

## LONG TERM STUDY OF ONE CHILD

Choose one child in the child care center. DO NOT choose a younger brother or sister. Observe this child in various areas throughout the observation period. In addition to general observations of his/her normal activities and routine, observe him/her in specific situations as indicated on the observation sheets included in this packet. RECORD AND DATE YOUR NOTES AND OBSERVATIONS AND KEEP THEM IN ORDER IN A NOTEBOOK TO BE HANDED IN WITH YOUR FINAL SUMMARY. Your written summary should cover the child's progress in various areas of his/her adjustment and development, any regression you have observed, records of actual events as they happened, records of actual conversation, examples of behavior in various situations and circumstances, or anything you feel has special importance and meaning in understanding the child. YOUR INTERPRETATION OF EVENTS SHOULD BE INCLUDED AND RECORDED AS SUCH AND NOT AS A PART OF THE BEHAVIOR OBSERVED.

This is an important assignment. Do it consistently and well. It is impossible to do the whole project satisfactorily at the last minute.

There are several different areas of observation. Each area deals with a different area that is a part of a child's development. Observations and other information must be written neatly in ink or typewritten.

Information sheet (required)

Areas of observation you may choose from:

Physical Development

Social Development

Emotional Development

Discipline and Guidance

Influences on the child's language and concept development

Independence in preschool children

Parent Interview

Summary (required)

Notes (required)

## LONG-TERM STUDY--BASIC INFORMATION

Your observation reports will be very unstructured in format. Your own initiative and creativity should be used. For each assignment, you need to observe in the lab with a focus on the particular topic assigned, searching for meaning and understanding with regard to that particular topic and how it related to the children. For example, if the observation is on physical development, you should go into the lab and focus on the child's physical development, finding what meaning you can. As you include ideas in your report, support your ideas with a variety of examples that you observed in the lab.

Some general questions and ideas are listed below. However, these are only ideas and should not be used as the complete basis of your report. Observations need to be reported specifically and completely--not generally. Each section should be written in essay form. It should cover as many ideas and questions as possible.

### OBSERVATION #1--Physical Development

1. Discuss gross muscle development of the child--give examples and dates.
2. Discuss fine muscle development and eye-hand coordination of the child, give examples and dates.
3. Are his/her large and small muscle coordination equally developed or is one more developed than the other? Give examples.
4. Discuss the physical and motor differences between children.
5. Are the child's body movements quick or slow?
6. Does the child seem "at home" with his/her body, or does he/she seem clumsy, stiff, and unsure?
7. Does the child's physical development affect his/her behavior and personality?
8. What did you learn about physical development from observing this child?

### OBSERVATION #2--Social Development

1. Discuss the child's type of play and the value it has.
2. Look for examples of acceptance or rejection. Can you see any reasons for the behavior the child exhibits?
3. How does the child's play seem to affect him/her?
4. Look for examples of specific social behaviors and evaluate them. Is the child outgoing, shy, withdrawn, pushy, loud, etc.?
5. How does this child relate with other children? Does she/he seek out other children? Does sh/he seek only specific children? Does she/he avoid the other children or specific children? Does she/he wait until someone seeks her/him out? How does she/he respond to another child's invitation to play? Does she/he spend a lot of time watching other children? Is she/he generally a leader or a follower?
6. What did you learn about social development by observing this child?

**OBSERVATION #3--Emotional Development**

1. What emotions did you see? How did you know they were emotions?
2. What caused the emotions you observed?
3. How much of what the child felt was expressed through his/her body?
4. Discuss how a child's feelings are expressed through facial expressions.
5. Do the child's facial expressions change as she/he is involved in various activities, or do they remain the same?
6. What did you learn about emotional development by observing this child?

**OBSERVATION #4--Discipline and Guidance**

1. What methods of discipline did you see used in the lab?
2. Discuss positive and negative guidance and the difference between them. Give examples.
3. Describe a situation requiring discipline or control of a child by a teacher.
  - a. What actions were taken?
  - b. Was the atmosphere calm and reasonable?
  - c. Did the teacher become cross or angry?
  - d. Were promises or threats made? If so, by whom?
  - e. Were they reasonable and wise?
  - f. Did the teacher seem to bribe the child?
  - g. Was punishment involved? If so, what was it?
4. Describe the child's reactions to the situation and how it was handled.
5. Did you see evidence of the teacher redirecting misbehavior into positive acceptable channels?
6. Did you see techniques that you liked? Why did you approve of them?
7. Did you see techniques that you would avoid? Why do you feel this way? What would you try instead?
8. What did you learn about discipline and guidance by observing this child?

**OBSERVATION #5--Influences on the Child's Language and Concept Development**

1. From your observations and your understanding of children, what are the factors in the child's environment that influence the development of language and concepts?
2. How do you feel TV has affected the child? Record any examples you may have seen.
3. Do you feel the child's toys and play equipment influence language and concept development?
4. Record any adult behavior the child may have role played.
5. Observe the child as he/she is being taught a skill. Record what skill is being taught and the method being used to teach it. Is the child interested in learning this skill? What are his/her responses? How many lessons are necessary for him/her to learn the skill? Does she/he have the ability to perform the skill?