

Case Study  
Child Development  
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This case study is on a young girl named Hannah. She was observed in a classroom at the Early Learning Center. She is 4 years old. She is the only child, and lives with her father and grandmother. Throughout the paper, it compares Hannah's development to what developmentalists say is normal. The paper is focused primarily on cognitive, physical, and social developments. The paper gives examples of how Hannah is successfully developing normal for her age.

This case study is on a young girl named Hannah. She is being observed at The Early Learning Center, in an indoor environment. Hannah lives at home with her grandmother, and father. She is the only child, and she has her own bedroom. She does see her mom frequently. Hannah is 4 years old. She loves anything Disney princesses, she likes the color pink, and every day at the Learning Center she plays house. She enjoys playing with dolls, playing kitchen, and she told me that her favorite thing to do outside was to play on the swings. Hannah dislikes playing trucks and “boy things”, while being observed she rather play with girls, then to play with boys. She also does not like dark colors, bright colors are her favorite. Such as pink and purple. She does go to speech therapy to work on her words. Hannah is a very interesting young girl, and it will be exciting to do a case study over her.

Hannah is an active child for being four years old. Hannah is average for her physical development. Hannah is physically fit, and enjoys playing with others when allowed to do so. Since she is being observed at The Early Learning Center, questions were not directed toward her mom, but instead toward her teacher.

Hannah is average for her height and her weight. According to a growth and weight chart, the average height for a 4 year old girl is 37 inches. Hannah is 38 inches in height, and she weighs 36 pounds. (Growth and Weight Chart, 2009) To my awareness, the pregnancy was normal. Through toddlerhood Hannah developed normally. She is growing more each day, but she is average for her age during the pre- k years.

Hannah is a very active child. She enjoys running around every chance that she gets. When playing outside Hannah can kick, throw, bounce, and catch a ball adequately.

She is developing her eye-hand coordination. When asking her to do these tasks, Hannah is able to run, she can hop on both feet, and she can jump up and down. She needs more time to get skipping down, but she tries her best.

Hannah is able to dress and undress herself without assistance. Hannah likes the independence of being able to pick out her clothes that she wants to wear. She is self-reliant in the bath room. At school Hannah is able to use scissors quite well, with occasionally some assistance. One of her favorite activities to do is to paint and draw. While painting she likes to make a mess, because she thinks that it is fun to paint with her hands. Hannah is able to write her name concisely. She likes the colors purple and pink, so any chance that she gets to use those colors for craft time she is happy. She is good at using her fine and gross motor skills while working on crafts and art.

While being observed, Hannah likes to play with others. She is also a good friend to her classmates, and she gets along with them quite well. According to Feldman (2007), Hannah is in the Constructive stage of play. She plays cooperatively with other children. Cooperative play is playing together, taking turns, and playing games. Hannah enjoys being physical, and it is beneficial for children to get a lot of activity, because it keeps them active.

Overall, according to develop mentalists Hannah is in the average range for a 4 year old girl. In all aspects her physical growth is normal. She does everything that a 4 year old would do. She is a very active child, and enjoys playing. Hannah is physically fit, and she loves to play outside doing physical activities.

Hannah enjoys attending school and learning at the Early Learning Center. Hannah is a smart young girl. She likes to do many activities that deal with learning.

Hannah is able to complete tasks if she is asked to, and many times she takes the initiative to complete them on her own. According her teacher at the Early Learning Center she states, “Hannah is a good student, and she is well behaved.”

According to Feldman (2007), Hannah is in the Pre- operational stage cognitively. Pre-operational stage is from ages 2 to 7, and Hannah fits in this category, because she is 4 years old. Cognitively, Hannah is in the normal category, because according to developmentalists she is developing normal for her age. Examples are, Hannah knows how to write letters in the alphabet. She knows how to write her name, she just does not know the correct order the letters go in. She is able to count, she is a good listener, and she is becoming interested in how to sound out certain words. These are just a few cognitive abilities, which are normal for 4 year olds. As each year passes, and as Hannah continues to get older, cognitively she will continue to progress.

While being observed in a school setting environment, Hannah is showing normal signs cognitively for a 4 year old child. An example would be, while her teacher is giving instructions to the class, Hannah is listening closely, and she is able to follow tasks after being given instructions. When Hannah is working independently on a project, she occasionally will ask for assistance, but she is able to complete the assigned task without getting distracted. Hannah will work diligently on a project, and she will put a lot of effort into the task, until she feels that it is accomplished. Many times, students will rush through their work, and often Hannah will still be working on her project, because she wants it to be perfect. Hannah likes making decisions and choices on her own. Hannah really enjoys learning, and doing fun school activities.

Hannah enjoys counting. She can count all the way up to fifty, which is advanced

for a child that is 4 years old. Hannah knows all of the months of the year. She also knows the primary colors, and she is beginning to learn them in Spanish. Hannah is in the process of learning letters and sounds in the alphabet. She just recently learned how to write her name, which was a great accomplishment. She enjoys when others read books to her. Often times she will point to a word in a book, and will ask, "What is this word?" She is showing interest in reading skills, because she said that she wants to be able to read someday. (2002)

Hannah's Language Development is improving. Hannah does attend speech therapy. When she talks sometimes you really have to listen to what she is saying. When she gets excited about something, she will start talking really fast, and we have to remind her to slow down. When she gets upset, she will normally start crying, so she is encouraged to use her words to explain what is wrong. Her basic speech problems are annunciation, and getting some sounds confused with one another. For example b's and d's. Speech has really helped her, she has only been going for a little over two months, and we can already see a drastic change in her words.

Every once in a while you will catch Hannah talking to herself. Usually she is trying to figure something out. It is quite entertaining to watch. When asked about what she does on Easter, she was able to tell me about the Easter bunny coming, and that she would be going to her grandma's house. This is an example of concepts, about a series of events that normally happen on Easter. Hannah has many cognitive abilities.

Hannah is in the normal category for a 4 year old cognitively. According to Piaget, she is in the pre-operational stage. She enjoys attending schools, and likes to learn. According to her teacher Hannah is a good student, and she is well behaved.

Hannah is developing normally cognitively.

Hannah is rapidly developing many social and emotional abilities and skills. According to Feldman (2007) Hannah is moving accurately along in her growth and has all of the abilities a child at 4 should have.

According to Hannah's teacher at the Early Learning Center, Hannah has always been very talkative. She will let you know what she wants, and if she does not get it right away, she will keep asking until she gets an answer. Since she was a toddler, Hannah enjoyed talking. She learned many words in a short amount of time. As she progressed in her word and sentence usage, her dad and teacher realized that she had a hard time pronouncing certain words, so this led Hannah into going to speech therapy. Hannah goes to speech therapy twice a week. Hannah says, "I like going to there, because when I am all done, I get a prize". If she works hard and improves from week to week, she gets a prize for doing such a good job. Since going to speech therapy, Hannah has improved drastically on pronouncing words, and sounds. She will continue to go to speech, to keep improving.

During the preschool years, according to Feldman (2007), children develop a sense of gender and racial identity. This holds true, because while observing Hannah, she tends to play more with girls than with boys. At the Early Learning Center, the children learn about different cultures, so they get a sense of other colored children, and they know that they are just like them, but with different colored skin. It is important for children to know about different cultures, especially if there are children in the classroom that are from a different culture.

Another social/emotional development from Feldman (2007), states that children

begin to see peers as individuals and form friendships based on trust and shared interests. While observing Hannah, it is noticeable that she is friends with each peer in her class, and she knows that they are individuals, and they are all different from one another. Hannah loves to play house, and so do some of the other girls in her class, so they get along and play well in that aspect. She trusts her friends, and she typically plays with the girls, because they are interested in the same things. Hannah plays well cooperatively. She knows how to share. She likes to do hands-on activities, so she is good at constructive play as well. Sometimes when Hannah gets frustrated, she just starts crying. She is then reminded to use her words to explain what is wrong. This is important to know how to socially talk to her peers, to let them know what might be bothering her. It is necessary for preschoolers to start developing good social skills.

Overall, Hannah has many of the expected social/emotional skills and abilities for her age range. She is right on track developmentally for social and emotional skills, according to Feldman. Since she continues to go to speech therapy, her speech skills will become better. Hannah continues to grow rapidly in each stage of her life, and will continue to do so in the social/emotional stage.

I have enjoyed doing a case study over Hannah. I have learned many insightful strategies to see and understand if children are progressing adequately, according to their age throughout the early stages of their life. It is crucial that children progress accordingly, so they do not fall behind in school. After doing a case study I now know what tips and signs to look for when deciding if a child is progressing in all aspects of life.

The experience of visiting the Early Learning Center was really fascinating. The atmosphere was friendly and inviting. You could tell that there were children in the



building, because every time you entered the building it was loud. The rooms were filled with pictures and artwork that the children have done. Each age group had their own teacher that taught them. I worked with ages 3 to 5, and the teachers name was Tracy. Tracy was fun-spirited, exciting, and she was always in a good mood and welcoming to me every time I visited. I learned many ideas from Tracy, while I observed her teaching. The children really enjoyed having me come visit and observe. Every time that I would go, they would run and give me a hug, and say hello to me. I felt appreciated while observing. The rest of the teachers in the building were also friendly to me when I visited. The children learn a lot at the Early Learning Center. They are always working on projects and activities. It was fun to see what projects they did throughout the time I observed, because there was a definite improvement from all students on their artwork and skills.

While I observed I noticed that Hannah got along with Tracy really well. Hannah would go to Tracy when she had a problem, or when she needed help on a task. When I would be free to help, Hannah would come and ask me to help and I was more than willing to do so. All of the children really looked up to Tracy, and I observed that they really enjoyed her being their teacher.

I went to the Early Learning Center twice a week from 9 to 11 am. I basically observed Hannah doing the same activities every day that I went to the Early Learning Center. I wish I would have been able to observe Hannah playing outside with her peers and in the afternoon, just to see some of the other tasks they do while attending school. I did not get a lot of extra time to talk to Tracy, unless it was about Hannah. It would have been interesting to see how she got involved in teaching, and where she went to school. I

did have a good time observing her teaching skills and methods. It would have made it easier if I had more one on one time with Hannah. Most of the time I observed her in the classroom setting: learning and playing with her peers. There were some times that I got to ask her questions, and do some activities with just the two of us. One of the activities I had Hannah do, when it was just us two, were physical. I had her hop, skip, run, and walk backwards. It was interesting and amusing at the same time to watch. She did a really good job trying all of those tasks. Hannah really enjoyed working with me one on one.

I learned a lot from Feldman (2007) from reading our book, and using examples to observe Hannah to make sure she was progressing adequately for her age. At the cognitive level it is important for 4 year old, to start learning how to write, and I observed this by watching Hannah write her name. She knows the letters of her name, but she does not know the correct order. I watched her interact with her peers socially, and I talked to her, so see how far along she was socially with her words and sentences. These are just a few that I connected with from observing and what we are learning in class.

I really enjoyed observing Hannah. I looked forward to every day that I got to go to the Early Learning Center. It was a great experience, and it will help me in my future with my teaching career.

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