

Capstone project: Child Study Paper

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### Observation Techniques:

While observing children there are objective observations and descriptive reviews. There are subjective observations that include feelings. Whereas, objective observations only include facts about everything that happened. A descriptive review allows us to better understand a child on how they socialize, their physical development, etc. In the process of this observation, I used a fine/gross motor development checklist, running record, anecdotal record, and work sample. A developmental checklist demonstrates what behaviors and skills the child has reached within their age group. Large-muscle movements such as independent sitting, crawling, walking, and running are examples of gross motor skills. When drawing, picking up objects, or using fine motor skills, smaller muscles are used. A running record is a written record or note of what a child says or does in the course of routine class activities. An anecdotal record is quite similar to a running record. The difference is that it is more in-depth about what the child says or does during that period during the observation. Lastly, a work sample is the child's work that illustrates their creations and work. It is collected during a period to see their progress as time goes on.

### Physical Developmental Observations:

Fine Motor Development	Mastered	Merging	Not met	Not observed
Uses one hand consistently in most activities	X			
Turns knobs				X
Eats without assistance	X			
Holds crayon with thumb and fingers (not fist)				X
Holds and drinks from a cup independently	X			
Gross Motor development:				
Is able to pull/carry a toy while walking	X			

Picks up toys from the floor without falling over	X			
Climbs onto/down from furniture without assistance				X
Begins running	X			
Walk smoothly and turns corners	X			

### Descriptive Review:

Jrue went up to Aston and took his block, swaying his arms to the left while still holding the block. Jrue then ran near the kitchen area. Aston then said “Give me please”, stomping his left foot and extending his left arm. Jrue said “NO”. He dropped the toy near the area and ran back and took another few blocks from Aston. Ms. Jessie interferes and says “you don’t like it when I take your toys”, as Jrue throws himself on the floor. Both his arms and legs extended out laying down on the floor. Whining and crying out loud. He then goes on all fours and crawls to the cozy area. While he is crawling he is still crying but has let go of the blocks. He laid on his back again, kicking his legs, and then proceeded to grab a book. Mrs. Kenya offered him a cup of water and he said “yes”. He dragged his bottom near the entrance of the cozy area and received the cup of water. His mouth frowned down and had mad eyes as he got up. As he started walking near the corner, he kept whining. As he was holding his cup with his right hand, he pulled a chair with his left. He dragged his chair and put it up against the wall near the sink. He sat down and continued drinking his water. He took off his shoes and tapped on Ms. Kenya. She then squatted and Jrue gave her his left foot; she started massaging his foot. Then put up his right foot and kept it there. He started nodding his head side to side, still drinking his water. Jrue extended his arms out to Ms. Kenya and she lifted him and carried him.

### **Social and Emotional Development Observations**

Anecdotal Record: Jrue

Time 9:20 am - Breakfast

While eating breakfast he asked for more applesauce. He lifted his plate up in the air with his right arm and on the other hand put his spoon inside his mouth. The teacher served him 2 scoops of applesauce. He dropped the applesauce on his shirt and the teacher told him to clean it. He cleaned his shirt and folded up the napkin. He then started grabbing his cereal with the napkin. Teachers told him to stop or they would throw away his food. With his right hand, he sways his finger from side to side and then nods his head “no”. Ms.Jessie tried to grab his plate but he reached out for the plate before she did. His face went downward, started nodding his head side to side, and said “no”. He then tilted his plate and cereal spilled everywhere. He got up and ran away. Ms.Jessie told him to help him clean. Grabbed the broom and started guiding him to clean up. He tried running away trying to get inside the cozy area. Ms.Jessie said “no” really loud and Jrue threw himself on the floor expanding his arms and legs out. He kept on resisting getting up and Ms.Jessie looked at him and told him “please help me Jrue”. He still resisted himself another 2 more times. He got up and helped clean up. Once they had finished cleaning up he got near the puzzle area and dropped them while trying to get a puzzle piece. He looked over at the teacher with his hands on his mouth and said “OH NO”. Ms. Jessie told him to pick up the puzzle pieces and put them back on the little shelf. He started struggling saying “ugh ” and with his hand was going to drop the puzzle board off the shelf. Ms. Jessie told him “if you need help say “help please”. He just kept saying “ugh” until he ended up getting the puzzle piece of the car”. “Where’s the car, Jrue”, Ms.Jessie asked. “I got the car” lifted the piece to the air and jumped up and down.

### Descriptive Review

Jrue is the leader of the classroom. He always wants to help out or be the first to do or receive something. If you tell him to go wash his hands numerous times he won't. As soon as you tell another student to do it, he storms off to be the first to wash his hands. He throws tantrums when he doesn't get it his way. The way we know he's mad is when he runs off in the opposite direction from the teachers. Or he'll throw himself on the floor and start kicking. When he doesn't do that he'll stay standing up and cross his arms towards his body and will look down. When he doesn't want to do something or it isn't his favorite, puckering his lips together and waving his finger

side to side, and most of the time he will verbally speak and say “NO”. When it comes to socializing with his friends in the classroom, he has trouble sharing with them. He has this green dinosaur that he plays with. If one of his friends asks to see he pulls away with it. Rarely, he’ll give his friends to see but when he does he wants it back within a second. When his friends are playing together, he joins in as well and starts playing with whatever they are playing. As soon as he wants to play by himself he snatches his friends' toys and runs. Ms.Kenya or Ms.Jessie would tell him to use his words and to be nice. Once that's done, he goes to sit by himself at the table and play with whatever he has. When he gets excited to see his friends walking in the morning, he’ll say their names and go up to them to hug them. On June 29, when I walked in he saw the other kids coming up to hug me, he also came up to me to hug me. When he is having a meltdown or wants to regulate his emotions. He’ll pull his chair next to the sink and sit there for a while. Ms.Kenya usually massages his feet or his hands. When he wants to be carried by her, he’ll just lift his arms and a smile comes onto his face.

### **Cognitive Development**

Anecdotal Record: Jrue

Time 11:15 am - Choice time/ Activity

After coming back from our walk, Jrue sat down to drink some water to hydrate. Once he was done he got up and threw his water in the trash can. Since it was choice time, he was just walking around the classroom not taking an interest in the toys at the moment. Ms.Jessie then asks “who wants to paint?” and everyone went “me”. Jrue also said, “me” lifting his arms. She told them to clean up the toys and Jrue came to take a seat. While everyone was cleaning up Jrue was sitting patiently to get the materials. It was taking Ms. Jessie longer than expected and the kids were walking around. Jrue’s favorite song came up and he started dancing. Everyone saw him and they all started dancing with him. Ms.Kenya started dancing and singing along with them. The song Baby Shark came and Jrue started doing the movements. When it said “baby shark” he moved his thumb and index fingers together. When it said mommy shark, he put his hands together, opening and shutting. He then started jumping up and down. Ms.Jessie then called

everyone to sit on the chairs. Jrue got his paintbrush and paint and his wooden box. Ms.Jessie sprayed the paint with water and told him to start painting. He grabbed his brush and dipped it into the color blue. He concentrated and moved his brush up and down against the wooden box. Next to him was another child's paint, so he started dipping it in hers. Ms.Kenya saw that and told him “no Jrue, yours and hers are the same”. After a few minutes, he pushed his box and put his brush down. He sat down for another few minutes until he finally got up and started walking around.

#### Descriptive Review:

When Jrue wants to play with the puzzles he usually picks out the one with colors or cars on it. He will completely take everything out and put them in the correct place. I would ask him “where does the black fish go”; he would look at it, point at the spot and place it. Once he is done he claps for himself and says “ I did it”. He’ll redo the puzzle pieces over and over again and he’ll continue to say “ I did it” and point at himself. Another time is when he picked up the toy phone and started nodding his head and saying things in gibberish. He handed the phone to Ms.Kenya and she started talking and said “yes Jrue has had good listening ears today” “he helped me push the cart out”. The way Jrue experiments with sound is by clapping to the song or simply just dancing. With language, he’ll repeat words back to us and sometimes he won't. Jrue works alone and in a group. Most times he’ll play or share with his friends. But within a few minutes, he’ll go and play by himself. Other times he doesn't want to share with them and they'll cry or get upset. That's where the teachers would interfere and let him know that by not sharing he hurt his friends' feelings. In the playground, I've observed that he isn't afraid to try the new toys that are out. For instance, chalk was something new to him but he was eager to find out what it does. Once he saw one of the teachers explain to them that it's meant to draw on the floor he instantly went and did it. When something catches his eye during our walk, he'll point and look at one of the teachers and wait to see what they see.

#### Language Development Observations

Running record of Jrue - during playtime and breakfast

June 29, 2022, at 9:00 am - playtime

- Walked in and went to wash his hands
- Ms. Kenya asked if he wanted to play
- Came to the rug, and took a seat next to Saniya
- He said “ball”, wanting the ball to get thrown at him; back and forth between the three of them
- He got up, said something in gibberish and pointed at the tiny people on the table
- Ms. Jessie told him “Ok” and he walked over to the table to sit down
- Right away he picked up the boy doll and said “dad”. Ms. Jessie asked him “where’s the baby Jrue”.
- Jrue started looking around for the baby and yet again said something in gibberish. Ms. Jessie helped find the baby. Once found Jrue said “ I did it” with pure excitement and putting his hands together towards his chest
- He got up and pointed at the table behind him. Looked back at Ms. Kenya and said “dinosaur” in a shallow voice. She said “ok” and he proceeded to walk over and play with the dinosaurs.

June 29, 2022, at 9:15 - Breakfast

- It was time to clean up; he got up and started putting away the dinosaurs. He helped his friends and as soon he was done he said: “yay I did it” Jumping up and down
- He washed his hand, sat down and started eating his pineapple
- He finished the fruit and proceeds to say “ more” and lifts his plate towards me
- Both teachers overheard and corrected him by saying “ Jrue it’s “more PLEASE”
- He again says “ more” lifting his plate higher
- I got the plate served more and said “here you go Jrue”. Ms. Kenya says to Jrue “say thank you, Miss. Evelyn” and he said “thank you”
- He then pucks his lips and raises his hand folds all his fingers except his index finger and moves it from side to side
- Ms. Kenya asks him “ no what Jrue” and he continues to do it and goes back to eat

Descriptive Review



Jrue is about 2 years old. He is the team leader of the classroom and has to be the first one to do or get something. Or he would throw a tantrum. Jrue can name all his friends in the classroom. If I ask him "where is Aston?" he walks up to him and points at him. There are pictures around in the classroom and when he is being carried by Ms. Kenia he expresses to her that he wants to look at the pictures. He says "over there" and points until she walks over. Just like in real life; through the pictures, he can tell which of his friends is which. He is also able to determine where he is in the picture. Jrue seems to enjoy playtime/ choice time the most. He either plays with the rest of his friends or he plays by himself. He normally goes straight to playing with the blocks and builds an airplane or train. Other times he'll go for the dinosaurs and puzzles. When he feels he's accomplished some things he says "I did it" pointing at himself. When he grabs the dinosaur he walks around with it pretending the dinosaur is eating his friends so I say things like "ROAR" OR "OH NO dinosaur got me" or I'll say the child's name. Other times when he wants to play by himself he snatches toys from other children and runs. He doesn't express himself verbally but expresses himself physically. One way is when he puckers his lips and raises his finger side to side and that means "no" for him. Another way he lets us know he's mad is when he stands still with his arms crossed and looks down on the floor. When he feels he isn't getting something his way he will throw himself to the floor. During circle time he would clap along the beat. So when greeting other students while we sing he'll get up and dance to the beat. While he is dancing you can see the excitement in his eyes. When it comes to doing activities by themselves, he'll stay sitting for a while but once he thinks he is done or starts getting bored he gets up and walks away. During our walk today he would point at stuff and say something in gibberish. An example was when we walked past a bicycle and pointed at it and said something so I added on and said "yes that's a bicycle. A blue bicycle". And he repeats back "blue bicycle". When something catches his eyes he stops and points at and looks up at me. There was a whole full of ants and he saw it so he said "look" and pointed at it. I continued to say "wow good eye Jrue. That's right there are ants". He constantly needs to be occupied and stay with something for a long period. So usually I allow him to help me by picking up the rest of his friends' plates, cups, and spoons. Or simply pushing the cart outside of the classroom. Usually, after he claps for himself and I end it with a "Thank you for helping me Jrue".

**Conclusion**

During the few weeks of observing Jrue it was very nice to get to know him as a whole. When I first arrived some children automatically welcomed me with open arms. Whereas, Jrue didn't, and took him a few more weeks to open up to me. I'd call Jrue to come to play with me and he wouldn't want to. After he finally opened up to me, he let me hold his hand during our walks outside. He would come up to me to talk or play puzzles. Sometimes he'd want to be funny and out of nowhere would start dancing. When he wants he would randomly come up to me and hug me or other children. The bond between Ms.Kenya and Jrue is amazing and one of a kind. Jrue prefers to spend one on one with her. She is like his comfort person and there is no changing that. Jrue is a very smart little boy and will try his best to get things his way. If you tell Jrue something a few times he won't do it but as soon as you tell another student to do the same thing he gets up to be the first one. Other times he won't do it at all until he feels the need to do so. He likes to help around the classroom. Even if it's just by putting the book away. Helping his friends put away the toys or pushing the cart out of the classroom. His favorite way of saying no is when he puckers his lips and moves his fingers from side to side. Another is when he feels accomplished he'll say "I did it" and point at himself. Jrue has difficulty sharing toys with other children. When he wants a toy that another child is playing with, he would snatch it from them and start playing with it. Some children won't say anything and other times they'll start crying or whining. So the teachers would interfere and tell him he needs to use his words such as "please" or "I want to play" and if they say no. That it's okay to say no because they don't want to play together. There is this one child that he targets sometimes. He would pull his hair, throw a toy or even might scratch him. I would love to see them get along better, they don't have to be friends but be able to socialize with each other. Another I would like to see Jrue improve on is speaking out about his emotions. Even though he is only two, he can let his teachers know his emotions by the emotions chart. To use the cozy corner to help him regulate his own emotions.

**Part 02: Commentary**

Every day being in a classroom of 2-year-olds was interesting and exciting each time. It gave me a different perspective than what I had in mind. Some children needed one on one, whereas other children would do it on their own. For example, when the children painted this little box. Two of them were given paint and paintbrushes and told to paint it however they wanted. Two of them got it and went straight to painting it. Ms. Jessie told me to sit one on one with one of the little girls and guide her. Since she was already holding the paintbrush I would explain my steps to her. "Now we get the red color and paint it here", and guide her hand as we paint. Some students are verbal and will have conversations with you. Some of them will verbally tell you how they are feeling. Another little girl would tell me she was sad so I would ask her if she wanted a hug and normally she says yes. The other children who aren't as verbal would just start crying, rubbing their eyes, or like Jrue, throwing himself on the floor. Those children who aren't verbal at all, they can sing along by humming, and moving their hands to the beat. I believe the challenging part of being an objective observer was hard taking quick notes and interacting with the children and later on having to remember some from memory. Another not trying to make guesses about the children or to only state the facts on what I see. In the beginning, it was hard to keep away from saying "I believe" or "I think" but as I started practicing it without actually taking notes it became a little easier. I would use this developmental information about my focus child to set up a classroom environment by having a cozy area. A cozy area is a place where they can relax for a little bit if they aren't feeling good. Or if they simply just want a break from everyone else. From this experience, I was able to learn that not all children are the same. Children learn at their own pace. You might think a child is not learning but they are, they do surprise you. A child may not speak verbally but you would know what their needs are. Having structure and a schedule is important in a classroom so the class isn't chaotic and children wander off doing whatever they want.