

CHILD CASE STUDY

By Vanessa Herrera
ECE 311- 0700

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CHILD CASE STUDY
PRESENTED BY: Vanessa Herrera
PRESENTED TO: Professor Vilma Daley
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BACKGROUND INFORMATION

The child I chose to study and observe is Andrew. He is a young African- American boy that is 6 years old and is filled with much character. He is a strong and healthy young boy, who is about 2 feet tall and weighs roughly 50lbs. Andrew has dark brown skin, big brown eyes, curly hair and the tiniest hands. He comes from a very loving home, he is an only child and lives with his mother and grandparents. He lives in Brooklyn and his single mother works in Brooklyn as well.

His grandfather would take him to school every day, up until he became very ill. Now Andrews mom drops him off in the morning and picks him up in the afternoon. His grandmother sadly passed away a few weeks ago, but Andrew was is a able to remain very positive. He is a very joyful and always come to school with a huge smile and a lot of excitement. Andrew and his family only speak English, they do not know any other language. However, Andrew is excellent in communicating with his peers and adults.

Andrew mother always makes sure to have him very well dresses and prepared for school. Over the past few weeks I've had the opportunity to see Andrew through a different lens. This study has helped me document Andrews progress across all the developmental domains. He has overcome many personal family obstacles and academic obstacles.

PHYSICAL DEVELOPMENT

ANECTODATL RECORD

Childs Name: Andrew	Age: 5	Date: 9/20/21
Observer: Vanessa Herrera	Place: School Gym	Time: 10:00 am
<p>INCIDENT: Andrew is walking up the stairs to the third floor gym but is unable to alternate between both legs to go up the steps. Andrew is jumping in his line spot as he is waiting to enter the school gym along with the rest of the class. His gym teacher Ms. R comes out and says “ Okay everyone, come inside and find your floor spots”. Andrew begins to lightly run to his floor spot and purposely drops flat on the floor when he reaches it. A few minutes pass until the gym teacher announces “Let’s do some warm ups! Can we all do some jumping jacks?” as she demonstrates the movement to the entire class. Andrew shouts “Yes!” as he tries to imitate Ms. R exact movements. Andrew is jumping up and down in his gym spot as he stares at Ms. R. “Can we sit down and stretch our legs? Follow me” instructs Ms. R. Andrew quickly sits down and spreads his small legs in front of him. Instead of following the stretches Ms. R does, he is sitting with his legs crossed as he plays with his hands. They are asked to get up, Andrew slowly gets up and gets in line for the next activity. Students are asked to sit in a line in order to get ready to race. Andrew decides to lie down instead of sitting. “Andrew, you need to get up if you want to play” I tell him. “But I am so hot and tired” he responds. “Do you want to take off your sweater?” I ask him. “Yes, can you take it off” he tells me. I un-zip his jacket, he sits up and claps his hands as Ms.R asks them to get ready for the race. Andrew is firs to run on his team. Andrew runs very slowly to the cone as he holds a small ball. As he runs he cannot get a firm grip of the ball and drops it 3 times as he is running back to his teammates. He runs back to his team and drops himself on the floor once more.</p>		
<p>COMMENTS: Andrew displays good function of gross motor skills, he is able to use the big muscles in his legs to run and jump. Although he runs at a slow pace, he is able to run in a straight line, without tripping or falling. Andrew does have a hard time staying still as he waits for instruction. For example, he was jumping in his line spot as he was waiting to enter the gym and was resting on the floor as he was waiting for the race to begin. He attempts to imitate body movements although he may struggle to do so. Andrew tends to throw himself on the floor a lot when he is running. Andrew has trouble using his small finger muscles to grasp on to small objects. Overall, Andrew is very active and engages in the adult instructed activities.</p>		

CHECKLIST – PHYSICAL DEVELOPMENT

Childs Name: Andrew.

Age: 5

Date: 9/20/21

Observer: Vanessa Herrera

Place: School Gym

TASK	NO – student was not able to perform task	YES – student was able to perform task	NOT SEEN
<i>Run in a straight line</i>		X	
<i>Grasp small items</i>	X		
<i>Able to jump up and down</i>		X	
<i>Balance on one foot</i>			X
<i>Sits still in one spot</i>	X		
<i>Descends stairs by alternating feet</i>	X		
<i>Catches and throws small ball</i>			X
<i>Walks in a straight line</i>		X	
<i>Skips on either foot</i>			X
<i>Can stretch arms and legs</i>		X	

Descriptive Review:

Andrew is still improving and developing his motor skills. He is capable of using gross motor skills to run and walk, but still needs to work on his fine motor skills when it comes to grasping small objects. During gym class, he was not able to hold a small ball in his hand as he ran back in forth in a race. Andrew was not able to alternate his feet as he walked up the stairs, he displayed lack of confidence as he held on to the railing very tightly. Andrew has a hard time controlling his body during moments of transitioning. He was hopping and jumping in place as he was waiting to enter the gym. He decided to lay on his back as he waited for the racing activity to start. Andrew did very well at following instructions and copying the teachers movement.

EMOTIONAL DEVELOPMENT

RUNNING RECORD	
Childs Name: Andrew Age: 5 Date: 10/1/21 Observer: Vanessa Herrera	
10/7/2021. 8:20 am	<p>Andrew was entering the classroom and walking towards his table. “Andrew please take out your folder and put it in your mail box.” said the classroom teacher. Andrew put his book bag on the ground and zipped it open, he had some trouble opening his book bag. He was struggling with getting the zipper to un-zip, but after tugging on it, he was able to open his bag. Then he took out his black homework folder and placed it in his mailbox, just as he was told.</p> <p>Then he took off his jacket and walked towards the closet, he placed it on the hook where his picture was located. Another student named Muhammad, who was also putting away his belongings, pushed him by accident. Andrew walked up to me and said “Ms. Vanessa, Muhammad pushed me” with big watery eyes. “Are you okay Andrew?” I asked. “Yes I am” he said. I called Muhammad over to ask what happened. Muhammad said it was an accident and didn’t mean to hurt Andrew on purpose. I explained to Andrew that it was an accident, he understood and let it go.</p> <p>“Now go wash your hands and sign in” I told Andrew. Andrew turned on the water and pulled his hands back very quickly. With his eyes wide open he said “The water is too hot!” as he switches the water to a colder temperature.</p>
10/7/2021. 10:30 am	<p>Andrew was playing outside with the rest of the class in the front school yard. “I want to dig for worms, can you help me?” he asked. “Yes of course” as I hand him a shovel and cup. Andrew noticed that the dirt was too dry and had a big frown on his face. He realized that there are not going to be any worms. The classroom teacher had mentioned to him that it was not a good time to look for worms since it hasn’t rained. Andrew just said “okay” and proceeded to play the “imagination blocks” with his classmates.</p>
10/7/2021. 1:00 pm	<p>It was time for Math, Andrew was playing in the block center along with 2 other classmates. The teacher and I were in another center working with other students. However, we stopped as we heard a loud commotion coming from the block center. “I need this cube!” yells Andrew. “What is going on Andrew? I asked. “Why do you sound upset?” I asked. “Raffy, has the cube I need” Andrew says. “Please use another cube, Raffy is already using that one.” Andrew did not agree to search for another cube. He cried for 5 min until he realized</p>

	there were only 3 min left of Math time. He stopped crying and proceeded to play with his classmates.
10/7/20 1:30pm	It is choice time and the teacher announces that there are only 2 friends allowed to play with magnetic tiles. Andrew begins to cry very loud when he sees the “magnetic tile center” full. “You need to choose another center” said the teacher. “No! I want magnetic tiles” answered Andrew. Andrew cried for 3 minutes, got up to clean his face and made the decision to draw.
10/7/ 2021. 2:10pm	It is time for dismissal and Andrew is all packed up waiting to be called on line. He is sitting in his chair until he is called over to line up. “Andrew please pick up your chair and line up on your spot” says his teacher. Andrew quickly gets up and makes the intent to pick up his metal chair. “It’s too heavy” he says, as he stares at his chair. I come over and help him pick up the chair. With a huge smile on his face Andrew starts to laugh as he runs to his line spot.

EMOTIONAL DEVELOPMENT

Childs Name: Andrew
Time: 11:00 AM

Age: 5
Place: Classroom

Date: 9/22/21
Observer: Vanessa Herrera

CHECKLIST

SKILL	PERFORMANCE (1-4)	COMMENTS
Able to use words to describe feelings.	4	Is able to speak to teacher about feelings
Able to wait their turn	2	Cried when didn't get a chance to play at a center
Sensitive to how other people feel	1	
Understands the consequences of their actions	3	Realized he will miss out on math time if he continued to cry
Enjoys being around friends	4	Displayed feelings of happiness when playing outside with classmates
Becoming more independent	1	
Self-critical and displays a lack of confidence	2	Was not able to share math tools even when directed by teacher
Complies with expectations of adult related activities	2	
Helps others out when	2	

KEY:

1- NOT MET 2- DEVELOPING 3 – SATISFACTORY 4 - PROFICIENT

EMOTIONAL DEVELOPMENT

DESCRIPTIVE REVIEW:

Andrew expresses strong changes in his emotions throughout the day. He displays feelings of frustration when he is not capable of completing small tasks such as opening up his book bag and putting away his folder. However, Andrew is able to follow directions, he shows this when he puts away his folder in his mailbox and places his jacket in the closet. Andrew exhibits persistence when he worked with his jammed zipper. He reacts efficiently to physical change and displays responsibility. When the water was too hot, he changed it to cold.

He feels the most calm when he is drawing, which is his favorite thing to do. Andrew is very quick to move on from his feelings, he was very upset at a classmate who accidentally pushed him. However, when I explained it was an accident, Andrew was quick to forget about it and go on with his day. When he is upset he is very good at letting the adults in the room know how he is feeling. He approaches the teachers and explains his worry and concerns. There are moments he doesn't understand why things are the way they are and gets sad. For example, it was choice time and he was very excited to play, but was left very disappointed when he was not able to play in the "magnetic tile center". He did not accept the fact there were only 2 kids allowed in the center. Overall, he displays a wide range of emotions throughout the day and coped differently in every situation.

SOCIAL DEVELOPMENT

RATING SCALE

Student Name: Andrew Grade: 1 st Evaluators Name: Vanessa Herrera Date: October 20, 2021	Rating Key: 0 - Skill Not Observed 1 - Skill Rarely Observed 2 - Skill Emerging 3 - Skill Appears Age appropriate
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Social Skill	0	1	2	3	Notes, comments or examples
Asking for help				x	Asked me to tie his shoes, asked me if I could read with him
Maintaining personal space		x			Tends to touch other kids a lot, moves his chair closer to the student next to him
Voice volume inside				x	Andrew does not speak loud, very good at keeping his inside voice
Asks questions (to other peers)			x		Noticed him ask a student who built a figure Legos "what is that?"
Helps friends	x				
Makes eye contact when speaking with others				x	When he speaks with me or his peers he makes direct eye contact.
Waits for his/ her turn		x			Cried when he wasn't the first one to choose a center for "choice time"
Listens to someone till the last word			x		Is able to listen for good while
Shares with others		x			Is often territorial with toys and materials
Starting a conversation				x	Likes to start conversations with peers at his table
Staying on topic			x		We were going over things we see in a classroom, until he started drawing and talking about planes
Complimenting others	x				Have not seen this. Drew on another student's paper because he did not like it.
Conflict Resolution		x			Usually gets upset and cries when a problem emerges, does not stop to think how to solve it on his own, unless a teacher intervenes

I made these observations in the classroom, the teacher and I were present.

ANECTODATL RECORD- SOCIAL DEVELOPMENT

Childs Name: Andrew	Age: 5	Date: 10-14-21
Observer: Vanessa Herrera	Place: Classroom	Time: 1:15pm

INCIDENT: It is choice time and the teacher is allowing students to choose what center they would like to play in. Andrew is telling his classmates , who are sitting at his table, that he wants to play with the magnetic tiles. The teacher, Ms. A, picks a student named Emmanuel to go first. When Emmanuel chooses to play in the Magnetic tiles center, Andrew begins to cry very loud. The teacher asks him why he is crying, Andrew looks at her straight in the eyes and says “because I want to play magnetic tiles”. The teacher told him he needs to wait until it’s his turn to choose, Andrew began to cry more and asked “why?”. Andrew continued to cry for 5 more minutes until it was his turn to choose, he chose magnetic tiles and ran laughing to the center. Andrew asked Emmanuel “what are you making?”, Emmanuel says “ a robot!”. Andrew did not follow up with a response after. A few minutes later Andrew is using the tiles to build a big, tall structure and tell his classmates “ I am making a space ship, it fly’s”. Andrew takes a magnetic tile that another child was using and a big commotion is going on. I come over and ask what is going on, one student says Andrew stole one of the pieces he was using. Andrew said “because I need it” and I explain to him how it’s not good to just take, he needs to ask nicely. Andrew just stood next to me and looked at me as I spoke about the importance of sharing. He continues to play with magnetic tiles and children in this center until choice time was over.

COMMENTS: Andrew is in the process of developing his social skills. He shows greater strength in asking questions and engaging in conversation. He can initiate conversation with fellow classmates about what they are doing in the moment. Andrew struggles with waiting for his turn and accepting the fact that there are moments where other students are allowed to choose a center before him. He is able to make eye contact with grown-ups and students. Does a good job at paying attention when others speak.

Descriptive Review: Andrew has created friendships with other kids in his class. He is specially close with two boys his age, Raffy and Emmanuel. They bond over the same interest such as “magnetic tiles” and drawing. He is great at asking questions and initiating conversation with adults and peers. Andrew has a hard time waiting for his turn and cries when he realizes he is not the teachers first choice. Andrew needs improvement on maintaining personal space, when he is playing he gets too excited and therefore invades the space of his neighboring peers. Andrew also needs to work on complimenting and encouraging his fellow peers. During art class, he drew on another students drawing because “he didn’t like it”. Andrew is well spoken and is able to communicate his thoughts and ideas to peers and teachers. When he does have a hard time expressing his feelings, he cries and demonstrates frustration. I have yet to see Andrew voluntarily helping others.

CREATIVE DEVELOPMENT and INDIVIDUALITY

DEVELOPMENTAL CHECKLIST

Childs Name: Andrew Age: 5 Observer: Vanessa Herrera Place : Classroom Date: 10-18-21			
	YES	NO	TO BE OBSERVED
Shows pride in his/her work	X		
Uses his/her imagination	X		
Aware of his/her physical attributes	X		
Expresses his/her interests	X		
Engages well in sensory activities	X		
Has a passion for reading		X	
Has passion for writing		X	
Has a passion for art	X		
Enjoys music		X	
Enjoys physical education	X		
Shows self confidence			X
Can express his/her worries and concerns	X		

CREATIVE DEVELOPMENT and INDIVIDUALITY

RUNNING RECORD

Childs Name: Andrew Age: 5 Observer: Vanessa Herrera Place : Classroom Date: 10-18-21	
TIME	
9:00 AM	<p>We are making letter books, this week we are working on the letter B. Andrew glues all the pictures that start with the letter B into his book. Then when it was time to label the picture, Andrew says "I need help". He explains to me that he does not know how to write the words that need to go into his letter book. "Andrew you need to try by yourself first before you ask help from an adult" says the teacher (all the adults in the room know that Andrew knows his sounds, we try to encourage him to try on his own). He proceeded to finish his letter book by writing ONLY the letter B for each picture in the book.</p>
10:00 AM	<p>We are in ART class and Andrew expresses how much he likes to draw with crayons. He drew 3 pictures of robots using pencils and crayons. "Look at this" as he holds up his drawings. "Wow how nice!" I say. Andrew has a huge smile on his face and shows that he is happy to have received some acknowledgement. The ART teacher hands out toy dinosaurs but Andrew refuses to play with them and continue to draw.</p>
11:15 AM	<p>It is time for a sensory break and all the children in the class get to play with water. Andrew is laughing and smiling as he plays with the water. He has 3 small cups in his water bin and a dropper. I ask him "do you like the water Andrew?" he says yes. Then his speech teacher comes and tells Andrew it's time for speech. Andrew tells his speech teacher "no, I'm playing with water, you can take someone else". The speech teacher saw that he did not want to leave the room because he wanted to play with water so she sat with him for 5 min and then took him. Andrew expresses that he was sad to leave because he wanted to keep playing with the water.</p>
12:10 PM	<p>The kids are reading and have their book baggies out in front of them. Andrew approaches me and says "I can't read" and then tells me "can you read with me please?". I tell him to grab a chair so he can sit next to me. As we read the book, there were many words that Andrew could not pronounce, I tried to help him stretch out (sound out) the words and read them but he kept asking me "can you read the book to me?"</p>

1:20 PM	<p>We are walking out onto the playground for recess and as we are walking down the stairs he shouts “WATCH ME!!”. He is able to go down the stairs using both legs (this is something he struggles to do since last year). He had a big smile on his face as the teachers cheered him on! (Andrew uses one leg to limp down the steps, so this is a huge accomplishment). A few minutes later he asks me to accompany him to the restroom. I take him and as we go up the stairs he is using his two feet to go up and I cheer him on by saying “good job Andrew! I am so proud of you!”. He has a big smile on his face and as we go down the stairs to go outside again, he wanted everyone to watch him walk down the stairs</p>
1:45	<p>It is choice time and the kids are allowed to play with toys at the tables, Andrew chooses to play with magnetic tiles and says he is very excited because they are his favorite thing to play with.</p>

Descriptive Review:

Andrew is a child who loves to receive recognition for his hard work. When he accomplishes something, he wants the whole world to see him and be proud of him. When he was able to use two feet to walk up and down the stairs, he was very proud of himself. Andrew is able to express how he is feeling in certain situations, he is capable of expressing his likes and dislikes. He expresses a lot his love for drawing and playing with water. Aside from water, Andrew enjoys many other sensory activities. He refused to go to speech just so he can play with the water, this shows how much he truly enjoys this sensory activity. Andrew can be very proud but lacks confidence as well. He needs to be encourages in order to complete a task. He usually says “I can’t do it”, especially when it comes to reading and writing. However, he manages to show effort in his work.

CHILD CASE STUDY – COGNITIVE AND LANGUAGE

RUNNING RECORD

Childs Name: Andrew Age: 5 Observer: Vanessa Herrera
Place : Classroom Date: 10-22-21

<i>Time</i>	<i>Activity</i>	<i>Comments</i>
8:30 am	Andrew and the rest of the class are in music class going over the songs they usually sing. The music teacher puts musical notes on the board and claps to the beats seen on the board (with no music on). Andrew is not able to clap exactly on the beat but makes the effort, he is seen clapping his hands and making “sh sh sh” sounds just like the music teacher. After this activity, the music teacher hands out “boom whackers”. They are colorful hollow stick instruments. A video is put on the board where a bumble bee is hopping from flower to flower as music is playing. Andrew and the rest of the class are asked to whack their instruments as the bee lands on the flower (on the beat of the music). Andrew is able to whack his instrument right on beat. Then they are given the choice to choose one of the following activities: drawing, keyboards, library, dancing. Andrew says “I want to draw”. Him and 4 other students choose this activity and work on drawing for the rest of the class. Andrew made about 3 drawings using blank paper and color pencils.	Andrew likes engaging in the activities the teacher asks to complete. Although Andrew has a hard time keeping up, he makes the effort to do so. Andrew enjoys drawing very much, he made about 3 drawings.
9:20 am	It is time for phonics and the kids are listening to the alphabet song. Andrew takes the initiative to follow along with the help of his name tag that every student has taped in front of them. His name tag has the entire alphabet on it and as each letter is sang, Andrew points to each letter, although it’s not required. As he is doing it, he looks up at the student Infront of him and says “Come on, do it!” as he points to the alphabet on his name tag. The student understands that Andrew wants him to follow along as well, so he started to point to the alphabet on his name tag. Andrew said “yeah! Like that.” I walked over and noticed how well he sang each letter.	Andrew was able to connect the ABC SONG to the alphabet chart he had in front him and started to use it to follow the song. Even though it was not a requirement, Andrew did it anyways. He encouraged another student to do it as well.
10:00 am	It is outside time and as Andrew enters the playground he announces something really loud that we couldn’t understand, “Andrew, what did you say?” I asked. He points to the ground (where there were a lot of leaves) and with a much clear voice he says “Its FALL!” very	Andrew was able to look at the leaves on the ground and connect it to the season of Fall.

	<p>excitedly. “Yes Andrew! Good Job, it is fall, look at all these leaves.” I respond . Andrew runs off laughing saying “I like fall”. A few minutes later he comes up to me and says “can I have a shovel please?”, I say yes and reach into a bag and hand him a shovel. “Can I have a cup?”. I say “Andrew, can you say ‘can I have a cup, PLEASE?’”. Andrew says please and I hand him the cup. Andrew joins 2 other students who are digging in the dirt. Andrew said he was digging to look for worms. He was digging for 5 minutes until he came up to me again and said “can you help me look for worms please?”, “yes of course Andrew, thank you for saying please!” I said. I walked over to the spot where he was digging and began digging with him. “I want worms!” he yelled. His voice went from a positive light tone to a tone of distress. “Andrew, if you keep digging in the same spot, you will find them, you can’t keep moving around” Andrew said okay a kept digging and was able to find a few worms.</p>	<p>He was able to repeat his thoughts when we couldn’t understand him the first time.</p> <p>Andrew showed feelings of frustration when he couldn’t find worms. Once directed to dig in the same spot, he was able to find a few worms .</p>
11:55 am	<p>After lunch we have a sensory break, children are allowed to play with blue slime that they made from scratch. Andrew was squeezing and pulling on the slime, he stated he liked it. “How does it feel?” I asked him, he responded with one word, “good”. Once it was time to clean up, the children are instructed go over to the sink and wash their hands. Andrew approaches me, and simply puts his arms in my face and points to his sleeves without saying a single word. I knew he wanted me to roll up his sleeves before he goes to wash his hands but I wanted him to use his words so I told him “Please use your words, I am confused as to what you want me to do.” He points to his sleeves again and says “Can you help me please? Put it up.” I roll up his sleeves and he walks over to wash his hands.</p>	<p>Andrew understands that his sleeves will get wet if he does not roll them up before washing his hands.</p> <p>I had to ask him to use his words</p>
1:00pm	<p>It is reading time and I hear Andrew crying. I walk over to his table and as I get closer I hear Andrew telling the student in front of him “No, let me read that book” as he points to a book inside the other students book baggy. I looked at the book and did not understand why Andrew was insisting on reading it. I ask him “Andrew, why do you want to read this book?”. He tells me “Look, the girl in the book is brown and my skin is brown, I need to have it.” That’s when I noticed the girl on the book cover was the same skin color as Andrew. “Andrew, if you really want to read this book, ask for it nicely.” I say. “Can I please have this book?” he asks the other student. The student gives Andrew the book and he says once more</p>	<p>Andrew was eager to read a book because the little girl on the cover had his same skin color.</p> <p>Andrew needed a reminder, to ask for things he wants instead of simply saying “let me have it”</p> <p>Andrew was able to ask for the book and read it.</p>

	“You see” as he points to his arm “We are the same” and he opens the book to read.	
2:10 pm	We are in the school garden because the children have “farming” class. Andrew is sitting on a tree stump and sees a big wasp right in front of him and says “ahh”. He gets up very fast and runs behind me, he is hugging me. I comfort him by holding his hand. I tell him I will sit with him, so we go back and sit together. Andrew is looking around in case the wasp comes back. We get up and move to the “compost area” where children are asked to use a rake to tear down pieces of food. It has an odor to it and all the children, including Andrew say “ewwww!”. Next they are playing in the imagination playground where there is an obstacle of different size tree stumps. Andrew struggles to get up and I encourage him to take big steps in order to get on the tree stumps. He tells me he is scared and prefers to stay on the lower ground. I offer to help him get up, he agrees and climbs on the tree stumps, holding my hand the entire time.	Andrew is aware of the dangers a wasp can cause He displays emotions of fear Andrew is scared to take on new challenges such as climbing elevated areas

Descriptive Review:

Andrew engaged in all sorts of activities such as: music, reading, writing farming and drawing. Through these activities he was able to demonstrate his strengths and progress in his cognitive and language development. Andrew is able to work well in small groups, he was drawing in the morning with 4 other children. Andrew was able to explore with different materials and objects. He was able to explore with an instrument called a “boom whacker”, he connected the beat of the music he was listening to the way he played the instrument.

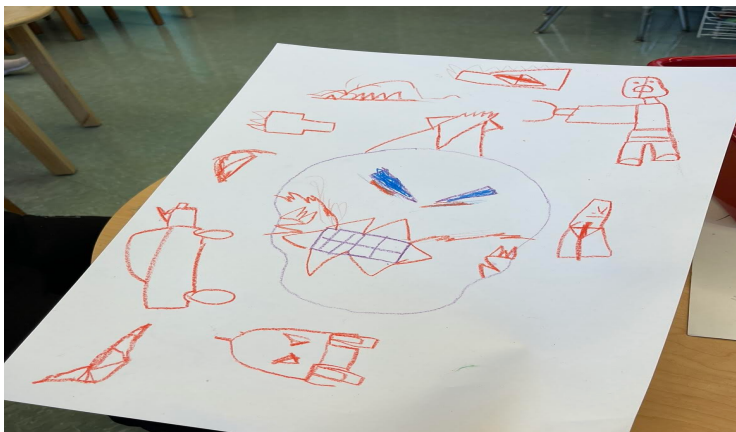
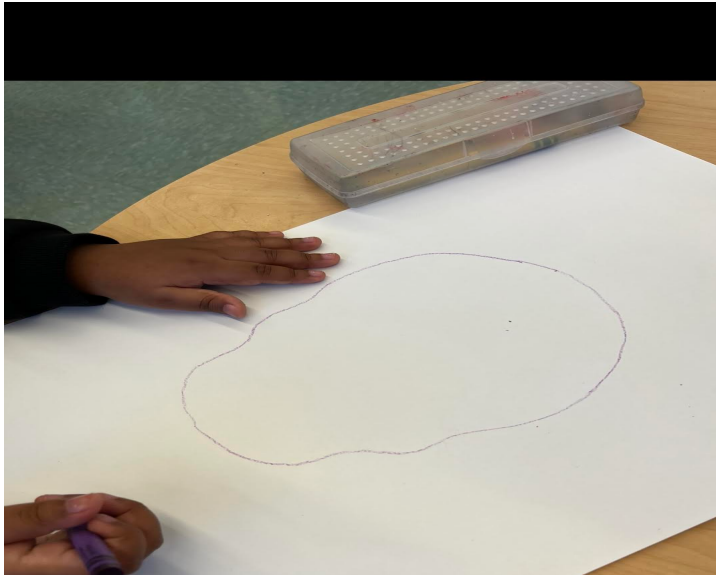
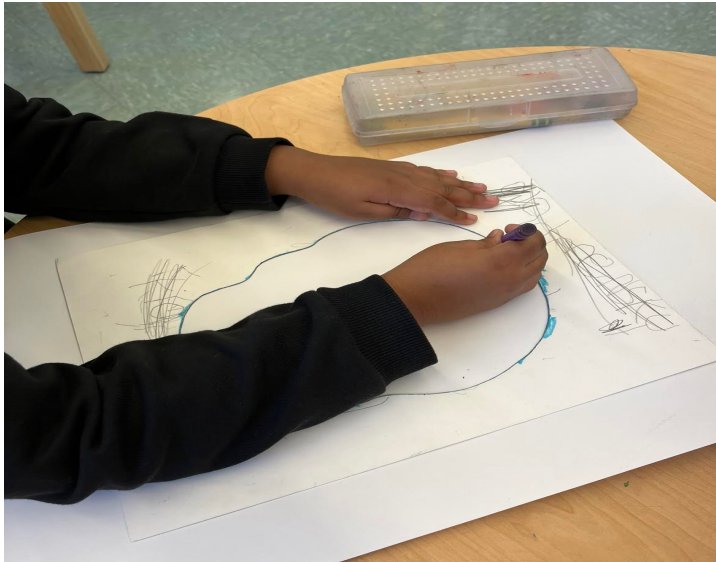
He displays sensory awareness as he taps out the beat of the musical notes and responds to the smell of the compost. He was also able to explore sensory toys such as slime and express how squishy it was. Andrew did well in understanding his surroundings and the world around him. For example, as we went outside he saw the leaves on the ground and was able to connect it with the season of fall. This led him to announce “ its fall!”. He expresses his needs by asking for a cup and shovel. As he read Andrew connected the color of the girls skin on the front cover of a book to his personal attributes. Andrew felt the need to read the book because of the similarity in appearance.

Andrew displays leadership and is self- assertive in encouraging classmates to point to the letters in the alphabet. Andrew is improving in his language skills, he needed reminders to ask for things and not simply taking it. Andrew is able to use language to communicate his needs and wants. He asked for help to look for worms and help to roll up his sleeves. He expressed feelings of nervousness when it was time to play in the imagination playground, he was not ready to take on a new challenge, which was climbing on tree stumps. He felt the need to ask for assistance. Andrew is making sense of the world around him and communicates his thoughts and ideas.

CHILD WORK SAMPLES



Analysis: This is a name bracelet that my student worked on in class, we were helping kids to learn the letters of their names in a fun way. The child had just came back from his speech services and noticed all the other students wearing the bracelets they had already made while he was gone at speech. I took him to the side and gave him time to make his bracelet, he did it all on his own. The Physical Domain and Cognitive Domain are represented in this work sample. The child had to use his fine motor skills to pick up the small beads and run them through the string. He also had to stop and think about arranging the letters of his name in the right order. He did a great job, he was able to complete the task all by himself. He is making exceptional progress and developing great fine motor skills.



Analysis: The child is in art class and he has the option to free draw. While the rest of the kids draw animals and dinosaurs, the child chooses to use a template to draw a head shape. He is able to trace the shape very well and begins to use it to create the face of a robot. He used pencils and crayons to trace and make other robots that are clearly see in the samples

The domains that are represented in these work samples are the physical domain, along with creativity and individuality. He was able to put his fine motor skills into practice by using his hands and fingers to trace with coloring tools. He was very creative as he transformed the head into a robot, he made it very clear that he has a great interest in robots. Even though all his other classmates were drawing animals, Andrew chose to draw what he liked best.

This child did a great job at showing great development in the following domains: physical and creative/individuality. He was very excited to draw and showed it very well in his work.



Analysis: The student was in the classroom and chose to play with magnetic tiles. The child did not play by himself, he played with his peers. He built this wonderful and colorful structure, it was a castle. He displayed development in the following domains: social, emotional and creative/individuality. The child was able to work with others in this small project and complete this fun task. He was very proud of the artwork and expresses how much he liked it, he showed how proud he was and communicated it very well. The child showed clearly that he has come a long way in his social and emotional development. He was able to work well with others and express how happy he was to build such a great structure.

CONCLUSION

In conclusion, I have learned many things about Andrew thanks to the help of this case study and observation tools. Andrew has shown development across all domains and has displayed his strengths. He is a growing boy who is still developing his fine and gross motor skills. Andrew is very expressive and has become more independent, this shows great improvement in his social and emotional development. He is very capable and is starting to show more confidence in himself. Since the beginning of this case study, Andrew was always been well spoken and I hope he continues this way. He will continue to make exceptional progress as the weeks pass. It has been a true pleasure observing Andrew and I will continue to support him as his educator.

COMMENTARY

This semester I decided to observe a 5 year old boy named Andrew. He is currently in a 1st grade special education setting and in his class there are a total of 11 children. I chose Andrew because I believe he is a child who is very expressive and easy to communicate with. He displayed many different emotions, strengths and frustrations the first week I worked with him. It's safe to say that Andrew is an open book and will be a great child to observe. He is a child with a lot of potential and capabilities, which drew me to observe him for this case study.

Throughout the semester, I noticed many positive changes in Andrews development. He is now more social, more expressive, makes efforts to be more independent and now recognizes his own strengths. In the beginning of this course Andrew had trouble getting along with the children in his class, he would want the children to play what he wanted and do what he asked. Slowly, Andrew began to realize that the other children would not interact with him nor play with him because of his behavior. He began to be more cooperative and compassionate with the ways others feel and is more open to playing what other children prefer. He now enjoys playing with other children regardless of the game they play, it no longer HAS to be what he wants. For example, in my third child work sample, we can see how Andrew was able to build a big magnetic tile structure with the help of his classmates.

Andrew also became more confident and proud, he recognizes his strengths and that has helped to become more independent as well. Andrew would struggle in developing his fine motor skills and gross motor skills. Andrew has small hands and small fingers that wouldn't allow him to grasp objects so easily. However, in the classroom we would help him practice using scissors and tracing with pencils. This has helped him develop exceptional fine motor skills, in two of my work samples, we can see a clear example of this growth. In the first sample we notice how Andrew was able to use his small finger muscles to carefully string together small letter beads in order to make a name bracelet. Andrew was able to complete this task independently without the help of an adult. In the second work sample, Andrew is able to correctly hold a pencil to trace a head template. He was very proud of his work and wanted to show everyone how well he did.

As the weeks passed, I was able to observe many of Andrews interests. He enjoys drawing and coloring very much. In art class, he would always ask for materials to draw and would take any opportunity to color. Even during phonics and writing, he would make sure to draw a picture that would accompany his work. Andrew liked to be physically active as well, he liked running and moving. During instruction time, we would take small movement breaks, he would be the first to get up and move to the music that was playing. During recess, I noticed how much he enjoyed playing tag with his classmates, he liked to jump off the playground and enjoyed when his classmates would chase him. Andrew also showed a lot of interest in building, he would use many toys to build big structures. During choice time, he would only choose magnetic tiles or Legos.

The first activity I would recommend for supporting Andrews physical development, is to provide him with more opportunities to strengthen his gross motor skills. As I mentioned before, Andrew enjoys being moving and being active. In order to help him continue developing such skills, I highly encourage introducing the game of “hop scotch”. This will require a lot of hopping and jumping which are strong gross motor skills. Hopscotch is a fun, simple way to put those skills into practice. On top of that, It will help Andrew practice his number skills, since there are numbers in each box. This is a game that can be played outside in the playground by using chalk to draw the hopscotch boxes. This can also be played inside by using painters tape to create the numbers and boxes!

The second activity that I recommend for Andrew will help him in his cognitive development. Andrew loves art, he loves to draw and color. We can help him expand his creativity , exploration and thinking by offering different art activities and materials. I suggest finger painting , but with the purpose of learning primary and secondary colors. Since Andrew already enjoys art, we can take this as an opportunity for him to learn about colors. He can learn the name of certain colors and discover/figure out how two colors can create new colors. We can start off by offering primary colors such as yellow, blue and red finger paint for him to create a painting. He can begin to mix colors in order to create more secondary colors.

The last activity I’d suggest will help Andrew in his social development. He is a child that is already interested in building big structures with Legos and magnetic tiles. I would expose Andrew to more block play because playing with blocks is a great way to introduce children to cooperative play and teach social skills. We can ask Andrew to work along with other classmates to build structures they are familiar with such as “schools” or “buildings”. Andrew will learn to take turns, be cooperative and develop stronger friendships with is peers.

I learned many things as I observed Andrew, I learned things that will help me to continue growing as an educator. I learned how to carefully observe a child by using different observation tools. With observations comes a lot of patience and dedication. I’ve come to understand that all children are truly unique and special in their own way. This means we shouldn’t be quick to label nor judge a child by first impression. As educators we should take the time to observe our child’s strengths and interest. This way we can help them grow throughout all domains and help them become a better version of themselves. Child observation gives us the wonderful opportunity to see children grow. I will make sure to put what I learned into practice, this way I can continue to support Andrew and any child I can.

