

Capstone Project - ECE 311

Study of child development and observation techniques

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Observation Techniques

To be able to complete each observation for this project, I will need 3 different observation techniques. The three techniques that I will be using are Checklist, anecdotal record, and running records.

The checklist technique is a way to track what the child is doing and the child's behavior by making sure you are checking off everything that the child is able to demonstrate. I would be using the checklist in my classroom to make sure I observe and keep track of each child. After I am done observing I will gather all the information from my checklist and make a report on the child. This technique will help me keep track of the child, it will show me the child's improvement and what the child's needs to improve.

Anecdotal records is a way in which educators can record a significant incident that they have observed and it is able to keep track of. While I Use the Anecdotal records technique, I will be taking down notes on things that I say based on the child and I will be adding some details after. They are written in the past tense and I will be using this in my classroom to record observations of the child's daily classroom activity. This will help me for curriculum planning, communicating with families and to keep track of the child's development.

Running records technique is a detailed recording written in present tense. I will be writing down everything possible that the child says and does while the event is happening. This observation technique helps educators to record all significant interactions, connections, and behavior of the child while it occurs. It will help plan for future instruction and to measure the child's progress in the classroom. I will use this in my classroom to observe changes and behavior that occurs with the child. This helps us provide detailed data of who, what, where and when.

Descriptive review is an interpretation of what we have already observed about the child supported with evidence. This helps educators to have a better image of the child after the observation. I will be using a Descriptive review after observing my child so I can get to know each child better and see the child's progress.

Physical Development Checklist

Child's name: Jayleen

Age: 3 years old

Date: 10/14/21

Fine Motor Skills	No Observed	Observed
Cuts online continuously	X	<input type="checkbox"/>
Coordinating hands to brush teeth or hair.	X	<input type="checkbox"/>
Copies 9 block models	X	<input type="checkbox"/>
Builds things with smaller linking blocks, such as Duplo or Lego.	X	<input type="checkbox"/>
Holds the pencil with a tripod grasp (3pt grasp)	<input type="checkbox"/>	X
Copies cross.	X	X
	<input type="checkbox"/>	X
Copies square	<input type="checkbox"/>	X
Write their name.	<input type="checkbox"/>	X
	<input type="checkbox"/>	X
Writes numbers 1-5	X	<input type="checkbox"/>
Copies letters.		
Starts to learn to print some capital letters	X	<input type="checkbox"/>
		X
Starts to draw pictures that are recognizable	X	
Using a preferred hand for most activities.		
Dresses and undresses independently (excluding shoelaces).		
Opens zip lock bags, containers and lunch boxes.		
Completes 8-12 pc interlocking puzzle.		

Descriptive Review

I recently was able to observe Jayleen at a Daycare. Jayleen was sitting at the table with her peers. She begins to practice on writing her name. She has a writing tool on her right hand, which is a pencil. She begins to write the letter J. Jayleen is pointing the pencil down to her paper making a straight line first, and then trying to make it look like a J. She then continues to hold the pencil to make it through her whole name. Next, Jayleen is now grabbing out some crayons which are the color she is planning to use on her tree. She is able to hold both her pencils and the crayons but uses 3 fingers for support. She color her tree using green on top, and brown at the bottom. After they were done with that, they were going to do a second activity which will involve playing with blocks. She hops and jumps in a very slow motion, avoiding to make a lot of noise. I was able to see her jump when it was dancing time. She moves her hand, and her body and follows along. She was using both hands to clap along as well. She moves from different areas in the room in a very polite way, no rushing, no jumping or running around. She asks for permission to do or play with certain things in the room or to be in different areas. Jayleen does not wander around the classroom. She looks around to ask for permission to either play with a different toy, or do something else. Jayleen is able to sit on her own in a chair since she is tall enough to reach the small chairs, she does not move around and will stay seated until you ask her or tell her to. Jayleen is more active when she is dancing. She waits until she finishes to speak and when she is done she says "Im done". Jayleen is able to walk on her own and eats on her own.

Social/Emotional Development

Observation - Running Records

Date: 11/4/21

Time: 9:00am

Child's name: Jayleen

Age: 3 years old

Jayleen is playing with a kitchen set. She has a mini doll which she is grabbing and moving around the whole kitchen set. She then grabs another one and starts playing with both of them one in each hand. She asked her peer who is next to her "what she should name each doll?" She then said okay One is Angela and the other one is Camila. She continues playing with both of her dolls and says while she has each doll facing each other, "Camila, do you want to drink tea with me?" She moves the doll body and says "Yes". She then asked her friend next to her if she wanted to play with her. Jayleen passes her friend one doll and says "Okay here, you can be her, her name is Camila" My doll name is "Angela". Both of the childrens are interacting with the dolls and are very focused on the kitchen set." The kitchen set has a mini telephone in which Jayleen pretends that it is ringing and says "Hello" her friend says "Who is it" and Jayleen puts the telephone down again. Jayleen tells her friend "Look, they both have black hair" and they start comparing the dolls. Her friend then asks Jayleen "Vamos para el otro lado." Jayleen replied "Vamos", and they both went to another area with their dolls.

Descriptive Review

Jayleen is a 3 year old girl who loves playing with her classmates. She shows enjoyment with playing with the other childrens and is always very focuse. She makes friends with every child in the classroom, and she always asks them to play with her. Jayleen is a very talkative child who can maintain a conversation with her friends and adults and she proves this when she is having a conversation during play time with her friend. When she is playing with someone she makes sure they are all taking turns. Jayleen understands very well when she is being spoken to, she already knows her schedule in the classroom and she makes sure she cleans up correctly after it is time for anything else. Jayleen also makes sure her friend helps her when they need to clean up.

Cognitive Development

Observation - Anecdotal Record

Date: 10/28/21 time: 9:00am

Child's name : Jayleen Age: 3 years old

As I continue to observe the child she is able to use words to describe what she is thinking of. She is able to say when she feels cold when the ac is on, she is able to say she has to go to the bathroom when she has to use it. The child is able to understand when someone describes something to them using words. The child is working on but capable of understanding the details to distinguish two things that are similar but not the same. She was able to draw a balloon which was in the classroom as decoration, and colored the balloon the same color she saw it. The child was able to understand a picture she saw of Mickey Mouse in a different background because it was based on halloween.

Jayleen is sitting at her table. She is ready to play with some blocks. She starts to pick the blocks she likes. She asks her friend to start building with the blocks. She then starts to count how many blocks they already have up. She asked her friend "Which one is your favorite color?". She says that her favorite color of the blocks was the blue one. By mistake the blocks fall. Jayleen starts to grab the blocks that fell and starts to put them together again. She then takes the blocks and starts matching them by their color. Jayleen cognitive abilities are developing properly as well. She is able to remain engaged for a significant amount of time when she finds

something interesting during circle time. Jayleen knew exactly at what time was her lunch, and she asked the teacher “What are we going to do after?”. After lunch the teacher gave her an activity to do, it was a paper for her to draw over some letters to have a better knowledge on how to hold and write. She knew exactly what she was asked to do and she began to work on it.

Descriptive Review:

Jayleen is a very talkative girl. She has a very strong vocabulary and understands many words and things around her. Jayleen expresses very well. She thinks not only about her, but about others when doing an activity. She says “This is for my sister, do you have a sister?” while doing an activity with a peer. She is able to use her pencils and crayons very well, she holds the perfect. She uses her language and cognitive knowledge to express and describe things around her. Each day she is able to know and understand things very well and better.

Language Development

Observation - running records

Date: 10/21/21 Time: 9:00am

Child's name: Mairelis Age: 3 Years old

Jayleen She said "What's wrong? Do you want to play with this toy?" She then said "Let's play together". She begins to play with her friend. She continues saying "I think we should play with the blocks". Her classmates tell her "Yes. we need to ask the teacher first." Jayleen begins to walk toward the teacher with her classmates and says "Ms.nunez, can we please play with the blocks". The teacher responded to her, "Yes. You may, You have a few minutes left." She goes by the carpets where the blocks are nearby and begins to grab some with her classmates. She tells her classmate "We need to put them together" and her classmate responds "okay". She loves asking a lot of questions. Another conversation I observed was with an adult in the room in which she had a piece of paper and Jayleen asked what is that? The adult asked her "You will choose one to color" and she responded "I want the Minnie Mouse." She then asks to use the bathroom. Jayleen has very strong conversation skills, she knows how to keep a conversation going, She asks a lot of questions for every different activity that she sees in the room or anything she sees or hears. She has a very good pronunciation of words and she speaks in a very polite way, she asks for permission and Says Thank you a lot. Jayleen is still working on her writing skills. However, she can describe anything she sees either in a painting, or

something she colors, and sees. She is also working on her reading skills, However she is able to read familiar words, she is able to read the abc's, she recognized numbers. The child's oral language and literacy seem to be developing typically for her age because she understands things very well, she is able to communicate very properly, she listens to instruction well and she understands and recognizes similar words for her age.

Jayleen Loves coloring. She gets very excited when it is time to color. That is one of the activities that the child seems more engaging to. She is very focused when she is coloring. She doesn't seem to have a favorite material, however the first thing she chooses to play with are the blocks, I see that it catches her attention building height blocks and then seeing how it falls. Jayleen shows very proper development and is very advanced for her age.

Descriptive Review:

Jayleen is a 3 years old girl that shows interest in playing and building blocks. She enjoys playing and working together with her peers. She is very talkative and asks a lot of questions. She communicates with her peers by talking to them, she also points at things that either she wants or she is trying to explain. Jayleen speaks very clearly and everyone is able to understand her language and ways of pronunciation. Jayleen is very understandable and understands very well her peers and adults.

Conclusion:

When observing a child it is important to keep track of what we see and hear at the moment but mostly the different development domains that help us analyze and describe how each child changes over time and how they improve differently in each of these domains. These domains are physical, Cognitive, language and social-emotional. When we observe a child we are able to get as much information from these domains. We are able to observe the movement of the child, how the child behaves and acts with adults and kids their age, How the child communicates. We are able to observe how the child approaches adults and others, how the child plays in different areas of the classroom, and many more things in which we can always keep track of.

These observations and descriptive reviews are very important for educators, it helps us record significant interaction and connections and help us understand the child's behavior and skills better. It will help me plan activities based on the child's interest and individual needs. It is very ideal for tracking a child's development and growth over time. For example, Running record is important because it helps record better significant details happening at the moment.

COMMENTARY

Individualizing or differentiating instruction is very important because each child is unique. When we observe each child it allows us to have a better understanding of the child's behavior, interest and what each child needs individually. When we observe the child individually it allows us to give students the support they need, and educators are able to keep track of that child's progress and improvement and we are able to see students' different learning needs. The child I observed I noticed was developmentally appropriate for her age, and every time I would observe her I was able to see an improvement and see things that she was learning.

To be an objective observer can be very challenging at times. It can be challenging because you have to keep track of what you actually see, not just making things up. Also, it can be challenging having to use different observation techniques because there are ones harder than the other and sometimes it can be difficult to keep up with what you see while you are recording things down.

This developmental information can be use to set up a classroom environment by addressing students need around the classroom by areas, for example if a child need to improve their physical and motor development by holding the pencil better I can have an area with more activities for them to write and draw, if one needs improvement on vocabulary I can provide an area around the carpet, when we have circle time where we have more new books, vocabulary words on the wall and each day we pick a book and learn some new words and as a class we can all practice in these different areas of the classroom together.

From my experience in the classroom, I was able to learn more about the different observation techniques and how to practice them in a classroom. The professor

helped me understand and gain more knowledge on different types of objective observation and the importance it is to keep track of these domains in child development to set a good classroom. Also, how important is observation in early childhood education.