

**Capstone Project**  
**For ECE 308**  
**Child Development**  
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## Commentary

### Observation Techniques:

This past semester I've learned so much about different types of observation techniques and how to identify them when studying/observing infants/toddlers. I was able to use these techniques which help me understand the infant/toddler better. This also helped me understand the different types of objective observation techniques and descriptive reviews. I used these techniques to describe the infant/toddler developmental domains. First, I used the Developmental Checklist, this list is designed to track the child developmental milestones for his/her specific age group. The purpose of the developmental checklist is to see if the child is developing behind or exceeding based on their age group. Second, is Anecdotal Record, which is a detailed descriptive narrative of a specific behavior or interaction that has occurred. The purpose of this is to inform teachers as they plan lesson experience or provide information to families and so forth. Third, is Running Record which is sequential recording written while the event is happening. The purpose of a running record is to assess how a child

performs and communication skills when in a social setting with other children. These techniques are very useful for teachers especially when they need to communicate with the child’s caregiver/families about their developmental process or behaviors. Finally, when it comes to descriptive review for each observation, it allows me to summarize what i observe each child doing based on the evidence i gathered during objective observations.

## ***Fine and Gross Motor Skills***

Date: 03/19/2021

Child’s name: Samantha (Toddler) (Child”S”)

Fine Motor Skills	Constantly	Emaging	Developing	Not Observed
Able to use signing to communicate	X			
Uses non-dominant hand to assist and stabilise the use of objects	X			
Self-feeds with minimal assistance				X
Pick up blocks with one or both hands	X			
Drops and picks up toys				X
Builds tower out of wooden blocks	X			

Gross Motor Skills	Constantly	Emerging	Developing	Not Observed
Walks up and down steps with support				X
Able to walk by themselves	X			
Catches using body				X
Imitates simple bilateral movements of limbs (e.g. arms up together)	X			
Can balance on tiptoe	X			
Picks up blocks without falling	X			

Reflection Review: Based on the checklist and observation, Samantha appears to be meeting the 3-4 year-old development milestone. Everything that I had observed shows that she is ready, she has been very constant when it comes down to her fine and gross motor developmental skills. There are a few developmental milestones that I didn't get to observe.

#### Descriptive Review:

During this observation, the toddler name is Samantha. She appears to be about 3 years of age. She is wearing a white T-shirt, with a black and white striped leggings with white socks and a black and pink sneakers and her hair is up in a ponytail with a pink Scrunchie. Child "S" was sitting by the cubby area where they had wooden blocks stored, she began to stack the blocks on to each other and tried to pick them all up at once. A few fell on the floor and she decided to put the rest on the floor and started to stack them up on each other one by one in the middle on the floor. She uses her right hand to stack them onto each other and uses the other hand as a guide. After she stacked all the blocks from the

cubby onto each other in the middle of the floor. She then walked over to the wall where there are more block stacks against it. She picked up two blocks and held one in her left hand and the other in her right hand. As she walked back to add the blocks to the stack she had already assembled. One of the blocks fell out of her hand. She then leaned over and picked it up with her right hand and placed it gently placed it on the other block tower. She went back for two more blocks and added it to the block tower. She then went back and got two more blocks and stacked it on the block tower one at a time. As she was placing the last block she used both hands and laid it gently on top of the tower. As the block tower got taller she started to use both hands and placed the blocks one at a time on the tower. She repeated this process a couple times, she then placed one more block at the top but her tower looked Shaky so she decided to take both of her hands to straighten out the uneven blocks on the tower. There was another child present. Child "S" told the child that her tower is getting taller. The other child (her classmate) looked at her and smiled and the child "S" smiled back and pointed with her left hand and said "it's getting taller". As child "S" attempts to add more blocks she used, she began to tiptoe so she can stretch and reach the top of the tower so she can stack more blocks on to it. However as she tried to do that. She stumbled with a block in her right hand when trying to place the block on top of the tower. As she attempted to place another block on the tower she tiptoe once again and stretched to reached the top in order to place the block on the tower, this time she uses her left hand to hold on to the tower to help her stable herself in order to place the last block on top the tower. The child that was there looking at child "S" building the tower called the teacher and told her to look at what child "S" is doing. And the teacher responded to be careful it going to fall. And child "S" responded "it's not falling", with a big smile on her face. The teacher responded "I know". However child "S" attempted to add one more block to her tower she tiptoe again and stretched to reach and placed it on the top of the tower but it wasn't straight like the others. The teacher told child "s" that's the

tower is going to fall if she added more blocks and child “s” responded “no it not” with a smile on her face. Child “S” began to giggle and shrugged her shoulders as she stepped back to look at her tower. She then walked towards the tower and began to straighten some of the blocks on the tower. Child “S” then went for another block that’s had a red stain on the inside of it and tried to place it on the top of the tower. But she couldn’t reach even when she tiptoed. One of child “S” classmates tried to put the block on the top and couldn’t as well. Child “S” attempted one last time and held on to the tower while she stretched to place the block on the tower but the tower started shaking and she ran to the other side of the room and watched her tower fall. She laughed and smiled. Then she began to clean them up afterwards

## *Social and Emotional Development*

Date: 04/18/2021

Child “A” (Toddler)

Anecdotal Record- Child “A” is standing up and setting the table by placing four coasters on it. Child “A” places a coaster in front of Child “J”, the second coaster in an empty spot, the third coaster in the other empty spot of the table, and places the last one in front of herself and says “One for me”. Child “A” sits down on the chair and takes up the spoon and holds it in her hand as child “J” is speaking to her. As child “J” is speaking, child “A” is making eye contact with her. Child “A” looked away, pointed to the empty spot, shook her head and said “that’s not for Isabella”. Child “A” pointed at child “J” and said “that’s your chair”. Child “A” then points to the glass cup while looking at child “J” and says “isn’t there water”. Child “A” lift the jar of water and said “ill go first” and pour the water in her cup then placed the jar of water back on the table. Child “A” said to child “J” “it’s your turn” and pushed the jar of water towards her. While child “J” was pouring the water in her cup, child “A” watched child “J” pour the water and while she’s watching her she was shaking her head and using her right hand index

finger moving it side to side (as if she was saying no). Child "A" asked child "J" if she wanted more water in her cup and stood up and poured more water in child's "J" cup. Child "A" and Child "J" drank their water and sat and converse among themselves with laughters and giggles. Child "A" stood up and added more water in her cup and then poured some into child "J" cup as well. Child "A" made a comment saying "not too much water" and sat back down in her chair. Child "A" took up the spoon and told child "J", "Let's mix it" with a smile on her face. Child "J" asked for child "A" to pass her a spoon which she did and they both mixed the water.

Descriptive Review- Child "A" is wearing a dark pink dress with little birds all over it, she has brown hair, half up to the side in a ponytail while the other half is down. Child "A" is standing up and setting the table by placing four coasters on it. Child "A" places a coaster in front of Child "J", the second coaster in an empty spot, the third coaster in the other empty spot of the table, and places the last one in front of herself and says "One for me". Child "A" sits down on the chair and takes up the spoon and holds it in her hand as child "J" is speaking to her. As child "J" is speaking, child "A" is making eye contact with her. Child "A" looked away, pointed to the empty spot, shook her head and said "that's not for Isabella". Child "A" pointed at child "J" and said "that's your chair". Child "A" then points to the glass cup while looking at child "J" and says "isn't there water". Child "A" lift the jar of water and said "ill go first" and pour the water in her cup then placed the jar of water back on the table. Child "A" said to child "J" "it's your



turn” and pushed the jar of water towards her. While child “J” was pouring the water in her cup, child “A” watched child “J” pour the water and while she’s watching her she was shaking her head and using her right hand index finger moving it side to side (as if she was saying no). Child “A” asked child “J” if she wanted more water in her cup and stood up and poured more water in child’s “J” cup. Child “A” and Child “J” drank their water and sat and converse among themselves with laughters and giggles. Child “A” stood up and added more water in her cup and then poured some into child “J” cup as well. Child “A” made a comment saying “not too much water” and sat back down in her chair. Child “A” took up the spoon and told child “J”, “Let’s mix it” with a smile on her face, she repeated “mix it?”, “let’s mix it” while holding the spoon in her hand and moving it in a circular motion. Child “J” asked child “A” to pass her a spoon, child “A” stood up and gave her the spoon. Child “A” sat back down in the chair and they both began to mix the water with the spoon.

## *Cognitive Development*

Date: 04/10/21

Child: Levi (Toddler)

Anecdotal Record: Child "L" is sitting around a wooden table trying to put the wooden puzzle together. Child "L" removes all the puzzle pegs from the puzzle board and places them at the side. Child "L" took one of the puzzle pieces and tried to fit it in one of the spaces, he realized that it wasn't fitting the space so he moved on to another space and try to fit the puzzle piece in the correct space however, when the puzzle piece wouldn't fit in the space properly he started to whine a little then his caregiver calm him down by saying " its okay, its okay, try again". The caregiver assisted him by pointing to the space where the puzzle piece fits and child "L" put the puzzle piece into the correct spot. He also made sure that the puzzle piece was secure in the spot. He took another puzzle piece and attempted to put it into the correct space but it wasn't fitting so his caregiver assisted him by telling him to try a different spot and pointed to where it goes and then he placed it in the right space. Child "L" chose another puzzle piece and tried to fit it into a different space, once it couldn't fit his caregiver assisted him again by pointing to the correct place and said "try here". Child "L" responded "How, How, How" while he placed the puzzle piece into the correct space. Child

“L” proceeds to place the other puzzle piece that is left into the correct spaces without any assistance from his caregiver.

Reflection Review: Based on my observation on child “L” he shows a strong sense of determination and focus. Although he needed some assistance from his caregiver he still demonstrated persistence and his problem solving skills.

Descriptive Review: Child “L” has blonde hair, blue eyes, he is wearing a blue shirt with a graphic design of a penguin. Child “L” is sitting around a wooden table trying to put the wooden puzzle together. Child “L” removes all the puzzle pegs from the puzzle board and places them at the side. Child “L” took one of the puzzle pieces and tried to fit it in one of the spaces, he realized that it wasn’t fitting the space so he moved on to another space and try to fit the puzzle piece in the correct space however, when the puzzle piece wouldn’t fit in the space properly he started to whine a little then his caregiver calm him down by saying “its okay, its okay, try again”. The caregiver assisted him by pointing to the space where the puzzle piece fits and child “L” put the puzzle piece into the correct spot. He also made sure that the puzzle piece was secure in the spot. He took another puzzle piece and attempted to put it into the correct space but it wasn't fitting so his caregiver assisted him by telling him to” try a different spot” and pointed to where it goes and then he placed it in the right space. Child “L” chose another puzzle piece and tried to fit it into a different space, once it couldn't fit he handed it to his caregiver and she placed it next to the space when it went and

assisted him again by pointing to the correct place and said “try here”. Child “L” responded “How, How, How” while he placed the puzzle piece into the correct space. Child “L” proceeds to place the other puzzle piece that is left into the correct spaces without any assistance from his caregiver.

## *Language Development Running Record*

Date 03/28/2021

Child name: Noelle (Toddler-Child “N”)

AT 9:42AM- Teacher put both children on her lap to sit.

AT 9:43AM- Child “N” pointed to her socks and said “look at my socks” and the teacher asked “Are you showing me your shoes? Child “N” responded “socks!”

AT 9:44AM- Teacher responded “oh your socks!”, “What color are your socks?”. Child “N” responded “Ahhh pink”. Teacher asked, “Who gets you dressed?”. Child “N” responded “Mommy”.

AT 9:45AM- Child “N” mentions her brother Makai. Teacher responded, “Who is Makai?”, “Is Makai your brother?”.

AT 9:47AM- Child “N” responded “Yes”. The teacher then asked “Where is he?”. Child “N” responded “At home”. The teacher said “At Home?”. Child “N” replied “Yeah”

AT 9:49AM- The teacher asked, “What is he doing at home?”. Child “N” replied “Play!”. Then the teacher asked, “What do you do when you get home Noelle?”. Child “N” responded “I play with mommy”.

AT 9:53AM- The teacher asked “You get in the car with mommy?”. Child “N” responds “yeah”.

At 9:55 AM- The teacher asked, "To go where?". Child "N" replied "Caiden". Teacher asked, "You go pick him up at school?"

Reflection Review: I feel like Noelle was able to answer the questions that the teacher had asked. She understood what the teacher was asking and based on her responses her language skills are developing just fine for her age.

Descriptive Review: Noelle is wearing a white polkadot sweater with black pants with pink socks and black shoes. Noelle is drawing a picture standing up with her classmate Colton. Noelle had a yellow crayon coloring on the paper. The teacher asked if the yellow color represents your face to her classmate and Noelle responded "No, that's my face". And then the teacher asked the same question to the classmate. And his response was "this" which was a brown line and then Noelle said "oh mommy". The teacher asked if Noelle saw her mother on the monitor and she shook her head and said "no". The teacher then placed both Noelle and her classmate Colton on her lap. As Noelle sat on the teachers lap she pointed to her socks. But the teacher asked "Are you showing me your shoes?" Noelle said "look at my socks!". The teacher responded "Look at your socks, what color socks?". Noelle answered "ahhh pink". The teacher then said "ohhh pink", the. Asked Noelle "who dressed you this morning?". Noelle replied "Mommy". Teacher goes "Mommy?" . Noelle nodded her head. As the teacher as her classmate the same question Noelle sat quietly until the teacher looked in her

direction to ask another question. The teacher asked “who dressed me?”. Noelle said “Maria”. Noelle mentions the name “Makai”. The teacher asked Noelle “Is Makai your brother?”, she responded “yeah”. The teacher responded, “yeah, where is he now?”. Noelle answered “At home”. The teacher asked “what is he doing at home?” The classmate shouted out “PLAY”. Noelle responded “yes, he plays at home”. The teacher then turned her attention to Colton (the classmate) and asked the same question and as the teacher asked the question Noelle sat quietly and looked at the teacher and her classmate and then looked around the room until it was her turn. The teacher then looked at Noelle and asked “what do you do when you get home noelle?” She answered “I play”. Then the teacher asked “with who?”. Noelle replied “with mommy”. The teacher then asked “what do you guys play?”. Noelle responded “Um not In my mommy’s car”. The teacher then said “in you mommy’s car”. Noelle answered “yeah”. And the teacher replied “Wow!” Noelle then said “I get in the car with mommy”. The teacher then asked “you get on the car with mommy”. Noelle nodded her head (as if she was saying yes). The teacher answered back “Alright, to go where?” Noelle responded “Caiden”. The teacher then said “Caiden, you go pick him up at school?”

## Conclusion:

During my observations and using all of the objective observation techniques to identify a child developmental domain I noticed that most of the children had reached their developmental domains for their age group. However, there were others that still needed a little help when doing certain things which nothing is wrong with needing a little help here and there for a teacher, they are still developing for their specific age group. Teachers use these techniques in order to track a child's progress, to understand them better, to create curriculums to help the child improve in the area he/she is struggling with and so much more.

Being able to have the opportunity to watch the videos over and over again gives more of an insight when writing the descriptive review because you capture more than what you anticipated. Meaning that when you think you have every detail and you replay the video again you see something new and different that you missed the first time watching the video. It made it very easy to write an anecdotal record and a checklist. However, when it came to writing a running record it was kind of difficult because you can't stop, pause or even replay the video when doing this technique due to the fact that it is timed and it's like you write what you see at that very moment in time.

