

Purpose:

TPE: 5.5 P

After the completion of this project, teacher candidates should:

- Know and understand children's and adolescents' characteristics and needs.
- Know and understand the multiple influences on development and learning.
- Be able to use developmental knowledge to create healthy, respectful, supportive, and challenging learning environments.
- Know and understand cultural and contextual influences on development.
- Know and understand the similarities between children and families of different cultures, and the variations that occurs within cultures.

You will write a paper 10-page paper, not including title and references pages, (see templates provided in Canvas) which carefully describes the child's or adolescent's behavior and discusses that behavior in terms of child development. This project should reflect information you have learned in EDU 251, Summer 2017.

This case study will give the reader a detailed description of the child as viewed by you, the writer, with respect to developmental areas listed below. Your report should be an objective evaluation using information gathered from direct observation and activities. You will supplement this information with facts provided by the family or caregiver. Examples of objective reporting are: "The mother reports John feels more secure when he sleeps with his teddy bear," or "The caregiver stated that Jenny shares her crayons at the art table with any child who needs crayons," or "The father reported that Jose has made many more friends in high school than in middle school."

It is of utmost importance that you reference the text (e.g., Woolfolk & Perry, 196) and any other journal articles or research that you have conducted to support statements in your case study report. **Be as thorough as possible with the data available to you. Try to include as much factual data as you can to "paint" a comprehensive picture of the child.**

Below are headings and ideas for the content of your final case study paper.

Part I: Introduction

Give the child's name (use a pseudonym), age, family make up, and a brief description of his/her physical appearance. If you can find out, describe the child's environment at home and/or at school. Identify the socioeconomic status of the child's family. Tell why you have chosen this child. See the sample paper (in Canvas) for other areas you may include, as appropriate to your participant.

Part II: Physical and Motor

Begin to write about your participant's large and small muscle development and how this compares to the norms of his age? Discuss observations about both large and small motor areas. Give any background about your participant's health, nutrition, rest habits, and physical skills. Give a description in detail about your participant's physical growth. Compare the child to the norms for children/adolescents his/her age (remember to reference your text (e.g. Woolfolk & Perry, 196).

Part III: Cognitive

What evidence do you see of learning? Are there specific areas that are strengths? Areas needing improvement? Give examples of the child's language development. Understanding of language? How does she express herself? Written language? Reading? What activities interest him and how does he choose activities? Compare child to the norms for children this age, referencing your text.

Part IV: Social/Emotional

Socio-emotional How does the child interact with other children, family, relatives, siblings, etc.? How does the child share, solve problems that arise with others, feel about himself? Is the child generally happy or unhappy; secure or insecure; stressed or relaxed? How do you know? Give examples of behaviors observed. What signs have you observed of appropriate or poor emotional adjustment?

Part V: Family home factors:

What family conditions affect this child? Size of the family? Family members present in the home? Marriage status of parents or guardians? Any unusual conditions that will affect this child's development? Information may be obtained from the caregiver and/ or parent. Summary Summarize the most important points regarding this child. On the basis of facts and your observations, what do you feel are the important factors influencing the child and his/her behavior? (This is the only section where subjective statements are allowed!)

You will also want to “thread” the following information throughout your paper:

1. How did you establish a relationship with the child's family? What approaches did you take to better understand the child's family, their community, values and culture? If your initial approaches were not successful, discuss how you modified your efforts.
2. What did you learn about the child's family and community and how did you learn it?
3. Discuss what you learned about the family and community factors that might impact the child's development and learning? What did you learn from the family? What did you learn from other sources? Were you informed by any family theory or research?
4. What insights into the child's developmental and learning needs did you gain from your relationship with the child's family; and, the immediate and long-term developmental goals the family has for the child?
5. What informal and formal observation, documentation, and assessment strategies and tools did you use in order to better understand the child's development and learning needs? In your response to this question, make sure that you explain why you selected each observation, documentation, and assessment approach that you used, and why you elected not to use other tools or approaches.
6. What did you learn about the child's developmental and learning need? Based on your use of informal and formal observation, documentation, and assessment approaches, describe the child's development related to each of these five domains: physical, social, emotional, cognitive, and language development.

7. What are two immediate developmental goals that make sense for this child? Based on your study of the child and your relationship with the child's family, identify and present a rationale for two of the child's most immediate developmental needs that can be supported in the early childhood program setting.

8. What actions will you take to begin to promote positive development and challenge the child to gain new competencies in each of the two areas that you have identified? Describe immediate and long-term actions you will take to help the child meet each of the two goals you have selected. In your response to this question, make sure that you explain what standards, best-practices, and developmental research and principles you are using as a basis for your actions. What research supports the importance of creating assessment partnerships?

Guidelines for implementation/working with your participant:

1. Secure permission) from the child's or adolescent's parent/guardian verifying you are allowed to observe and interact with their son or daughter. **Be sure permission form is signed prior to conducting the activities with the subject.**
2. You will be conducting some activities with your participant based on some of the theories and models we will be learning about in class. We will discuss sample activities during the class sessions.
3. Organize your notes prior to your visit (your notes should be designed in a user friendly format, such as a chart, to facilitate easy documentation of anticipated behaviors—make sure to also leave space for unanticipated behaviors). Remember you are looking for evidence of examples of ***cognitive, social/emotional and physical and motor development***. Possible items to look for but are not limited to could be egocentrism, language development, pretend play, theory of mind, object permanence, examples of pre-conventional moral development, and issues of psychosocial development up to the elementary school stage.
 - You should prepare your age appropriate activities and necessary equipment prior to meeting with your participant.
 - ✓ We will discuss acceptable activities in class.
4. Conduct your pre-planned activities with the subject.
 - Assuming that everything the child or adolescent does has meaning, you will want to try to take complete note of everything the child or adolescent says and does. As well as, everything that is said or done to the child or adolescent and every gesture, facial expression or movement he or she makes. Be sure to describe the participant's behaviors and not just the results of the activities.
 - You should be unbiased and remain uninfluenced by your attitudes and opinions when observing. Do not be judgmental or condemnatory. Simply record your observations.

AS A REMINDER, WE WILL BE TALKING ABOUT EACH PART OF THIS CASE STUDY IN CLASS. PLEASE DO NOT MOVE FORWARD BEFORE YOU'VE RECEIVED MY INPUT. THE GOAL IS TO ENSURE THAT YOU ARE LEARNING AND ON THE RIGHT TRACK WITH THIS PROJECT.

PERMISSION FORM

Parent or guardian of _____,
(name of Participant)

I have read the description of the **Child Development Case Study** academic project, as part of the EDUC 251 Child and Adolescent Development course, and I give _____ permission to complete the **Child Development Case Study** with my child/adolescent _____.

Furthermore, I understand that the intention of this project is to illustrate general development trends and not to assess the individual ability of any child. My child/adolescent will not be identified by name in the final report. I understand that I may be present during the activities if I wish.

Parent/Guardian Signature
