

**ECE 308 Spring 2021**

**Professor Carol Barclay**

**CAPSTONE PROJECT -- CHILD CASE**

**STUDY PORTFOLIO**

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**Table of context**

Observation technique ( Page. 2)

Physical Development ( Page. 3)

Social Emotional Development ( Page. 4)

Cognitive Development ( Page. 5)

Language Development ( Page. 6)

Conclusion ( Page. 8)

Commentary (Page. 9)

## Observation Technique

During this semester while taking ECE 308 I was expected to review and learn all aspects of what is expected from a toddler when developing. I observed physical development, social/emotional development, cognitive development and language development. I believe that all children are smart in their own ways and although some children might not have fully developed some of these domains, it is not because they lack. To me it is because each kid is different and some might take a little longer because they aren't ready to leap into new things. Children come from different families and many of these families have different routines and their culture is different from others. While some toddlers might adapt to a classroom faster, there are some that might not because of where they come from and what routines they have back at home. To be an educator we must keep in mind of these things. We must keep in mind that children might give us a hard time and might not adapt quickly because they have been home with their families since birth, therefore it won't be easy getting kids to feel comfortable with our classroom routines so quickly. We must learn to have patience when helping children and be sincere, caring and loving.

# Physical Development

## **First Video** (Observation-water trays)

Description of children: Blond hair with grey shirt with sleeves that have green stripes. Toddler has navy blue sweatpants/child with black hair, navy shirt, and cream pants.

### *Fine Motor Skills:*

- Toddler is able to transfer liquid from one bowl to the next bowl with care.
- Child is able to open and close a box that has a lid without assistance.
- Able to hold items with fingertips instead of the whole hand.

### *Gross Motor Skills:*

- Children are able to lift and move objects around the table.
- Children have balance transferring trays for one table to the next location of the room.
- Able to walk.

## **Second Video** (Toddler observation video picture 002.avi)

### *Gross Motor Skills:*

- Three children play in the stairs/slide area and show movement in walking.
- Children are able to walk up and down stairs without support and at a good speed.

# **Social/Emotional Development**

## **Overview:**

I have decided to view the video with the two toddler girls that are pretending to play with tea cups. In the video there are two female toddlers where both are wearing pink but one wears a solid pink shirt while the other one wears a pink jumper with what happens to be printed butterflies.

## **Observation:**

Each female toddler was sharing and playing tea time with each other. I noticed that the girls were very interested in the game they were playing. They were each sharing water that was carefully poured into the cups from the jug. I also observed the toddlers helping each other when struggles appear. The toddler with the pink shirt and printed butterflies, supports her friend as she tries to pour water into the cup. Both toddlers also share the jug with water and I also noticed when it was time to mix their drink, the toddler in the white and pink striped shirt did not have a spoon therefore her friend provided her with one. As they share their time, I have also noticed how the toddlers feel accomplished after pouring their “tea” into the cup and while they set up the table for tea time. I can tell by the smile on their faces. Overall both toddlers show that they have developed the social and emotional domain as they share and show care to one on another while supporting each other.

# Cognitive Development

**Summary:** Children from ages 12-18 months are seen using their intelligence through play.

**Observation:** I observed children using their imagination and cognitive thinking through play while also communicating with caregivers and other children in the classroom. One child I observed was the toddler in the video with the baby blue shirt, blonde hair, and light skinned. The child shows his cognitive skills through play. He matches each piece with the shape on the board that fits the piece in his hand. He goes through each shape on the board and although he was upset when he couldn't seem to find the right piece in the right place, his caregiver insisted that he try again and he did. He follows her moves as well when she directs him to try another place on the board that can possibly fit the piece in his hand. With each piece he places on the board, the toddler confirms he is complete and when it doesn't fit he replies with a "no". While observing other videos I was able to detect another child that shows his cognitive thinking through painting. The kid with the baby blue shirt, blonde hair and yellow cape is able to define the colors he is using for his painting. He verbally communicates with the teacher each color he is working with for his drawing. One thing that stood out to me most is when he lays his hand flat on the paper of the drawing. This shows me that at some point he remembers using paint to make hand prints on a piece of paper.

# Language Development

## Summary:

In this module I have learned about how language development works in children and the skills and techniques caregivers can use to help children communicate. After reviewing the videos of this week's module, I have observed and took information on how to help children grow and develop their language.

## Observation of child: *Relationship Building.*

The dark skin child with a high bun, a sweater with polka dots with black pants on. This child has shown to have language in her through her communication and gesturing objects with their hands. She is able to verbally hold a conversation with her caregiver and she also points to objects to show knowledge of her language development. I see that the caregiver helps a lot with helping the child communicate through imaginations. She creates an environment of imagination to help the children communicate. Although both children are coloring scribbles on the paper, the teacher creates an image in their heads and compares their art to people such as mom, dad or even themselves. This technique encourages children to explain and while they listen to the caregiver they pick up on new words as well where they are taught how to speak in full sentences. Building relationships is also a part of language development. Children build trust within relationships where they feel safe enough and brave to communicate with those who are caring for them. They lean in to listen better which benefits them in learning new words. Other than building relationships, another technique I saw in the video was the little girl using body language between her teacher and the child. She points to her shoes when she is trying to tell the

teacher who dressed her. It is important that a caregiver uses all these wonderful techniques that help with child development.

## **Conclusion**

This class has taught me all the ways on how to help children develop and how to open up to our classroom routines and schedule all while building relationships. One important key I learned this semester is trust. Building trust and attachment is very important and crucial as an early childhood education teacher. Building attachment is what will help toddlers adapt to our classroom routines and our daily schedule. Attachment is when teachers treat babies with care and love. Being that toddlers are just starting to come up out of their baby stage, most yet are not able to fully communicate which is why they depend on adults to do for them and help them. Without our help, children won't develop as easily. Therefore, as educators we must be open at all times and ready to be flexible and hands on during our entire time in the classroom and outside the classroom to assist these young toddlers. Attachment is also built in families. When children see the community and friendship we create with families, they adapt to the classroom and teachers must be faster because they are able to trust just by seeing the friendship teachers and families hold. Some of the ways to help with family involvement is by having family night this way teachers and families build friendships and teachers can also take the opportunity to get to know the likes and dislikes of the toddler for easier transition. Although we went through a lot of modules and domains of what needs to be learned to help children develop, I am grateful to have learned all the aspects of child development. It has helped me to better prepare on how to assist my toddlers for when I do become a teacher.

# Commentary

During this semester I observed many different toddlers. Some were very much independent and then there were those that relied on teachers. Those that were much more independent were left to explore on their own without assistance while others still needed help from educators to do something, for example climb some stairs. Although they are all the same age, it was important to differentiate instructions because all children are different and while some are able to accomplish milestones, others might take a while to succeed a milestone. This doesn't mean that the toddler has shown lack, rather it means that some children are just afraid to try new things therefore they take a little longer.

It wasn't as challenging for me to be an objective observer because I have an open mind. I understand that all children learn at different times and when they feel they are ready. As a learner, I have noticed that a child will direct when they are ready to try new things and forcing isn't an option. All it takes is to trust the process in development and a child shall learn what is expected from teachers with support and care. Each child is special because while some are not able to talk in full sentences, they have learned how to communicate their needs in other ways. Which were simply by signaling with their fingers or using their body as communication. It is why I did not find it as difficult to be an objective observer because I am aware that each child learns at their own pace and time.

Although objective challenging wasn't as difficult for me, what was difficult for me was noticing the amount of time and dedication it is to work with toddlers. These kids are coming out of their baby ages which means they are in the middle stage. What I mean by middle is that, they're babies developing to become toddlers where they love to explore and they are growing. Some of the toddlers at this stage want to be independent and refuse help while they are those

that still refuse to expect they are on their way to independence and can act a little needy.

Planning a fun and creative classroom is what helps to subside these minor problems in toddlers.

As an educator I will have many different corners for kids to explore and help them engage with one another and build comfort as well. I would have a water and sand table for entertainment when it comes to play which will also help with their fine motor skills. Another main corner would be a social emotional corner. This would be my favorite corner as a toddler so I seem to go through many different emotions. This corner would have pictures of their families, beanie bags, blankets and teddy bears. I would use this corner when a toddler has expressed stress. I would allow them to take time to sit in this corner and take a break. I would also involve outside play because there would be objects in this area where they can use their upper body which could benefit large motor skills. One last area in the classroom I would dedicate time to is the make believe/dress up area. This will help toddlers with language development as they will be forced to communicate with one another and play pretend. Many of these techniques can help with all domains which is why it's important educators plan accordingly and always have a routine and schedule set up so children can always be entertained and ready to learn and grow.

I learned most how important it is to create friendships with family as it is an ideal plan to help children develop. Families are the ones who know their children best and what they dislike and like. With the involvement of parents, teachers can use those skills in their classroom to help their children develop trust and attachment which will benefit in all domains of development. It will also help children transition much quicker when they are able to see how well parents and teachers come along with each other. One way to help with family engagement between teachers and children is having family night and inviting families to be chaperone's when on trips. I have

truly enjoyed learning so much about the development in children and the skills a teacher must have in order to help with child development.