

Child Growth and Development

Virtual Infant and Toddler Observations

Objectives

- ✓ To see infant *and* toddler development in action
- ✓ To identify milestones of development
- ✓ To examine influences on development
- ✓ To make connections to a theory of development
- ✓ To reflect on this experience

Before You Begin

Read this assignment completely, including the examples and the evaluation rubric. If you have questions about this assignment and/or how it will be graded, reach out to your instructor for clarification before you submit your work.

Part One: Observing an Infant

Step A: Watch the Clip

Please watch the 2:10 [video clip of Abby and her primary caregiver Laura](#).

The video is unfortunately not captioned and without permission, I am not able to add captions.

For the most part, the audio is not too important for this particular video. Here is a partial transcript of what happens in the video that is relevant to this assignment. Some dialogue and background sounds are not included.

At the start of the video, the caregiver is singing Old McDonald Had a Farm.

Then as she is clapping her hands, she is singing a song that includes the words “Hooray for Abby! Hooray for Abby!”

When the new caregiver comes over she says, “Abby? What are you doing Abby?” After Abby begins to cry, she says, “Are you looking for Laura? Where is she?”

After she is reunited with Abby she asks, “Should we get Abby some blocks?” before handing her the two blocks.

Step B: Observe for Developmental Milestones

Below you will find three checklists that list milestones that are typically achieved by the age of the checklist. You will notice these are organized by developmental areas. Because children rarely have just the milestones listed for their age, it helps to look at a bigger picture. For this observation, you will use the checklist before, during, and after Abby’s age to capture a bit more about her development than we would with just one checklist. Ideally, we would observe for much longer than 2 minutes to capture more milestones and develop a thorough understanding of a child’s development, but the video clip shows us quite a bit about Abby’s development.

Watch the video clip again and as you do this, mark (in the left column) which of the milestones on the three checklists below that you were able to observe (use an X) or partially observe (use a P) in the video.

6-Months-Old Checklist

Here are the milestones most children can do by 6 months of age

Gross Motor Milestones	
X	Rolls over in both directions (front to back, back to front)
X	Begins to sit without support
	When standing, supports weight on legs and might bounce
	Rocks back and forth, sometimes crawling backward before moving forward
Fine Motor Milestones	
X	Reaches with both arms
	Brings things to mouth
X	Begins to pass things from one hand to the other
Cognitive Milestones	
X	Looks around at things nearby
	Brings things to mouth
X	Shows curiosity about things and tries to get things that are out of reach
X	Begins to pass things from one hand to the other
Language Milestones	
X	Responds to sounds by making sounds
X	Strings vowels together when babbling ("ah," "eh," "oh") and likes taking turns with parent or caregiver while making sounds
P	Responds to own name
X	Makes sounds to show joy and displeasure
X	Begins to say consonant sounds (jabbering with "m," "b")
Social and Emotional Milestones	
X	Knows familiar faces and begins to know if someone is a stranger
X	Likes to play with others, especially parents or caregivers
X	Responds to other people's emotions and often seems happy
	Likes to look at self in a mirror

9-Months-Old Checklist

Here are the milestones most children can do by 9 months of age

Gross Motor Milestones	
	Stands, holding on
X	Can get into sitting position
X	Sits without support
	Pulls to stand
X	Crawls
Fine Motor Milestones	
	Puts things in her mouth
P	Moves things smoothly from one hand to the other
X	Picks up things between thumb and index finger (pincer grip)

Cognitive Milestones	
X	Watches the path of something as it falls
	Looks for things he sees you hide
	Plays peek-a-boo
	Puts things in her mouth
P	Moves things smoothly from one hand to the other
X	Picks up things like cereal o's between thumb and index finger
Language Milestones	
	Understands "no"
X	Makes a lot of different sounds like "mamamama" and "bababababa"
X	Copies sounds and gestures of others
X	Uses fingers to point at things
Social and Emotional Milestones	
X	May be afraid of strangers
X	May be clingy with familiar adults
P	Has favorite toys

12-Months-Old Checklist

Here are the milestones most children can do by 12 months of age

Gross Motor Milestones	
X	Gets to a sitting position without help
	Pulls up to stand, walks holding on to furniture ("cruising")
	May take a few steps without holding on
	May stand alone
Fine Motor Milestones	
X	Reaches with one hand
X	Bangs two things together
X	Puts things in a container, takes things out of a container
X	Lets things go without help
X	Pokes with index (pointer) finger
Cognitive Milestones	
X	Explores things in different ways, like shaking, banging, throwing
	Finds hidden things easily
P	Looks at the right picture or thing when it's named
X	Copies gestures
P	Starts to use things correctly; for example, drinks from a cup, brushes hair
X	Bangs two things together
X	Follows simple directions like "pick up the toy"
Language Milestones	
X	Responds to simple spoken requests
X	Uses simple gestures, like shaking head "no" or waving "bye-bye"
X	Makes sounds with changes in tone (sounds more like speech)
	Says "mama" and "dada" and exclamations like "uh-oh!"
P	Tries to say words you say
Social and Emotional Milestones	

X	Is shy or nervous with strangers
	Cries when mom or dad leaves
X	Has favorite things and people
	Shows fear in some situations o Hands you a book when he wants to hear a story
P	Repeats sounds or actions to get attention
	Puts out arm or leg to help with dressing
	Plays games such as “peek-a-boo” and “pat-a-cake”

Step C: Summarize the Development Observed

Using the milestones you were able to check off and what you have learned about development in Chapters 4-6 that might not be represented in the selected milestones, summarize what you observed about each of these areas of development.

Your summaries should be at least a paragraph long, address several milestones, *and* include information that you saw related to each domain that is not included in the milestone checklists.

See an example of one developmental summary below:

EXAMPLE SUMMARY FROM VIDEO	
Gross Motor Development (large movements of the arms, legs, head, and torso)	<p><i>Abby is able to sit with stability both on her bottom and on her folded legs. She uses arm motions to bang the bucket, clap her hands, and wave. She is able to lift and turn the bucket to dump it out. She attempts to stand. She crawls with skill.</i></p> <p><i>She shows her sensory capacities in hearing by turning towards sounds and responding to the song. She shows her sensory capacities in sight by looking at the caregivers and toys.</i></p>

YOUR DEVELOPMENTAL SUMMARIES	
Gross Motor Development (large movements of the arms, legs, head, and torso)	<p>This is provided in the above example.</p>
Fine Motor Development (more exact movements of the feet, toes, hands, and fingers)	<p>Abby is able to reach with one or both arms towards objects and people. She uses her pointer finger and thumb to grab objects and manipulate them as well as just poking them with her finger. She can drum on things, use a container to store things, and can let go of things without help.</p>
Cognitive Development (thinking and problem-solving)	<p>Abby is able to use her hands and arms to explore her environment by shaking and banging on objects. She is able to look at objects when they are addressed by name and follow directions related to them. She is also able to build with small blocks that she can hold with her pointer finger and thumb. She is also able to mimic her caregiver when</p>

	she is clapping for her.
Language Development (receptive and expressive communication)	Abby is able to respond to spoken requests and statements. She is able to babble, but also has purposeful changes in the tone of her voice that reflect her emotions. She is able to use simple gestures to communicate. She also appears to attempt to respond using words to her caregivers when they ask her about blocks and where her primary care giver was.
Social and Emotional Development (interactions, social and self-awareness, expression of feelings, and self-control)	Abby is shy when faced with a caregiver that is relatively unfamiliar compared to her primary caregiver. She shows favoritism towards the blocks she is playing with as well as her caregiver. When she is faced with an unfamiliar caregiver, she expresses her negative emotions through vocalizations, a change in tone, and crawling away to go find her primary caregiver.

Step D: Analyze a Specific Milestone

Choose one specific milestone you observed from any area of any checklist. Describe why this milestone is important enough to notice. Share things that would influence the milestone (both positively and negatively).

For example:

EXAMPLE (NOT FROM VIDEO)	
What milestone did you choose?	<i>Responds to simple spoken requests</i>
What domain is this milestone in?	<i>Language Development</i>
Which checklist is this milestone in?	<i>12 Months</i>
Why is this milestone important? (What does it show us about the child's development? What does it now allow the child to do? What is coming next?)	<i>Responding to simple spoken requests tell us the child is able to hear and has can understand what is being said (receptive language). This milestone is an important part of a child's ability to communicate and is followed by the child using their own spoken words (expressive language).</i>
What is something that would support the development of this milestone? (Positive influence)	<i>A positive influence would be caregivers that speak, read, and sing to the infant.</i>
What is something that could prevent, delay, or undermine the development of this milestone? (Negative influence)	<i>A negative influence would be a hearing impairment.</i>

Your Milestone

What milestone did you choose?	Banging things Together
What domain is this milestone in?	Cognitive
Which checklist is this milestone in?	12 months
Why is this milestone important? (What does it show us about the child's development? What does it now allow the child to do? What is coming next?)	This milestone is the result of several important cognitive milestones being hit. It requires the ability to grasp 2 objects at the same time and manipulate them such that they repeatedly collide without the child dropping either object. This is also a reflection of the child's natural curiosity. They will bang different things together and notice the differences in the sounds they make, which allows them to make connections between sounds and the materials they're made of.
What is something that would support the development of this milestone? (Positive influence)	As much as it may give parents a headache, encouraging them to continue this behavior at appropriate times and providing them with different things to bang together will further their understanding of the world around them. It may also lead them to understand music and rhythm better.
What is something that could prevent, delay, or undermine the development of this milestone? (Negative influence)	Forbidding the child from drumming or banging things together robs them of the opportunity to learn from that experience and practice the gross and fine motor skills that are required to do so.

Step E: Make a Connection to a Theory

Theories help guide us to understand children's growth and development. The key theories in Child Development were introduced in Chapter 1 and revisited in later chapters, where appropriate. Connect something you observed to a theory we have covered in class (such as Skinner's operant conditioning being seen when a child repeats a behavior after an adult claps and smiles).

EXAMPLE (NOT FROM VIDEO)	
What theory are you making a connection with?	<i>Skinner's Operant Conditioning</i>
What Chapter is this theory discussed in?	<i>Chapter 5</i>
On what page is the theory discussed?	<i>Pages 151-153</i>

<p>How does what you observed illustrate this theory?</p> <p>Be specific about what you observed and how it relates to the theory.</p>	<p><i>The infant successful takes a few steps before falling into a seated position. The caregiver claps, smiles, and says, "Yay! Good job! You did it!" The infant smiles, pulls up to stand, and takes a few more steps looking toward the caregiver. This shows an example of positive reinforcement.</i></p>
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YOUR THEORY CONNECTION	
What theory are you making a connection with?	Skinner's Operant Conditioning
What Chapter is this theory discussed in?	Chapter 5
On what page is the theory discussed?	151-153
<p>How does what you observed illustrate this theory?</p> <p>Be specific about what you observed and how it relates to the theory.</p>	<p><i>During section of the video where Abby's primary caregiver is clapping and saying "Hooray for Abby", Abby is clapping back at her. This is because Abby is receiving praise for mimicking her caregiver, which is a form of positive reinforcement.</i></p>

Part Two – Toddler Development

Step A: Watch the Clips

Please watch the [1:01 video clip of two toddlers and their caregiver outside](#). Focus your attention on the toddler in the plaid shirt and overalls. Now, watch the [1:08 video on language](#) featuring the same child (in a plaid shirt and khaki pants).

Step B: Observe for Developmental Milestones

Below you will find three checklists that list milestones that are typically achieved by the age of the checklist. You will notice these are organized by developmental areas. Because children rarely have just the milestones listed for their age, it helps to look at a bigger picture. For this observation, you will use the checklist before, during, and after the boy's age to capture a bit more about his development than we would with just one checklist. Ideally, we would observe for much longer than 2 minutes to capture more milestones and develop a thorough understanding of a child's development, but these two video clip shows us quite a bit about his development.

Watch the video clip again and as you do this, mark (in the left column) which of the milestones on the three checklists below that you were able to observe (use an X) or partially observe (use a P) in the video.

12-Months-Old Checklist

Here are the milestones most children can do by 12 months of age

Gross Motor Milestones	
X	Gets to a sitting position without help
X	Pulls up to stand, walks holding on to furniture ("cruising")
X	May take a few steps without holding on
X	May stand alone
Fine Motor Milestones	
X	Reaches with one hand
P	Bangs two things together
X	Puts things in a container, takes things out of a container
X	Lets things go without help
P	Pokes with index (pointer) finger
Cognitive Milestones	
X	Explores things in different ways, like shaking, banging, throwing
P	Finds hidden things easily
	Looks at the right picture or thing when it's named
	Copies gestures
X	Starts to use things correctly; for example, drinks from a cup, brushes hair
X	Bangs two things together
X	Follows simple directions like "pick up the toy"
Language Milestones	
X	Responds to simple spoken requests
X	Uses simple gestures, like shaking head "no" or waving "bye-bye"
X	Makes sounds with changes in tone (sounds more like speech)
X	Says "mama" and "dada" and exclamations like "uh-oh!"
X	Tries to say words you say
Social and Emotional Milestones	
	Is shy or nervous with strangers
	Cries when mom or dad leaves

X	Has favorite things and people
	Shows fear in some situations
	Hands you a book when he wants to hear a story
X	Repeats sounds or actions to get attention
	Puts out arm or leg to help with dressing
P	Plays games such as “peek-a-boo” and “pat-a-cake”

18-Months-Old Checklist

Here are the milestones most children can do by 18 months of age

Gross Motor Milestones	
X	Walks alone
X	May walk up steps and run
X	Pulls toys while walking
	Can help undress herself
Fine Motor Milestones	
	Scribbles on his own
	Can help undress herself
	Drinks from a cup
	Eats with a spoon with some accuracy
X	Stacks 2-4 objects
Cognitive Milestones	
X	Knows what ordinary things are for; for example, telephone, brush, spoon
P	Points to get the attention of others
	Shows interest in a doll or stuffed animal by pretending to feed
	Points to one body part
	Scribbles on his own
P	Can follow 1-step verbal commands without any gestures; for example, sits when you say “sit down”
Language Milestones	
X	Says several words
	Say and shakes head “no”
P	Points to show someone what is wanted
Social and Emotional Milestones	
X	Likes to hand things to others as play
	May have temper tantrums
	May be afraid of strangers
X	Shows affection to familiar people
X	Plays simple pretend, such as feeding a doll
	May cling to caregivers in new situations
X	Points to show others something interesting
X	Explores alone but with parent or caregiver close by

2-Years-Old Checklist

Here are the milestones most children can do by 2 years of age

Gross Motor Milestones	
	Stands on tiptoe
	Kicks a ball
X	Begins to run
P	Climbs onto and down from furniture without help
	Walks up and down stairs holding on
P	Throws ball helicopter overhand
Fine Motor Milestones	
X	Builds towers of 4 or more blocks
X	Might use one hand more than the other
	Makes copies of straight lines and circles
	Enjoys pouring and filling
	Unbuttons large buttons
	Unzips large zippers
	Drinks and feeds self with more accuracy
Cognitive Milestones	
	Finds things even when hidden under two or three covers
P	Begins to sort shapes and colors
	Completes sentences and rhymes in familiar books
X	Plays simple make-believe games
X	Follows two-step instructions such as "Pick up your shoes and put them in the closet."
	Names items in a picture book such as a cat, bird, or dog
Language Milestones	
X	Points to things or pictures when they are named
	Knows names of familiar people and body parts
X	Says sentences with 2 to 4 words
X	Follows simple instructions
X	Repeats words overheard in conversation
	Points to things in a book
Social and Emotional Milestones	
	Copies others, especially adults and older children
X	Gets excited when with other children
X	Shows more and more independence
	Shows defiant behavior (doing what he has been told not to)
P	Plays mainly beside other children, but is beginning to include other children, such as in chase games

Step C: Summarize the Development Observed

Using the milestones you were able to check off and what you have learned about development in Chapters 4-6 that might not be represented in the selected milestones, summarize what you observed about each of these areas of development. Your summaries should be at least a paragraph long, address several milestones, *and* include information that you saw related to each domain that is not included in the milestone checklists.

YOUR DEVELOPMENTAL SUMMARIES	
Gross Motor Development	The child was able to stand on his own, walk, run, crouch, catch himself from a fall, and recover from said fall. Additionally, he is able to throw his helicopter overhead, which

(large movements of the arms, legs, head, and torso)	isn't a ball but I felt still counted for that milestone.
Fine Motor Development (more exact movements of the feet, toes, hands, and fingers)	He is able to grasp objects with his entire hand, even sticking his hand through an object to grasp it from the other side. He is able to stack multiple objects and pick them up when they are dropped. He is also able to play with toys in a manner that is related to the toy, such as "flying" the helicopter around.
Cognitive Development (thinking and problem-solving)	He knows what common shapes and ordinary objects are and can play make-believe with them. He is able to follow simple instructions. He is able to use object for their intended purpose, such as building with blocks or "flying" his helicopter toy around.
Language Development (receptive and expressive communication)	He is able to speak 2-4 word sentences. He can recognize objects and say their names. He repeats words said to him back to his caregivers. He is able to follow simple 2-4 word instructions.
Social and Emotional Development (interactions, social and self-awareness, expression of feelings, and self-control)	He is able to explore things alone without a caregiver's instructions. He likes to hand things to others as a form of play. He expresses a variety of emotions depending on what he is doing. He gets excited around other children, but mostly plays alongside them rather than with them.

Step D: Analyze a Specific Milestone

Choose one specific milestone you observed from any area of any checklist (for example, "Scribbles on his own") to analyze a little more closely. Think about why this milestone is important enough to notice as well as things that may positively and negatively influence that milestone (for example, if a child is provided chunky crayons and paper and is encouraged to make marks, it would support their development of the ability to scribble on their own).

Your Milestone	
What milestone did you choose?	Exploring alone but with a caregiver nearby
What domain is this milestone in?	Social/Emotional

Which checklist is this milestone in?	2 year old
Why is this milestone important? (What does it show us about the child's development? What does it now allow the child to do? What is coming next?)	This milestone shows that a child is confident enough in themselves to take initiative during exploration and play. It shows that they have developed a sense of self and shows the first signs of creativity.
What is something that would support the development of this milestone? (Positive influence)	Allowing the child to make safe mistakes so that they experience the consequences and effects of their actions. Allowing sufficient unstructured play will foster independence, creativity, and help the child build a positive self image.
What is something that could prevent, delay, or undermine the development of this milestone? (Negative influence)	Dictating how a child plays and using negative reinforcement to enforce those rules could undermine the development of a child's independence and creativity.

Step E: Make a Connection to a Theory

Theories help guide us to understand children's growth and development. The key theories in Child Development were introduced in Chapter 1 and revisited in later chapters, where appropriate. Connect something you observed to a theory we have covered in class (such as Vygotsky's Sociocultural Theory being illustrated when an adult helps a child accomplish a task that the child would not be able to do independently.)

YOUR THEORY CONNECTION	
What theory are you making a connection with?	<i>Skinner's Operant Conditioning</i>
What Chapter is this theory discussed in?	<i>Chapter 5</i>
On what page is the theory discussed?	<i>151-153</i>
How does what you observed illustrate this theory? Be specific about what you observed and how it relates to the theory.	<i>In the language video, the boy gives their caregiver several toys, describing what they were using 1-2 words. The caregiver responds positively, thanking the child in a happy tone of voice, which is a form of positive reinforcement. This encourages not only the proper use of language, but also encourages sharing.</i>

Part Three – Reflection

Reflect on this experience by answering each of the questions.

<p>How was this experience different than seeing these children in person?</p> <p>(Consider both benefits and drawbacks)</p>	<p>The benefit of this medium is the ability to highlight specific behaviors with a concrete example. There also doesn't need to be an entire class staring at the child, which would likely make them stressed and alter their behavior. The main drawback is that each clip is devoid of the context of the child's personality and the milestones they may have reached off camera, such as how they eat.</p>
<p>What do you still have questions about in terms of infant and toddler development? What else do you wish you could have seen in action?</p>	<p>I wish I could've seen more of how the kids play with each other. I spent a lot of time teaching classes that encouraged parents to play with their kids, and so how children play with each other is something I have less experience observing.</p>
<p>What parts of this observation were you most successful with? Looking at the rubric, what areas do you believe you will score exemplary or proficient? Why?</p>	<p>I think I did especially well describing how to support a milestone and what might be detrimental to that milestone. I think my experience teaching ages 0-5 helped me form those ideas.</p>
<p>What parts of this observation were more challenging for you? What can you do before your next observation to improve your performance in these areas?</p>	<p>I think the checklist was the hardest part for me, as I rewatched the video for almost every section for each age range, which cost me a lot of time when it really should not have.</p>

Name:

Connor Petri

Evaluation Criteria

	Exemplary	Proficient	Emerging	Building
Step One				
Infant Checklists	Identified almost all milestones with Xs and Ps in all domains in all three ages 5½ points	Several milestones present in the video not identified on checklists 4½-5 points	Missing numerous milestones; missing domains and/or ages 1-4 points	Missing completely 0 points
Infant Development Summaries	Provided accurate, thorough 1 paragraph summary addressing milestones and other content for all three domains 5½ points	Summary mostly accurate or not quite thorough and/or only addresses milestones or other content 4½-5 points	Summaries not thorough and/or not accurate; milestones not identified 1-4 points	Missing 0 points
Infant Milestone Analysis	Specific milestone observed chosen; thorough explanation of importance	Specific milestone observed chosen, but explanation of importance could be more	Did not choose a specific milestone, explanation wasn't accurate, and/or	Missing 0 points

	and accurate and specific positive and negative influences identified 5½ points	thorough or positive and negative influences could be more specific 4½-5 points	influences not accurate 1-4 points	
Infant Theory Connection	Identified theory and clearly related it to what was observed; AND provided chapter and page number in book 5½ points	Identified theory; missing chapter or page number; OR connection to what was observed could have been more thoroughly described 4½-5 points	Identified theory; missing chapter and page number; OR inaccurate or missing explanation of connection to what was observed 1-4 points	Missing 0 points
Step Two				
Toddler Checklists	Identified almost all milestones with Xs and Ps in all domains in all three ages 5½ points	Several milestones present in video not identified on checklists 4½-5 points	Missing numerous milestones; missing domains and/or ages 1-4 points	Missing completely 0 points
Toddler Development Summaries	Provided accurate, thorough 1 paragraph summary addressing milestones and other content for all three domains 5½ points	Summary mostly accurate or not quite thorough and/or only addresses milestones or other content 4½-5 points	Summaries not thorough and/or not accurate; milestones not identified 1-4 points	Missing 0 points
Toddler Milestone Analysis	Specific milestone observed chosen; thorough explanation of importance and accurate and specific positive and negative influences identified 5½ points	Specific milestone observed chosen, but explanation of importance could be more thorough or positive and negative influences could be more specific 4½-5 points	Did not choose a specific milestone, explanation wasn't accurate, and/or influences not accurate 1-4 points	Missing 0 points
Toddler Theory Connection	Identified theory and clearly related it to what was observed; AND provided chapter and page number in book 5½ points	Identified theory; missing chapter or page number; OR connection to what was observed could have been more thoroughly described 4½-5 points	Identified theory; missing chapter and page number; OR inaccurate or missing explanation of connection to what was observed 1-4 points	Missing 0 points
Step Three				
Reflection	Fully addresses all questions providing a complete reflection of at least a paragraph 5 points	All questions are at least partially addressed 4-4½ points	Missing responses to some questions 1-3½ points	Missing 0 points
Overall				
Format and spelling & grammar	Typed into form with very few spelling and grammar errors 1 points	Typed into form with some spelling and grammar errors ½-¾ points	Did not use form (may be asked to resubmit) OR many errors 0 points	

Total Points Earned _____ / 50