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**Edu 145 Child Development 2**

**Section H01**

**Case Study- Identify a Child**

Introduction

Charity Beane is a child I have known for about three years. She is five years old and just started kindergarten in a local school. She weighs 40 pounds and is forty-two inches tall. One of the abilities I have noticed about Charity is her physical skills. She has them mastered from what I have seen for her age development. She runs everywhere she goes and has to climb on everything. She uses writing tools pretty well; it looks as if she is right handed. With her fine motor skills she grabs a lot with her right hand and looks to have no problems with prehension. I notice that she is not a disruptive child but is really shy and will not talk to me right off when I visit her. I find this to be very odd because I have known her for three years. Her parents are not together and never have been married. Her mother doesn’t have much to do with her and will not get the help she needs. She stays with her Dad and Step-Mom; who take good care of her. When she is not with them she is with one of her grandma’s. The places I will be observing Charity is her home and the park.

My developmental checklist I will be using:

 **Physical Motor Dev. Cognitive Language**

* Gross motor & Reading & Writing skills Speech
* Fine motor skills Piagetian Stage Likes to talk about
* Eating habits What concepts Words in one sentence
* Exercise & Like or dislike about school Grammatical errors
* Physical Appearance Language difference

around adults & peers

 **Social Personal &Emotional**

* Any friends & how much time spent Self-esteem
* Social interactions Emotions
* Social acceptance Most or least favorite thing
* Positive behaviors Moral development
* Group participation

* **Date of observation**- September 16, 2012
* **Time of observation**- 5:30 to 6:30pm
* **Age-** five
* **Type of setting**-Park
* **Milestone**- Physical motor development

Today, Charity, her mom and I are visiting the local park. The park has a jungle gym and swings. While observing her playing she has excellent large muscle coordination. She has great balance when going across the balance beam; it is a four by eight foot board. When stopping at the end of the balance beam she jumps each time. The ladder in which she wants to go up to slide she hesitates but keeps going when she sees the other children doing it. At the end of the slide she doesn’t catch herself the first time; she falls. The following times she slides down perfectly to her feet and runs on. Sometimes she will skip to her next destination. When skipping she demonstrates this well by using both feet. The children played follow the leader for a while. I observed she is a follower not a leader. She followed a little girl the same age as her the entire time at the park.

 Her independence was good she has to do everything herself. When she fell a child came to help her up but she wouldn’t accept the help. After a while her mom stopped her to eat; she didn’t want to stop. She gobbled her food down quickly so she could continue to play again. After eating she begins to challenge herself on the balance beam; by jumping back and forth across it; instead of walking across the correct way. Her overall physical performance is at the development I believe it should be for her age. When demonstrating her small motor skills. She climbed good and had great dexterity when climbing on the jungle gym. She is consistent with her hands and feet; very coordinated. Her prehension when grabbing to climb up the ladder or hold on going across the monkey bars; she demonstrated well dexterity. As you can see she gets good exercise and her physical appearance shows this. She is average height and weight; she moves in fast mood all the time.

**Date of observation**: September 17, 2012

**Time of observation**: 4:30 to 5:30pm

**Age**: five

**Type of Setting**: Home

**Milestones**: Language & Cognitive

Today, I will observe Charity while she works on homework. Listening to her read I can hear she needs help with her speech and sometimes uses slang words, such as: ain’t or com’ear. She is poor with her sounds and needs further help. She gets impatient and wants to guess at the words instead of trying to sound them out. When I speak to her she wants to draw or write. She does not want to talk much. When she speaks she will not use but about five to six words in a sentence. In grammatical form usage she speaks with embedded sentences. She comprehends well when asked what the story was about.

 Her writing is good but needs improvements. At school she likes that she gets to play with her friends on the playground. She does not like when she has to go back in after recess. When she finished her homework she went to play in her room. I asked her if I could come. We went in her room and she wanted to play with her blocks. She started by saying she was going to build a building. As she built I watched her get frustrated because she couldn’t figure out how to put the walls together without them falling. But she continued and finally figured it out after about ten minutes. She is persistent in her playing but gets frustrated with homework. The Piagetian stage I believe she is the \_\_\_\_\_ stage. What led me to this conclusion?

* **Date of observing:** September 18, 2012
* **Time of observation**: 6:00 to 7:00pm.
* **Age**: five
* **Type of setting**: House outside.
* **Milestone**: Social & Emotional Development

There are some of her cousins here; this will be interesting to see how she reacts to other children. Because the way she acts around me when she has not seen me for a couple of days. She want speak to me right off; she shy’s away then after she gets comfortable she will speak to me. Mostly her friends are her family; after starting school we hope she gets comfortable and met new friends. She has low self-esteem when around adults; when around children things are different; she interacts well and plays. I called and spoke to her teacher. She explained that the reaction is the same when around adults; she will shy away. But when around children she plays well and interacts without hesitation. Her school work the teacher said she is cooperating well and completes assignments on time. She listens well. When she sees anger or sadness she well walk away from it. She will not acknowledge the child. Her stage of moral development is moral relativism; she has inadequate concern for rules. When observing her she would hear her mom calling but would not acknowledge her. This I found amazing because when another child was been summoned she made sure they listened. She would tell them hey your mom is calling. Her stage moral thinking would be stage three; when her shyness disappears she seeks approval and attention. She will get out her work from school or drawings and seek approval from me or whoever she can get attention. With her self-concepts I believe she is confused. Because one minute she seems so self-confident; then other times she has anxiety and shy’s away. It is very difficult to determine; she will be negative one minute then positive the next.

Summary

 From the first observation she appears more advanced with her physical developmental skills. In large motor, she demonstrates balancing, running, alternating her feet and rides her bicycle on target. Her small motor skills are good as well, she exhibits right handedness. Her prehension and dexterity are of age. On the second visit, I observed she has developed greatly in language skills. She is in the stage of preoperational stage meaning that she is not capable of operational, or logical, thinking. With social and emotional development she needs improvement. Her typical development is her quality of play experiences. The kind of learning activities would be to help her with social development; group discussions and initiating clubs to her and her friends. In language development I would help her with speech by making up songs with the sounds of the alphabet. Each week the curriculum would associate a different letter. We would create a loose parts box with just that letter of the week for each letter. In the physical development we would have a jump rope day each week, called double Dutch Day! The schools are on task about sending her mom what she needs to help Charity with her work. Her mom as well does what is needed and goes beyond to make sure Charity gets what is needed. In conclusion, I would suggest that the school keep informing her mother if any changes because of her way of dealing with adults. Because of how she is after not seeing me for two days and comes back shy and not talking. As well as her mom keep up the good work staying on task with what is going on with Charity. She is a very active child and I hope the parents and teachers will be able to help her with her social and speech developments.

Reference Page

[Young **Children's** Social **Development**: A **Checklist** | Education.com](http://www.education.com/reference/article/Ref_Young_Social/)

[www.education.com/reference/article/Ref\_Young\_Social](http://www.education.com/reference/article/Ref_Young_Social)

**Physical Motor Development**: “The Young Child” Chapter Eleven.

**Language & Cognitive**: “The Young Child” Chapter Thirteen.

**Social & Emotional Development**: “The Young Child” Chapter Twelve.

**Chapter 7**: “The Young Child” pages 189-191