Elizabeth Hauter

Introduction

In this observation, I will be observing a young school age girl, I will be making notes on her cognitive development, language development, emotional development, social development, physical and motor development, and activities of daily living, through my knowledge and experience I gained from attending ECE110.

The Setting

The observation took a place in a public park, the girl was in the park with her father, and some family members or friends. She was playing most of the time with another girl, I think she is her sister.

The Child

The girl is around 5 to 6 years old. She has Asian features. Black straight soft hair, brown eyes. She had on a red sweater that has Pokémon pictures on it, under the sweater she was wearing a pink long sleeve t-shirt with flower drawings on it and light pink pants.

Cognitive Development

The girl used “understanding space/spatial relationship” she was sitting calmly waiting for her turn on the monkey bars. She used “problem solving” when she asks her father to help her to go down when she could not continue the monkey bars. She used “cause and affect” when she took off her sweater when she felt hot.

Language Development

The girl is using both expressive and receptive language. When she could not continue the monkey bars, she was calling her dad to help her and when he told her to continue, she refused and explained to him that she cannot continue. When the dad told her to get off from where she was playing, she did. She also was able to express her needs when she needed to. Like asking for her dad to swing her or when she told her dad she was hot from wearing the sweater.

Emotional Development

The girl was showing emotions. She shows the feeling of fear and anxiety in her facial features, and the tone of her voice. When she was about to fall from the monkey bars. She shows the feeling of accomplishment and excitement when she is clapping for herself that she was able to finish going on the monkey bars when she tried again. She showed the feeling of enjoyment and happiness when she was on her father's lap, swinging together

Social Development

The girl was able to socialize with others very nicely. She was playing with her sister with ease and comfort. She was waiting for her turn very comfortably. She was able to ask for help when she needed it. She was able to show her frustration through her facial and verbal expressions.

Physical and Motor Development

The girl used her big and small body muscles with all flexibility. She was able to hold up her body, when she was on the monkey bars, using her finger and hand muscles. She able to use her body to control the roundabout when she is spinning. She was able to use the leg muscles when she was running and when she was climbing the ladder, also when she is jumping and going up and down on the playground. She was able to use her small finger muscles, when she is playing with sand and pick up the small piece of wood.

Activities of Daily Living

The girl was involved in most of the park activities, she used the monkey bars, went on the swing, climbed the ladder, she was running around, spinning on the roundabout and played with the sand.

Conclusion

From the knowledge and the experience, I gained from attending ECE110, I concluded that the young school age girl I observed, in language development. She is using both receptive and expressive language by showing understanding towards what was said to her and expressing her needs through verbal and physical expression. In physical development, she is using both gross motor and fine motor. She can use her body large and small muscles with flexibility and relief. She is also using her cognitive skills by “understanding space/spatial relationships”, “problem solving”, and “cause and affect”. She used her emotional and social skills by showing informal and verbal emotions. I also recognized she expressed her temper and frustration by crying and being loud.

Commentary Section

Developmental Skills & Processes

I chose the infants and toddlers observation because this is the age that I would like to know more in depth about. I would like to continue to learn about this age group and their milestones.

Cognition

What is so interesting about what I observed is he has great perceptual understanding space / spatial relationship. When he opened the tunnel and wanted to start playing inside. He saw the other boy going inside. So, he went and sat down waiting for his turn. What determine he is understanding of space/ spatial relationships. Also, when they were folding the tunnel to put it back. He was able to help folding the tunnel and dragged it back to its place. Which resulted in him understanding routine.

Language

He is also using both expressive and receptive language. When his friend was about to come out from the tunnel. He made noise and was pointing toward the tunnel, also when he was on the highchair and he was making noise and pointing toward the water cup to ask for more water. Which shows he is using expressive language by making noise or using his facial and body expression. When they were playing on the tunnel, he was waiting for his turn. He was listening and waiting. Also, when he was folding the tunnel and he was told to take it back, he did show he is understanding what he is told to do, which shows he is using receptive language.

Social

The infant is socializing with the nanny, he is listening to what she is saying and is showing understanding and following what she said, he is smiling, making noise for comfort or discomfort. With the other kids he seems that he is giving them, their space when they are playing, waiting for his turn, not taking away their toys, which determines he is developing socially.

Emotional

The infant shows a lot of emotions. He showed excitement when he was on the tunnel, also when he was on the highchair he was smiling and making happy faces, the same thing happened when he was playing with the balls. He was smiling, which determines he can show emotions and express them.

Motor

The infant is already walking with some stability, he can get up and down by himself. He was able to crawl inside the tunnel using both legs and hand muscles which determines his gross motor is developing nicely, he is also using his small muscles when grasping the tunnel. Throwing the balls, playing with toys, splashing the water, putting toys in his mouth. Which also determines his fine motor skills are developing.

Sensory processing

The infant is using all his senses, he is able to see, he is listening, he was putting toys in his mouth which determines he is trying to taste, he is using his finger to touch when he was splashing the water. The only sense I could not observe is his smelling sense.

Your Aspects of Culture

Culture has played a big role in my early childhood years. religion was the main aspect of my early childhood. I remember growing up they used to judge to you according to how religious you are. So, if you have a happy and healthy and wealthy life, you do because you are religious, and god is happy with you and if you do not that means you have a bad relationship with god, according to them not having a happy life means god is punishing you. At my early years that is what I understood about religion and that is what religion is to me. This is what used to put me in states of worry. I always questioned myself if I did something wrong or am I good for the day. I think that it had affected me in a negative way because back then it made me look at life in a specific way and did not allow my mind to explore. The second was food. Food is a big thing, in middle eastern culture, food is associated with everything, family gatherings, holidays. weddings, all the good things. Every time we have a celebration, we are expected to have a well cooked meal, everything is fresh and healthy, but the thing is with the food I grew up eating, it was healthy, everything was fresh, and home cooked. The affect that it has now is it affects, my food habits which I think is a positive impact. The third thing was the values towards the elders. Growing up everyone had respect towards the elders. No answering back, not to raise your voice at them. These values towards older people were so tenses in early childhood; the pressure on everyone to respect their elders was high. I think this had impacted me in a good way back then and now.

Comparison of Developments

I will be comparing between infants and toddlers and pre-k children. In their emotional and social development. Infants and toddlers are able to show their emotions by using facial expressions, and by making faces of whatever they are feeling because they don't have the language to use, instead they use their faces to show their feelings of comfort or discomfort and

they also making sounds. Infants use their voice to show their feelings, so they make giggles when they are happy, and they cry when they are frustrated. While pre-k children show their emotions by using facial expressions, also they used their body gestures and language because for most cases they will have a language by that time. In social development infants and toddlers show socialization by playing with others, and by showing their understanding to what they are told to do. By being involving in routines. and reacting to the adults. While pre-k shows socialization, also by being able to play with other kids, being able to express their needs, following routines, showing understanding, and being involved in activities.

Setting Comparison

The pre-k observation took place in a pre-k classroom center. The classroom was well prepared for this age group. There were different kinds of wood blocks, and puzzles. Tables, chairs, and a reading area. There were other pre-k children in the classroom and two teachers. The young school age observation took place in a public park, the girl was in the park with her father, and some family members or friends. She was playing most of the time with another girl, I think she is her sister. The infants and toddler's observation took place in a daycare center for infants and toddlers. The center was well prepared. There were different kinds of toys and different playing centers. and there were many staff. The setting impacted the children's behavior and development because it gave the space and the tools, they needed at their age levels to explore their surroundings, and to give the space they need for their physical challenges.

Conclusion

My experiences with this project was very rich. I learned so much from observing the children. When I was observing I was looking at every word or move the children are doing in their development levels and what does it mean. Which gave me knowledge to observe better and it gave me a better understanding to children developments levels and how it can affect them in short term and long term and what areas I should pay attention more on so I can work more to improve it.