

Peyton Whitley

## CDEC 2287 Case Study Guidelines (Key Assessment 1)

Date of study 6/5/19-7/28/19

### I. Demographic Information

██████████

██████████

C. 4yrs/7months

D. Family members: Have the child draw a picture of his family and then have him/her dictate who each person is in his family.

- **II. Developmental Profile: For this section of the assignment you will devise a holistic view of the child's development in each of the domains.**

- **A. Physical Development**

6/6 ██████ walks over to the light table in the atelier, grasping up the small plastic cube and begins placing small shells from the table inside of the cube.

*Expressing creativity in movement*

6/7 ██████ began to wiggle and struggle staying seated during shabbat. I offered him his chew and he grasps it out of my hand, beginning to flip it between his fingers and hands.

*Moving in nonlocomotory ways*

6/7 After shabbat, ██████ and I sat in the classroom for 10 minutes to decompress from sensory over-load. He chose to play with blocks and began to stack more and more on top as he said, "Look at the house I'm building Ms. Peyton."

*Moving with objects*

*Exploring objects*

6/11 During soccer kids, ██████ ran from one side of the hall to the other and often around in circles around his friends/peers. Occasionally, he'd stop to kick a passing ball or zig in and out of the cones.

*Moving in locomotor ways*

6/11 ██████ ran from one part of the playscape to another with a bottle full of water chasing his friend Maxwell. Maxwell gets onto a tricycle and pedals off. After throwing the bottle down, he jumped onto a tricycle to follow/chase ██████ around the outer park.

*Moving in sequence to a common beat*

6/12 After finishing lunch, Ms. Geenie asks ██████ to make a Father's Day card and places out paper and crayons onto the table. ██████ grasps a purple crayon between his thumb and pointer finger and begins to draw in a circular rotation.

*Expressing creativity in movement*

### *Describing movement*

6/13 With instruction and guidance from Jessica; ██████ sat with his back pushed against a green stretch ball and pushed backwards with his legs to roll himself and the ball backwards further to his shoulders.

*Acting upon movement direction*

## • **B. Cognitive Development**

6/6 As ██████ placed shells into the clear cube container on top of the light table, he described and showed each to me. Once full, he'd try to put another in and when it wouldn't shut, he'd dump them all out onto the table to try and begin again.

*Math: Comparing attributes (Seriation)*

*Filling and emptying (Space)*

6/6 ██████ patiently sits and listens as the atelier teacher explains and shows the children what all was out around the room. Once instructed to go play and experiment, George stands up and sprints to the sand box near the door.

*Time: Starting and stopping an action on signal*

*Anticipating, remembering, and describing sequence of events*

6/7 ██████ sat stacking the blocks one on top of the other and begins placing them around each other to fit together and balance. "Here's the chimney", he says stacking two blocks by two blocks.

*Space: Fitting things together and taking them apart*

6/7 ██████ sits with a puzzle in front of him and begins to pull out different numbers. As he pulls them out and places them onto the floor nearby, he states aloud what the number is.

*Number: Counting objects*

6/11 As ██████ struggles to stay with his friends during soccer pals, I stop him from running around to discuss the two choices or options he has. "You can either go join your friends on the wall and in listening to the soccer coach or we can go sit and take a break if we need ██████," I tell him; ██████ turns and walks over to his friends and sits on the wall next to Mrs. Liz to tell her about what he was doing.

*Time: Experiencing and describing rate of movement*

*Anticipating, remembering, and describing sequence of events*

6/12 Coloring his Father's Day card, ██████ tells me that his circular motion/drawing is donuts on the front. He then flips the paper over to begin fresh on the back and begins to list out different shapes that he's drawing.

*Classification: Distinguishing and describing shapes*

*Using and describing something in several ways*

6/13 Challengers Island teacher points out how the friends during the last class weren't responsible with the markers and how they didn't put lots of the caps back. While our friends finished up coloring their penguins, ██████ sat with the group collecting all of the marker caps from the bin that were not properly put back with the cap on.

*Space: Fitting things together and taking them apart*

6/13 During challenger island today the children are instructed to make a sled to go down our hills/ramps outside of the classroom. [REDACTED] takes a piece of paper and begins to fold it in different places, then taking tape to get certain folds to stay and to put sticks/straws onto the bottom of his “sled”.

*Space: Changing the shape and arrangement of objects*

## **Standard 1a: Knowing and Understanding characteristics and needs.**

- **C. Social/Emotional**

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6/6 [REDACTED] stood up from the table during snack and Ms. Geenie states, “All my friends need to stay seated till the end of lunch please,” so [REDACTED] quickly responds letting her know, “I’m just thirsty” grabbing his water bottle and returning to the table.

*S/E: Taking care of one’s own needs*

6/6 At Altelier, standing by the sand table, I ask [REDACTED] “How does the sand feel between your fingers?” He quickly responds, “I don’t want to feel it right now!”

*S/E: Expressing feelings in words*

6/7 While our class sat in the lobby waiting for their turn to go outside to the petting zoo, [REDACTED] got up from the couch and went over to behind the desk to give Ms. Glenda and Summer a hug.

*Building relationships with children and adults.*

6/7 During outside playscape time, [REDACTED] recognizes a familiar face and smiles real big as he gallops over with open arms, “[REDACTED], I want to play with you, Maxwell” he shouts.

*Expressing feelings in words*

6/7 “[REDACTED], look at this. Follow me,” [REDACTED] turns on his bike and leads [REDACTED] on the search.

*Creating and experiencing collaborative play*

6/11 As I arrived, all of our friends were in soccer play, and [REDACTED] ran over to me with a smile on his face to introduce me to Ms. Liz who he explained was his teacher last year.

*Building relationships with children and adults*

6/12 As friends began to group around [REDACTED], he starts to get anxious and wiggle around. A peer reaches over him to grab a crayon from in front of [REDACTED] and he loudly states, “that’s not for you.”

*Dealing with social conflict*

7/18 [REDACTED] and I sit on the rug reading a story as friends slowly finish lunch and start to join us. [REDACTED] scoots directly in front of me and is soon surrounded by children. He stops me from reading by placing his hand up over the book, asking “Please tell these people I don’t want them sitting with us.” I tell [REDACTED] that our friends want to hear the story too but that we can ask them nicely for more space if he’d like. [REDACTED] turns around and proclaims, “back up, I need space.”

*Dealing with social conflict.*

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• **D. Language &**

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6/6 As I sat down with [REDACTED] to get to know him, he begins to tell me about his family and nannies. He then starts to give me different teachers names and details about programs/therapies he's attending and a part of.

*Talking with others about personally meaningful experiences*

*Describing objects, events, and relations*

6/6 As [REDACTED] and I sat to work on a doctor puzzle, he begins to tell me a story of the doctor he had gone to see. He points out the different parts of the puzzle while explaining about everything the doctor did with him that day he'd gone.

*Having fun with language*

*Making up stories and rhythms*

6/7 [REDACTED] and [REDACTED] ran around the playscape looking for different toys/resources that were scattered around. "Look, over here! Shaving cream with colors!"

*Describing objects, events, and relations*

6/7 [REDACTED] ran up to [REDACTED] with a cupcake pan in hand and began to tell him all about the cupcakes he was making. [REDACTED] grabs a handful of mud adding it to the tray, "Here, lets add some chocolate to them."

*Having fun with language*

*Dictating stories*

6/11 Walking back to the classroom from soccer pals, [REDACTED] reads each EXIT sign aloud to me and/or his peers.

*Reading in various ways*

6/11 As [REDACTED] and I take a walk through the hall, he runs over to point at and read to me each sign that we pass, as if taking me on his personal tour of the center. "No shoes on mats," he says passing the plush baby toys.

*Reading in various ways*

*Reading signs*

6/12 [REDACTED] and I walk through the hall towards Jessica's office and he begins to pull away toward the toys in the hallway. Asking him "[REDACTED] where are we supposed to be going," I learn that he is simply following the instructions posted and "the toys aren't put back where they belong, I have to put them back onto the shelf... see", he informs me.

*Reading in various ways*

• **E. Creativity**

6/7 [REDACTED] took the wet sand from the playscape and packed it tightly into the cupcake mold.

*Making models out of clay, blocks, etc.*

6/7 [REDACTED] stood at the bottom of the hill with a long clear tube as a peer poured water into the

other end at the top of the hill. Both kids jumped up and down as the water spouted out of the bottom. "Lets fill the hose again," [REDACTED] shouts as he turns to fill his bottle back up with water.

*Pretending and role playing*

6/7 [REDACTED] got up during music time and began to sway side to side with his classmates.

*Moving to music*

6/11 [REDACTED] stopped off on the way to the classroom to play amongst the babies' plush toys for a minute. Under the triangle, he would stomp and bang his feet onto the mirrored surface. Looking down suddenly, he bends down and gives himself a high five onto the mirror.

*Exploring and identifying sounds*

6/12 [REDACTED] takes out different animals from the bin and begin to imitate/mock the noise he believes they make, taking out a horse, he goes "neigh" while lifting it up and down.

*Imitating acts and sounds.*

6/12 [REDACTED] making circular motions with his crayon onto the paper, begins to tell me "these are donuts for my dad."

*Visual art: Drawing*

