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## **Child Study**

### **Physical**

The physical domain is Tyler's strongest. He breezed through the checklist with very few problems. Tyler enjoys outdoor activities such as climbing, running, and bicycling. This is the area that could be used to help improve in his areas of weakness.

### **Social**

Tyler is easily able to join in play with his friends. He can act as both a leader and a follower. He can engage in pretend play and has an active imagination. The area Tyler needs work on is when he has a discrepancy with one of his peers. He often requires a teacher to step in to solve his problems.

### **Cognitive**

Tyler had some problems with the cognitive development area. This is not because he is cognitively low. It is because of his short attention span. Tyler quickly becomes uninterested in the task at hand. Tyler could be enticed to complete cognitive tasks by being given rewards after their completion.

### **Strengths**

- Tyler is good at interacting with others children.
- He has good hand eye coordination.
- He is good at physical activities.
- He is good at communicating when he needs something.

### **Needs**

- Tyler has a lot of trouble sitting still.
- He has trouble following several directions at once.
- He has trouble talking at an appropriate level.

### **Using Strengths to Help Weakness**

Louisa Oliver, the cooperating teacher, could have Tyler follow a list of directions in the physical domain. While doing this it is important to be enthusiastic and reinforce Tyler for listening to the directions. By getting Tyler to follow several directions outside he is getting used to following a list of directions. After being successful several times outside she could try to get Tyler to follow several directions inside the classroom.

Tyler is good at communicating what he needs, but often does it with a loud voice. Instead of correcting Tyler when he asks for things too loudly he should be reinforced when he asks for things at an appropriate level.

Tyler has a great deal of trouble sitting still. However, he is good at interacting with classmates. In order to help him sit still Louisa could get Tyler to make something with a friend. He enjoys interacting with others by coupling him with another student who sits calmly. He will see what they are doing and hopefully model their behavior.

### **Differentiation for Student**

Tyler would benefit from more one on one time with the teacher. Since he is distracted easily I think one on one interaction in a quiet secluded part of the room would take away distractions. This could be the time she works on getting Tyler to listen and retell stories.

### **Why the Actions are Necessary**

All these actions are appropriate to help Tyler's education. He is a bright child whose mind tends to wander easily. By eliminating distractions from his environment he is more likely to succeed.

### **Reflection**

From this child study I have learned how to create check lists for the physical, cognitive, and social domain. I have also learned how to observe and administer the tasks

on my checklist. After these things were completed I learned how to use my data help me come up with ways to draw on the students strengths to help his weaknesses. I was able to come up with different ways to improve his educational journey through my study.

### **Comparison To Rest of Class**

Tyler is a bright energetic young boy. In comparison to the rest of his class he falls in all different areas. The rest of his class is able to quiet sit still during stories. Tyler fidgets and sometimes calls out loud. His attention span is among the shortest in the class. Cognitively he is able to complete most activities, however his attention span holds him back.

When it comes to physical activities Tyler one of the best in his class. He is able to easily completely all physical tasks for his age group. He highly enjoys this area.

With social interactions Tyler is somewhere in the middle. He gets along and plays with all the children in the class. He is able to act as both a leader and follower when interacting with others. Where he lacks compared to other students in his class is in solving his own discrepancies. Tyler often looks to an adult to solve his problems.

### **My Checklists for child study:**

#### **Physical:**

1. He/She is able to run. Yes
2. He/She can walk a straight line. Yes
3. Can cut paper in a straight line. Tyler had trouble holding the scissors. He was able to cut, but it took him a few minutes.
4. Can speak in an appropriate level and tone of voice for the classroom. Tyler frequently has trouble talking at an appropriate classroom level.
5. Can hold a pencil correctly. Yes

6. He/she can throw a ball. Yes
7. He/she can catch a ball. Yes
8. He/she can maneuver around obstacles. Yes
9. He/she can climb. Yes
10. He/she can ride a bicycle. Yes
11. He/she knows the difference between healthy and unhealthy foods. Yes, Tyler had some trouble with a few foods such as chicken and bread, but for the most part he could tell the difference.
12. Can walk backwards. Yes
13. Can hop on one foot. Yes
14. Can print a few capital letters. Yes Tyler was able to print a capital M and capital T.
15. Can draw crosses and squares. Yes, Tyler could draw a cross and square. However, his square was unproportionate.

**Social:**

1. Follow a series of simple directions. Tyler sometimes has trouble following several directions at once.
2. He/she can share toys. Tyler can share toys, but needs prompting.
3. Initiate or join in play with other children. Yes
4. He/she can get involved in dramatic play and act out scenes. Yes
5. Can explore ideas or fairness and good behavior. Yes
6. Can compare themselves with others. Yes, Tyler was hesitant to answer when other children were taller than him, but after a pause he got it.
7. Show friend preference for certain children. Yes, Tyler has a friend preference for Kayla and Brandon.
8. Show awareness of other people's feelings. Yes
9. Able to articulate wants and needs. Yes

10. Sometimes able to solve peer-to-peer discrepancies. Yes, but sometimes is a key word. Tyler often needs an adult to solve the problem.
11. Acts as a leader and a follower. Yes, Tyler usually acts as a leader, but does act as a follower at times.
12. Positive general outlook. Yes
13. Seeks adult approval over peer approval. Yes
14. Stronger sense of self. Yes
15. Emotionally able to handle change. Yes

**Cognitive:**

1. Can count to ten, recognize numbers, and place in numerical value order.  
Tyler is able to count to ten and place numbers in order, but when looking at them he sometimes forgets their names.
2. Can name eight basic colors and find them in the environment. Yes
3. Can place objects in order from smallest to largest or largest to smallest. Yes
4. Can write his/her name. Tyler is able to write the beginning T and y, but then he had some trouble with the other letters. He did draw an r, but it was out of place.
5. Can ask come up with and ask meaningful questions. Yes
6. Can name some rhyming words. Yes. Tyler named house and mouse and bat and cat.
7. Know his/her address. Tyler knows his street name, but not his state, city, or zip code.
8. Can draw a person with details. Yes, Tyler drew a person with arms, legs, a body, eyes, nose, mouth, and hair.
9. Can use plural and past tense language. Yes
10. Can retell a story. Tyler left out important parts while retelling the story.
11. Can understand comparatives such as loud, louder, and loudest. Yes

12. Can listen to long stories. Tyler has trouble sitting still and listening to stories.
13. Understand sequence words such as first, then, and finally. Yes
14. Can tell the difference between surface appearance(rough, smooth, flat). Yes
15. Can recite several nursery rhymes on own. Tyler had no idea what any nursery rhymes were.