



STUDYDADDY

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Case Study Guidelines

This assignment will consist of four parts and will require you to conduct observations of one child multiple times during the semester. You will need to plan ahead to complete this assignment and find a child to observe that is between the ages of 0-18 years of age. For this assignment you will develop a detailed discussion and assessment of development. This will require you to observe the child several times (5-10 times) over the semester. P

The Project will consist of four parts. I strongly discourage you from waiting until the final deadline to begin the project.

When submitting your case study, include the section headings for your report. Use the questions to guide you as you write the summary. Do not just answer the questions.

Only use the summary paragraph to include any relevant personal interpretations, opinions, conclusions. When writing a case study summary report, use, "it seems", "the evidence indicates", "it may be" and other qualifiers freely. Remember, you have only studied a small time period in the child's total life span.

Be sure to include the child's first name, age of the child in years and months. Observations sites and inclusive dates of observation should be included in the log, which is turned in with the Case Study.

Overview:

The age groups for this assignment are listed below. Your case study project will include observations and analysis of one of the selected age groups.

Age Groups

- Infants & Toddlers (0-2)
- Preschool (3-5)
- School Age (5-10)
- Tween or Teenager (11-18)

Part 1 - Description of child

Reason for choosing this child.

- Introduction- Using the Information sheet provide, compile this information into a basic introduction of your Detailed Case Study. You will provide an introductory paragraph along with the completed form
- Describe how you happened to choose this particular child. (For example: What caught your attention?)
- Identify your initial thoughts, ideas and perceptions of this child before you begin observations in each one of the four domains.
- Provide an objective and descriptive summary of the child. Include sex, age, education level (if applicable), childcare that is provided for the child, and typical events that occur in the child's daily life. Include who is in the household or childcare with the child (e. g., family members, babysitters, teachers, peers, etc.), and any activities that the child typically engages in if this information is available.
- Information Sheet - Include template from Case Study Files found in course

Part 2 - Ecological Analysis

- Describes the setting in which you observe or interact with the child. This section should include notes on the surrounding environment, people present, and activities that the child engages in. Make sure to include the time of day and any special events that occur while you are there (birthday party, classroom guest, etc.)
- Include parents, step parents, siblings, half and step-siblings, extended family who are relevant to the development to this child. The home description can be found using the information sheet in this Introduction- but include anything that is relevant to the development to this child- that may not be included in this information sheet.
- School/Childcare description: Even if you are not able to interview the child's teacher (or he/she does not return the interview)- gain information from the parent or child about the

following pertinent topics:

- o School, grade
- o Teacher(s)- what is his/her attitude toward the teacher(s)?
- o Learning in general- what is easy? What is difficult? What does homework look like? How much time is spent on homework?
- o Classmates: How does the CSC get along with his/her classmates? Does he/she have a "best friend"?
- o Include anything else that you feel is relevant to the development of your case study in any domain.

Part 3 - Developmental Domains

Report on each of the following developmental domains listed. Include specific examples that demonstrate skills from each area. Use references in the body of your summary to support each section.

Physical and Motor Development – Gross and Fine Motor Development, Physical Growth

- Physical description of the child- Basic physical description, including percentiles for height and weight (charts can be found with the Case Study Module)
- How does the large and small muscle development compare to the norms for this age?
- Discuss direct observations regarding both large and small motor areas.
- Give any background about the child's health, nutrition, rest habits, physical skills.
- Give any description in detail about the child's physical growth.
- Compare child to the norms for children this age. Use a minimum of two references to support this section

Cognitive Development - Thinking, Learning and Language Development

- 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 he/she express him/herself? Written language? Reading?
- What activities interest him/her and how does he/she choose activities?
- Compare child to the norms for children this age. Use a minimum of two references to support this section

Social/Emotional Development – Social Interactions and Emotional Regulation

- How does the child interact with other children, family relatives, siblings, etc?
- How does the child share, solve problems that arise with others?
- How does the child feel about him/herself?
- Is the child generally happy or unhappy; secure or insecure; stressed or relaxed?
- How do you know? Give examples of behaviors observed. (Remember, a child is not going to be "always" or "never" feeling a certain way.)
- What signs have you observed of appropriate or poor emotional adjustment? Use a minimum of two references to support this section

Include the Observation Log and Anecdotal Record with this portion of the assignment. The templates are found at the end of this file.

Part 4- Interpretation

Based on the information that you observed and your course readings identify at least two key behaviors in each of the domains that demonstrate typical development or developmental

delays for this age group. Use a minimum of two professional sources to support your assessment. Professional sources include scholarly research journals, professional websites (American Academy of Pediatrics) and the text. You may not use Wikipedia or WebMD as a resource.

Reflective Summary and Interpretation

- In what ways has the child changed since you began your observations?
- In which aspects of development is the child most advanced for his/her age? In which areas does he/she show the slowest development? In which does he/she appear to be average? Use references to support your response in this section.
- If you were assigned to work with this child as a teacher, what kinds of experiences would you plan to facilitate his/her development? Explain how this would enhance a specific developmental domain.
- How well do you feel the program in which the child is enrolled is meeting his/her needs?
- What other conclusions and/or recommendations would you make? Use a minimum of two references to support this section
- Include a minimum of two checklists of assessment tools with this portion of the assignment. **These are different than the Observation Log and Anecdotal Record. A few examples are included in this file.**

Case Study Tools - These are examples that can be found through an online search. You may use other resources that you find as well.

- School/Childcare observation (if your child is not in school or child care, you don't need this)
- Assessment of School Age children
- The social attributes checklist
- Temperament
- Play Checklist
- Time Sampling
- Bronfenbrenner's cycles
- Kellogg's Stages of Children's Artistic Development
- Development of Sounds
- Parent interview
- Teacher interview (may be completed through email)

Reference List and Format

Make sure to include subheadings for categories, that the paper is neat, well organized and free of spelling and grammar errors. You also need to make sure that you format your references in correct APA 7th format. You will cite your sources used in this case study, including your textbook, professional articles and resources.

APA Resources

APA Writing Guidelines Sources

Purdue Online Writing Lab - <http://owl.english.purdue.edu/owl/resource/560/01/>

APA Style - <http://www.apastyle.org/>

Case Study Observation Log (Submit with part 2 and 3)

Date	Beginning time	Ending time	Location	Observation focus or activity	Persons present
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Information Sheet (Submit with Part 1)

Fill in the following areas about your Case Study Child. Mark N/A for any section that does not apply to your Case Study Child.

Full name of Case Study Child (CSC): _____

Birthday (month, day, year): _____

Birth experience (Birth was typical or atypical? If so, describe details on anything that might influence the child's development).

Ethnic or religious group- if relevant: _____

School: _____

Grade:

School experience to this time:

Child care center (or caregiver) as an infant and length of time attended:

Preschool attended (or caregiver) and length of time attended:

Elementary school attended (if different from above) and length of time attended:

Home description:

Single family home or apartment?

Has the child moved or only lived in this one location? (Give details on where and duration in that location)

Favorite Activities:

Favorite Playmates:

Notes:

ANECDOTAL RECORD (Use this or notebook paper) (Submit with part 2 and 3)

Name _____

Child _____

Date _____

Date_____

Date_____

Date_____

The Social Attributes Checklist (Submit with Part 4)

Child: _____

Observer: _____

Leave blank if an attribute was not observed. If observed, place the date observation was made on the line next to the attribute listed.

I. Individual Attributes

The child:

- _____ 1. Is usually in a positive mood
- _____ 2. Is not excessively dependent on the teacher, assistant or other adults
- _____ 3. Usually comes to the program/setting willingly.
- _____ 4. Usually copes with rebuffs and reverses adequately.
- _____ 5. Shows the capacity to empathize.
- _____ 6. Has positive relationships with 1 to 3 peers; shows capacity to care about them, miss them if absent, etc.
- _____ 7. Sometimes displays the capacity for humor.
- _____ 8. Does not seem to be acutely lonely

II. Social Skill Attributes

The child usually:

- _____ 1. Approaches others positively
- _____ 2. Expresses wishes, preferences clearly, gives reason for actions/positions.
- _____ 3. Asserts own rights and needs appropriately.
- _____ 4. Is not easily intimidated by bullies
- _____ 5. Expresses frustrations and anger effectively without harming others or property.
- _____ 6. Gains access to ongoing groups at play and work
- _____ 7. Enters ongoing discussion on the subject; makes relevant contributions to ongoing activities.
- _____ 8. Takes turn fairly easily

- _____ 9. Shows interest in others; requests and exchanges
information with others appropriately
- _____ 10. Negotiates and compromises with others appropriately
- _____ 11. Does not draw undue attention to self
- _____ 12. Regularly gains access to ongoing groups at play and
work.
- _____ 13. Interacts nonverbally with other children with smiles,
waves, nods, etc.
- _____ 14. Accepts peers and adults of other ethnic groups

III. Peer Relationship Attributes

The child is:

- _____ 1. Usually accepted versus neglected or rejected by other
children.
- _____ 2. Sometimes invited by other children to join them in
play, friendship and work.
- _____ 3. Is named by other children as someone they are friends
with or like to play and work with.

Taken from "Assessing the Social Development of Young Children, A Checklist of Social Attributes" by Diane McClellan and Lillian Katz, Fall, 1992 issue of Dimensions of Early Childhood, pp. 9-10. and <http://www.athealth.com/Consumer/disorders/ChildSocialSkills.html>

TEMPERAMENT (Submit with Part 4)

Child _____

Observer _____ Date completed _____

Place an X on each line, indicating the child's basic pattern of behavior.

Autonomy

Dependence
dependence

Indepen

—

Activity Level

Very Active
quiet

Inactive,

—

Social Preferences

Interacts with
interact

many children

Prefers to

with one or two

—

Adaptability

Adapts easily
adapting
to change

Difficulty

—

Persistence

Stays with a task
distracted

Leaves if

—

Cooperation

Considers others

More aware of self
than others

—

Interaction preference

Adults

Children

—

Comments:



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