

CHILD STUDY FORMAT

This study gives the reader a comprehensive in-depth “picture” of a specific child during the semester. The emphasis is on **what the child can do** rather than on what the child cannot do. This study should summarize all the information you have collected from the child, their parents, teacher(s) or other individuals involved in the child’s life. You will also need to include questions raised and answered during this term. Items to be included in the child study should include:

- I. **Title Page:** Child Study, your name, course name, date, and instructor’s name (5 pts)
- II. **Table of Contents with page numbers (5 pts)**
- III. **Introduction (5 pts)**
 - A. Lab Hours
 - B. Parent Permission Slip
 - C. Observation Site Information
 - D. Why you selected this child
- III. **Background Information (must be in Q & A text format) (20 pts)**
 - A. Child: name (alias), birth date, age, sex, physical characteristics, appearance, birth order, personality, and your reasons for selecting this child
 - B. Family: composition, parental occupation(s), ethnic background, recent changes, siblings, social-economic status, any known family problems or concerns, any know family crises or tragedies, parental attitudes, any other significant information
 - C. Health: prenatal, birth, present status, and developmental milestones
 - D. Child Care/School History: length of time in program(s), description of program(s) [setting, ratios, group size, philosophy, class make-up, and ages of children in the classroom], parental expectations of program(s), parental involvement in the program(s)
 - E. Typical day’s routine: (from wake-up time to the next mornings wake-up time)
 - F. Typical week’s or month’s routine: (relevant when children move between two homes)
 - G. Other: Questions, concerns, problems
 - H. Parent & Teacher Interview
- IV. **Observations** (completed during the current semester in order to help determine the child’s current functioning in all domain areas.) **(Definitions & examples of observations can be found in the library on reserve. They are “Observation & Participation in Early Childhood Settings”, and “Through the Looking Glass”.)**
 - A. Checklists: Fine Motor Skills, Gross Motor Skills & Cognitive Skills (15 pts)
 - B. Checklist of your choice (5 pts)
 - C. Child Skills Checklist or equivalent (5 pts)
 - D. Anecdotal Observations (2) (10 pts)
 - E. Ratings Scale (your choice) (5 pts)
 - G. Narrative observation with interpretation (4) (20 pts)
 - H. Weekly Journal Account (14 weeks worth) (10 pts)

- V. **Child's Work Samples of Child's Creative Expression with write up on developmental skills demonstrated or developed by the creative expression. Discuss why this work was selected & what they specifically demonstrate (specific skills) the child can do. Use at least a dozen examples. (20 pts)**
A. Actual artwork (or color photocopies)
B. Photos of artwork, block building, manipulative play, dramatic play, etc.
- VI. **Photos of Child Engaged in Other Activities and a write up on the developmental skills being demonstrated or developed through the activity. Discuss why these photos were selected & what they specifically demonstrate (specific skills) the child can do. Use at least a dozen photos. (20 pts)**
A. Indoor play
B. Outdoor play
- VII. **Analysis of the Data. Includes page # reference to observation, photo or work example. (25pts)**
A. Acknowledgment of observer's biases (your beliefs/philosophy on growth & development)
B. Identification of the child's strengths and interests (based on your documentation of the child)
C. Interpretation of the child's development (stay focused on positive – where is the child developmentally)
- VIII. **Goals & Objectives:** Suggestions to foster the child's continued development. What are the child's next developmental milestones and activities that can help foster them. (Required for an "A") (20 pts)

This report MUST be typed using college level English (proper grammar, spelling, paragraphs, etc are required). It needs to be in a report folder or bound (3 ring binders are NOT acceptable). Use dividers with tabs for each new section. Presentation counts. Pages must be numbered. **(10 pts)**

Reports turned in using less than college level English will receive a "C" or less.
If you need help with English be sure to sign up for an English class or
work with an English tutor throughout the semester.