

**The child's name in this case study has been changed to protect confidentiality.*

Individual Case Study Report

A. Introduction

The child I have been observing is named Allie. She was born on February 06, 2007, and is three and a half years old. (Birthday List) Allie has straight, dark brown hair, that ends at about the middle of her back. She is about two inches taller than the bathroom door knob. She has a rounded body, with slim arms and legs. She has dark colored eyes, that are almond shaped, and they come to sharp pointed ends. She has caramel colored skin, thin lips, and a rounded chin. (Physical Description-raw notes) Allie has one brother, and was the first born. Her language regularly spoken is English. (Family Background Info) Allie loves to swing, play with playdough, and her favorite color is pink. (Likes/Interests Bulletin Board)

B. Psychomotor Development

Psychomotor development benefits the overall child because it aids physical health, hand-eye coordination, provides for social interaction with others, development of rules, cognitive growth, coordination, patience, problem solving, and involves brain-body connection. When children are developing in motor areas, they are also developing cognitively. They are learning new activities, and different ways to complete and participate with others. They learn what types of activities they like, do not like, and who they prefer to play with.

Gross motor maturity is the use of the large muscles in the body used for locomotion. Allie displayed gross motor maturity when she crawled through and on top of the jungle gym, hopped while scarf dancing, and when she ran around outside. (Vertical Checklist)

Fine motor maturity is the use of the small muscles in the hands and fingers. Allie was observed displaying fine motor maturity when she used the pincer grasp to pick up a piece of paper, flipped pages of a story book, and when she picked up her food while eating. The ability to master discrete movement is the ability to use one set of muscles while the rest of the body is still. An example that Allie exhibited her ability to master discrete movement when she was observed drawing. This demonstrates ability to master discrete movement because she was only using her arm and finger muscles, while the rest of her body was still. Use of force is the understanding of how much force is needed to complete a task. An example that Allie showed use of force was when she gave just enough force to slowly push out her chair to get up from the table after eating lunch. Use of hand dominance is the use of a dominant hand repeatedly. Three examples Allie demonstrated hand dominance were she used her right hand to draw, she used her right hand to keep itching her head, and she used her right hand to repeatedly move her hair out of her eyes. Development of laterality is the sense of balance between the two sides of the body. An example of Allie's development of laterality is she walked and ran with opposing arms and legs. Development of midline is the ability to reach over the vertical center of the body with a dominant hand. Allie crossed her mid line with her right hand to grab a marker on the left side of her, and then drew with her right hand. Use of physical play is separated by four different types. Allie was observed displaying mastery play. Mastery play is the use of motor skill, fine or gross, to complete a task. An example is Allie chased children around while pushing a stroller. Allie

demonstrated mastery play by using her arms and legs to run and push the stroller. Observed patterns of fine/gross motor activities is the estimated percentage of fine motor vs. gross motor use. Allie tended to participate 50% of the time in fine motor activities and 50% in gross motor activities. (Horizontal Checklist)

C. Social and Emotional Development

Social and Emotional Development benefits the child because they are able to develop self-esteem and relationships, learn to cooperate with other children, learn to take turns and how to respond to certain situations. Socially they are able to develop language by interacting with others, and participating in activities with others also help children develop physically because they are moving around. Also emotionally and furthermore cognitively, they can learn when to express or conceal their emotions in certain situations.

Allie was observed participating in associative play. Associative play is when children are interacting, playing together back and forth, there is no goal to the play, and there is no person in charge of the play. An example observed is when her and Charlie were poking each other and hiding their faces from one another. The social learning techniques Allie was acquiring was how to respond to another child, and she was learning to take turns. She is also using imitation by copying what Charlie is doing, as well as him copying her. (Play Anecdote)

Allie shows characteristics of the flitter stage of social interaction. The flitter stage is when a child has many social interactions, but does not stay engaged for a long period of time. Allie exhibits this stage because she drifts to different children frequently, and most of the time only stays with each group or child for a few minutes. Allie shows particular social entry and

social exit techniques with play situations. Social entry techniques are the social skills a child uses to enter into ongoing play situations. Allie tends to use the “melting in technique” for social entry into play situations with others. The “melting in technique” is displayed by Allie because she slowly and gradually begins to play with other children, when they are already playing with out her. Social exit techniques are the social skills a child uses to exit ongoing play situations. Allie’s social exit technique is usually to leave the play situation she is participating in unannounced. (Play Interpretation)

When considering Allie’s social interactions with other children, she had a total of 40 interactions. Allie had 34 neutral interactions, three negative interactions, and three positive interactions. Allie also had a total of 29 social interactions with adults, which included 24 neutral interactions, zero negative interactions, and five positive interactions. (Sociogram/Table)

Allie responded to her teacher’s guidance after she reiterated what she wanted her to do, which was to put toys away. When it was time to clean up one day, Allie and Santiago kept taking toys out of a bucket. After a two interactions with the teacher, Allie put the toys back. (ABC Event Sample)

Autonomy is the ability to master a task on one’s own. Allie demonstrated autonomy when she dressed herself, washed her hands, and when she cleaned up after eating lunch. (Autonomy Rating Scale)

D. Language and Cognitive Development

Language and Cognitive Development can benefit the child by learning to communicate and get their needs met, and they can learn new skills by asking questions. Language

development helps children make friends, develop conflict resolution techniques, and problem solving strategies. Language and cognitive development enables children to expand their vocabulary. Also when an individual's brain develops, they physically develop as well. Thus, laterality, midline, and hand dominance abilities are also positively influenced by language and cognitive development.

Allie has not been observed to use private speech at this time. Private speech is words that are spoken out loud to self, are not directed towards someone else, and does not expect a response. Allie exhibited all social speech when observed during the language sample. Social speech is speech that is shared with others and is meant to be heard, it includes give and take, and it takes the listener into account. An example of Allie using social speech is when she asked, "Can I have more rice?" She used her words to communicate with an adult, and was expecting a response. (Language Modified Event Sample)

MLU (mean length of utterances) is the average length of sentences. Allie's MLU was 4.2. Complexity of vocabulary is the number of different words spoken. The number of different words Allie spoke during an observed language sample was 38. Grammar construction is the use of sentences is the use of nouns, verbs, adjectives, and personal pronouns. During this language sample Allie used eight nouns, twelve verbs, nine adjectives, and eight personal pronouns. (Language Table)

Articulation is how a child pronounces or enunciates their words. Allie speaks clearly, sounds out most of her words properly, and others understand her when she speaks. Articulation errors include "baby talk", scatology, neologism, and overregularization. For example "Baby talk"

is the misuse or misplacement of syllables or consonants. Allie was not observed using any of the four articulation errors. (Language Sample Interpretation)

Allie displayed sorting and grouping, which is known as one of Piaget's preoperational tasks. Sorting and grouping is the ability to group items according to a like characteristic or class. Allie demonstrated this because she chose yellow colored paper and the white index cards out of a stack of different paper. She placed the yellow pieces of construction paper with the other yellow construction paper in a one pile, and placed the white index cards in a separate pile. (Cognitive Anecdote)

The preoperational stage of development is from ages two to seven. Piaget would place Allie in the preoperational stage of development because she is in the age range of two to seven. The preoperational stage includes symbolic thought. Symbolic thought is the ability to use mental symbols, and it enables the child to use words as symbols in their thinking and their communication with others. Some examples of symbolic thought are ability to communicate, formulate words, animism, dramatic play, superhero play, and sociodramatic play. An example Allie was observed displaying symbolic thought would be when she asked a child at the lunch table, "Do you want more?" This is an example of symbolic thought because she is using her words as symbols to communicate to another child. (Cognitive Interpretation)

E. Summary and Recommendations

Allie was born on February 06, 2007, and is three and a half years old. Allie's favorite color is pink. Allie has been observed participating in mastery play. Allie displayed mastery play by using her arms and legs to run and push a stroller. Allie tends to use the "melting in

technique” for social entry into play situations with others. The “melting in technique” is displayed by Allie because she slowly and gradually begins to play with other children, when they are already playing without her. Allie used social speech when she was asked, “Can I have more rice?” She used her words to communicate with an adult, and was expecting a response. Allie also demonstrated sorting and grouping, which is known as one of Piaget’s preoperational tasks. She accomplished this task when she took a stack of assorted paper and placed two different colors into two separate piles.

Allie was not observed throwing, catching, or kicking balls outside. Therefore I would suggest to have more organized games with soccer balls or basket balls. Therefore she may want to participate in those activities more, and she will have more access to those types of activities. I have not observed Allie dress up into a character. I would suggest for the CDL to have more dress up materials. This would be beneficial to Allie and the other children at the CDL as well. Dressing up and acting out different characters can help broaden children’s imagination and development of creative ideas.