

Child Development

Instructor- Sonali Silva

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How to make your live binder?

- Go to www.livebinders.com
- Go to the home page
- Scroll down
- Set up an account
- Pick your binder option
- View the video for set and binder support.
- <http://livebinder.com/play/play?id=2318902&backurl=s helf/my>
- The complete binder is due in two weeks from last day of class.
- Please make sure you test the binder link before submitting it to the instructor
- Always be sure to have your course Id/ proper name and complete work.
- Double check your work for - grammar/ punctuation
- No late submissions unless otherwise permission granted by the instructor
- Each late submission will lose 5 points per day

Live binder must have

Articles pertaining to

- Purpose of observations in early childhood
- How to recognize and assess children with special needs
- Purpose of anecdotal records in early childhood
- Purpose of running records in early childhood
- Purpose of a checklist and rating scales in early childhood
- Purpose of structured observations in early childhood
- Purpose of visual documentation in early childhood
- Importance of promoting physical and motor development in early childhood
- Importance of promoting cognitive development in early childhood
- Importance of promoting emotional and social development in early childhood
- Importance of literacy development in early childhood
- Piaget's cognitive development theory
- Vygotsky's Social theory
- Greenspan's emotional development theory
- Erickson's psychological theory
- Importance of good parenting
- Research on discipline and positive behavior
- What is Autism?
- What is ADHD?
- Importance of nutrition
- Holidays and stresses in an early childhood classroom
- Birthday parties and teacher involvement
- What is kindergarten readiness and how do you prepare your students?
- What is separation anxiety and how do we identify it in children?
- Biting, temper, and tantrum- ways to prevent it in your classroom
- Child Abuse - how do we recognize and the state-mandated reporting system
- Talking to children about adoptive life situations (divorce, adoption, and loss of a pet or a family member)
- Your County Referral Phone list for Social Services (-therapist, doctors, social workers, licensing)
- Scan your class notes and upload to live binder (separate tab for class notes)
- Class weekly exams- (separate tab for exams)
- **Insert your group powerpoint presentation to Live Binder - NA for Zoom Classes - instead - You will pick one theorist from the list below and write**
- **- biography/ research/ experiments/ relationships to child development**
- **Vygotsky/ Dr. Montessori/ Stanley Greenspan / Skinner/ Piaget/ Abraham Maslow/**
- **Dedicate a page for references**

Grading Policy-

A+ (97-100)

A (93- 96)

A- (89- 92)

B+(85- 88)

B (81-84)

B-(78- 80) - likely to re do the course

P- re do course

The live binder is due 2 weeks after the last day of class. Failure submit the binder on time will result in losing 5 points daily. For every email conversation please add your class code. Please test the binder link prior for final submission to your instructor.

DEVELOPMENTAL MILESTONES: AGE 2

The Milestones listed in the chart are typically achieved by children between their 2nd and 3rd birthdays.

GROSS MOTOR SKILLS

- Walks on tiptoes
- Runs without falling
- Tries to stand on one foot
- Jumps off the bottom step
- Balances on one foot for a short time
- Walk up and down stairs two feet on each step, holding onto the railing
- Uses two hands to catch a bounced ball
- Kicks a large ball
- Pushes self on wheeled toys
- Pedals a riding toy

FINE MOTOR SKILLS

- Makes horizontal, vertical, and circular lines with crayons
- Turns pages of a book
- Stacks 6-8 blocks
- Opens doors by turning knobs
- Uses a spoon and fork to eat most food
- Helps dress and undress self

SOCIAL/ EMOTIONAL DEVELOPMENT

- Plays briefly with other children
- Watched other children play
- Likes to play with adults
- Begins to play house
- Tells others what to do
- Does not want to share
- Is often negative and stubborn
- Does best with a set routine
- Has a sense of humor; plays tricks
- Shows aggressive behavior

INTELLECTUAL DEVELOPMENT

- Combines two or three words
- Identifies objects in pictures
- Enjoys looking at books
- Groups objects according to basic categories
- Stacks rings and objects in order of size
- Imitate other behavior
- Uses, I, Me, you
- Answers simple questions
- Follows one direction

DEVELOPMENTAL MILESTONES: AGE 3

The milestones in this chart are typically achieved by children between their 3rd and 4th birthdays. Remember that all children progress at their own rate, however.

GROSS MOTOR SKILLS

- Walks without watching feet
- Walk backward
- Runs well
- Stops accurately when running
- Begins learning to skip
- Climbs ladder to slide
- Balances on one foot very briefly
- Jumps up with two feet
- Jumps off low objects
- Picks up objects by bending at the waist
- Climbs stairs, alternating feet, while holding rail
- Catches a large ball with arms out straight. Rides a tricycle

FINE MOTOR SKILLS

- Draws a person with three parts
- Draws recognizable pictures
- Begins to print some letters
- Holds crayon with fingers instead of fist
- Cuts with scissors
- Folds papers
- Makes shapes from clay
- Makes block tower of nine to ten blocks
- Strings large beads
- Puts together simple puzzles
- Likes to take things apart and put them back together
- Pours liquids from a pitcher
- Washes and dries hands
- Blows own nose when prompted
- Unbutton and fastens a large button
- Undresses self but needs help with some dressing tasks
- Feeds self with few spills
- Spreads food with a knife

SOCIAL AND EMOTIONAL DEVELOPMENT

- Mainly engages in parallel play, some cooperative play
- Tries to make friends
- Choose who to play

- Participates in short group activities
- May have an imaginary friend
- Begins learning to share toys
- Tries to solve disagreements
- Begins to take turns
- Sees things only from own point of view
- Plays house and enjoys imaginary play
- Learns to say please and thank you
- Shows affection
- Likes to help
- Wants to be rewarded for following rules and helping
- Can say things to deliberately hurt others
- May have fears (monsters, the dark, etc)
- Stress may show up in nail-biting or similar tensional outlets
- Expresses some feelings verbally

INTELLECTUAL DEVELOPMENT

- Speaks in sentences of four or more words
- Speech is clear enough for strangers to understand
- Uses basic grammar rules
- Understand he, she her
- Knows five to ten letters
- Understand letters are used to make words
- Learn many new words, four to six per day
- Sorts by color and shape
- Knows some colors
- Count to five
- Tells short stories
- Sings sounds and repeats simple rhymes
- Understand in, out, on, over, under
- Understands time, including yesterday/ today/tomorrow and morning/ afternoon/ night
- Asks why and how
- Thinks through simple problems

Social and Emotional Development

- Takes part in cooperative play
- Plays some group games
- Tries to be like peers
- Tries to please friends
- Compares self to others
- The family still more important than friends
- Imitates adult role models
- Seeks adults approval
- Can be loving and affectionate
- May fear imaginary dangers
- Has conversations with others

- Dramatic play is more complex
- Shows awareness of others' feelings
- Does not like the advice
- Wants to feel independent
- More likely to ask for toys than just take them away
- Shows off and may say bad words
- Tests authority and limits
- Can be defiant and stubborn
- Often impatient
- Tries to justify anger
- May physically show anger or threaten to "get even"
- Begins to learn to control some intense feelings

INTELLECTUAL DEVELOPMENT

- Speaks in longer sentences with more details
- Pronounces most words correctly
- Uses future tense and pronouns
- Uses the correct past tense of most irregular verbs (go/ went instead of do/ goed)
- Remember fingerplays, rhymes, and songs
- Uses past experiences to predict what will happen
- Makes up stories
- Has a longer attention span
- Asks who, what, where, when?
- Knows most colors and shapes
- Knows the differences between learning lower case letters
- Identifies words and ones that start with the same sound
- Count to nine
- Can identify the number of objects, up to six
- Understand same/ different
- Understand the size relationship part/ whole and bigger/ same size
- Understand space relationships, such as top/ bottom/, beside/ on top of
- Can follow three related, or two unrelated directions

DEVELOPMENTAL MILE STONES: AGE 5

These actions are typically achieved by children between their 5th and 6th birthdays.

GROSS MOTOR SKILLS

- Skip. alternating feet
- Balances on one foot 10 seconds or longer
- Hops on one foot 10 times
- Balances while walking on a low wall or balance beam
- Jumps over things without falling
- Turns a somersault
- Skates
- Can coordinate movement to bike, swim
- Throws and catches a small ball
- Bounces and kicks a ball
- Tries to jump rope

FINE MOTOR SKILLS

- Draws a person with body, legs, head, and arms
- Copies a triangle and other shapes
- Prints some letters
- Prints first name
- Hold crayons, markers, or pencils more like an adult
- Cuts out pictures following their outlines
- Build three-dimensional block structures
- Completes puzzles with 10 to 15 pieces
- Likes to take things apart and put them back together
- Uses right or left hand consistently
- Uses a keyboard and mouse
- Buttons clothes
- Dresses self easily
- Tries to tie shoes

SOCIAL AND EMOTIONAL DEVELOPMENT

- Plays cooperatively with other children
- Prefers playing with children to adults
- Has a best friend or special friend
- May exclude others from the group
- Gossips about other children
- Solves most conflicts without help from an adult
- Shows better awareness of others' feelings
- Takes turn most of the time
- Follows most rules
- Likes dramatic play and may make own costumes or props
- Can be sensitive to others' feelings
- wants to be first
- Is willing to cooperate
- Wants to make some of the own decisions

- Like attention
- Becomes competitive
- Increases self- esteem through mastering new skills

INTELLECTUAL DEVELOPMENT

- Speech is understandable to everyone
- Uses longer, more complex sentences
- Knows alphabet and many letter sounds
- Read some words by sight, including own name
- May read simple books
- Asks the meaning of words
- Learns more technical words in areas of interest
- Knows name and address
- Likes jokes and riddles
- Believes thoughts causes events to happen
- Makes up imaginative stories
- Tells stories about own experiences

Anecdotal Records

An anecdote is an account of an event in a child's day. The record of this event can be detailed or brief. These short reports describe, in a factual way, the incident, its context, and what was said or done by the participant(s). In most cases, anecdotes focus on very simple, everyday interactions among children, children, and adults as well as children and materials in the environment. Ideally, the anecdotal record should be recorded as it unfolds or immediately after. However, anecdotal records usually have to be written later at the end of the day. Keeping brief notes on index cards or sticky notes carried in your pocket can be helpful. Jotting one-word reminders or short phrases on the cards about the event can provide a set of reminders when the anecdote is written.

Characteristics of Anecdotal Records:

- Simple reports of behavior'**
- Result of direct observation.**
- Accurate and specific**
- Gives the context of the child's behavior**
- Records typical or unusual behaviors**

Purpose:

Anecdotes capture the richness and complexity of the moment as children interact with one another and with materials.

These records of child behavior and learning accumulated over time enhance the teacher's understanding of the individual

child as patterns or profiles begin to emerge. Behavior change can be tracked and documented, and placed in the child's portfolio resulting in suggestions for future observations, curriculum planning and student or parent conferences.

Examples of Anecdotal Records:

Child's Name: Melissa C.

Date & Time: 4/23/01 8:45 am

Place or Learning Center: Preschool classroom-free play

Observed Event & Behaviors:

Melissa sat next to Tina at the reading table. Tina greeted Melissa with "Hi, Melissa! Wanna read a book with me?"

Melissa said that she couldn't read. Tina replied, "We can look at the pictures."

Child's Name: Catherine W.

Date & Time: 11/16/02 9:15 am

Place or Learning Center: block center

Observed Event & Behaviors:

In the block center, Jamie and Catherine began to argue over who would drive the dump truck. Maria said, "Nobody can

be my friend if I'm not the driver." Catherine suggested that there were two other trucks and an airplane--**she could be the pilot and everyone else could drive a truck.**

Child's Name: Destiny H.

Date & Time: 3/25/02 1:30 pm

Place or Learning Center: sensory - bin

Observed Event & Behaviors:

Destiny looked in the sensory bin. She picked up a picture of Katie. I asked her who she found. She said, "I found Katie."

Then she walked over to Katie and said, "Look, I found you."

behaviors:

Troy was in the art area during free choice. He was making letters, rolling the paper and then he tied the paper roll with a

string. He demonstrated this process to Lisa, Emma, and Heather who were also in the art area.

Child's Name: Sonia M.

Date & Time: 1/23/02 2:45 pm

Place or Learning Center: Project Group

Observed Event or Behaviors:

During the project group, the children were painting a mural. Sonia asked Madeleine to help. Madeleine said she was not

ready. Sonia replied, "Don't worry, we'll wait."

Child's Name: Holley J.

Date & Time: 4/10/02 10:20 am

Place or Learning Center: Playground-outside time & snack

Observed Event or Behaviors:

Holley and Kimberly were pretending to be riding on their unicorns. They galloped around the playground and pretended to feed them at snack time.

Child's Name: Alex P.

Date & Time: 3/3/02 9:30 am

Place or Learning Center: Literacy Group

Observed Event or Behaviors:

During the literacy group, Alex listened as Katie read the Dinosaur Book. When Katie finished reading, Alex picked up a

piece of art paper and drew a picture of what he would do with a dinosaur then wrote

Helpful Reminders!!

•**Observations should be ACCURATE, OBJECTIVE AND SPECIFIC.**

•**Observers should not make ASSUMPTIONS or use SUBJECTIVE or AMBIGUOUS words.**

•**Observations and anecdotes should be on a variety of children and activities. Try to avoid only writing anecdotes about the "cute things children say."**

•**Remember to ask yourself the following question when observing - "Am I writing things in such a way that anyone viewing the same scene would write it in the exact same way," and when they close their eyes would see the same scene in their mind's eye?"**

AVOID:

Ambiguous/Suggestive Words:

Crowded Chaotic Wild

Messy Sloppy Too Many

Roughhousing

Words That Convey Assumption:

Intelligent Annoyed Anger

ProvokedHappinessRude

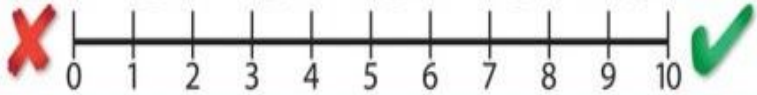
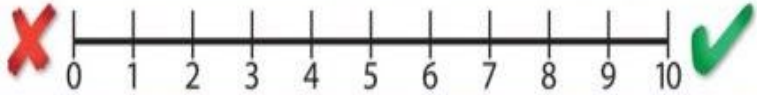
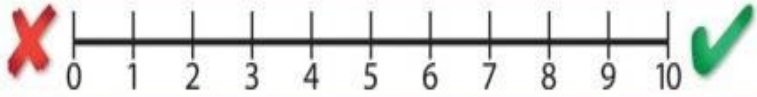
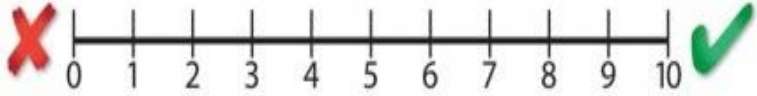
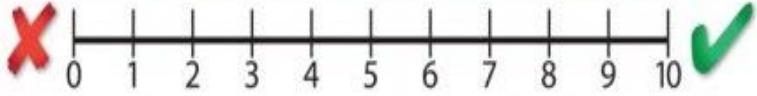
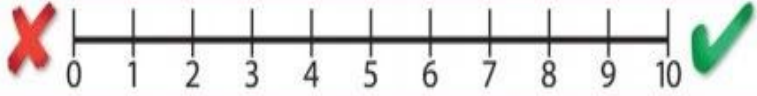
BoredAggressive

Self-EsteemOut Of Control

UninvolvedBoisterous

Enthusiastic Ill-mannered

Rating Scale

Daily Rating Scale	
Name _____ Date _____	
Handling Emotions	
Participating	
Following Directions	
Following Rules	
Staying on Task	
Cooperating with Others	
Improvements	Struggles
_____	_____
_____	_____
_____	_____
_____	_____

Carson-Dellosa KE-851002

Running Record

Reading a-z Running Record

Level D

Student's Name Matt Jones

Date 1/28/02

The Wheel
99 words

Have the student read out loud as you record.

Assessed by B. Castillo

page	E = errors M = meaning	S-C = self-correction S = structure	V = visual	E	S-C	E			S-C			
						M	S	V	M	S	V	
3	✓	✓	✓	of/sc	✓				1		MSV	MSV
4	✓	✓	✓									
5	✓	✓	✓	went/goes	✓				1		MSV	
6	✓	✓	✓	farm	✓				1		MSV	
7	✓	✓	✓	water	✓				1		MSV	
8	✓	✓	✓	in/sc	✓				1	1	MSV	MSV
9	✓	✓	✓								MSV	
10	✓	✓	✓	track/sc	✓				1		MSV	
										1	MSV	MSV
Totals									8	3		

Accuracy Rate: 92%

Error Rate: 1:12

Self-correction Rate: 1:4

