

Complete Case Study  
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ECE 110

## School Age child

### **Introduction**

For this observation the observer had the opportunity to attend an Elementary school in Brooklyn, New York. The observer was assigned a kindergarten class and was able to make connections with what she has observed to what the observer has been learning in class.

### **The Setting**

The school that the observer attended was P.S. 503 School of discovery and exploration. The observer attended this class on February 27<sup>th</sup> at 9:00 am through 10:30am. The class that the observer was assigned to was class K-242. The class consisted of 21 kids, two teachers (that are present at all times) one para-professional, and ESL teacher. The class was an ICT class, out of the 21 children 9 of those kids had IPs.

### **The Child**

The child the observer chose to observe was a young girl whose age ranged from 6-7 years old. The child had on a pink sweater, black pants, and a braided ponytail.

### **Cognitive Development**

When the observer arrived, like many of the other students the children were aware of the strange person in the room. She only addressed the observer when the teacher instructed the students to welcome and greet the observer. That was the only interaction between the observer and child. During reading workshop, the students got up from the reading circle and proceeded to get their own personal reading baggie. Each of their reading baggies consisted of books and a stuffed toy. It was there when the observer noticed the child treating her stuff animal with care and placing it carefully beside her as she continued with the task given.

### **Language Development**

During shared reading, the teacher offered discussion time that allowed students to express their opinions on the book. The book was called “Animals should definitely not wear clothing” by Judi Barret. The child raised her hand and was very clear with her words and shared that “only humans should wear clothes”

### **Emotional Development**

The child showed the ability to comprehend emotion, of characters in books and connect it with how it made her feel. It was during reading workshop, when one of the teachers gave each student post-its to draw (fine motor skill) a happy and sad face, and then connect it to a part in the book that made them feel that way. The child proceeded to do just that, in one of her books in her reading baggie.

### **Social Development**

During the observation the observer was able to observe how the child interacted with her classmates during certain activities such as math time and snack time. During math time, which consisted of each table receiving blocks to count, the child demonstrated parallel play. Where she independently played with her blocks while her other classmates were playing with the same materials as well but not interacting with them. It was then during lunch time when I noticed the child kept to herself. When a classmate was trying to engage in a conversation, the child did not respond back. That same classmate got near the child's baggie of food and the child pushed it away from her.

### **Physical and Motor Development**

The child has developed gross and fine motor skills. She was able to sit in place cross-legged on the floor during shared reading time. The observer has also realized that when the child went to go sit in her assigned seat at her table, during snack time, she sipped her juice box with her legs crossed. The observer also witnessed that the child was fully capable of inserting the straw into her juice box without assistance of an adult. Demonstrating a fine motor skill.

### **Activities of Daily Living**

The child's daily activities include a class schedule that begins at about 8:15am. From there things like shared reading, reading workshops, math, and snack time come into play. Each session/activity last for about 15 min. They keep track of each session with a timer that goes off after the 15min. have ended. There is also a child that goes up to the schedule board and removes that from their list of things for the day. The teachers make sure to include songs in between each session to help the transition from one activity to the next. Although the child, the observer was observing, did not sing along, she followed the teacher's instructions to clean up and/or get certain objects ready for the next activities, such as the box of blocks for math.

### **Conclusion**

To conclude this observation, what really struck me the most from this particular child was how different she was from her other classmates. Her behavior was much more reserved but still very engaged in classroom activities. Some new insights I got from this observation is that school age children are much more attentive during visual demonstrations that are projected on the screen rather than things that are not, such as reading time. This observation also allowed me to make a lot of connections to what we have learned in ECE 110 class such as the need for repetition of instructions. Overall, it was great first experience to observe a class and get a glimpse of my future in this field.

## Infant

### **Introduction**

In this observation the observer will be observing an Infant child in a in classroom setting. This observation will look into the key aspects of an infant's development. Specifically, language, physical, social-emotional, activities of daily living and cognitive developments.

### **The Setting**

The observation took place in a classroom setting, such as a daycare. The room contains many amenities such as various toys displayed on the floor, play pins, and a rocking chair. The walls of the room are painted a light purple. The room also seems to have images of the children on one side of the wall. During the observation there was also another room that the child was taken to, could possibly be the kitchen. The room consisted of two caregivers and five children who were present at all times.

### **The Child**

The child the observer chose to observe is an infant boy. The child has bright blonde hair, a black batman t-shirt with a long sleeve white shirt and grey pants. The child age ranges from 6 to 10 months of age.

### **Cognitive Development**

A child's Cognitive development is a unique process and is specific to each infant. From the very beginning of the observation, unlike the other infant children, the child does not seem to notice the observer right away. He was distracted playing in the tunnel. After a while, the child becomes aware of the observer and stares at the observer. While observing the child, it is evident that the child is able to explore things in different ways like shaking, banging, and throwing in play. The child is also capable of copying gestures, banging two things together, use his index finger to point at things, and follows simple directions like "pick up the toy car".

### **Language Development**

Throughout the observation the child makes noises. Such as the ones he made coming out of the tunnel with a ball in his hand. It is unclear to the observer if the noise was made out of distress or for attention from the caregiver in the room. While every child learns to speak at his or her own pace, their language milestones help with determining where the child is in their development. In this observation the child is seen making gurgling sounds when playing with the caregiver, babbling and making a variety of sounds, as well as uses his voice to express pleasure and displeasure. The child also moves his or her eyes in the direction of sounds.

## **Emotional Development**

As the infant child seems to be approaching closer to one year, he starts comprehending the concept of family and of his home. In this observation he demonstrates and expresses his emotions in a wide variety of ways. The child engages in carrying out activities by himself, and seeks validation and approval from the ones close to him, such as that one instance when playing with the water in his high chair he kept looking at caregiver in the room and at the child in front of him playing with the same thing. The child is also seen cooperating with the caregiver throughout the observation.

## **Social Development**

During the observation, the observer was able to see how the child interacted with other people as well as the observer. As mentioned before the child did take notice of the observer after a while of playing in the tunnel. The child also showed attempts to display independence, such as crawling for exploration, and showed curiosity around unfamiliar people (the observer) and objects. The observer also noticed how the child tries to get attention by repeating sounds and gestures, such as the ones made when playing with water. This part of the observation also demonstrates how the child enjoys imitating people in play when sat in front of another child.

## **Physical and Motor Development**

In the observation it is evident that the child has developed and can carry out both his fine and gross motor skills. Such as the ability to stand up and walk as well as crawl. The child can pull themselves up into a stand without support. The child also shows capability in grasping objects around him and/or given to him. Generally, infants begin developing motor skills from the center of the body outward and from their head to the lower part of the body. And it's demonstrated that the child can sit up by themselves for brief periods as well as sit independently, but also reach and play with toys while maintaining their balance.

## **Activities of Daily Living**

The infant child's daily living activities consist of feed, play and a consistent sleep cycle. This basic structure of an infant's day is crucial for their development. And can always be modified to fit in with the infants and parent's needs. In this observation however, the main focus was the child's play and interactions with others in the daytime.

## **Conclusion**

To conclude this observation, what struck me the most while observing was the child's mobility. His gross motor skills seem to be more advanced than the rest of the children in the daycare from what I observed. I also got new insights on the crucial years of a child's development because it's where they will start walking and talking much more. Around this age group children learn and grow rapidly, and it is important to be observant of their development early on. This observation also allowed me to connect it to what I have been learning in my ECE 110, which is the form of play and how important it is to be incorporated in a child's learning foundation as well as the benefits of doing so.

## Pre-K Child

### **Introduction**

This observation is an in-class observation of a pre-school student. This observation will look at key aspects of the child's development. Particularly, it will look at the language, physical, social-emotional, activities of daily living, and cognitive development. This observation will conclude with a reflection piece and the child's overall development.

### **The Setting**

The observation took place in a classroom. The classroom consisted of two teachers and approximately fifteen other students. The classroom itself was very spacious with light brown colored furniture, light blue chairs, and colorful rugs in some areas of the classroom. The walls in room were a beige colored but were covered with educational posters and bulletin boards with pictures. On some part of the walls and doors there were drawings/paintings that the students in the class have made.

### **The Child**

The child the observer chose to observe was a young girl. The girl had light brown hair that was put up in a bun, a pink shirt, dark pants and light blue sneakers. The girl's age range was from four to five years old.

### **Cognitive Development**

In preschool, children are learning through questioning, spatial relationships, problem-solving, imitation, memory, number sense, classification, and symbolic play. Examples of this are shown in the beginning of the observation by the child demonstrating symbolic play. The child did this through pretending and using the toy block as a phone/camera. The child also demonstrated problem-solving skills by putting the colorful puzzle blocks together to form a circle and did this while working together with not only the teacher but the other student as well.

### **Language Development**

While playing with the teacher the observer noticed the child counting with her during play time with the toy cars. The child also attempted to mimic the words of the teacher while showing her and the other students the different types of blocks. Although her words were not completely clear you can make out some of the words said. Such as "car" and "stop". During play time, the child also repeats the colors of the blocks shown to her when asked about the color by the teacher.

### **Emotional Development**

Children's emotional well-being during their early years has great impact on their social relationships. But navigating a preschooler's emotions can be overwhelming. Throughout this observation the child demonstrates understanding of emotions through humor. Such as the child giggling and laughing while playing with the teacher and the other students.

## **Social Development**

In the observation, the child demonstrates social development through how she engages in activities with others and her ability to perform various tasks independently. The child also shows understanding of sharing and cooperation with others through her form of play. Not to mention, the child was also very aware of the observer's presence and often times interacted with the observer by staring and smiling at the observer.

## **Physical and Motor Development**

Preschoolers motor skills are significantly more refined from the time they were toddlers, they are more coordinated than toddlers and more purposeful in their actions. They demonstrate speed and strength, and they become increasingly more independent. In the observation the child showed this capability by holding and putting objects together (puzzle blocks), as well as showed proper coordination and balance while walking around the classroom.

## **Activities of Daily Living**

For a young preschool student, the most essential thing to establish is a routine. A daily schedule creates predictability and allows you to fit in all of the necessary learning components of the preschool curriculum. In the observation this is shown through center time and group time that the kids were given. The teacher is also shown pulling kids individually or in groups for individualized teaching with certain toys.

## **Conclusion**

To conclude this observation, I as the observer, was able to get an insight of the development of a pre-k child through an in-class setting. What struck me the most from this observation was the child's social skills. The child was able to play independently and be by herself but also play and work well with both the teacher and the other students without an issue. Some new insights I have about pre-k children is their need for independence and learning to work/play appropriately with others, just like the child in this observation. And through this observation, I was also able to connect the things I observed with the things I have learned in my ECE 110 class, such as the importance of exposure of different activities and toys to expand their learning comprehension in different subjects.

## Commentary Section

### Developmental Skills & Process

I chose the Infant student observation because this is the age that I would like to work with in the future. As well as continue to learn about this specific age group and their milestones.

### Cognition

In the observation the child is capable of imitating gestures and other basic actions as well as respond to caretaker with gestures and sounds. Such as the child imitating the actions of the caretaker while playing with the water. This demonstrates the child's form of thinking and learning.

### Language

In language, an infant usually does not begin to say their first real words until their 9 to 12 months old. In the observation the child is shown making gurgling sounds when playing and makes a variety of sounds. As well as moving his eyes in the direction of sounds. He is still in the process of developing a more formal language.

### Social

Socially the child had no issue with interacting with those around him, specifically the caretaker. He showed positive reactions to familiar faces around him and was wary with strangers (the observer). The child also cooperated well with the children during play.

### Emotional

In the observation, the child shows emotion through seeking validation and approval from the caretaker. When the caretaker smiles and engages with the child, the child responds back with a smile and a laugh as well. This indicates the child's ability to recognize emotions in others, which is appropriate for his age to do.

### Motor

While playing with the caretaker the child uses their hand and legs to crawl through the play tunnel. The child can also hold up his own body weight and walk around while firmly grasping a yellow toy car. This shows that both his fine and gross motor skills are developing at his typical age group.

### Conclusion

My overall experience as an observer was a great first experience that I will put into use in the future in this field. I also feel like I progressed as a learner through this observation. It gave me the opportunity to witness what I've learned in class and see it in person. Such as the importance of play, relationships, and trust between a child and their caretaker. What struck me the most from this experience was the children and their need for exploration and independence at such a young age. This experience will definitely impact me as an early childhood professional as it offered me a better insight to an infant child and their milestones.