

Assignment #5- Child Development Observation

You will conduct five hours of observation (anecdotal, naturalistic) from each of the age categories: **first two years**, **early childhood**, **middle childhood**, and **adolescence** (at least one hour per category; last remaining hour can be in any age category). You will observe the behaviors of children and take notes on what is being observed. The observation should be in a setting where children interact naturally (i.e. classroom, playground, lunchroom, group activity, etc.). You will observe these children compile your notes, checklist, analysis, and reflection and make connections to developmental theories covered in the course. Depending on where you observing, you may need to obtain permission from the supervising official (i.e. principal, teacher, etc.) before doing the observation. If applicable you may need to obtain TB clearance, which can be done for free in the WLAC Health Center. If you are observing in a public place, such as a mall or playground, permission is not required. This assignment is worth 100 points.

Due Dec. 9th

Part I- Infant/Toddler (Ages 0-2)

You will observe a child aged 0-2 years old and take objective, anecdotal notes on what you observe. You will not need to submit your notes, but you will need to submit your typed responses to these questions on Canvas:

General Observation Characteristic:

1. Describe **objectively** the child's physical appearance. Give physical characteristics that are unique to that child.

Physical Development:

1. Describe an example of the child's **fine** motor skills observed
2. Describe an example of the child's **gross** motor skills observed

Cognitive Development:

1. Describe examples of the child's **cognitive** skills observed

Language Development:

1. Describe an example of the child's **receptive** language skills observed
2. Describe an example of the child's **expressive** language skills observed

Social-Emotional Development

1. Describe examples of the child's **social** skills observed
2. Describe an example of the child's **emotional** skills observed

Part II -Early Childhood (Ages 3-5)

PHYSICAL DEVELOPMENT AND PLAY BEHAVIOR

For this part of your observation assignment, you will observe and compare two children ages 3-5 years. *If you do not observe at the Center Child Development Center you must make sure that you observe in a setting with preschool aged children (ages 3-5 years).

Classroom You Observed in*: _____

Date _____

A. Physical Traits

Describe and compare two children on the following physical traits. Give each child's name, age and gender. Each line has a value of one point for a total of three points.

<u>CHILD 1</u>		<u>CHILD 2</u>		COMPARISON OF THE TWO CHILDREN
NAME:		NAME:		
AGE:	GENDER:	AGE:	GENDER:	

1. Height relative to other children in the classroom

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2. Body build compared to other children in the classroom

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3. Activity level compared to other children in the classroom

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Part II: PHYSICAL DEVELOPMENT AND PLAY BEHAVIOR (Cont.)

B. Motor Skills. For this part of your observation assignment, you may observe one of the two children described in PART A of this section. **Describe child's abilities on three different large/and or fine motor skills.** Examples of large motor skills are: walking, running, throwing, riding a tricycle, hopping, jumping, climbing, etc. Examples of fine motor skills are: cutting, stringing, pasting, drawing, modeling clay, sorting small items, etc. Each line has a value of one point for a total of three points.

CHILD'S NAME, AGE & GENDER	DESCRIBE THE MOTOR SKILL
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Example: Matt, 3-8, Male	Climbing: He climbed the stair rapidly using alternating feet. When climbing, he did not stare at his feet or hands, and he held on with one hand.
1.	
2.	
3.	

Part III- Middle Childhood (Ages 6-11)

Choose a child 6-11 years of age to focus on for your field experience observation. Then:

1. Use a Running Record strategy to take accurate, concise, and objective notes about that child's appearance, interactions and behaviors. Try to be unobtrusive and not interfere in the class or child's normal activities. For at least a portion of the time you are in the classroom, maneuver close enough to your target child so that you can see and hear them clearly.
2. Include in your running record a description of the child's physical, cognitive, language, social and emotional areas of development.
3. Before leaving the setting, guess the child's age based on your observations and knowledge of developmental milestones. Then ask the teacher what the age really is and record this in your notes.

Part IV- Adolescence

Choose a public location where adolescents tend to congregate (mall, park, etc.). You can observe one or more persons, with the observation time totaling a minimum of one hour. Do look for adolescents that are with other people so you can observe social interaction. Try to be at a place where you can hear some of what is being said without being too intrusive.

Observe the adolescent for at least 7-10 minutes at a time. Record your observations as you go along.

- Estimate the adolescent's age
- Thoroughly observe and record information about physical development. This will include:
 - Estimated height and weight
 - Proportions
 - Secondary sex characteristics such as facial hair, depth of voice (male or female)
 - Any asynchronicity in growth (awkward, gawky, etc.)
 - Body composition: quantity and distribution of fat and muscle
- Does the adolescent seem to be early, late, or on-time in development?
- Record information about the adolescent's appearance, behavior, and social interactions.
- Describe any conversation (topic, levels of cognitive development as reflected in the conversation).

PART V: Reflection

For this portion of your assignment, you will be writing a Reflection based on your completed field experience.

Your Reflection needs to include each of the following:

1. A summary and conclusions about each of the developmental areas that you observed. Be sure to include information from both your observation notes and any applicable red flags. During this portion of the assignment objectivity is no longer required, as you are now making subjective observations.
2. A description of how each area of development interrelates to the others.
3. A description of how your observation reveals ways in which the children's development may impact his/her learning.

Observation Assignment Rubric

Unless otherwise indicated, each item is ranked 0-4, where 4 is excellent. Ratings are as follows: 0= nothing in this category 1=some information but inaccurate or missing significant components 2= basic required information is provided in appropriate formats 3= all required information is complete and objective; clear descriptions are provided correctly using the approach and structure assigned 4= objective, clear descriptions show particular attention to sequence, detail, and interactions, particularly in the area of focus. Record creates "picture" maximizing the structural characteristics of the approach assigned.	Points Earned	Points Possible
Part I- Infant/Toddler		
Child's physical characteristics are described thoroughly		4
Fine motor example described in detail		4
Gross motor example described in detail		4
Cognitive skills described in detail		4
Receptive language skills described in detail		4
Expressive language skills described in detail		4
Social skills observed in detail		4
Emotional skills observed in detail		4
All descriptions use objective language		2

Part II- Early Childhood		
Physical traits of two children are compared to other children in class and also compared to each other: height, body build, activity level		4
Detailed description of at least three different large/and or fine motor skills (includes child's age, name, and gender)		12
All descriptions use objective language		2
Part III- Middle Childhood		
Running record technique used accurately and includes description of child's physical, cognitive, language, social, and emotional areas of development		20
Education guess about child's age based on data recorded		2
All descriptions use objective language		2
Part IV- Adolescence		
Includes detailed information about physical development		4
Includes detailed information about cognitive development		4
All descriptions use objective language		2
Part V- Reflection		
Includes information from observation notes and addresses red flags in development		4
Includes a detailed analysis of how the domains (physical, cognitive, social, linguistic) relate to each other		5
Thoughtful analysis about how the observation reveals ways children's development can impact their learning		5