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ECE 311

Child Study Project

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B is a 3-year-old boy.

## **Physical Development**

### ***Artifacts:***

1. **Date** – 11/24/21 **Setting**- Children were transitioning from reading time to table toys.- B stands next to me with a puzzle. I asked him if he needed a chair and he said yes so I gave him a chair from the other table. He takes all the puzzle pieces off first using his right

hand. He is working on the puzzle fast. He notices when the puzzle pieces don't fit in the spot. He is not using his left hand at first. He uses his left hand when he has 2 puzzle pieces left. He finishes the puzzle. He then takes the pieces off the puzzle to restart. He starts again by placing a puzzle piece on the bottom of the board. He looks unsatisfied. He takes the bottom piece off and starts again with a top piece. He finishes the same puzzle once again. He starts to take the puzzle apart once again from the top to the middle then bottom. He starts again by placing a puzzle piece on the bottom, then top, then middle. He traces the gaps of the puzzle pieces with his right index finger. He traces an imaginary outline of the puzzle. He takes out one piece from the top right and one piece from the bottom right. When he got up to put the puzzle back, he brought the chair I gave him back to its designated table.

2. **Date** -11/3/21 **Setting** – on the classroom carpet. - Children were singing and acting out the wheels on the bus song. B was active for the first half of the song and was responding to the movements but during the middle to end he stopped participating. The next time the song was played, B didn't move for the first half of the song. He got active when the song said “doors go open and shut). He starts to slow down in his movement and then stop completely.
3. **Date** -11/10- 21/1/21 **Setting** – Children are eating lunch at their tables. B uses his right hand to grip the spoon, holding it like a pencil.

4. **Date** – 11/17/21 **Setting** – children were eating lunch at their tables. - During lunch, the teacher was singing “chicken nuggets” and B jumps in and repeats after her. He is moving his feet back and forth in the chair with a smile on his face.

5. **Date** – 11/24/21 **Setting**- children are on the carpet reading a book

B examines the pages of the book. He turns the page, then turns it back. He feels the spider on the page(it’s not 3D)

6. **Date**- 11/3- 12/1/21 **Setting**- on the table or on the carpet - Puts thumbs up

7. **Date**-11/17/21 **Setting** - B was doing a butterfly activity with another teacher on the carpet. He was into it but right toward the end he looked like he just didn’t care anymore and wanted to do the puzzles like everyone else.

***Descriptive Review:***

Based on my observations on B, with physical movement, B tends to start off strong with lots of energy and halfway into a movement activity loses that energy. When B is using a spoon, he grips with his right hand and tends to hold it like a pencil. This is constant which means his fine motor skills have been developed.

B tends to show excitement with movement. He knows how to and is able to use all parts of his body even if he may not go all the way with it. [Virtuallabschool.org](http://Virtuallabschool.org) states, “Being physically active is a process that begins first with developing an awareness of your personal activity level and then establishing behaviors to enhance your well

being”. B knows when he doesn’t want to participate anymore so he stops overall.

Kidshealth.org, states, “...so there’s a lot to gain from regular physical activity, but how do you encourage kids to do it? The three keys are 1. Choosing the right activities for a child’s age: if you don’t, the child may be bored or frustrated. 2. Giving kids plenty of opportunity to be active, and 3. Keeping the focus on fun. Children won’t want to do anything unless fun is involved.

### **Social and Emotional Development**

#### ***Artifacts:***

1. **Date** -12/1/21 **Setting**- B was on the table doing a puzzle- I asked B if he was okay, and he nodded and put his thumb up.
2. **Date**-11/17/21 **Setting** - B was doing a butterfly activity with another teacher on the carpet. He was into it but right word the end he looked like he just didn’t care anymore and wanted to do the puzzles like everyone else. The teacher asks the children what they want to play with now and B goes straight for the puzzles. I was sitting at another table with another child, and I caught him observing us. B jumped in when he saw me and the other child needing help with the puzzle. He gets excited when the puzzle piece fits and when he finishes the puzzle. B, the other child, and I all high-5 and laugh. B throws 2 thumbs up.
3. **Date** -.11/17/21 **Setting**- on the carpet- B comes over to the carpet where me and

another child are doing a big fire truck puzzle. B just asserts himself into doing the puzzle. I told B to ask the other child if it was okay for him to join. He asked the other child “can I play with you” and the other child did not answer. B waited for the child’s response and was patient. I told him it was okay to continue and that’s when the other child started to be active and excited. B put 2 thumbs up when the other child put the correct puzzle piece on and even said “good job” to me.

***Descriptive Review:***

B is able to recognize his emotions and give feedback about it. He is always willing help out his friends and teachers. He often smiles and giggles a lot. B works well by himself and with others. The transition does not seem to be hard for him. It is easy to see that B enjoys puzzles and is eager to do them/ help others with it as well. He encourages himself and others when doing puzzles. He also gives out praise to him and others. B can seem nonchalant at times. According to National Association for the Education of Young Children, [naeyc.org](http://naeyc.org) , “Children who are socially and emotionally healthy tend to demonstrate and continue to develop, several important behaviors and skills (adapted from McClellan and Katz 2001 and Bilmes 2012). They are usually in a positive mood, listen and follow directions, care about friends and show interest in others, recognize, label and manage their own emotions, understand others emotions and shows empathy, expresses wishes and preferences clearly, gain access to ongoing play and group activities, able to play, negotiate and compromise with others.” B at some point or another has accomplished these things. According to [helpmegrown.org](http://helpmegrown.org) to further enhance social and emotional skills, you can “help the child include others in playing, sharing, and taking turns,

support the child to develop trust in other consistent adults and support appropriate expressions of feelings.”

## **Cognitive Development**

### ***Artifacts:***

1. **Date** 11/24/21 **Setting** – Children were transitioning from reading time to table toys.

B stands next to me with a puzzle. I asked him if he needed a chair and he said yes so I gave him a chair from the other table. He takes all the puzzle pieces off first using his right hand. He is working on the puzzle fast. He notices when the puzzle pieces don't fit in the spot. He is not using his left hand at first. He uses his left hand when he has 2 puzzle pieces left. He finishes the puzzle. He then takes the pieces off the puzzle to restart. He starts again by placing a puzzle piece on the bottom of the board. He looks unsatisfied. He takes the bottom piece off and starts again with a top piece. He finishes the same puzzle once again. He starts to take the puzzle apart once again from the top to the middle then bottom. He starts again by placing a puzzle piece on the bottom, then top, then middle. He traces the gaps of the puzzle pieces with his right index finger. He traces an imaginary outline of the puzzle. He takes out one piece from the top right and one piece from the bottom right. When he got up to put the puzzle back, he brought the chair I gave him back to it's designated table.

2. **Date** 10/13-12/1/21 **Setting** - eating lunch at the tables When eating Lunch, B tries all parts of his food.

3. **Date** 11/17 **Setting** - children were eating lunch at their tables- During lunch, the teacher was singing “chicken nuggets” and B jumps in and repeats after her. He is moving his feet back and forth in the chair with a smile on his face.
4. **Date-** 10/27 and 12/1/21 **Setting** - I’m sitting at the table while the children are doing table toys. Looks over to my little book and pen. Asks me “what you doing”? I respond, “I’m doing my homework”, he repeats “homework”?
5. **Date** 11/10/21 **Setting** - eating lunch at the table - Pays attention to the computer voice in the background while eating.
6. **Date** 11/10/21 **Setting-** eating lunch at the table and after table toys - Looks around the room at random times.
6. **Date** 11/17/21 - **Setting** on the carpet - B comes over to the carpet where me and another child are doing a big fire truck puzzle. B just asserts himself into doing the puzzle. I told B to ask the other child if it was okay for him to join. He asked the other child “can I play with you” and the other child did not answer. B waited for the child’s response and was patient. I told him it was okay to continue and that’s when the other child started to be active and excited. B put 2 thumbs up when the other child put the correct puzzle piece on and even said “good job” to me.

***Descriptive Review:***

B grabs the same book each time the teacher tells the children to get a book to read. He is able to

recognize what he likes to “read” and develops a certain like to this book. B is always the first one to do what he is told and without a problem. He usually gets rewarded for his behavior with praise or a physical reward like a sticker. B takes notice and attention to things around the classroom and in the teachers. When B is doing a puzzle, he notices when and why the puzzle piece doesn’t fit. He knows that “thumbs up” means good job. He is curious about things and asks questions relating to them. He explores his ranges as we have seen with him trying all parts of his lunch and discovering what he likes and doesn’t like. He is aware of his surroundings. There are times when B doesn’t think before he acts like when he just asserted himself into another child’s puzzle. He did not ask first, he just went for action. The Australian parenting website [raisingchildren.net.au](http://raisingchildren.net.au) says, “Play is important for your preschooler’s cognitive development. Preschoolers often ask a lot of questions and start understanding more complex concepts. Children learn best when you let them lead play. Play is important for your preschooler’s cognitive development that is, your child’s ability to think, understand, communicate, remember, imagine, and work out what might happen next. Preschoolers want to learn how things work, and they learn best through play. Children at play are solving problems, creating, experimenting, thinking, and learning all the time. Children start to organize games and make friends, ask a lot of questions especially ‘why’ and start to develop a sense of humor and delight in jokes and riddles”. According to Very Well family, [verywellfamily.com](http://verywellfamily.com) “As they develop cognitively, kids gain the ability to process thoughts, pay attention, develop memories, understand their surroundings, express creativity, as well as to make, implement, and



accomplish plans. ... You can help your child develop and hone their cognitive skills by giving them opportunities to play with blocks, puzzles, and board games”. B loves to use puzzles and is enhancing his cognitive development each time.

## **Language Development**

### ***Artifacts:***

1. **Date** 12/1/21 **Setting** - children were on the tables transiting to carpet time The teacher is looking at the stickers. Another child says “what is that” and the teacher says stickers. B from the other table responds “sticka sticka”
- 2 **Date** 12/1/21 **Setting** - on the table. I asked B if he was okay and he nodded and put his thumb up.
- 3 **Date** 11/24/21 **Setting** - on the table. Another teacher came into the room with a turkey hat on for thanksgiving and B says “she has a chicken hat” and put his hands on his head. I corrected him and said no that was a turkey. B responds “turkey”!!!
4. **Date** 10/27- 12/1/21 **Setting** - I’m sitting at the table while the children are doing table toys. - Looks over to my little book and pen. Asks me “What you doing?” I respond, “I’m doing my homework.” He repeats “Homework?”

### ***Descriptive Review:***

B is able to understand and follow commands and directions. He doesn’t hesitate when asked to verbally do something. B tends to repeat after you a lot. He tends to repeat what you say in excitement or in confusion. He also tends to bump into other conversations and give his own input. He doesn’t talk much during activities or when eating but that is because he is usually focused on what’s at hand. His words do not usually come in sentences, he repeats words he hears or says small phrases. According to Carrie Clark on [speechandlanguagekids.com](http://speechandlanguagekids.com),

“Echolalia is the term used to describe when a child repeats or imitates what someone else said. For example, if you ask the child “do you want a cookie?” and the child says “cookie” instead of “yes”. Montessori Academy, (2000) Charles and Colette, [montessoriacademy.com.au](http://montessoriacademy.com.au), says, “Have you heard of the adage “practice makes perfect?” In early childhood, repetition forms the basis of learning, skill development, and accomplishment”. When B repeats the words he hears, he is more likely to remember the words and their definitions in the future. “A child must first learn fundamental skills before they can acquire speed, increased confidence, and mastery. It is through repetition that possibility becomes ability. Children learn self- discipline and critical reflection through repetition. Repetition teaches children to internalize concepts. Repetition helps children practice, master and retain knowledge.

## **Conclusion**

In conclusion, B is overall developed in the domains. For the physical domain, he often uses his fine motor skills when involved with puzzles and gross motor skills when doing a whole class dance activity. The puzzles he does help with all the domains. He is very happy and excited to do the puzzle as well as often encourages and helps his friends out with them, it builds on with repetition and remembering, he is using his fine motor skills, and gives praise to himself and others verbally. With language, he repeats a lot of the words he hears or words he doesn't

quite understand yet. B does a lot with repetition. He repeats the same puzzle repeatedly, always grabs the same book and repeats words he hears. This falls into all the domains. For cognitive, he is often curious about what is happening around the room and is aware of his surroundings. He often questions things and is caught thinking about something. For his physical domain he also gets tired fast and gives up halfway into an activity (gross motor skills). B shows happiness and expression with movement, so he is capable of keeping energy focused onto his body. With language once again he tends to bump into others conversations which relates to cognitive because he is listening and paying attention to others. He uses movement when he is excited which falls under physical and social emotional development. Like he gives the thumbs up to others to encourage them, he gives himself a thumbs up. This is also cognitive because he realizes he is also doing well. B works well with others and himself. He can be placed into both settings and will flourish. He always does what he is told and never really has a problem doing such. He is always the first one to be done with something and usually the first one to be rewarded.

## **References**

<https://www.virtualabschool.org>

<https://kidshealth.org>

<https://www.naeyc.org/>

<https://raisingchildren.net.au/>

<https://www.verywellfamily.com>

<https://montessoriacademy.com.au/>

### Part 2

#### **1. Why did you choose this child(ren) initially? What is unique about this child(ren)**

This child stood out to me from the first day I walked in. He was very well behaved and seemed very Interesting to observe. I didn't choose the child right away; in fact, I had my eye on another child. Sooner or later, I became curious as to whether the child's behavior would stick or change. The child seemed intelligent for his age and I wanted to know more about them. I liked how they went about

certain situations and it just brought me to think about what else they are capable of.

**2. What surprises did you notice in the child's development over the course of the semester?**

**Use the child's work to back this up.**

As I was curious to see if the child's behavior would stay the same for the duration of my time, I came to the conclusion that it did. The child stuck to their behavior pattern. They always followed directions, were the first ones finished with just about anything, stuck to their preferred playtime play, and worked well with others and alone. The child never seemed to go out of his normal actions, and I never thought he would. I liked observing the child because they brought a certain "peace" to the classroom. I was also very surprised with this child's intelligence. I saw that they had more cognitive development than some of their classmates and used it well to their ability. They understood a lot more and was always focused on what they had to do with no distractions

**3. How would you use this developmental information about your child to set up the physical, interpersonal and temporal environment?**

Using this developmental information can help me set up the physical, interpersonal, and temporal environment. Due to my observations, I know where the child succeeds best. The child does well both by themselves and with peers/ in groups. The child is very good at adapting. The child often goes for "calm" activities like a puzzle but has moments where they want to dress up like an astronaut and run around the room. Knowing this, I will have many opportunities for the child to engage in such as options ranging from dress up gear to puzzles. The areas would be separated so they understand the difference in activities. This shows the child they involve different actions. That way the child can rotate activities and get the best from both worlds. This goes for the same as working with peers. A little group time and a little alone time should keep the child in their natural and most successful environment.

**4. What did you learn most about young children from your experiences with fieldwork?**

With my experiences from fieldwork, I learned that young children go through a lot of the things we do but some don't know how to control it or don't know what they are experiencing. It's up to us to

help them understand what's going on and help them get through it. I also learned that children are smarter than we think. As we know children constantly learn even if they don't realize it. Sometimes I don't realize that the child can pick something up from you so fast and carry on with it. I knew this to some extent of course but going into the field showed me different point of views and aspects. To continue, I better know how to look for certain signs/ signals that hint dilemmas in the child's life as well as what to look for to know why the child does certain things.