

Capstone Project
ECE 308
Child Development
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5/10/2021

Table of Contents

Observation Techniques (pg.3)

Fine & Gross Motor Development
(pg.4-5)

Social & Emotional Development
(pg.6-7)

Cognitive Development (pg.8-9)

Language Development (pg.10-12)

Conclusion (pg.13)

Observation Techniques

During this semester I learned a lot on the observation techniques and how they are used. Techniques like; a running record, anecdotal records, developmental checklist, and others like work samples, jotting, and photographs. These skills helped me for different in class settings throughout the day, like jotting the little things that are happening in the classroom that you like to keep in mind for yourself or use this note to communicate with the child's caregiver. We have a checklist that we can create for each student to assess their language development or their fine & gross motor skills. Observations are the key to understanding young children and how to approach their needs and wants. Using these exact techniques helped me with finding out what the children enjoys doing, the language and friendship that develops during their class time, their specific needs, their wellbeing, scouting out how their developmental domains are doing and how it's being produced, including getting to know the child better as their teacher.

Gross and Fine Motor Checklist

Date 3/19/21

Child name: Mia (toddler)

Fine Motor Skills	Constantly	Emerging	Developing	Not Observed
Brings spoon to mouth	X			
Eats without assistance	X			
Uses one hand consistently in most activities			X	
Holds and drinks from cup independently	X			

Gross Motor Skills	Constantly	Emerging	Developing	Not Observed
Walks smoothly and turns corners	X			
Can pull or carry a toy while walking	X			
Picks up toys from the floor without falling over	X			
Jumps in place with two feet				X

Reflection:

Based on the checklist, Mia appears to be meeting all the 2-year-old developmental milestones. She was struggling to use one hand when it came to her eating, but she was trying. I was not able to observe her jumping in place with two feet together.

Descriptive Review:

The child's name is Mia. Mia has caramel skin, dark brown hair that was in braids and adorned with pink and white beads. Mia appears to be the age of 2 years old. She is wearing white leggings and a pink dress with white stars on them. Mia comes from the narrow hallways and makes a left turn into the living room. She walks to a small child like shelf that contained toys, Mia reaches for a white bin with a plastic cover on top of it and grabs both sides with the tips of her fingers. She plops down on the floor sitting on her haunches. Mia struggles to pry off the lid and her caregiver came to help her take the lid off the bin. She then dumps the container and starts to reach for a red magna tile. Mia starts using her hands and arms to connect the tiles building a high structure.

Social & Emotional Development

Date 4/22/21

Child name: Mia (toddler)

Anecdotal Record:

Mia and her cousin was seated at the table. On the table there was blank white paper and crayons scattered on the table. Mia and her cousin was coloring on the blank pages with different colored crayons. When done, they showed their caregiver what they drew.

Reflection:

Mia can recognize her cousin and her own caregiver. Mia is building a relationship with her cousin coloring together. Mia also included her caregiver to the activity she was doing.

Descriptive:

Mia and her cousin pulled out their princess chairs and sat down scooting forward to the white table. Scattered already at the table are crayons and blank white paper. Mia was the first to pick a crayon (blue) and used the crayon by putting it into her fist to start scribbling. "I like blue", said the cousin. "I am using blue", Mia responded as she showed her cousin the blue crayon in her hand. "Can I use it?" "When I finish" Mia said still scribbling. After a few minutes Mia handed her cousin the blue crayon and reached for a pink one. In the background music can be heard, Mia started to sing the song (wheels on the bus) and her cousin joined in signing. The girls continued to sing the song and switching between crayons. Mia lifted her image and showed her caregiver. "Beautiful Mia." Her cousin watched her and put the crayon she was using down to do the same and show her own caregiver her image.

Cognitive Development

Date 4/11/21

Child name: Mia (toddler)

Anecdotal Record:

Mia was on her knees surrounded by mega blocks. They only stacked the pink blocks on top of each other. Next to the stack of pink blocks they had stacked the white blocks. Mia listed the colors she used and clapped her hands.

Reflection:

Mia is able to recognize the colors she used and how to stack each block on top of each other.

Descriptive:

Mia is on her knees sitting on the grey carpet with her mega blocks. The colors are pink, purple, white, blue, orange, and green. They are already scattered on the floor and she picked up her first pink block and proceeded to stack them on top of each other. Mia switched her attention to the scattered white blocks and sat one piece next to the stack of pink blocks. She stacked the white blocks just likes she did with the pink blocks and her caregiver asked, "What colors did you use?", Mia responded by pointing to the set of pink blocks and said "Pink", she than moved over to the white blocks and said, "White." Her caregiver said, "Good job." Mia repeated the same routine of stacking the rest of the different colored blocks and stood up to show she was done. Her caregiver clapped and praised her on how beautiful her blocks are.

Language Development Running Record

Date 3/26/21

Child name: Mia (toddler)

10:22am – The caregiver asked, “What color is this?” Mia responded by pointing at the marker and saying “Blue”.

10:24am – “I am making a rainbow” Mia said.

10:25am – “Who is that under the rainbow?” her caregiver asked as she pointed to the figure.

10:25am – “It’s you” Mia said looking to her caregiver and pointing at her.

10:26am – Mia mutters to her caregiver on what she is adding to her picture. “This goes here” and “I am using pink for your shirt”.

Reflection:

Mia is able to answer questions and understands language as she is reflecting on what she is drawing and the responses her caregiver gives her.

Descriptive Review:

Mia sits down on a small child chair with her caregiver sitting right next to her. Mia wears a blue t-shirt with a white heart on it with pink leggings. She walks away from the table and comes back with a white blank paper. Her caregiver also walks away and puts down a

bin of markers on the table. Mia is able to use receptive language; her caregiver asks her what colors she started to use on her drawing and Mia would voice the colors out. She is also able to answer questions. After Mia draws her rainbow, she also draws figures under the rainbow. Her caregiver points to her drawing and ask her who were the figures. Mia responds with “It’s you”, as she also points to her caregiver. Mia is capable of using verbal commutation (when she answers her caregiver with her words), Non-verbal communication (using her arms and fingers to point), and communication skills to initiate conversations and maintain them.

Conclusion

During my observation of Mia, I noticed that she has met almost all her developmental domains. She can communicate sentences to her peers and caregivers, when using her toys/blocks she is able to reach and grab (with help of her caregiver). Mia has child furniture to be able to grab her materials, however when it comes to grabbing bins of blocks or markers, she struggles with the weight of it when picking it up; she gets help from her caregiver when they see her struggle. With Mia, she doesn't voice when she's needs help, but when she gets the help, she doesn't argue or fuss. Being a teacher, you would need to observe Mia and look for her face expressions and if she's trying to reach/grab an object for a certain amount of time. It would help to even just ask if she would need help, because children will try and learn on being independent by their selves.

Watching Mia during this semester made me realize that observation is more than just watching children play. It's more on using observation techniques listed above to help with describing and figuring out the developmental domains of the child. These notes help with communicating with parents if theirs something needed to be addressed on their child and even just for the teacher to look back on for future activities.