

Peyton Whitley
4/4/19
CDEC 2286
Obs. & Report

I. Demographic Information:

Maddison	■■■■/2017	Large, warm, responsive, plentiful resources, natural materials, soft lighting, outdoor areas, all spaces utilized, ateliers, kitchens, gardens, library on sight, clean, organized, art work displayed throughout, Regio based center.
Alec	■■■■/17	Large, warm, responsive, plentiful resources, natural materials, soft lighting, outdoor areas, all spaces utilized, ateliers, kitchens, gardens, library on sight, clean, organized, art work displayed throughout, Regio based center.
Lizzie	■■■■/16	Large, warm, responsive, plentiful resources, natural materials, soft lighting, outdoor areas, all spaces utilized, ateliers, kitchens, gardens, library on sight, clean, organized, art work displayed throughout, Regio based center.

II. Summary Report

Based on the information provided above, in observations done at Temple Emanu-El over the past couple of months, we specifically see the growth and development of three particular case study children. Lizzie, Alec, and Madison are three children in the ■■■■■■■■■■ classroom with ■■■■■■■■■■. The reason I picked these three children to observe throughout this internship, was the vast difference in age that you see right off the bat, as

well as different developmental uniqueness's. Lizzie is the oldest in the classroom, while Madison is the youngest. Alec is also nearer the younger side of the spectrum/class.

Lizzie being the oldest in the classroom, was the easiest to observe and mark the checklist for. Within one day Lizzie showed the wide range of developmental markers she made or has hit. Lizzie enjoyed running, trotting, climbing, kicking, throwing, spinning, and much more. She was always the first up the stairs and down, having to follow instruction and wait for her peers. During center time, Lizzie showed off her art skills as she gripped a crayon or a brush and would show her horizontal or vertical strokes. In manipulative play, although not staying at one task for long, Lizzie shows her ability to unscrew containers and even stack blocks almost as high as her head.

Lizzie is very loud and talkative, needing affirmative or reassurance after each activity or 80% of the time, this is shown with frequency charts taken throughout. Taking charge and trying to be the "teacher", Lizzie clearly uses pronouns, understand physical relationship and has recognition of not only self but others. Over the past couple of months, Lizzie has expressed and shown a wide range of emotions. Whether it be due to a change in activities or schedule or the rare chance she misses daddy, Lizzie can definitely show you a wide range of emotions all within an hour time span.

Madison, being the youngest. had a little bit of differences when it came to her developmental checklist. Although doing well in movement and hand/finger skills sections, she seemed to lack skills in the language, cognitive, and social range. Madison seems to be confident in walking alone, running, kicking balls, climbing up and down; As well as scribbling, dumping and building block towers. However, when it comes to following direction or actively listening, Madison is often referred to as "in her own world." She can speak several words, although in

time samples has shown to use more gibberish/baby talk than actual sentences or word formation. In frequency charts we also see how Madison has a growing enthusiasm for peers and others. She has begun showing independence throughout the center with teachers, whether it be in poleman hall with other classes or in the classroom amongst peers and friends.

In frequency charts and time samples taken, I observe how Madison imitates others, interacts with others, and how responds to others. She has increasingly become more aware and active with others, instead of simply having parallel play. Madison however does not show defiant behavior, the only time we can see this is when she tries to get up and down from the table at meal. Even then, she is placed along the table with the chair's backs being blocked in and she has side rails so she can't turn out and she doesn't even argue/resist or "defy". Once placed in her chair and tucked in, she simply settles in and tries to find something to occupy her time there.

Alec showed the opposite throughout his developmental checklist. Although doing well in language, cognitive, and social domains, he seemed to lack and struggle a bit when it came to physical movement and finger/hand skills. Alec can walk alone, although seems to rock back and fourth between his feet unsteadily while doing so. He can run stiffly and walks into balls but has yet to figure out the full range of motion of his legs. When going up or down stairs he will sit and scoot, and does the same actually on any uneven or unsteady surface. Still stumbling when he tries, Alec often goes slowly or tries with ease when lifting/carrying toys. 4/4 Alec asked for help multiple times as he was trying to push and pull a scooter/toy behind himself on the playground.

While being able to scribble and enjoy dumping out containers and objects, Alec still struggles with building tower of four blocks or more. He will try, however, often loses balance himself or is too unsteady to be able to stabilize and place blocks one atop another. Alec enjoy

communicating and talking, however, does so in Spanish more than English as his nanny is Spanish speaking. He will ask for things in Spanish, say several words, and use/follow simple instructions. He enjoys playing with his peers and imitating others behaviors and is often enthusiastic about company. Alec is however more reserved and independent, as he begins to show defiant behavior as well.

III. Analysis

Madison and Alec both being the younger two in the class, showed me the true uniqueness of development through this checklist. While Madison lacked the social and language/cognitive skills some, Alec seemed to struggle with his gross and fine motor skills. When asking teachers or others at the center about the children, both Alec and Madison are considered more of the quiet type or “in their own worlds” per say. Madison has shown throughout observation, her lack of understanding or cognition throughout the classroom and even in different areas and aspects of the center. Whether it be circle time, center play, or even music lab, Madison has a hard time focusing, paying attention, and interacting with others/peers pertaining to the assignment/activity. When it came to center play or unstructured play or outdoor play although, I witnessed Madison being more enthusiastic about approaching peers and trying to engaged in play or interaction with them.

Older kids seemed to get frustrated or were unengaged by Madison’s attempt to interact or play. Kids Madison’s age seemed to not understand her interaction, and kids younger than Madison seemed to connect better or engage more with the interaction. Adults didn’t seem to have the time to actively listen and engage in conversation with Madison as they’d have a full class of 11 or 12. Madison would often go grab Ms. Theresa’s hand and talk or engage with her,

as she'd be most responsive. Ms. Theresa would listen and watch Madison, then ask questions to engage her in the activity she'd be showing or trying to do.

Alec although being more comfortable on the social spectrum with both peers adults and children, seemed to lack the confidence or skills in his motor skills. He was often the straggler behind the group as he'd walk/wobble along from one place to another. A little under half the time, he'd stumble and fall but then get back up to continue on. The children seemed to interact with Alec more although, as he cognitively understood and could communicate with them. He would sit to go up and down the stairs, simply crawling up or scooting down on his bottom. When outside, he seemed to be a little more distance/independent as he would sit down to go over rocks, or struggle to scoot objects/tools over the bridge or from one terrain to the next.

Alec often spoke in Spanish as well. When he'd ask for his water, he'd either say "Aqua" or "Alec water cup". During center play and manipulative play, when I'd sit with him and say colors, he'd repeat them back to me in Spanish first then English. Alec would more often than not, speak when spoken to but was otherwise more quiet or shy/reserved. He was always enthusiastic about company or friends/peers coming in or over to play alongside. He'd enthusiastically share or join in on play with others and peers. Although Alec was a little slower movement wise than his peers, he seemed to get along socially just as well in aspects of language, cognition, and social/emotional ranges.

Lizzie was the first child I noticed upon observation of the classroom as she was the loudest and most rambunctious. She's often reminded "No running inside," and will even repeat the instructions back to the teacher or to other peers/friends. Lizzie is often reminded of the rules throughout the day, as she progressively shows more defiance in the center. She is able to walk, run, climb, kick, throw, grasp, and all of the physical fine and gross motor skills expected for her

age range. In the classroom, she is the most advanced or developed which you can see throughout observation as she doesn't stay at an activity or center long, she often seeks praise, and she struggles to stay seated or focused during circle time or focused activities.

During Music time upstairs with Ms. Julia, Lizzie is one of the children I feel benefits and enjoys this time the most. She's able to explore new materials and question things or learn new material. She's able to benefit from the more advanced material and tools, learning how to play or stroke new instruments. She is also able to help lead the younger children in "parade marching" or larger gross motor activities that take place. Lizzie is seen throughout observation socializing with everyone and anyone. She is at the age now where she questions everything and is beginning to get a sense of humor and enjoys being silly.

Lizzie being more communicative and social as well as moving and grooving around the center, with Alec being slower yet social, and Madison being active yet more in her own head we're truly able to see all areas/sides of the developmental range amongst this age. Teachers would benefit to utilize Lizzie as a classroom helper, getting her to help set things up or clean things up and making her feel more in charge or helpful, I feel would help settle her down a little in the classroom/center environment. Often, you'll see Lizzie getting up to run around or play with something else during an activity due to her completion early or not having challenging enough materials. I believe it would be in the best interest of Lizzie and the classroom, if the teachers started introducing new and more challenging materials for Lizzie to use/utilize. Such as, when playing with paint or play dough and Ms. Theresa often places out a multitude of different utensils for the children to use, give her something that will be a bit more intriguing or challenging and sit close by if need be.

Alec would benefit from more gross motor activities and play settings. Possibly taking him into poleman or into the hall with the squishy blocks to climb on and over. I think activities such as the one I've created "jump frog jump" would help Alec, as well as activities that help with balance or stabilization. Also, understandably, teachers make the children sit down and scoot up and down the stairs when going to music. It may not be time fitting but it'd be nice if (because they have three teachers) one stood at the top with children, one at the bottom and another helped children by holding their hands walk up the stairs, one step at a time. I understand why they ask them to sit, being dangerous and a security/hazard, although I truly think all the children would benefit from actually learning and utilizing the stairs as they're meant to be used.

Madison really needs someone to work with her on language, cognition and social skills throughout the day/center and classroom. Teachers simply brush it off as she's "in her own world", or in "lala land"; However, I believe with true conversation and interaction and scaffolding Madison would enjoy relationships and peer interaction. Too often, I see the teachers rushing to understand what she's trying to communicate rather than truly understanding what she's saying and then simply moving on. With Madison, I think she'd benefit from each interaction making conversation and making sure it lasts until she is ready to be done or she is finished. If no one is going to listen, why would she feel the need to talk to anyone? Throughout frequency charts of her interactions with peers, you see more often than not that she will try and then the interaction isn't reciprocated or continued. This calls for her short attention span of then moving onto something else interesting, to simply try again and often get brushed off.

Madison needs an activity that focuses on understanding language, like reading a book, and then follow up of following verbal instructions. I actually believe she'd do well and interact well during an activity that actively engages her with her classmates. Temple being a more regio-

based approach tends to not have modeling or instruction when it comes to activities or play, although I feel that with Madison she'd benefit from the verbal cues as well as modeling behavior.

IV. Reflection

Although all three children are unique and different in their own way, they're also very similar as well in the relationships that form and interactions that occur or actions that take place and developmental growth. An activity created to be inclusive of all these developmental domains mentioned, could actually benefit all three of these children and even all of the class. That's why it's our job and so important for us to make sure we're observing and assessing each step along the way in a child care profession. As well as utilizing the resources and tips/strategies that are given to us, to be the best we can be. Teachers at Temple, or at least in room 101, do well at observing and assessing each child; However, lack the patience or time to think about each child's individual need and what would best benefit the child, instead of the misbehavior itself.

I think that of all the centers I've seen, Temple Emanu-El is the best yet, and do very well. However, it's a common mistake or common mishap that teachers become stressed for time or stressed/frustrated in other aspects and forget the best practices and ethics of a child care professional. After not only this assignment, this internship, but this course and degree plan; I feel like I've grown the true knowledge to actually make a positive impact and difference in our world and on society. The thing now to remember, is always be true to yourself and to the children, and most importantly always remember the best practices and strategies/tips learned throughout. Being in childcare as well, we must always be open minded and open to change, as this world will forever be growing and changing.

V.

Child's Name: **Madison**

DOB: **1/31/2017** Age: **24 months**

Developmental Checklist – 12 to 24 months

%		
	Movement <input checked="" type="checkbox"/> Walks alone (12-16 mos.) <input checked="" type="checkbox"/> Pulls toys behind him while walking (13-16 mos.) <input checked="" type="checkbox"/> Carries large toys or several toys while walking (12-15 mos.) <input checked="" type="checkbox"/> Begins to run stiffly (16-18 mos.) <input checked="" type="checkbox"/> Walks into ball (18-24 mos.) <input checked="" type="checkbox"/> Climbs onto and down from furniture unsupported (16-24 mos.) <input checked="" type="checkbox"/> Walks up and down stairs holding on to support (18-24 mos.)	Comments/Observations
	Hand and Finger Skills <input checked="" type="checkbox"/> Scribbles spontaneously (14-16 mos.) <input checked="" type="checkbox"/> Turns over container to pour out contents (12-18 mos.) <input checked="" type="checkbox"/> Building tower of four blocks or more (20-24 mos.)	
	Language <input checked="" type="checkbox"/> Points to objects or picture when it's named for them (18-24 mos.) <input checked="" type="checkbox"/> Recognizes names of familiar people, objects, and body parts (18-24 mos.) <input checked="" type="checkbox"/> Says several single words (15-18 mos.) <input checked="" type="checkbox"/> Uses two word sentences (18-24 mos.) <input checked="" type="checkbox"/> Follows simple one step instructions (14-18 mos.) <input checked="" type="checkbox"/> Repeats words overheard in conversations (16-18 mos.)	
	Cognitive <input checked="" type="checkbox"/> Finds objects even when hidden under two or three covers <input checked="" type="checkbox"/> Begins to sort shapes and colors (20-24 mos.) <input checked="" type="checkbox"/> Begins make-believe play (20-24 mos.)	
	Social <input checked="" type="checkbox"/> Imitates behavior of others, especially adults and older children (18-24 mos.) <input checked="" type="checkbox"/> Increasingly enthusiastic about company or other children (20-24 mos.) <input checked="" type="checkbox"/> Demonstrates increasing independence (18-24 mos.) <input checked="" type="checkbox"/> Begins to show defiant behavior (18-24 mos.) <input checked="" type="checkbox"/> Episodes of separation anxiety increase toward midyear, then fade	
	Total % of skills accomplished	

Child's Name: Alec

DOB: 01/21/17

Age: 24 months and 1 week

Developmental Checklist – 12 to 24 months

%		
	<p>Movement</p> <p><input checked="" type="checkbox"/> Walks alone (12-16 mos.)</p> <p><input type="checkbox"/> Pulls toys behind him while walking (13-16 mos.)</p> <p><input type="checkbox"/> Carries large toys or several toys while walking (12-15 mos.)</p> <p><input checked="" type="checkbox"/> Begins to run stiffly (16-18 mos.)</p> <p><input checked="" type="checkbox"/> Walks into ball (18-24 mos.)</p> <p><input type="checkbox"/> Climbs onto and down from furniture unsupported (16-24 mos.)</p> <p><input type="checkbox"/> Walks up and down stairs holding on to support (18-24 mos.)</p>	<p>Comments/Observations</p>
	<p>Hand and Finger Skills</p> <p><input checked="" type="checkbox"/> Scribbles spontaneously (14-16 mos.)</p> <p><input checked="" type="checkbox"/> Turns over container to pour out contents (12-18 mos.)</p> <p><input checked="" type="checkbox"/> Building tower of four blocks or more (20-24 mos.)</p>	
	<p>Language</p> <p><input checked="" type="checkbox"/> Points to objects or picture when it's named for them (18-24 mos.)</p> <p><input checked="" type="checkbox"/> Recognizes names of familiar people, objects, and body parts (18-24 mos.)</p> <p><input checked="" type="checkbox"/> Says several single words (15-18 mos.)</p> <p><input checked="" type="checkbox"/> Uses two-word sentences (18-24 mos.)</p> <p><input checked="" type="checkbox"/> Follows simple one step instructions (14-18 mos.)</p> <p><input checked="" type="checkbox"/> Repeats words overheard in conversations (16-18 mos.)</p>	
	<p>Cognitive</p> <p><input checked="" type="checkbox"/> Finds objects even when hidden under two or three covers</p> <p><input checked="" type="checkbox"/> Begins to sort shapes and colors (20-24 mos.)</p> <p><input checked="" type="checkbox"/> Begins make-believe play (20-24 mos.)</p>	
	<p>Social</p> <p><input checked="" type="checkbox"/> Imitates behavior of others, especially adults and older children (18-24 mos.)</p> <p><input checked="" type="checkbox"/> Increasingly enthusiastic about company or other children (20-24 mos.)</p> <p><input checked="" type="checkbox"/> Demonstrates increasing independence (18-24 mos.)</p> <p><input checked="" type="checkbox"/> Begins to show defiant behavior (18-24 mos.)</p> <p><input checked="" type="checkbox"/> Episodes of separation anxiety increase toward midyear, then fade</p>	
	<p>Total % of skills accomplished</p>	

Child's Name: Lizzie

DOB: 9/10/16 Age: 28 months

Developmental Checklist – 24 to 36 months

%		Comments/Observations
	Movement <input checked="" type="checkbox"/> Climbs well (24-30 mos.) <input checked="" type="checkbox"/> Walks down stairs alone, placing both feet on each step (26-28 mos.) <input checked="" type="checkbox"/> Walks up stairs alternating feet with support (24-30 mos.) <input checked="" type="checkbox"/> Swings leg to kick ball (24-30 mos.) <input checked="" type="checkbox"/> Runs easily (24-26 mos.) <input checked="" type="checkbox"/> Pedals tricycle (30-36 mos.) <input checked="" type="checkbox"/> Bends over easily without falling (24-30 mos.)	
	Hand and Finger Skills <input checked="" type="checkbox"/> Makes vertical, horizontal, circular strokes with pencil or crayon (30-36 mos.) <input checked="" type="checkbox"/> Turns book pages one at a time (24-30 mos.) <input checked="" type="checkbox"/> Builds a tower of more than six blocks (24-30 mos.) <input checked="" type="checkbox"/> Holds a pencil in writing position (30-36 mos.) <input checked="" type="checkbox"/> Screws and unscrews jar lids, nuts, and bolts (24-30 mos.) <input checked="" type="checkbox"/> Turns rotating handles (24-30 mos.)	
	Language <input checked="" type="checkbox"/> Recognizes and identifies almost all common objects and pictures (26-32 mos.) <input checked="" type="checkbox"/> Understands most sentences (24-40 mos.) <input checked="" type="checkbox"/> Understands physical relationship (on, in, under) (30-36 mos.) <input checked="" type="checkbox"/> Can say name, age, and sex (30-36 mos.) <input checked="" type="checkbox"/> Uses pronouns (I, you, me, we, they) (24-30 mos.) <input checked="" type="checkbox"/> Strangers can understand most of his/her words (30-36 mos.)	
	Cognitive <input checked="" type="checkbox"/> Makes mechanical toys work (30-36 mos.) <input checked="" type="checkbox"/> Matches an object in his hands or room to a picture in a book (24-30 mos.) <input checked="" type="checkbox"/> Plays make-believe with dolls, animals, and people (24-36 mos.) <input checked="" type="checkbox"/> Sorts objects by color (30-36 mos.) <input checked="" type="checkbox"/> Completes puzzles with three or four pieces (24-36 mos.) <input checked="" type="checkbox"/> Understands concept of "two" (26-32 mos.)	
	Social/Emotional <input checked="" type="checkbox"/> By 3, separates easily from parents <input checked="" type="checkbox"/> Expresses a wide range of emotions (24-36 mos.) <input checked="" type="checkbox"/> Objects to major changes in routine (24-36 mos.)	
	Total % of skills accomplished	

(Pictures included/attached of hand-written checklists w/ notes and comments. +some notes from journal taken. Journal notes include- anecdotal records, time samples, frequency charts, etc.)

Lacking/
problem area

Child's Name: DOB: Age: (Mos/Yrs)

Alec 01/21/17
Developmental Checklist - 12 to 24 months

%		Comments/Observations
	Movement <input checked="" type="checkbox"/> Walks alone (12-16 mos.) <input checked="" type="checkbox"/> Pulls toys behind him while walking (13-16 mos.) <input checked="" type="checkbox"/> Carries large toys or several toys while walking (12-15 mos.) <input checked="" type="checkbox"/> Begins to run stiffly (16-18 mos.) <input checked="" type="checkbox"/> Walks into ball (18-24 mos.) <input checked="" type="checkbox"/> Climbs onto and down from furniture unsupported (16-24 mos.) <input checked="" type="checkbox"/> Walks up and down stairs holding on to support (18-24 mos.)	walks alone, however is uneasy/ unsure and wobbles often. Always sits and uses bottom to scoot along area uneven or to scoot down stairs. Falls when tries to carry too many toys.
	Hand and Finger Skills <input checked="" type="checkbox"/> Scribbles spontaneously (14-16 mos.) <input checked="" type="checkbox"/> Turns over container to pour out contents (12-18 mos.) <input checked="" type="checkbox"/> Building tower of four blocks or more (20-24 mos.)	sits and holds crayon or brush making spontaneous scribbles. Turns over containers often in sensory bin. enjoys filling & dumping. struggles keeping balance enough to stack.
	Language <input checked="" type="checkbox"/> Points to objects or picture when it's named for them (18-24 mos.) <input checked="" type="checkbox"/> Recognizes names of familiar people, objects, and body parts (18-24 mos.) <input checked="" type="checkbox"/> Says several single words (15-18 mos.) <input checked="" type="checkbox"/> Uses two word sentences (18-24 mos.) <input checked="" type="checkbox"/> Follows simple one step instructions (14-18 mos.) <input checked="" type="checkbox"/> Repeats words overheard in conversations (16-18 mos.)	often states objects in Spanish Alec is soft spoken so more quiet but does talk. Especially when spoken to or sparked conversation. Approaches myself or other adults and speaks in short sentences, often in Spanish. Obv. comprehends English although as he follows instructions well.
	Cognitive <input checked="" type="checkbox"/> Finds objects even when hidden under two or three covers <input checked="" type="checkbox"/> Begins to sort shapes and colors (20-24 mos.) <input checked="" type="checkbox"/> Begins make-believe play (20-24 mos.)	in center play enjoys playing w/ shapes and manipulates, understands color & shape. Will approach and begin make believe w/ baby dolls.
	Social <input checked="" type="checkbox"/> Imitates behavior of others, especially adults and older children (18-24 mos.) <input checked="" type="checkbox"/> Increasingly enthusiastic about company or other children (20-24 mos.) <input checked="" type="checkbox"/> Demonstrates increasing independence (18-24 mos.) <input checked="" type="checkbox"/> Begins to show defiant behavior (18-24 mos.) <input checked="" type="checkbox"/> Episodes of separation anxiety increase toward midyear, then fade	Enjoys imitating during music time and having parades. Each visit/ time I observe. Alec is a little more open/ willing to share enjoyment w/ others. Always excited to see family or nanny. Very independent. Doesn't enjoy when others have something he wants - shows defiant beh.
	Total % of skills accomplished	

- sits down to crawl over rocks, through mud, and even inside on steps/step or uneven ground at all.
- Doesn't talk often, unless approached or asked questions.
- when he does start conv. it's 80% of time in Spanish.

Child's Name: **Madison** DOB: **01/31/18** Age: (Mos/Yrs)

Walking / Problem Area

Developmental Checklist - 12 to 24 months

%		Comments/Observations
	Movement <input checked="" type="checkbox"/> Walks alone (12-16 mos.) <input checked="" type="checkbox"/> Pulls toys behind him while walking (13-16 mos.) <input checked="" type="checkbox"/> Carries large toys or several toys while walking (12-15 mos.) <input checked="" type="checkbox"/> Begins to run stiffly (16-18 mos.) <input checked="" type="checkbox"/> Walks into ball (18-24 mos.) <input checked="" type="checkbox"/> Climbs onto and down from furniture unsupported (16-24 mos.) <input checked="" type="checkbox"/> Walks up and down stairs holding on to support (18-24 mos.)	Although possibly emotionally shy, Madison doesn't struggle when it comes to gross motor. Walks, runs, throws, kicks, claps, and jumps. Climbs outdoors, indoors and with toys in arm.
	Hand and Finger Skills <input checked="" type="checkbox"/> Scribbles spontaneously (14-16 mos.) <input checked="" type="checkbox"/> Turns over container to pour out contents (12-18 mos.) <input checked="" type="checkbox"/> Building tower of four blocks or more (20-24 mos.)	During art time - enjoys holding utensil and making scribble marks on page. Uses fine motor skills to flip up & pour out container. Stacks blocks well w/out help.
	Language <input checked="" type="checkbox"/> Points to objects or picture when it's named for them (18-24 mos.) <input checked="" type="checkbox"/> Recognizes names of familiar people, objects, and body parts (18-24 mos.) <input checked="" type="checkbox"/> Says several single words (15-18 mos.) <input checked="" type="checkbox"/> Uses two word sentences (18-24 mos.) <input checked="" type="checkbox"/> Follows simple one step instructions (14-18 mos.) <input checked="" type="checkbox"/> Repeats words overheard in conversations (16-18 mos.) repeats words in 1 on 1 conversation.	Doesn't follow instruction or respond often when spoken to in the class or group setting. Has a hard time listening to book @ circle time. Points to pictures or objects when sitting circle or actively engaged - more 1 on 1.
	Cognitive <input checked="" type="checkbox"/> Finds objects even when hidden under two or three covers <input checked="" type="checkbox"/> Begins to sort shapes and colors (20-24 mos.) <input checked="" type="checkbox"/> Begins make-believe play (20-24 mos.) - often exploring on her own - wanders around speaking softly.	Enjoys playing with others. Often stands & watches, then wants to participate. Struggles w/ puzzles, colors & shapes. Plays make believe - doesn't start it.
	Social <input checked="" type="checkbox"/> Imitates behavior of others, especially adults and older children (18-24 mos.) <input checked="" type="checkbox"/> Increasingly enthusiastic about company of other children (20-24 mos.) <input checked="" type="checkbox"/> Demonstrates increasing independence (18-24 mos.) <input checked="" type="checkbox"/> Begins to show defiant behavior (18-24 mos.) <input checked="" type="checkbox"/> Episodes of separation anxiety increase toward midyear, then fade	All thing Madison does - is imitates others. Often following behind peers closely and then as she goes to participate by imitation - they run off / change activity. Truly doesn't ever protest / show defiance.
	Total % of skills accomplished	

- mumbles: often doesn't speak clearly or even speaks "baby talk"
- Tries to approach peers and is often 'ignored'. Whether it be frustration as they're older & can't understand her or don't want to play or same age / younger they just don't understand.
- Approaches other more frequently as time goes on
- often teachers refer to her as being "in la-la land" or "her own world" - has trouble listening / focusing / following instr. However, if you get down on her level & speak to her @ eye level - she responds a lot more focused.
- Madison can, but whether she will or wants to is really all on her own time or 'up to her'.

Lizzie

9/10/16

Developmental Checklist - 24 to 36 months

%		Comments/Observations
	Movement <input checked="" type="checkbox"/> Climbs well (24-30 mos.) <input checked="" type="checkbox"/> Walks down stairs alone, placing both feet on each step (26-28 mos.) <input checked="" type="checkbox"/> Walks up stairs alternating feet with support (24-30 mos.) <input checked="" type="checkbox"/> Swings leg to kick ball (24-30 mos.) <input checked="" type="checkbox"/> Runs easily (24-26 mos.) <input checked="" type="checkbox"/> Pedals tricycle (30-36 mos.) <input checked="" type="checkbox"/> Bends over easily without falling (24-30 mos.)	Runs around confidently and independently. Is the first up and down the stairs, as she doesn't sit anymore like peers. Enjoys kicking and throwing balls outside. Bends and lifts easily. No tricycles @ Temple - although Ms. D says Lizzie doesn't struggle in the physical aspect.
	Hand and Finger Skills <input checked="" type="checkbox"/> Makes vertical, horizontal, circular strokes with pencil or crayon (30-36 mos.) <input checked="" type="checkbox"/> Turns book pages one at a time (24-30 mos.) <input checked="" type="checkbox"/> Builds a tower of more than six blocks (24-30 mos.) <input checked="" type="checkbox"/> Holds a pencil in writing position (30-36 mos.) <input checked="" type="checkbox"/> Unscrews and unscrews jar lids, nuts, and bolts (24-30 mos.) <input checked="" type="checkbox"/> Turns rotating handles (24-30 mos.)	Enjoys art activities highly. Whether it be painting, coloring, etc - makes more adv strokes than peers. Turns 1 page @ a time showing me books before nap. Manipulative play shows good fine motor skills.
	Language <input checked="" type="checkbox"/> Recognizes and identifies almost all common objects and pictures (26-32 mos.) <input checked="" type="checkbox"/> Understands most sentences (24-40 mos.) <input checked="" type="checkbox"/> Understands physical relationship (on, in, under) (30-36 mos.) <input checked="" type="checkbox"/> Can say name, age, and sex (30-36 mos.) <input checked="" type="checkbox"/> Uses pronouns (I, you, me, we, they) (24-30 mos.) <input checked="" type="checkbox"/> Strangers can understand most of his/her words (30-36 mos.)	Recognizes and states/repeats all common objects. Likes to "take charge" and often mimicks or "pretends" teacher. When asked will tell you everything about herself possible. Uses pronouns, understands physical relationship, and has no problem vocally expressing
	Cognitive <input checked="" type="checkbox"/> ? Makes mechanical toys work (30-36 mos.) <input checked="" type="checkbox"/> Matches an object in his hands or room to a picture in a book (24-30 mos.) <input checked="" type="checkbox"/> Plays make-believe with dolls, animals, and people (24-36 mos.) <input checked="" type="checkbox"/> Sorts objects by color (30-36 mos.) <input checked="" type="checkbox"/> Completes puzzles with three or four pieces (24-36 mos.) <input checked="" type="checkbox"/> Understands concept of "two" (26-32 mos.)	? I'm sure she can walk. Although, Temple being more regio they don't really have "mechanical" toys/tools. Matches objects around to pictures in books read throughout day. Enjoys playing make believe w/ others - takes charge / sets rules.
	Social/Emotional <input checked="" type="checkbox"/> By 3, separates easily from parents <input checked="" type="checkbox"/> Expresses a wide range of emotions (24-36 mos.) <input checked="" type="checkbox"/> Objects to major changes in routine (24-36 mos.)	Separates from parents and even brother next door easily. Doesn't struggle seeing him outside or in hall. Expresses range of emotions frequently.
	Total % of skills accomplished	Doesn't like change in schedule or when a teacher is out / absent. knows when things are done differently and states so out loud.

- Very energetic and intelligent.
- Struggles to sit & focus because being oldest in the class - more advanced & often bored w/ material or more quickly than peers
- Repeats everything. is Always listening, even when you don't think she can hear you.
- plays w/ tools/materials 5-10 min & is ready to move on. Fine and gross motor skills are high.

Maddison

Time Sample

2/28

10:49

Interact w/ others

||||

- Legos (girl) - took away (10:50:51)
- Fight w/ Wizzie (10:51)
- Takes girl's hands (10:51)
- Ms. T. grabs hand (10:53)

Interact w/ object

||||

Interact w/ toys

||||

- Legos (10:51)
- Ring (10:51) (x2)
- Ball

watched others

||

- chair
- door
- floor
- piano
- chair (x2) 10:54

end 10:55

2/28 10:15 AM music

Destination Shushan

- Porum cream

"All aboard for Shushan"

- Porum mask

- Porum costume

- Porum greger (creeper)

Herein

- Porum ham-on tashen

10:24 - Porum parade.

gregrs - tambones -

Caitan wanted to be carried -

Lizite 10090 into

10:45 - ~~Somewhere~~ Hail for kids to run -

Lizite got green ring & threw up

in air - ms. T "please don't throw - to

many young kids! She throws again

3x I walk over & talk w/ her -

were not throwing it (I explain) -

Madison Time Sample 2/28

10:49 interact w/ others

||||

||||

interact w/ toys

• Vagos light - took away (10:38)

• Fight w/ Vagos (10:38)

• Takes girls hands (10:51)

• ms. T. gregrs hand (10:53)

interact w/

object

||||

||||

watched others

• Vagos (10:51) - long

• Kong (10:51) (x2)

• Bull

• chair - piano
• door - chair (x2) "sh"
• floor

end 10:55

* getting a lot more vocal -

less shy - more interactive

- tries to interact w/ peers but

struggles bc her "delay"

- speech - a little physically slower

3/7

9:45pm.

Free play - Lizzie took toy from Yoyo
i Ran away toward closet
corner. Yoyo chased after &
threw himself on floor. Lizzie
looked up @ me as I said "Lizzie" &
smiled/cocked. Waited 30 sec -
Lizzie sat on bench near Yoyo on looking
@ him - looked up @ me - handed
truck car to Yoyo.

mm - Friends lining up @ door to go to
Music - Maddison "I will go to
music!" - Runc over after set
down to door.

music - Lizzie confident on stairs
Alec stable ^{bear} crawls / uses hands to
stabilize

Maddison a little less conf. but
gaining confidence.

• Bang a march / parade - Lizzie
dancing around / running through
middle.

rice following along - marching /

tambourine.

maddison a little lost walking /

wondering around.

rice - walking around wondering
snorty.

maddison 10:20 - going through

snakes - trying to open & close

drawers -

10:40 poleman Hill -

friends running back & forth -

counting down - caution count to 20.

maddison taking hand of friends
to run back & forth.

playing w/ doors -

wizzie laid on floor the whole time -

inc. class -

poem box

circle time - Danielle read story
& then watched little Blue

truck.

lunch - Taco, Rice, Fruit, & vegetables

10:25

12/24 - Lizzie stole box from Molly -
Didn't want to give back - threw

fit - Ariel hit in face. Screams!
Runs to door "I want daddy"

10:40 Ariel apologize - Lizzie wanted hug

10:40 Madison playing in kitchen -
laying out toys. Pongpong -

I walk over & sit up chairs &
friends come to play. Gaia feeding

10:43 Madison - & sipping from cup.
starts pushing table/chairs
towards middle.

Gaia - puts hand on - "no"

~~outside~~ 11:00-11:40.

Throws ball w/ Benny & Leah

Madison sits inside push cart -

Can't step down - sits down & turns

- very uneasy/unsettled

observes peers close by = will

wake up to try something -

asks for affirmation/confirmation.

If someone interacts/comm.

then she has a lot better of
a chance staying @ the activity
longer. - swinging w/ friends,
pushing cars w/ friends

12:50 pick up by nanny -
Madison "I don't want to - I want to
stay. I want to stay."

Is enjoying being w/ friends @
school. After 1-2 min: ready to
leave.

(Baby brother Blake @ home)