SAMPLE 1
Assignment B: Fine and Gross Motor Skills
Observations 3 and 4

Date and time: September 13, 2001  Center/room: 376
Child’s first name: XXX  Child’s age: 5-6

Behavior:
XXX is at the art table working with a small paper sack, scissors, and markers. He is looking at his project and standing as he cuts a straight line in the sack, then cuts another straight line about 3 inches lower than the first. He cuts off the ends of the sack, then picks up the cut piece and measures it around his eyes. Next, he takes the scissors and pokes a hole in the sack and cuts a curved, almost round circle doing the same process an inch or so away from the first. He picks up his new creation and puts it around his eyes. He takes it off and, using the scissors, cuts bigger holes. Again, he measures the placement around his eyes, which is still not in the right spot. He looks around the room and soon puts the mask down and walks around and around the table.

Interpretation:
XXX appeared to be very interested in making a mask for his eyes. He is focusing on the product because he seemed to have a plan for his mask, even cutting with the scissors (starting off with a poke for the eye holes); however, he then got frustrated because he couldn’t get the holes in the right spots for his eyes. He was willing to work with it a short time, but then gives up his project.

AEPS Developmental Domain: Fine motor: cuts out shapes with curved tines; cuts out shapes with straight line.

Level of mastery: partial mastery—curved lines; full mastery—straight lines.

Justification: He executes his plan without prompting. The plan for the mask is a conscious effort, but he does have occasional error with placement and roundness of the curved lines. The straight lines are used to meet the goal of the mask and are made without errors.

Guidance:
Because of XXX’s apparent frustration with his mask making and finally giving up, it would have been beneficial for one of the adults in the room to step in and help him with his measurement for his eye holes. It was interesting to me that he did not ask for help but instead tried to do it independently (although possibly he was wanting an adult’s help when he was looking around the room at the end). If an adult saw him measure his eye holes the second time, she could have come and asked him if he would like some help rather than just doing it for him. Berk, p. 313, indicates the need for adult patience with the child’s independence. When XXX is working at the art table another day, he possibly could be encouraged to try making the mask again.

Date: September 20, 2001  Center/room: 376
Child’s first name: YYY  Child’s age: 5-5

Behavior:
YYY is outdoors during recess. He is running moderately fast, twisting at his waist while he runs
making his shoulders move also. YYY’s arms are tucked close by his side, and he alternates his feet. While he is running, YYY turns his head backwards and looks behind him. Lie is smiling.

Interpretation:
YYY appears to be having a good time chasing and playing at recess. He seems very stable and coordinated while running; so much he is able to turn his head and took behind while his body and feet are moving forward.
AEPS Developmental Domain: Gross motor: Runs avoiding obstacles; runs Level of mastery: full mastery.
Justification: YYY runs spontaneously and doesn’t falter or stumble. If YYY had not fully mastered running, he would not have been able to turn his head to look behind since his brain would still be focusing on the process rather than the product of running (Berk, p. 310).

Guidance:
YYY is right on track with his running skill. His ability was enhanced by the physical setup of the informal play, particularly enough space to run (Berk, p. 317). The physical activity seems fun for him, so he possibly might enjoy and progress to a pickup game of baseball, soccer, or something of that nature, being sure to focus on fun rather than winning (Berk, p. 317).

SAMPLE 2
Assignment B: Motor Development
Observation 3

Date and Time: 9/13/0 1 Center/room: Lab 0376
Child’s first name: ZZZ Child’s age: 4-11

Behaviors

Situation: Group time; ZZZ is in a circle with the other children and teacher, playing with scarves.

Behavior: ZZZ stands with her feet apart. She throws the scarf up in the air. As her arms go up, she jumps simultaneously. She catches the scarf with two hands. The next time she is instructed to catch the scarf one-handed, she still repeats the two-handed catch. ZZZ hides the scarf in one hand; throws it into the air with one hand, lifts her right leg up and kicks the scarf She continues to throw the scarf up and down catching it with two hands.

Adult Behavior: The teacher models the actions. ZZZ throws the scarf in the air when the teacher says to ~ve1~p and down. After the activity is done, teacher tells them to lay down and cover up with the scarf

Outcome: ZZZ lies down on the floor and covers herself up with the scarf She takes it off herself and waves it in the air with one hand. She gets up and runs to the table. Teacher tells her to wash hands and sit down.

Interpretation
AEPS Developmental Domain: Gross Motor
Indicator: Jumps in place, throws scarf
Level of Mastery: Emerging, takes cues from teacher, slow actions. Justification for mastery assessment: ZZZ is prompted to do the actions the teacher models; needs time to perform skills teacher says to do. Practices throwing scarf over and over when the teacher has moved on to a new action

Guidance

The “throwing scarf” activity was a way for ZZZ to practice her motor skills, especially her throwing and catching skills. I think the scarf is a good tool to use for an indoor motor activity because using balls would be too distracting for the children, as they would bounce and roll all over the room. The scarf also allowed ZZZ to concentrate her arm movements, as she threw the scarf in the air and then caught it. She threw and caught the scarf repeatedly, so this was a process activity for her (Class notes, Gross Development Observation, p.4). Playing with a scarf will help ZZZ to develop her skills for throwing and catching a ball (Berk, 317). The modeling behavior of the teacher helped to bring a variety of movements into the activity. The environment may have provided more stimulation than ZZZ needed to complete the activity, as she was easily distracted by the other children. More practice of gross motor control could be achieved by incorporating different types of media into the activity; for example, by using sponges.

SAMPLE 3

Assignment B: Gross/Fine Motor

Date/Time: September 18, 2001, 11:00 AM  Center/Room: 0360 Palmer

Child’s name: WWW  Child’s age: 3/4

Situation 1:
The children were outside playing. TTT was riding a tricycle. She was attempting to ride the tricycle up the hill. She could not pedal the tricycle up the hill. She continued to roll backwards. With the teacher’s help TTT pushed the tricycle up the hill by using her feet. On the flat ground she was able to pedal and steer the tricycle without any assistance.

TTT attempted the hill for a second time. She still continued to roll down the hill. She sat at the bottom of the hill, and eventually pushed herself up using her feet. After she was at the top of the hill, the teacher pushed her around a corner.

Interpretation 1:
The AEPS Developmental Domain observed here was gross motor. The indicator was play skills (B). TTT’s level of mastery for this task is emerging. Although she was capable of controlling the tricycle on a flat surface, she needed assistance on the hill.

Guidance:
The child was provided with a physical setting that made outside play possible. TTT was given sufficient time to practice riding the tricycle. She was allowed to choose her own activity and given 30 minutes to play. There were enough materials for the children to choose from on the playground. This made it possible for TTT to practice riding the tricycle without interference. Because the teacher was available TTT received needed assistance with the hill. This assistance helped show TTT how to get up the hill when pedaling would not work. This environment supports TTT’s development in gross motor skills. She is on task for someone from 3-4 years of age (Berk, 311).

Child: D  
Age: 3-1  
Date: 9/14/01  
Center: Lab 0360

**BEHAVIORS**  
**Situation:** Outside play  
Child Behavior: D. used alternating feet walking up 11 stairs on the wood structure with support from the railing during the first 2 steps. While walking down the stairs D. led with one foot and used the railing for support on 9 of the 11 steps.  
Adult Behavior: None observed  
Outcome: D. continues his outdoor play activities.

**INTERPRETATION**  
AESP Developmental Domain: Gross Motor  
AESP Indicator: Alternates feet walking up and down stairs (Al)  
Level of Mastery: Emerging--uses alternating feet while walking up stairs, but leads with one foot going down stairs.  
Supportive/nonsupportive context: Supportive--environment allows children to safely walk up and down stairs and adults give children the choice/opportunity to play on the wood structure.

**GUIDANCE IMPLICATIONS**  
Improved balance helps improve gross motor skills during early childhood and using alternating feet while walking both up and down stairs is usually mastered by age 5 (Berk, p. 311, 2001). The environment is safe and inviting for D. to master this skill, but the adult offered no guidance or positive reinforcement so D. will continue improving this skill. The adult could place activities for the children to do on the platform at the top of the stairs so going up and down the stairs is more inviting and will occur more often. The adult could also walk down the stairs with D. modeling and helping him practice using alternating feet. Also, using positive reinforcement when the adult sees D. is beginning to use alternating feet on the way down the stairs would encourage him to continue practicing. This would also help D. feel a sense of accomplishment once he mastered the skill. An example of a positive, reinforcing statement that could be used is, “David, you are not having to stop at each step with both of your feet. You can get down the stairs more quickly this way!”

Child: M  
Age: 4-6  
Date: 9/20/01  
Center: Lab 0360
BEHAVIORS
Situation: Self-select time. M. is in art center sitting at the table next to an adult. Adult Behavior: “Let’s cut out a shape!”
Child Behavior: M. picks out her scissors and uses them to cut a circle out of a half piece of paper. M. eyes focus on the task and she cuts slowly. The circle is somewhat symmetrical (one side is smaller and less rounded) and has curved edges. Adult Behavior: “Great shape you cut out Madison!”
Outcome: M. smiles as she looks at her shape.

INTERPRETATION
AESP Developmental Domain: Fine Motor
AESP Indicator: Cuts out shapes with curved lines (A2)
Level of Mastery: Emerging--follows cues provided by adult, but completes task consciously and with effort.
Supportive/nonsupportive context: Supportive--adult provided materials and positive feedback.

GUIDANCE IMPLICATIONS:
Control of the hands and fingers also improves greatly during early childhood, allowing children to cut and paste effectively (Berk, p. 312, 2001). M. demonstrates she can manipulate the scissors well enough to cut out a circle. The adult prompts M. to cut out a shape and also gives a positive reinforcement when she sees M.’s shape. The reinforcement compliments what the adult saw in M.’s work; she doesn’t just use the empty comment of “great job.” The adult could have not prompted M. to cut out a shape and let her use her own imagination to cut and paste (although the class was working on learning the shape of a circle, so this prompt was probably planned and letting the child use her imagination to create her own works was not applicable here).