**Name:**

# Child Growth and Development

# Virtual Early Childhood Observation

## Objectives

* To see infant *and* toddler development in action
* To identify milestones of development
* To examine influences on development
* To make connections to a theory of development
* To reflect on this experience

## Part One: Observing Two Preschoolers

### Step A: Watch the Clip

Please watch the captioned [4:25 video clip Cameron and Alexis Playing with Blocks](https://www.youtube.com/watch?v=MrfW5GhfUDk&feature=emb_logo).

### Step B: Observe for Developmental Milestones

Watch the video clip again and mark which of the milestones on the three checklists below that you were able to see for Cameron in the far left column. Watch it one last time and mark the milestones on the three checklists below that you were able to see for Alexis in second from the left column. Use an X if you were able to actually observe the milestone. Use a ? if you think the child might be able to do this based on what you were able to see.

#### **3-Years-Old Checklist**

Here are the milestones most children can do by years of age

|  |  |  |
| --- | --- | --- |
| **Cameron** | **Alexis** |  |
| **Gross Motor** | | |
|  |  | Climbs well |
|  |  | Runs easily |
|  |  | Pedals a tricycle (3-wheeled bike) |
|  |  | Walks up and down stairs, one foot on each step |
| **Fine Motor** | | |
|  |  | Copies a circle with pencil or crayon |
|  |  | Turns book pages one at a time |
|  |  | Builds towers or more than 6 blocks |
|  |  | Screws and unscrews jar lids or turns door handle |
| **Cognitive Milestones** | | |
|  |  | Can work toys with buttons, levers, and moving parts |
|  |  | Plays make-believe with dolls, animals, and people |
|  |  | Does puzzles with 3 or 4 pieces |
|  |  | Understands what “two” means |
| **Language Milestones** | | |
|  |  | Follows instructions with 2 or 3 steps |
|  |  | Can name most familiar things |
|  |  | Understands words like “in,” “on,” and “under” |
|  |  | Says first name, age, and sex |
|  |  | Names a friend |
|  |  | Says words like “I,” “me,” “we,” and “you” and some plurals (cars, dogs, cats) |
|  |  | Talks well enough for strangers to understand most of the time |
|  |  | Carries on a conversation using 2 to 3 sentences |
| **Social and Emotional Milestones** | | |
|  |  | Copies adults and friends |
|  |  | Shows affection for friends without prompting |
|  |  | Takes turns in games |
|  |  | Shows concern for a crying friend |
|  |  | Understands the idea of “mine” and “his” or “hers” |
|  |  | Shows a wide range of emotions |
|  |  | Separates easily from mom and dad |
|  |  | May get upset with major changes in routine |
|  |  | Dresses and undresses self |

#### 4-Years-Old Checklist

Here are the milestones most children can do by 4 years of age

|  |  |  |
| --- | --- | --- |
| **Cameron** | **Alexis** |  |
| **Gross Motor** | | |
|  |  | Hops and stands on one foot up to 2 seconds |
|  |  | Catches a bounced ball most of the time |
| **Fine Motor** | | |
|  |  | Pours, cuts with supervision, and mashes own food |
|  |  | Draws a person with 2 to 4 body parts |
|  |  | Uses scissors |
|  |  | Starts to copy some capital letters |
| **Cognitive Milestones** | | |
|  |  | Names some colors and some numbers |
|  |  | Understands the idea of counting |
|  |  | Starts to understand time |
|  |  | Remembers parts of a story |
|  |  | Understands the idea of “same” and “different” |
|  |  | Plays board or card games |
|  |  | Tells you what he thinks is going to happen next in a book |
| **Language Milestones** | | |
|  |  | Knows some basic rules of grammar, such as correctly using “he” and “she” |
|  |  | Sings a song or says a poem from memory such as the “Itsy Bitsy Spider” or the “Wheels on the Bus” |
|  |  | Tells stories |
|  |  | Can say first and last name |
| **Social and Emotional Milestones** | | |
|  |  | Wants to please friends |
|  |  | Wants to be like friends |
|  |  | More likely to agree with rules |
|  |  | Likes to sing, dance, and act |
|  |  | Is aware of gender |
|  |  | Can tell what’s real and what’s make-believe |
|  |  | Shows more independence |
|  |  | Is sometimes demanding and sometimes very cooperative |

#### 5-Years-Old Checklist

Here are the milestones most children can do by 5 years of age

|  |  |  |
| --- | --- | --- |
| **Cameron** | **Alexis** |  |
| **Gross Motor** | | |
|  |  | Stands on one foot for 10 seconds or longer |
|  |  | Hops; may be able to skip |
|  |  | Can do a somersault |
|  |  | Can use a toilet on her own |
|  |  | Swings and climbs |
| **Fine Motor** | | |
|  |  | Can draw a person with at least 6 body parts |
|  |  | Can print some letters or numbers |
|  |  | Copies a triangle and geometric shapes |
|  |  | Uses a fork and spoon and sometimes a table knife |
| **Cognitive Milestones** | | |
|  |  | Counts 10 or more things |
|  |  | Knows about things used every day, like money and food |
| **Language Milestones** | | |
|  |  | Speaks very clearly |
|  |  | Tells a simple story using full sentences |
|  |  | Uses future tense; for example, “Grandma will be here.” |
|  |  | Says name and address |
| **Social and Emotional Milestones** | | |
|  |  | Wants to please friends |
|  |  | Wants to be like friends |
|  |  | More likely to agree with rules |
|  |  | Likes to sing, dance, and act |
|  |  | Is aware of gender |
|  |  | Can tell what’s real and what’s make-believe |
|  |  | Shows more independence (for example, may visit a next-door neighbor by himself [adult supervision is still needed]) |
|  |  | Is sometimes demanding and sometimes very cooperative |

### Step C: Summarize the Development Observed for Each Child

Summarize what you observed about each child for all three areas of development. Be as thorough as possible (including milestones and what you also observe that isn’t captured in the selected milestones in the checklists).

|  |  |
| --- | --- |
| **Cameron’s Developmental Summary** | |
| **Physical Development**  (gross and fine motor and movement – what did you see that wasn’t captured in the checklists?) |  |
| **Cognitive and Language Development**  (thinking and communication) |  |
| **Social and Emotional Development**  (interactions, social and self-awareness, expression of feelings, and self-control ) |  |

|  |  |
| --- | --- |
| **Alexis’s Developmental Summary** | |
| **Physical Development**  (gross and fine motor and movement – what did you see that wasn’t captured in the checklists?) |  |
| **Cognitive and Language Development**  (thinking and communication) |  |
| **Social and Emotional Development**  (interactions, social and self-awareness, expression of feelings, and self-control ) |  |

### Step D: Analyze a Specific Milestone

Choose one specific milestone you observed either child meeting (in any area, on any checklist) to look at more closely (for example, “More likely to agree with rules”)

|  |  |
| --- | --- |
| **What milestone did you choose?** |  |
| **Why is this milestone important?**  (What does it show us about the child’s development? What does it now allow the child to do? What is coming next?) |  |
| **What is something that could be a positive influence on how and when this milestone develops?**  (what would support this milestone) |  |
| **What is something that could be a negative influence on how and when this milestone develops?**  (what could undermine this milestone?) |  |

### Step E: Make a Connection to a Theory

Theories help guide us to understand children’s growth and development. The key theories in Child Development were introduced in Chapter 1 and revisited in later chapters, where appropriate. Connect something you observed to a theory we have covered in class.

|  |  |
| --- | --- |
| **What theory are you making a connection with?** |  |
| **Where is this theory discussed in the book?** Provide the chapter and page number. |  |
| **How does what you observed illustrate this theory?** |  |

by

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