

CHILD STUDY ONE: INFANTS AND TODDLERS

INFANTS AND TODDLERS ROUTINES

1. Daily routines

- Document the daily routine using the format below.
- Explain why is it important to ensure that the daily routine is predictable, but also flexible?
- Describe how the Educator/s accommodates individual routines of infants and toddlers.

Time	Activity/Routine: Mum has a routine mapped out but is very flexible.
6:30 – 7:00am	Wake up – Breastfeed
7:30 – 8:00am	Breakfast
8:00 – 9:30am	Play
9:30 – 12:00pm	Sleep
12:00 – 12:30pm	Lunch
12:30 – 14:30pm	Play
14:30 – 16:00pm	Sleep
16:00 – 17:00pm	Play
17:00 – 17:30pm	Dinner
18:00 – 19:00pm	Bath/Play
19:30pm	Bedtime routine – Song, breastfeed, bed.
	<p>Sam attends playgroup on Friday's with his siblings, therefore his usual routine is not followed on these days.</p> <p>By providing a routine that is predictable gives children a sense of security. They can start to predict the sequence and order of events that will occur through the day.</p> <p>However routines do need to be flexible as children do change and grow over time. One day Sam may need his morning nap and over the next few weeks he may not need a nap in the morning anymore.</p>

CHILD STUDY ONE: INFANTS AND TODDLERS				
INFORMATION SHEET				
Child's First Name: <u>Sam</u>		Age: _____ yrs <u>9</u> mths		
Length of time the child has been attending the service:				
Attendance Pattern				
Monday	Tuesday	Wednesday	Thursday	Friday
				✓
Routines				
Meals E.g. Bottles only, pureed food, solids		<i>Breastfeeding, solids, vegetables, family meals.</i>		
Comforters E.g., dummy, toy, blanket		<i>No comforters, cuddles from mum.</i>		
Settling Routine E.g. How they settle on arrival – cuddle, wave		<i>Stays with his mother during playgroup time.</i>		
Usual Sleep Times		<i>Mid –Morning Mid - Afternoon</i>		
Usual Sleep Routine E.g. comforters, patted, control crying		<i>No real routine. Sometimes being cuddles, breastfed or placed in the cot and patted.</i>		
Toileting E.g. nappies, toilet training		<i>Nappies</i>		
Child Interests: observe, ask staff, ask parents				
<i>Enjoys watching and observing older children. Placing objects in his mouth. Playing with balls.</i>				
Child Family Background (e.g. family structure, culture)				
<i>Sam is the youngest child in a family of 5. Leo is 5 years and Lily 3 years. Mum works casually and dad works fulltime. An Anglo-Saxon family.</i>				

CHILD STUDY ONE: INFANTS AND TODDLERS

Observation 1

Infants and toddlers make connections between experiences through the senses and movement. Complete the following observations sheets.

Provide two empty shoe boxes and a collection of coloured clothes pegs/small blocks etc. Observe the child exploring the materials.

Name: Sam

Setting: Playgroup

Age: 9 months

Date: XX.XX.XX

Observation: What did you see?

Lily (3 years) and Sam (9 months) saw the boxes on the floor. Lily was first to the boxes and opened them up to see what was inside. Sam made a quiet sound "Ah", raised his eyebrows and approached the boxes by crawling on hands and knees; He reached out to one box and swung the top flap to and fro. He did not look to see what was inside the box. He knocked the box to its side with his movements. Sam was then up on his knees and placing pressure on the box with his hands. The box was bending under the weight that Sam was placing on the box. Sam used his fingers to scratch the box. He then lifted up his hand and hit the box. Sam became distracted by Lily who has dressed up in some cloths and capes that were within the box. He watched intently as she ran about the room.

Sam went back to the box now lying on his tummy. He was able to see there were items inside the box. He reached out with his hand and grabbed a blue wooden clock. He brought it straight to his mouth. Sam then became distracted by another adult entering the room and dropped the block. He watched what the adult was doing and then returned to his box. Down on his tummy he reached in and grabbed a peg. He put it into his mouth and used his tongue to explore the peg.

What skills did the child use to explore?

Sam was exploring with his senses. Looking, touching, hearing and tasting. He was 'mouthing' the block and the peg. He was watching other people around him and looking at the boxes and items inside.

He was moving easily, crawling to explore another situation, Using his gross motor (crawling) and fine motor (scratching the box) skills.

CHILD STUDY ONE: INFANTS AND TODDLERS

Observation 2

Infants and toddlers make connections between experiences through the senses and movement. Complete the following observations sheets.

Provide two large cardboard boxes (one large enough for the child to fit into), a piece of soft fabrics (large enough to cover the larger box) and some soft toys – teddies, animals etc. Observe the child exploring the materials.

Name: Sam

Setting: Playgroup

Age: 9 months

Date: XX.XX.XX

Observation: What did you see?

I placed the large box on its side with the cloth draped over the top. Other box with the soft toys inside nearby.

Sam crawled towards the larger box and stopped to watch as an older child walked towards the box and sat inside. Sam raised his eyebrows and made a noise "Ah, Ah!" He then again started moving to the box. The other child noticed the box with the soft toys and went to explore that. Sam entered the box crawling and then set up and rocked to and fro. He saw the cloth that was draped on top and hanging down over the front. He reached up with his hands and pulled it down. It fell in front of him and on his lap "Oh it fell down," said his Mum. Sam looked up at her and babbled "Bub, bub, bub." Same then noticed the other child playing with toys from the other box. He started crawling out of the big box towards the other child still dragging the cloth behind him. He noticed the cloth was tangled in his legs. He stopped crawling and started pulling at the cloth. "Oh no, you are tangled Sam," said Mum. Sam babbled as if answering. Sam was able to manoeuvre his way out of the cloth and approach the soft toys. They were now on the ground scattered around the box. Sam picked one up, put it to his mouth and then threw it down.

What skills did the child use?

- *Mature crawling; quick and fluent.*
- *Is able to sit easily*
- *Pick up and throw objects*
- *Moves obstacles to get at desired toy*
- *Responds to his name*
- *Language skills; babbling, taking turns in talking with mum.*

CHILD STUDY ONE: INFANTS AND TODDLERS	
Evaluation Observation 1 & 2	
Infants and toddlers make connections between experiences through the senses and movement. With reference to Observations 1 & 2, answer the following questions.	
Explain how each experience supported the child's development	
Pegs and shoe boxes	<p><i>This experience offered much sensory exploration and information for Sam. He was able to watch and listen to the other people around him. Essential for movement and language learning.</i></p> <p><i>Picking up the different items and exploring their different textures and weights providing information for stimulating brain development.</i></p> <p><i>Learning cause and effect. Sam lifting his hand and making a banging noise and leaning on the box to have it buckle under his weight.</i></p> <p><i>By encouraging movement; both gross motor movement and fine motor movement.</i></p>
Cardboard boxes, fabric & soft toys	<p><i>Sam was able to work on his movement skills. Gross motor such as crawling and fine motor such as reaching out and picking up smaller toys. He had two more obstacles that were in his way leading to further cognitive development.</i></p> <p><i>He was watching and listening to others around him further developing his language skills.</i></p> <p><i>Providing cloths, cardboard and soft toys; all differently textured to stimulate brain development.</i></p>

CHILD STUDY ONE: INFANTS AND TODDLERS

Becoming Social Observation 3

Observe how the child responds to attention and/or affection from Educators or other children. What facial expressions, body language, sounds, words etc.

Name: Sam

Setting: Playgroup

Age: 9 months

Date: XX.XX.XX

Sam was being carried by his mother and given to another mother (Holly) at playgroup to hold. Holly said "Hello Sam," with a smile. Sam looked Holly directly in the eyes and smiled widely. He was sitting on Holly's lap watching both his mother and Holly as they were having a conversation. He would look at his mother as she spoke, then turned his head to watch Holly as she spoke. They were having a conversation about roosters. Holly started to sing "Cock-a-doodle-do" to Sam and bounce him on her knee. Again he looked directly at Holly, smiled broadly and reached his arm out to her face.

Interpretation: What can you say about the child's social development? You may need to refer to your notes on child development.

- *Sam seems secure in his attachment to his mother. He went to sit with Holly without fuss.*
- *Is able to respond to his name*
- *Is able to initiate interaction with caregiver through eye contact and smiling*
- *Sam is aware of familiar adults in the room*
- *Sam shows interest in others.*

CHILD STUDY ONE: INFANTS AND TODDLERS		
Autonomy and Choices Observation 4		
Complete the following observations over the next 3-5 days.		
Name: Sam	Setting: Playgroup	Age: 9 months
Date: XX.XX.XX		
What things do children consistently choose to do? (help with routines, self-help tasks, select own toys)		
Date	Time	What child does
xx.xx.xx	12:00	Sam cruising around on the floor, crawling. He is exploring and picking up toys and small objects on the floor. Happy to pick up small pieces of food that have fallen on the floor.
xx.xx.xx	13:00	Sam is having lunch. Mum is feeding him from a spoon but has provided him with a cucumber stick on his tray. He picks up the cucumber and chews on it. He drops it on the floor occasionally; mum returns to sit with him
xx.xx.xx	11:00	Sam is playing on the floor. Older children are playing around him. He will stop what he is doing regularly to watch what the other children are doing.
xx.xx.xx	11:15	Sam's mum is sitting on a chair in the room. Sam makes his way to his mum, sits up, puts his arms up and says "Ah, Ah, Ah!"
xx.xx.xx	10:00	Crawling towards box. Stopped to watch an older child enter the box.
xx.xx.xx	10:15	Another child was stacking blocks. Sam crawled over to the block stack, puts his arm over and knocked the stack over.
xx.xx.xx	10:30	Sam is sitting upright; he reaches out to grab a soft toy. Takes it directly to his mouth, puts it in his mouth and then throws it away.
xx.xx.xx	11:30	In his highchair, having lunch. Mum has given him bread with avocado spread. He picks up the food from his tray and puts it in his mouth. Another piece he drops on the floor.
xx.xx.xx	9:30	Families are arriving to playgroup. Sam is being carried by mum. Sam makes eye contact with the adults and smiles at them as his mum greets them with a smile and a hug.
xx.xx.xx	10:00	While playing Sam has discovered a tiny piece of Lego left by his big

		<i>brother. He picks it up with a refined pincer grip.</i>
<i>xx.xx.xx</i>	<i>10:05</i>	<i>Playing on the floor, exploring. Mum enters the room and sits in a chair. He crawls towards her lays down on his tummy and puts his mouth to her toes, which are wriggling for him.</i>
<i>xx.xx.xx</i>	<i>11:00</i>	<i>Sam is mouthing a toy. A wooden block. An older child approached Sam and took the block from his hand. Sam looked surprised and then began to cry.</i>
<p>What did you discover about the child's preferences/habits? How could you use this information to support the development of children's autonomy?</p> <ul style="list-style-type: none"> <i>Sam is happy to explore his environment around him. He will move easily about the room, notice new things that are surrounding him.</i> <i>Will often check that his Educator (mum) is nearby and let her know by gestures and noises that he needs her.</i> <i>Drops and pushes items to see effect e.g. food from high chair and pushing blocks.</i> 		

CHILD STUDY ONE: INFANTS AND TODDLERS

Language Sample Observation 5

Collect three language samples (verbal and/or non-verbal communication). If your child is not yet using single words or short phrases you should record how the child expresses feelings and how she/he makes her needs known. Ensure you document the context of where/when the language was spoken e.g. Tara entered the drama area and confidently explained to the three children "I'm going to be the mum and we're going to play families"

Name: *Sam*Setting: *Playgroup*Age: *9 months*Date: *XX.XX.XX*

Others Present: *3 other mothers with their infants/toddlers*

Observation

Sam was sitting in his high chair across the table from Holly, another mother. He started to babble, looked at Holly and waved his arm at her. Holly said "Hello Sam" and he smiled back.

Approached his mum, sat up, put his arms up and loudly said "Ah, Ah, Ah"

Same was tangled in a cloth. His mum said "Oh no you are tangled Sam." Sam looked at his mum and babbled "Da, Da, Da, Da"

Language Skills

- *Babbling*
- *Responding to name*
- *waving*

- *Shouting to attract attention*
- *Using gestures to indicate what he needs*

- *Babbling*
- *Responding to his name*

Interpretation: What did your observation tell you about the child's communication skills?

- *Sam is meeting his developmental milestones for language i.e. babbling, shouting to attract attention, responding to name, making appropriate gestures.*

What language skill might the child develop next?

- *Making conversation like sounds using vowels and consonants.*

CHILD STUDY ONE: INFANTS AND TODDLERS	
Developmental Summary	
Using point form, summarise what you have learned about your focus child.	
DEVELOPMENTAL SUMMARY	
Child's Name: <i>Sam</i> Age: <i>9 months</i> Date: <i>XX.XX.XX</i>	
Attendance Pattern: <i>Every Friday with Mum</i>	
Family Background: <ul style="list-style-type: none"> • <i>Liver with Anglo-Saxon family. Mum and Dad.</i> • <i>Siblings Leo (5 years) and Lily (3 years).</i> • <i>Close relationship with grandparents who live locally.</i> 	Child's Disposition and Interests: <ul style="list-style-type: none"> • <i>Easy temperament with a disposition that displays curiosity, enthusiasm and an interest in others.</i> • <i>Interested in people; both children and adults.</i> • <i>Interested in exploring the world around him.</i>
Self Help Development: <ul style="list-style-type: none"> • <i>Able to feed himself with finger food.</i> • <i>Able to hold spoon along with Educator feeding as well</i> 	Routines <ul style="list-style-type: none"> • <i>Routines have been provided by mum, but they are yet to be firmly established.</i> • <i>Has day sleeps when signs of tiredness.</i>
Motor Development: <ul style="list-style-type: none"> • <i>Raises self to sitting.</i> • <i>Reaches to grab toys.</i> • <i>Picks up and pokes small objects with thumb and finger.</i> • <i>Picks up and throws objects.</i> • <i>Uses hands to feed self.</i> • <i>Mature crawling.</i> • <i>Alerts peripheral vision.</i> • <i>Transfers object from hand to hand.</i> 	Social/Emotional Development/Separation <ul style="list-style-type: none"> • <i>Actively explores and plays when parent present, returning now and then for assurance and interaction.</i> • <i>No sign of separation anxiety from caregiver as she was present with Hugo during playgroup.</i>
Language Development: <ul style="list-style-type: none"> • <i>Responds to own name.</i> • <i>Shouts to attract attention.</i> • <i>Waving.</i> • <i>Babbling.</i> • <i>Enjoys songs.</i> 	Cognitive Development: <ul style="list-style-type: none"> • <i>Moves obstacles to get at toys.</i> • <i>Responds to name.</i> • <i>Makes gestures to communicate.</i> • <i>Drops toys to be retrieved, handed back then drop again.</i> • <i>Notices differences and shows surprise.</i> • <i>Listens with pleasure to sound and music.</i>

Reflection for future planning

What would be an appropriate skill/interest to work on with the child? Think about areas of development, routine tasks, self-help skills, interests etc. (List two areas.)

- *Build on Sam's interest of dropping items and knocking things down. Further develop Sam's cognitive skills.*
- *Build on Language and movement. He enjoys rhythmic songs and interactions with people.*

Describe how you might implement the above.

- *Play a game with blocks. Build up towers with Sam then encourage him to knock them down.*
- *Play a rhythmic lap game with Sam. Bounce Sam on lap whilst singing a song.*

INFANT AND TODDLERS Planning for Development Experience 1		
Name of Child: <i>Sam</i>	Age: <i>9 months</i>	Date: <i>XX.XX.XX</i>
<p>Description of Experience: (Note: experiences may include routine tasks, one-to-one interactions with the Educator such as singing, peek-a-boo etc, play experiences, story or game. You may include others in your planned experiences if appropriate)</p> <p><i>Play experience. Building blocks to knock them down.</i></p>		
<p>Location /Timing: <input checked="" type="checkbox"/> Indoors <input type="checkbox"/> Outdoors <input type="checkbox"/> Routine Tasks egg nappy change, hand washing, meals etc. <input type="checkbox"/> Spontaneous</p>		
<p>Resources to be used (if any):</p> <ul style="list-style-type: none"> <i>Wooden blocks: Songs "Build em up, Build em up, Build em up up up into the sky"</i> 		
<p>How the experience supports the child's development:</p> <ul style="list-style-type: none"> <i>Supports cognitive development – Cause and effect</i> <i>Movement development – hand eye coordination, gross motor</i> <i>Language development – Interacting with Educator, singing songs, talking about what is happening.</i> 		
<p>The Adult's Role: (For example, initiating, modelling, prompting, encouraging, playing alongside, giving directions, asking questions, extending, demonstrating etc.)</p> <ul style="list-style-type: none"> <i>Playing alongside, building bloc tower, initiating, prompting, demonstrating and encouraging.</i> 		
Supervisor's Signature:	Trainee's Signature:	
Date:	Date:	

Planning for Development: Infants and Toddlers

Evaluation of Experience: How did the child respond? Did the child respond as you anticipated? How did the child interact/communicate? Were the timing/environment/resources appropriate? Comment on the child's skills.

- *Sam watched as I sang and built the block tower. He was sitting nearby.*
- *He approached the tower as I was still building and put out his arm and hand.*
- *I asked him "Are you going to knock it down?" He looked at me and looked at the blocks and then pushed the tower over. I clapped and laughed and Sam looked up at me and smiled. We repeated the game a few times. Each time Sam became happier of his efforts.*
- *Sam easily moved to the block tower and used his eye/hand co-ordination to knock it over.*

Future Planning: Build on the experience/repeat the experience/ vary the experience? Work on a new skill/interest?

- *Build a few different towers around the room for Sam to find and knock over.*

Reflection on Your Role: Think about: your interactions with the child/how you supported the child/ how you managed the experience/what you did well/what you could work on for your own professional development/anything you might change/any unexpected outcomes/problems etc. Also think about: tone of voice/supervision /awareness of any safety issues etc.

- *My focus was on Sam playing around me. Talking to him and letting him know what I was doing. I built the tower and sang as I built. I think I did well in creating a joyful atmosphere in the playing of the game.*

Goal you can work on to improve your skills:

- *Become more flexible if things don't go to plan with the child. Move on to things that are of interest to the child.*

INFANT AND TODDLERS Planning for Development Experience 2		
Name of Child: <i>Hugo</i>	Age: <i>9 months</i>	Date:
<p>Description of Experience: (Note: experiences may include routine tasks, one-to-one interactions with the Educator such as singing, peek-a-boo etc. Play experiences, story or game. You may include others in your planned experiences if appropriate)</p> <p><i>Lap Game – Sit Sam on my lap facing me. Saying following poem as Sam bounces on knee. “Farther and mother and Uncle John rode to the Doctor, one by one. Father fell off, (slide Sam to one side), mother fell off (slide to other side) and Uncle John rode on and on and on and on”</i></p>		
<p>Location /Timing: <input type="checkbox"/> Indoors <input type="checkbox"/> Outdoors <input type="checkbox"/> Routine Tasks e.g. nappy change, hand washing, meals etc. <input checked="" type="checkbox"/> Spontaneous</p>		
<p>Resources to be used (if any):</p> <p><i>My lap and above rhyme</i></p>		
<p>How the experience supports the child’s development:</p> <p><i>Language – Through rhythm and rhyme.</i></p> <p><i>Body awareness – movement.</i></p> <p><i>Moving from side to side helping develop balance.</i></p> <p><i>Social/emotional – interaction with an adult, individual attention, boost to self-esteem.</i></p>		
<p>The Adult’s Role: (For example, initiating, modelling, prompting, encouraging, playing alongside, giving directions, asking questions, extending, demonstrating etc.)</p> <p><i>Initiating play by placing baby on lap.</i></p> <p><i>Demonstrating bouncing baby and saying rhyme.</i></p>		

Supervisor's Signature:

Trainee's Signature:

Date:

Date:

Planning for Development: Infants and Toddlers

Evaluation of Experience: How did the child respond? Did the child respond as you anticipated? How did the child interact/communicate? Were the timing/environment/resources appropriate? Comment on the child's skills.

Sam responded positively to the rhyme. He is quickly engaged with myself (a familiar educator) and displays enjoyment by smiling throughout the experience. He communicates with familiar adult by smiling and jiggling his body up and down on my lap as if to indicate more. He is developing confident social skills for his age and responded to non-verbal cues even as my expression on my face changed so did he opened eyes wide raising his eyebrows.

Future Planning: Build on the experience/repeat the experience/ vary the experience? Work on a new skill/interest?

Repeat this with Sam as he is always responding positively to one on one time. Also engage Sam in song and rhyme during routines particularly nappy change time

Reflection on Your Role: Think about: your interactions with the child/how you supported the child/ how you managed the experience/what you did well/what you could work on for your own professional development/anything you might change/any unexpected outcomes/problems etc. Also think about: tone of voice/supervision /awareness of any safety issues etc.

I was pleased how the experience went. I felt confident signing the rhyme and very familiar with the song so was able to use other expressions which really engaged Sam in a different way. The timing worked well within our daily routine. I would also like to learn a few more action rhymes so I can further engage Sam, although repetition is great for this age.

Goal you can work on to improve your skills:

Communicate my ideas more frequently with the team in the room before the experience.

CHILD STUDY TWO: PRESCHOOL CHILD

Task A: GATHERING INFORMATION PRESCHOOL CHILDREN

1. Observe and complete the questions on information sharing and relationships. **Use the proforma.**

TASK B: FOCUS CHILD PRESCHOOL OBSERVATIONS

Students are required to:

- At all times you must respect privacy and confidentiality policies of the service. Students **only** need to use the **first name of the child** in the documentation
- Select **one focus child** aged between 3-5yrs in consultation with the workplace supervisor
- Complete **all the information and observations** on the **same child**
- Prior to commencing this task **written parental permission** must be sought from the focus child's parent or guardian. **Use the letter proforma**

1. Gather information from the focus child's family through verbal communication and by giving them the Parent Information Sheet. Either complete the form with the parent or ask them to complete and return. **Use the Parent Information proforma.**

1. Utilising information from your Workplace Supervisor, workplace documentation, parents and observations, record the following information for your focus child e.g. Age, attendance pattern: days & hours, routine, needs, interests and family Background/Information. **Use the Information Sheet proforma**

2. Implement the documented experiences and complete the observations on your focus child. **Use the proformas.**

- a. The 7 Observations
- b. Developmental Summary

TASK C: FOCUS CHILD PRESCHOOL PLANNING

1. Your final task is to plan experiences to support the development of your focus child.

These experiences:

- Need to link to your focus child observations, Developmental summary, or reflections
 - Need to link to child's interest, strength or need identified
 - May include routine tasks, one-to-one interactions with the Educator such as singing, peek-a-boo etc, play experiences, story or game.
 - You may include others in your planned experiences if appropriate.
- a. Plan **two** experiences for your focus child over the week. **Use the Planning for Development**

proformas

- b. Present your experience plans to the Workplace Supervisor 24hrs prior to implementation for signed approval.
- c. Implement the **two** experiences and evaluate each experience

CHILD STUDY TWO: PRESCHOOL**TASK A: GATHERING INFORMATION PRESCHOOL CHILDREN**

1. Sharing Information and Developing Relationships

a. Sharing information

- i. Describe how the Educator gathers information about the child from the parent
- ii. Describe how the Educator communicates information about the child's care to the parent

b. Developing Relationships

Describe the strategies used by the service to develop and to support Educator:child relationships.

Some of the questions you may like to explore include:

- The process used by the service to orient the child and the parent to the service
- The strategies used to assist the Educator and the child to develop a close bond
- Does the service allocate a primary Educator for each child? How is this managed?
- How are the care needs of each child communicated between team members?
- Are there individual routines for each child?
- How are individual dietary requirements met for each child?
- If there are children from NESB how are their specific cultural needs met?
- How are special needs met? (if any)

CHILD STUDY TWO: PRESCHOOL

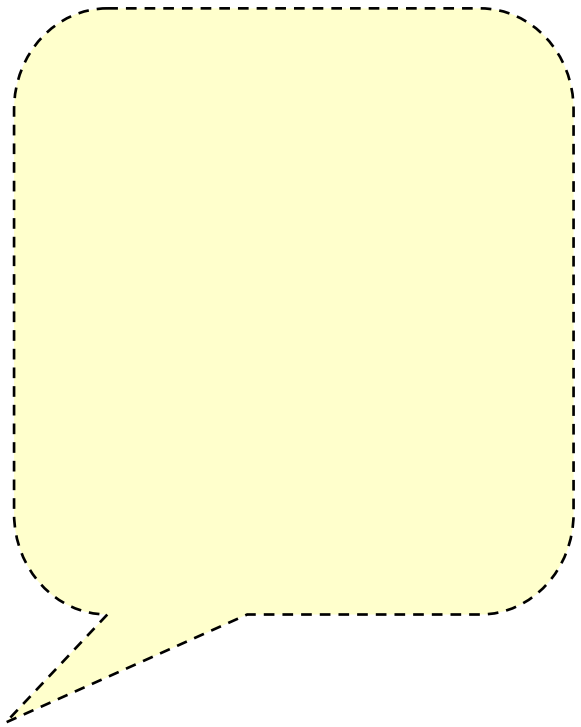
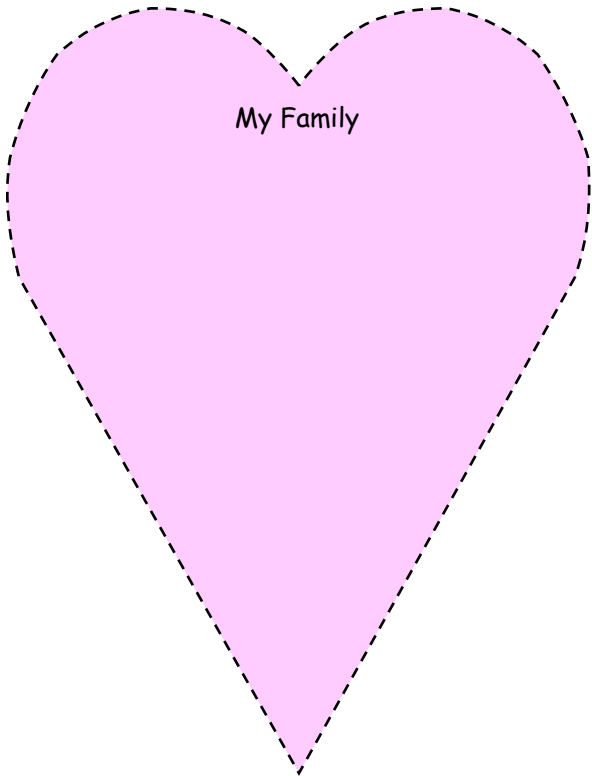
TASK B: PARENT INFORMATION SHEET

Dear Parent

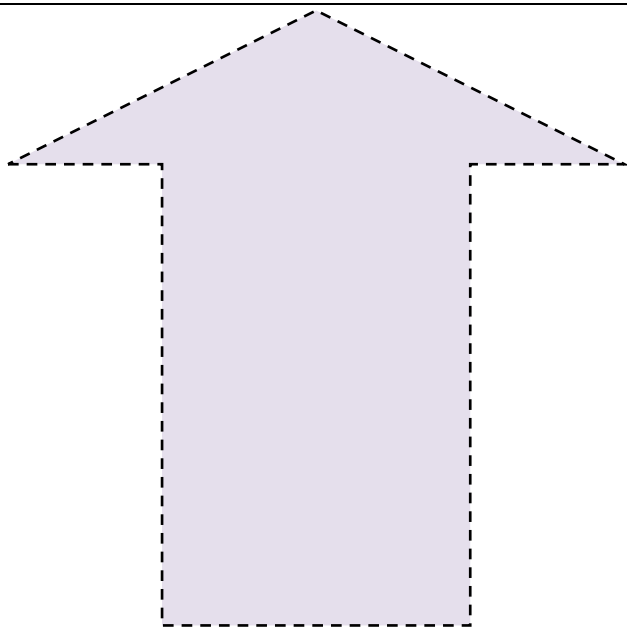
I am currently undertaking some workplace experience at the service. As part of my studies I am required to plan experiences to support children's development. So that I can get to know your child better could you please share some information with me?

Child's Name:

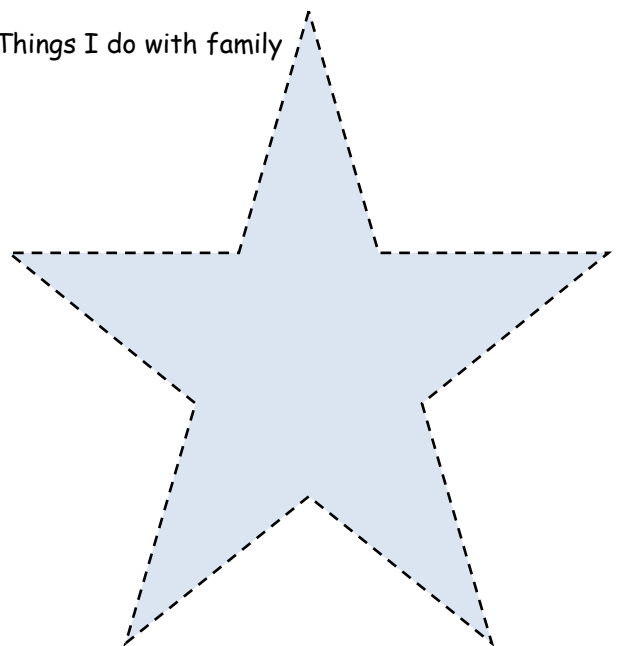
Date of Birth:



My favourite things



Things I do with family



<p>Things I'm learning to do</p>	
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CHILD STUDY TWO: PRESCHOOL				
TASK B: INFORMATION SHEET				
Child's First Name: <u>Jemma</u> Age: <u>4</u> yrs <u>9</u> mths				
Length of time the child has been attending the service: <u>9 months</u>				
Attendance Pattern				
Monday	Tuesday	Wednesday	Thursday	Friday
		✓	✓	
Routines				
Separation Routine How child separates on arrival –cuddle, wave etc		<i>Jemma separates happily from parents with a quick cuddle and kiss.</i>		
Self-Help Skills Dress/undress self Toilet self/wash/dry hands Manage spoon/fork Pour own drink		<i>Very capable with all self-help skills.</i>		
Usual Sleep Routine Does child usually have afternoon sleep? Comforters?		<i>No she doesn't have a day sleep, but will sometime</i>		
Self Expression Ability to communicate needs/wants		<i>Able to communicate articulately with both Educators and other children.</i>		
Play/Transitions Ability to make appropriate play choices Ability to manage transitions, follow directions		<i>Jemma enters play situations easily by herself and others. Follows directions easily and always anticipates transitions.</i>		
Child Interests: observe, ask child, ask staff, ask parents				
<i>Animals, dogs (Dad has a small dog, Ginger) observing nature, she likes bugs, flowers, craft and art.</i>				
Child Family Background (e.g. family structure, culture)				
<i>Lives primarily with Mum who is separated from Dad. Has two older sisters 7 and 8 years. Dad has care two days a week. Close relationship with grandparents on mum's side. Anglo-Saxon background.</i>				

CHILD STUDY TWO: PRESCHOOL			
TASK B: Building Relationships Observation 1			
The focus of the observation is to explore how children learn to develop and build relationships.			
Observe child entering a play situation with others			
Name: Jemma	Setting: Outside Sandpit	Age: 4	Date:
Observe how a child approaches others in order to join in a play situation. What words, body language and strategies does the child use?			
<p><i>Jemma was playing by herself in the sandpit filling up her buckets for 'baking'. Angus (4 years) approached her, "Can I bake too?" Jemma turned and looked at Angus and said "Yes, let's go down there (pointing to an oven and shelf near the sandpit) to do it." They both took their containers they were using down to their 'bakery'. They both played easily together chatting about their 'cakes', taking them in and out of the oven. They were decorating their cakes with flowers, leaves and shells.</i></p> <p><i>Angus: "Lets sell our cakes"</i></p> <p><i>Jemma: "Yes we will sell them from in there" (pointing to a boat sitting nearby)</i></p> <p><i>They both climbed in with all of their baking supplies and sailed away.</i></p>			
Comment on your observation – how can you use this information to support the child's development?			
<p><i>Jemma is both able to play along and together with her peers. Jemma has good social skills. She has well developed fine motor skills shown by her meticulous decoration of her cakes. Her language is well developed and is able to clearly articulate to her peers her needs and wants.</i></p>			

CHILD STUDY TWO: PRESCHOOL			
TASK B: The Language of Friendships Observation 2			
Name: <i>Jemma</i>	Setting: <i>Rest time at preschool</i>	Age: <i>4</i>	Date: <i>XX.XX.XX</i>
The focus of the observation is to explore how the child develops and builds relationships.			
Observe the child's interactions – conversations, negotiations and body language. Note any words, phrases or gestures that indicate the children's efforts to be a friend.			
<i>Jemma and Chloe had been playing together most of the day. Out in the garden they have 'a shop' together where they were selling different 'soups' they had made. At rest time Chloe had asked that her mattress be next to Jemma's. There they lay together listening to the song the teacher sang. They were facing each other and chatting quietly. Then arms and legs went around each other, they were having a cuddle at rest time.</i>			
Comment on your observation – how can you use this information to support the child's development? <i>Jemma is able to communicate with language and body language with friends. Continues to provide a place at preschool where friendly actions are valued.</i>			

CHILD STUDY TWO: PRESCHOOL			
TASK B: How Children Use Their Senses Observation 3			
Name: <i>Jemma</i>	Setting: <i>Outdoors</i>	Age: <i>4</i>	Date: <i>XX.XX.XX</i>
The focus of the observation is to explore how children use their senses to explore and make sense of the world.			
Observe the child in a play situation where she/he is exploring using the senses. For example, sand/water play, finger painting etc.			
Describe how the child used his/her senses to explore.			
<p><i>Jemma found a small bucket and brush in the playground. She asked me if she could have some water so she could go and paint. I filled her bucket and Jemma took herself to the back verandah to paint. She was dipping her brush into the water, squatted and proceeded to paint the verandah. While she was painting she saw a tiny beetle. "Lauren! Come and have a look at this." Jemma was mesmerised by this tiny beetle. I asked, "What colours can you see me?" "Gold and a tiny spot of green," said Jemma.</i></p> <p><i>Jemma happily sat watching the beetle on her painting for another 5 minutes.</i></p>			
Comment on your observation – how can you use this information to support the child's development?			
<p><i>Jemma is able to create play experiences for herself. She likes to get her hands dirty when playing, which is great for her sensory experience.</i></p> <p><i>Jemma has wonder and awe for the natural environment around her. She also has a respect for living creatures. She is happy to look and observe and not always needing to touch.</i></p>			

CHILD STUDY TWO: PRESCHOOL			
TASK B: How Children Use Loose Parts Observation 4			
Name: <i>Jemma</i>	Setting: <i>Outside near sandpit</i>	Age: <i>4</i>	Date: <i>XX.XX.XX</i>
The focus of the observation is to observe how the child uses a collection of natural materials and loose parts such as stones, shells, leaves, twigs, bark, pine cones, film canisters, wool, small boxes etc.			
Set your materials up in an appealing manner and observe how children explore, and play with the materials. Things to observe: were materials used to represent other things; did the children's play have a particular theme/did the materials encourage solitary or co-operative play/which materials captured the children's interest/what comments were made about the materials/where particular materials used in specific ways?			
<p><i>On the table near the sandpit are a collection of leaves from the garden. Flowers are included, rocks and stones are available from the stone pit next to the sandpit.</i></p> <p><i>Jemma went to the sandpit by herself. She started to fill some buckets up with damp sand. She patted the sand down carefully with her hands. Chloe approached Jenna and asked "Can I play with you?" Jemma said "Yes, I am making cakes." Jemma gathered some leaves, flowers, shells and stones and proceeded to decorate her cakes. She then added flowers and leaves carefully to the top of her cake. Then presented it to me. "Would you like a taste?" "That cake is delicious!" I said.</i></p>			
<p>Comment on your observation – how can you use this information to support the child's development?</p> <p><i>Jemma is able to use objects to represent her ideas; using symbols in her play. She has an interest in creating things with natural items. She is both content and able to play alone or alongside another individual.</i></p>			

CHILD STUDY TWO: PRESCHOOL	
TASK B: Language Sample Observation 5	
Name: <i>Jemma</i>	Setting: <i>Various</i> Age: <i>4years 10 months</i> Date: <i>XX.XX.XX</i>
Collect three language samples (verbal and/or non-verbal communication). Ensure you document the context of where/when the language was spoken e.g. Tara entered the drama area and confidently explained to the three children "I'm going to be the mum and we're going to play families"	
Name: <i>Jemma</i>	Age : <i>7 years 10 Months</i>
Setting: <i>Preschool – outside and inside</i>	Date:
Others Present: <i>Other children attending preschool</i>	
<p>Observation</p> <ul style="list-style-type: none"> <i>Jemma was joyfully saying goodbye to her Dad at drop-off. "Daddy, Daddy pick me up!" She said with a laugh and a smile.</i> <i>Whilst threading beads onto a wire Jemma stated, "I make necklaces like this at home." I asked "What do you thread your beads onto at home?" "String", Jemma answered.</i> <i>Playing in the garden Jemma approached me and asked, "Kirsty, can I have some water please?" She already had her bucket with her and presented it to me while she asked the question.</i> 	<p>Language Skills</p> <ul style="list-style-type: none"> <i>Expressive language skills, articulate and in context.</i> <i>Expressive language.</i> <i>Able to answer simple questions clearly.</i> <i>Receptive language.</i> <i>Expressive language.</i> <i>She was able to get my attention by using my name.</i> <i>Used gestures, along with verbal communication to express herself.</i>
<p>Interpretation: What language skills did you observe?</p> <p><i>Mostly expressive language where Jemma is expressing her needs and her ideas. Her language that is verbal is articulate and easily understood by others. She is able to initiate conversations, understand questions and ask them herself.</i></p> <p>What language skill might the child develop next?</p> <ul style="list-style-type: none"> <i>To be able to tell and retell stories in a logical order.</i> <i>Follow two or three step instructions in a sequence.</i> <i>Stay on topic and take turn conversation.</i> 	

CHILD STUDY TWO: PRESCHOOL		
TASK B: Autonomy and Choices Observation 6		
Name: <i>Jemma</i> Setting: <i>Inside Outside Preschool</i> Age: <i>4years</i> Date: <i>XX.XX.XX</i>		
Complete the following observation over a few days.		
What things does the child consistently choose to do? (Help with routines, self-help tasks, select specific toys/equipment, play specific games etc.)		
Date	Time	Task
	<i>Morning tea play</i>	<i>Jemma regularly takes herself to the sandpit to bake and decorate cakes. She usually chooses to play by herself but is happy if somebody joins.</i>
	<i>Inside morning play</i>	<i>Jemma opened the dress-up box. She found a cape with a lovely white fluffy feel and put it on, she then became a cat and curled up with a cuddly toy.</i>
	<i>Inside morning play</i>	<i>The crayons were out this morning with leaves from the garden to shade over and make their shapes. Jemma filled her page with leaf shapes and lots of colour.</i>
	<i>Inside morning play</i>	<i>Jemma found her white cape again today. Then she added a headband with dolphins stitched on to it. She didn't ask for help to get dressed. She is confident to do it alone.</i>
	<i>Outside play after lunch</i>	<i>Jemma went straight to the sandpit. She found a small container with a paint brush. She asked me for some water so she could "paint".</i>
	<i>Inside morning play</i>	<i>Jemma easily joined a game with the other children where they were dogs and their owners. She easily slipped into the role of the dog.</i>
	<i>Baking time</i>	<i>Jemma is very careful and decorative with her bread baking. She twists pieces of dough together and winds these around her bun.</i>
	<i>Inside morning play</i>	<i>Jemma took herself to the quiet area and lay on the sheepskin rug. She covered herself in blankets and laid quietly for a while. She said she was "tired and cold."</i>

	<i>Outside morning play</i>	<i>Jemma had water in her bucket and paintbrush. She 'painted' the back deck then discovered a beetle. "Lauren, come have a look at this!" A beautiful tiny gold beetle.</i>
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What did you discover about the child's preferences/habits? How could you use this information to support the development of children's autonomy?

Jemma is able to engage in play readily without having to engage with her teachers. She is able to create her own play rather than someone else having to help her enter a play situation.

Jemma is interested in observing and creating fine detail and beauty in the world around her.

Encourage Jemma for the effort that she puts into her work e.g. "Jemma, I really like the way that you were able to work so hard and finish your baking. You looked like you were trying very hard."

CHILD STUDY TWO: PRESCHOOL

TASK B: Social Skills Observation 7

Observe how the child socialises with same age peers during morning tea or lunch.

Name: Jemma **Setting:** Lunch Verandah Picnic **Age:** 4 years **Date:** XX.XX.XX

Jemma and Angus were sitting next to each other at lunch. We were all sitting in a circle having a picnic. Angus was watching Jemma eat her lunch, whilst having a good look at the contents of her lunch box. She had fresh carrot sticks, celery and cherry tomatoes, with a dip in another section of the box. "What is that for" asked Angus pointing to the dip. "I don't know" Jemma replied. I suggested that it was a dip that she could dip her vegetables into and encouraged her to try it. She dipped her celery in and tasted it and said "I don't like it." I praised her for having a try.

Angus said "I like your lunch?"

Jemma said "Yes."

"What does your mum look like?" Asked Angus

"Wait and see when she picks me up. Oh, my Dad is going to pick me up today." Said Jemma.

"What does your Dad look like?" Angus asked again.

"Wait and see" said Jemma in a kind and pleasant tone.

"My Dad's name is Jason." Said Angus

I asked Jemma "What is your Dads name Jemma?" "Jason," she replied. "Wow you both have dads called Jason!" I stated. They both smiled broadly.

Interpretation: What can you say about the child's social development? You may need to refer to your notes on child development.

Jemma has well developed social skills communicating confidently with educators and peers. She is able to listen to Angus and respond respectfully to his questions. She is able to express her needs and wants. She doesn't like her dip and says so. She smiles and turns towards Angus when speaking to him.

TASK B: PRESCHOOL CHILDREN Developmental summary	
Using point form, summarise what you have learned about your focus child.	
DEVELOPMENTAL SUMMARY	
Child's Name: <i>Jemma</i>	Date of Birth: Age: yrs months Date: <i>XX.XX.XX</i>
Attendance Pattern:	
Family Background: <ul style="list-style-type: none"> • <i>Jemma lives with Mum and two older sisters.</i> • <i>She lives part-time with her Dad.</i> • <i>Mum and Dad have separated.</i> • <i>Close relationship with her mother's parents and often stays with them.</i> • <i>Family are Anglo Australian</i> • <i>Dad owns a small dog Ginger.</i> 	Child's Disposition and Interests: <ul style="list-style-type: none"> • <i>Jemma has an easy temperament.</i> • <i>She displays enthusiasm, curiosity, tolerance and persistence.</i> • <i>Interested in animals, cooking, dramatic play, art and craft.</i>
Self-help Development: <ul style="list-style-type: none"> • <i>Able to dress/undress</i> • <i>Toilets self, wash and dry hands</i> • <i>Pours own drink</i> • <i>Manages spoon well</i> • <i>Packs belonging away easily</i> • <i>Takes care of belongings</i> 	Routines: <ul style="list-style-type: none"> • <i>Anticipates transitions well</i> • <i>She is always ready</i> • <i>Happy to move and leave one activity to the next.</i>
Motor Development: <ul style="list-style-type: none"> • <i>Can run</i> • <i>Climbs easily</i> • <i>Balances easily</i> • <i>Can jump and land safely</i> • <i>Fine motor skills are well developed, able to grip a crayon with correct grip</i> • <i>Fine delicate baking</i> 	Social/Emotional Development/Separation: <ul style="list-style-type: none"> • <i>Separates easily from parents</i> • <i>Has trust in her Educators</i> • <i>Expresses herself easily to other children, her parents and Educators.</i> • <i>Shows a broad range of emotions.</i>
Language Development: <ul style="list-style-type: none"> • <i>Listens to stories and instructions.</i> • <i>Can follow simple instructions</i> • <i>Can retell a story and talk about and event.</i> • <i>Participates in conversations.</i> • <i>Shows interest and starts conversations.</i> 	Cognitive Development: <ul style="list-style-type: none"> • <i>Well-developed ability to stay focusses.</i> • <i>Observes details well.</i> • <i>Observe similarities and differences.</i> • <i>Displays curiosity.</i> • <i>Well-developed imagination.</i> • <i>Able to take a risk.</i>

<ul style="list-style-type: none">• <i>Can speak clearly and articulately.</i>	
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Reflection for future planning

What would be an appropriate skill/interest to work on with the child? Think about areas of development, routine tasks, self-help skills, interests etc. (List two areas.)

1. *Further development on Jemma's fine motor skills. She enjoys and takes pride in her cooking, creative skills. We will make bubble wands where the children will be able to thread wooden beads and buttons onto some thin wire. They will be the handles of the bubbles wands.*
2. *Reinforce Jemma's listening skills, socialisation and working together as a group.*

Describe how you might implement the above

- *A group craft experience using beads, buttons and wire to make bubble wands. To develop cognitive and fine motor skills.*
- *A group circle game 'Rainbow Horses' where the children in the circle close their eyes and the 'rainbow horse' gallops around and drops a rainbow silk behind the next 'rainbow horse'.*

TASK C: PRESCHOOL CHILD Planning for Development Experience 1

(print these pages back-to-back)

Name of Child: *Jemma***Age:** *4 years 10 months***Date:** *XX.XX.XX***Description of Experience:** (Note: experiences may include routine tasks, play experiences, story or game – one-to-one, pairs, small groups as appropriate)*Small group experience – craft experience making bubble wands to blow bubbles with. Includes sorting and categorising the beads and buttons.***Transition Strategy:** (if appropriate)*As children arrive at preschool I will encourage children to come and have a look at these wonderful beads and buttons. We will all start to sort them.***Location /Timing:** **Indoors** **Outdoors** **Routine Tasks** e.g. hand washing, meals, transitions etc. **Spontaneous****Resources to be used (if any):***Beads, buttons, wire, bowls, pliers for myself.***How the experience supports the child's development:**

- *Cognitive development, classifying, sorting, patterning, concentration*
- *Fine motor development – picking small items, threading them onto the wire.*

The Adult's Role: (For example, initiating, modelling, prompting, encouraging, playing alongside, giving directions, asking questions, extending, demonstrating etc.)

- *I will play alongside, model, ask questions, encourage whilst we sort the buttons and beads*
- *I will demonstrate how to make a bubble wand by threading the beads.*
- *Provide encouragement, ask questions whilst the children undertake the task.*

Supervisor's Signature:**Trainee Signature:****Date:****Date:**

Planning for Development: Preschool Children

Evaluation of Experience: How did the child respond? Did the child respond as you anticipated? How did the child interact/communicate? Were the timing/environment/resources appropriate? Comment on the child's skills.

- *Jemma eagerly started examining and sorting the beads and buttons. She was attracted to the smaller beads with patterns painted on them. We found we did not have enough bowls to sort them into different colours and another child asked for more bowls.*
- *She enjoyed threading the beads onto the wire. Taking great care and made a pattern with alternative beads.*
- *This was a task very appropriate for Jemma's interests and skills.*
- *She spoke how she makes necklaces like this at home.*

Future Planning: Build on the experience/repeat the experience/vary the experience? Work on a new skill/interest?

Jemma was able to complete this task easily and very quickly. She obviously enjoyed completing her bubble wand. Next step is to allow her and her peers time to use the bubble wand. It would also be good to create a beading project for her that is a little more complex and takes longer to complete. A community project for a bead curtain perhaps. This would strengthen Jemma's will and concentration.

Reflection on Your Role: Think about: your interactions with the child/how you supported the child/ how you managed the experience/what you did well/what you could work on for your own professional development/anything you might change/any unexpected outcomes/problems etc. Also think about: tone of voice/supervision /awareness of any safety issues etc.

We had tried beading with the children before using string to thread on to. However this was difficult for them to manage with the flexibility of the string. The wire worked very well as it was firm and all the children who attempted this task completed it. However, I was very aware of the children's safety when working with this wire. With a wiggle or a fidget they could easily scratch or poke themselves or others. Changed locations from working on the floor to a table and chairs. I had planned the experience well but I did not have any rhyme or song that we could have used with this project.

Goal you can work on to improve your skills:

To create or research appropriate rhymes or songs to go with tasks be it routine or planned.

TASK C: PRESCHOOL CHILD Planning for Development Experience 2 (print these pages back-to-back)		
Name of Child: <i>Jemma</i>	Age: <i>4 years 10 months</i>	Date: <i>XX.XX.XX</i>
<p>Description of Experience: (Note: experiences may include routine tasks, play experiences, story or game – one-to-one, pairs, small groups as appropriate)</p> <p><i>A group circle game ‘Rainbow Horses.’ Small group approx. 10 children. A child ‘Rainbow Horse’ gallops around the other children who are seated and closing their eyes. The ‘Rainbow Horse’ drops the silk behind a child’s back who will be the next ‘Rainbow Horse’</i></p> <p>Transition Strategy: (if appropriate)</p> <p><i>To be used between outside free plan and walk about. Gather the children to play a game together near the gate before we go out walking.</i></p>		
<p>Location /Timing: <input type="checkbox"/> Indoors <input checked="" type="checkbox"/> Outdoors <input type="checkbox"/> Routine Tasks e.g. hand washing, meals, transitions etc. <input type="checkbox"/> Spontaneous</p>		
<p>Resources to be used (if any):</p> <p><i>Rainbow Silk</i></p>		
<p>How the experience supports the child’s development:</p> <p><i>A group circle game will encourage and develop Jemma’s listening, socialisation and co-operation skills.</i></p>		
<p>The Adult’s Role: (For example, initiating, modelling, prompting, encouraging, playing alongside, giving directions, asking questions, extending, demonstrating etc.)</p> <ul style="list-style-type: none"> • <i>Give directions</i> • <i>Demonstrating</i> • <i>Singing song</i> • <i>Encouraging</i> • <i>Playing alongside</i> • <i>Asking questions (I wonder who hasn’t had a turn?)</i> 		
Supervisor’s Signature:		Trainee Signature:
Date:		Date:

Planning for Development: Preschool Children

Evaluation of Experience: How did the child respond? Did the child respond as you anticipated? How did the child interact/communicate? Were the timing/environment/resources appropriate? Comment on the child's skills.

- *Jemma took her time to join the group. She becomes very involved in her outside play and sometimes has difficulty transitioning from there.*
- *Jemma was able to close her eyes while the 'Rainbow Horse' galloped around some children have difficulty with this.*
- *She was able to sing the song after I sang a few rounds.*
- *She took her turn as the rainbow horse easily and without hesitation. She was able to recognise who hadn't yet had a turn.*

Future Planning: Build on the experience/repeat the experience/vary the experience? Work on a new skill/interest?

Jemma is confident in a larger group setting. Continue to provide circle games. However, I will be mindful about types of games that single a person out as some children have trouble playing these. I will need to think about how children can be included in their own capacity, this is about knowing the child and encouraging them also to have a turn

Reflection on Your Role: Think about: your interactions with the child/how you supported the child/ how you managed the experience/what you did well/what you could work on for your own professional development/anything you might change/any unexpected outcomes/problems etc. Also think about: tone of voice/supervision /awareness of any safety issues etc.

Some children sat in the circle but did not want a turn being the 'rainbow horse'. I let them know that was ok. I told them I was happy to gallop with them if they like. One child top up this offer, one did not. We did this mid-game. I think I will let the children know this before we start. There were 11 children involved in the game. Probably a few too many as it took too long for the game to be completed.

Goal you can work on to improve your skills:

Increase repertoire of circle games.