

Child Case Study

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Background Information

Child/Family information:

E is a boy, who is 4 years old. E comes from a Spanish speaking household. E is able to understand both english and spanish, they speak spanish to him at home and english at daycare. E is a very smart boy for his age, he enjoys naming toys and different kinds of animals. He is an only child, which makes his family a 3 member family. E enjoys moving around, it's very hard for him to stay still and follow directions. He's the shortest one in his class. He loves saying words to the adults in the classroom, he also repeats words and short sentences when he hears something being said. He's a very happy kid, but can easily be very upset about anything. When he gets upset he would usually throw a tantrum, which can be very hard to control. His favorite things to talk about are animals, he enjoys learning new things. He doesn't enjoy going outside as much as the other kids, he prefers staying inside with the toys. E's family is very small, his family contains just his mom and dad. They speak Spanish at home. Since E is an only child he receives a lot of attention from both parents. His family stays being updated by the daycare with pictures of him throughout the day.

Center Information:

The center that I was placed in is called nuestro ninos, it's located in williamsburg brooklyn. The daycare is a great place for kids like E. It's an english and spanish speaking center, they speak both languages at the center, it mainly uses english, but when they see that a child doesn't understand whats being said, they switch to spanish. They teach things in English, but when it comes to talking to one on one, they switch to Spanish if needed. The center has two playgrounds, one is for the younger kids and the other one is for the older kids. The center only

has two classes so far, both run the same way, just with a different timing schedule. Each classroom has 2- 3 teachers, the younger kids have 3 teachers, while the oldest ones only have 2 teachers. The center believes it's important to communicate with families about their child, they want children to feel supported by their family and also the staff members at the daycare center. The daycare only has two floors, the first floor only has the entrance, and the office. The second floor isn't open to anyone. The third floor is where both classrooms are located and the kids bathroom, the kids bathroom in the hallway is only allowed for the older kids. The younger kids have their own bathroom in the classroom.

Descriptive Reviews

Cognitive Development-

Descriptive Review: E is aware of what's safe and what's not, E avoids any dangerous activities. I first realized this when I entered the classroom. He isn't open to the idea of trying new things, he enjoys doing things that he already does. He's already used to following the same routine as always. Being aware of what's safe and what's not safe causes him to not fully be open to adventure things because he's afraid of getting hurt. E would rather walk around with toy animals in his hand, then run around in the classroom or play with building blocks. E is aware of things that may hurt him, but he isn't fully aware that he can do things that can hurt others. E is very curious about learning new things, but isn't going to ask about new things. He enjoys learning throughout his day, not because someone sat him down and is talking to him. He is more advanced than the other kids in his classroom.

Observation: On 3/26/24, the weather was alright for the children to go outside, they got all the

kids ready to go outside. Once they went outside, all the kids ran to the playground and started running around going up and down the slide. Some of the kids went down the slide in different ways, some went down while sitting, went down with their tummy, went walking down, and others went walking up the slide. E was the only one just walking around not sure on what to do, E ended up climbing the stairs slowly, he would use the stairs to go down. He wouldn't get on the slide and he also wouldn't use the slide stairs, since they have space between every step. E does run around, but he's very careful while running, he enjoys running around by himself then running around with other kids or a big group of kids. E is very hesitant when it comes to running around other kids and going down the slide. When he runs around he stays on the blue mat and avoids the normal concrete while running.

Checklist:

1. Names some colors
2. Uses materials to manipulate ex. Puzzles, building blocks, and etc...
3. imaginative play
4. Can handle small objects more easily
5. Can match and sort objects by shape and color

Physical Development-

Descriptive Review: The first day i saw E, he was walking around with a lion toy and making sounds with it, he was very busy in his own little world, while the other kids were more curious on who i was and giving hugs. E had a blue shirt and brown pants, he's the smallest one from his class. He had very short hair, and brown eyes. He was walking around the classroom, sitting on

the small couch for the kids. He wouldn't run around the classroom, but he would be placing animal toys all over the classroom. In the classroom there is a big open space with a carpet on the floor, which he would roll around on. It's not difficult for him to grab things or use things, since everything is perfect for his height. There are times where he walks on his tippy toes, but it's not very common. He doesn't really talk to anyone, or have any conversation, he only repeats words that are being told to him. His voice is very soft and low, but when he has a very strong emotion like happiness or upset, he does yell. He doesn't really use any facial expression, he usually has a relaxed face or is always smiling.

Observation: On 3/19/24 they decided to take the kids into an empty classroom to use as a gym, since they couldn't go outside due to the weather. E was very hesitant to do anything, so he just walked to the alphabet mat that was in the classroom and started naming all the animals that were shaped as a letter. I had to slowly lead him to where the other kids were. Once E was a bit more settled in, the teacher went over the directions, which were that everyone had a spot and once they see what exercise that the teacher shows, they are going to have to do it. E kept moving around, so the only way to have him sit still was by sitting next to him, once the activity had started, E was the only one not copying the exercise. E was walking around the classroom, while the other kept doing the exercise. The only exercise he tried to do was swinging his arms in a circle.

Language Development-

Descriptive Review: E speaks both english and spanish. He's able to understand both languages when they are being used at the same time. E doesn't communicate as much as other kids, he

repeats words, but doesn't try to make his own sentences. He's able to translate words to different languages, for example, he can say the word water in English and also say water in Spanish, knowing what the word means. When he has a very strong emotion, he yells. It's hard for him to express what he's feeling. While playing he makes sounds of the animals, since he usually plays only with toy animals.

Observation: On 2/20/24, I saw that E wouldn't really interact with other children, if he did interact with other children, it wouldn't really go that well. E doesn't like sharing toys and doesn't like it when he's around kids who are being loud, when someone is being loud he doesn't say anything, but he just covers his ears with his hand. When he yells, it's hard to tell if he's yelling because he's upset or happy. Nobody in the classroom says anything about his yelling since they know that that's the only way he can express himself. During playtime he enjoys saying the names of the animals on the carpet, words that I thought would be hard for him to pronounce, he would say it correctly. What also surprised me is that he also knows different types of animals and knows most of their names, even the ones that you might not know.

Social/Emotional Development-

Descriptive Review: E doesn't really have any friends, he also doesn't try talking to the other kids around him. He avoids being around the loud kids, since he is sensitive to loud noises. His emotions tend to change quickly, when he's feeling upset he throws himself on the floor and starts yelling and crying. It's very hard to control him and make him feel better when he throws a tantrum. Once he feels better he moves on and starts doing new activities. He enjoys building things with the magnetic blocks and destroying them after building them. When other kids try to

join him, he gets upset and starts taking the toys away from the other kids. During eating time he doesn't talk, unless he's trying to grab one of the teachers' attention. When they are getting the children ready to go outside, he can't sit still and wait for his turn to be called, so he's just walking around in the classroom naming things. When someone tries to correct him on something he gets upset, but can't express with his words so he just expresses by repeating what he wants and with his facial expression.

Observation: On 3/14/24, E was playing around with an animal toy, but it was time to put everything in, so when I explained to E that it's time to clean up. He got really upset and started crying and threw himself to the floor. I tried distracting him by talking about the food, but that didn't work to calm him down. He ran around the room and threw himself to the floor. I was honestly a bit confused on what to do, but then i remembered that he's very smart and likes to teach things to people, so i pointed to the wall which had a chart of shape names and asked him what that was, that's when he calmed down and started naming every shape that he saw on the chart, once we finished with the chart. We walked around and i kept asking him what things were, once the food was on the table ready to eat, i asked him what was for lunch. I sat him down and he started pointing at the food and slowly eating it. although he may not say full sentences, it's still easy to understand what he wants or needs, with him just repeating certain words.

Commentary

I chose E to be my main child focus because he was the first child to catch my eye when i first saw him, while the other kids ran to me he was the only one to be in his own little world, which i got curious about. Something that I find very unique from him, is his smartness and his

way of interacting with others. Some of the changes that I have noticed from when I started to now is that he's able to express himself more with face expression. I honestly have learned so much from the classroom in general, but i mainly learned more because of the child. I was able to learn how to smoothly redirect a child and also understand that its okay if we cant fully redirect the child. Every kid is different eachother, which means all kids need attention but they all need it in different ways.

Follow-Up Recommendations:

- To help cognitive and physical development I would suggest to use manipulatives toys. Like puzzles and matching things, stacking toys, and many others
- Sensory bins encourages toddler to dig, scoop, and explore with their hands. This engages their senses of touch, sight, and even smell. It promotes fine motor skills, hand eye coordination, and early math concepts like sorting and categorizing
- Storytime with Puppets builds language and literacy skills, as well as social emotional development as the toddler engages with the characters. It also helps their imagination and creativity through pretend play

Conclusion

During my time as an intern at the daycare, I enjoyed it very much and being able to get to know the children more and see how their minds work throughout the day. Seeing how their imagination skills is very open to learning more and seeing how much each one of them learn is very important to understand. E was able to teach so much new things, but he was also able to help me understand things that I already knew about even more. E has so much to offer in the

classroom, his interest for animals shows a lot and although he can't communicate with full sentences, he's willing to tell you the names of the animals.