

Capstone Project for ECE 311- Study of child development and observation techniques

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Introduction:**Name:** Jack**Gender:** Male**Age:** 3 years old**Language Spoken:** English

Observation Techniques:

I'll utilize three separate observation strategies to accomplish each objective observation in this project: checklist, anecdotal record, and running records. In addition, each objective observation should have a descriptive review.

In my classroom, I would utilize a checklist to observe my child. I'll investigate the information I've gathered and write a report on it. One method I'll use this observation strategy to figure out which areas each child needs to improve in so that I can arrange learning activities that will help them develop appropriately in those areas.

Anecdotal records are a short story that describes an episode of a child's conduct that the observer finds interesting. Anecdotal records are frequently made by scribbling quick notes and adding details afterwards. These notes are one approach to keep track of what a kid says or does while participating in school activities or following a routine. This observation approach would be used in my class to record observations of the children in the classroom on a daily basis. In addition, I would use the information from the anecdotal reports to create activities and experiences, changing them as needed to ensure that the child or group of children benefit from a learning opportunity.

Running records are a full narrative account of conduct recorded in a sequential manner as it occurs, as opposed to an anecdotal record, which is limited to a single episode. The observer takes notes on everything he or she sees; this is a record of exactly what the youngster is doing and saying as it occurs, with no subjective judgments. As educators, we can use this observation strategy to comprehend not just what conduct occurred, but also the context in which it occurred. This observation technique would be used in my classroom to examine changes and track development in a child's learning over time. I'd also utilize it to record behavior for further review.

The descriptive evaluation allows us to form a complete picture or vision of the youngster based on our documentary observations. We've realized that we'll never truly know a child; nonetheless, the descriptive review is one technique to get to know them and help them grow and learn. When writing a descriptive review, it's critical to avoid using judgment or label language when referring to a youngster. To have a true picture of the child, a clear view of him/her, we must remove our interpretation from what the child is doing. We must provide descriptive

descriptions of the child's actions and words, as well as write instances. In my classroom, I would use descriptive review to get to know each child and assess their learning and developmental growth.

Physical Development Checklist:

Name: Jack

Age: 3 years old

Date: 11/ 14 /2021

| <u>Fine Motor Skills</u> | <u>Not Observed</u> | <u>Observed</u> |
|--|---------------------|-----------------|
| <ul style="list-style-type: none"> • Walk up and down stairs, alternating feet -- one foot per step | | ✓ |
| <ul style="list-style-type: none"> • Kick, throw, and catch a ball | | ✓ |
| <ul style="list-style-type: none"> • Climb well | | ✓ |
| <ul style="list-style-type: none"> • Run more confidently and ride a tricycle | | ✓ |
| <ul style="list-style-type: none"> • Hop and stand on one foot for up to five seconds | ✓ | |
| <ul style="list-style-type: none"> • Walk forward and backward easily | | ✓ |
| <ul style="list-style-type: none"> • Help put on and remove clothing | | ✓ |
| <ul style="list-style-type: none"> • Bend over without falling | | ✓ |
| <ul style="list-style-type: none"> • Copies square shapes | ✓ | |

| | |
|--|---|
| <ul style="list-style-type: none">• Draws a person with two to four body parts | ✓ |
| <ul style="list-style-type: none">• Uses scissors | ✓ |
| <ul style="list-style-type: none">• Draws circles and squares | ✓ |
| <ul style="list-style-type: none">• Begins to copy some capital letters | ✓ |

Descriptive Review:

Jack is sitting at the table. He has a marker in his right hand and is writing with it. While writing, Jack uses a grip to grasp the marker. He writes lines and scribbles. He can write shapes like circles. He then grabs scissors and with his right hand uses it to cut where he had just written on. Jack proceeds to show me his art work holding it with his two hands and fingers and I can see that he is trying to make a creation with the paper he just cut and wrote on.

Social/Emotional development:

Observation-Anecdotal Record:

Throughout the day Jack's emotions stay consistent. He gets to the day care and talks with the adults and classmates. For example when I went to observe him the first thing he did was say "Hi" then he proceeded to take out his jacket with both of his hands and hang it in the cubi. After he goes, wash his hands and wait patiently for his breakfast to be served. When he was waiting for his breakfast to be served at his table he told me "what we are eating for breakfast today" I told him "pancakes, fruit and milk," he said "ok" and started to grab his fruit first with his right hand finger nails. While he is eating he is also talking with his classmates, one student makes a comment "what's your name" Jack then goes and repeats it and they do that back and forth and they start laughing. Jack never really gets upset. One of his classmates came to him and took his firefighter helmet and he didn't fight back he just said "no I have it" and then the other kid started to cry and so Jack gave it to him and went on to play something else.

Descriptive Review:

Jack is a 3 year old boy who enjoys being independent when he can but also is able to get along with his classmates. He is able to talk with other classmates and even share when he needs to. He is very engaging when it comes to playing with blocks. For example when it's activity time he goes to the block section with his classmates virhan and they start building a structure. Jack builds something with the blocks and virhan tells him "can I build something", Jack responds back with "ok". Once they are done building it they destroy it and start laughing together. Although I have noticed that Jack spends most of his time doing activities independently because he sees that he can do his own thing. For example when he does art he grabs a paper and marker and sits himself on a table in which he just draws and also gets scissors to cut paper and creates something with it.

Cognitive Development:

Observation -Anecdotal Record:

Jack is in the activity area in which he has a cardboard box. The teacher said “that is their car”. Jack makes his way to the carpet where his car is and he takes scissors with him. I ask him “what are the scissors for?” He said “I want to make a door for my car but I don’t know how to, I am trying.” With his right small fingers and hand he tries to cut the cardboard but it gets hard for him. I then encouraged him and told him “yes Jack you can do it I believe in you” he said “No I can’t it’s hard but you can because you are taller.” I said “Okay I will ask for permission.” He said “okay yeah”, I then asked the teacher “Jack wants a door in his car and he is trying to make it but he can’t” she said “No no doors Jack If you want one give me 10 minutes I will do it for you.” I told Jack “Jack we need to wait, let's play something else.” He said “Okay yeah” and so we moved to the block area.

Descriptive Review:

Jack is a talkative but independent boy. He goes on to do his activities alone like when he plays play-doh he gets his own play-doh and sits himself at the table and starts to create his own things. Not only that but he goes to the reading area and grabs a book and either tells an adult to read it or he puts himself in a corner and starts looking over at the book. He does engage with his classmates when he is in the pretend dress area or outside in the playground.

Language Development:

Observation- Running records:

(9:00am): Jack arrives at the daycare, takes his coat and bag and hangs it in the cubi. He then makes his way to the bathroom to wash his hands. After he makes his way to the classroom in which he asks me “what are we eating today for breakfast?” I reply with “Banana, cheese eggs and milk.” He says “Ok” He then chooses where he is going to sit. He first grabs his banana and starts to peel it on his own, while peeling hsi banana he is looking at what is happening around him. He finishes his banana and asks “More banana”. He does not want cheese eggs and the teacher asks him “you want cereal Jack?” he says “yes” and so he gets the cereal, he starts eating it with his hands, no milk or spoon. He proceeds to finish it fast I tell him “Jack slow down”

(9:20am): Jack cleans up his breakfast table on his own, he picks up one item at a time, first he picks up the cup of milk and walks to the sink to pour it, after he goes back and picks up the cereal plate with the banana plate, he throws that in the trash, he after knows his routine so he goes and waits by the door to go wash his hands. He comes into the classroom and the teacher tells him “Jack you can now go and do the block activity, play-doh, art or reading.” He makes his way to the art table.

(9:30am): Jack sits himself in the art area and grabs a paper and markers in which he draws lines and scrabbles. He then grabs scissors and starts to cut pieces of paper. With what he cut he tapes one side to the next. I asked him “Jack what are you making talk to me about your creation” he said “I am making a firefighter hat!” I said “Ouoo okay I wanna see the results at the end” he said “There it’s done” I said “wow okay” he then sees that the tape was coming out so he took it all down and said “It is not working but I’m going to make a jingle bell for the tree” and he just scrabbles lines and circles and cuts it.

Descriptive Review:

Jack uses language to communicate what he is doing in class. Jack communicates well and makes sure he let's the staff know his thoughts. For example when we were in the playground he saw that I was sitting in a space I wasn't able to fit and he told me "you don't fit there you can get stuck" I said "Oh I am stuck can you help me" He said " yes I can" he grabs my head and tries to put it down but he can't and so he tells me "I can't but you have to bring your head down and get out" and I was like "Yes you can, you know how to help me" he then tries again to help me and he grabs my head down and says "There you do this you bring your head down and then you get out" and I was like "Oh okay thank you i'm not stuck no more" he said "Yeah you are not stuck no more, You welcome."

Conclusion:

To examine child development, we must take into account the various development domains, which provide us with a framework for analyzing and describing how children change through time in a range of areas. Language, cognitive, physical, and social-emotional are the four domains. When we see a child, we can see him or her doing a variety of things, such as playing and participating in various activities, but we also see youngsters interacting with one another. We may also watch how youngsters react to various activities and experiences both individually and in groups. When we observe, we can collect data from multiple domains at the same time or all at once.

Observing each child allows us as educators to gain knowledge and awareness of their interests, behaviors, skills, and particular needs. When we examine a youngster individually, we can track their developmental growth over time. Individualization aids in the formation of a picture of a kid's experiences, development, and learning, allowing educators to support meaningful planning for each child.

From my observation of Jack , I observed that he was developmentally appropriate according to his age. For example in the playground he was able to climb the rock climbing section on his own slowly and fast. Another example would be whenever he arrived to class he would remove his jacket on his own with no help at all and even when I would ask him for help he would say “No thank you”. My classroom experience taught me how to apply what we've studied into practice.

Commentary:

I chose Jack because he had his own personality when I first observed him. He was unique in the way that he would talk to the adults and have small conversations. The changes I noticed over the course of the semester: first he wouldn't play with his classmates and be more independent but then he engaged more with his classmates. I learned how to put into practice the many materials I used in my class to keep anecdotal records, which were useful in practicing other types of observations. Also, I learned how to write a descriptive review, which is a crucial tool for observing a child's progress at the moment. What I learned most from this experience is that every child is their own person and we can not compare them to each other because they are unique in their own way. Lastly we cannot interfere when they show us who they are or when they are doing an activity.