

EDUC 212 Education Field Experience

Observation Three: The Four Domains of the Child

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I. ***** Elementary School Observation Four.

II. Mrs. *****'s Third grade art class, taught by Mrs. ***.

III. **Setting:**

The classroom is set up inclusively; including select special needs children along with one elementary class at a time. An aide comes along with the special needs students for assistance. In *****'s class, there are two aides and one teacher. The make-up of boys and girls is nearly equal and all six of the student's tables include both boys and girls.

IV. **Pre-Observation:**

***** is one of the children that joins Mrs. ***'s art class with his assigned aide.

He is nine years old and of average size for his age group and grade level. ***** is one of two children in the class of about 25 third graders that has an aide with him.

***** has a lot of characteristics that both teachers and students find intriguing.

***** is not shy and shows no issues of speaking his mind.

V. **Data:**

When I first met *****, he was eager to show me his drawing skills. He had shown me how he can shade with a pencil by lightly going over graphite-shaded areas with his eraser in the opposite direction. This is a skill that many learn years later on. I was shocked to see a nine year old that understood the concept of shading to make two dimensional drawings look three dimensional.

***** has a IEP (***** parents noted that he has been "winey" since a young age and he has trouble controlling his feelings. He is part of a behavioral program where his aide directs him through breathing excersises and how to manage

anger. When ***** was upset, his aide told him to take a deep breath and told him that everything was going to be okay. ***** practices similar excersises with his aide and group every day. Anthony also looks forward to yoga when Mrs. *** occasionally starts the class with a few poses.

***** sits next to a student with similar needs, his name is *****. ***** has no issues socializing with him and discussing his plans for his projects. Both of them also include other students when they speak about their projects. Socially, ***** is very open about his plans. However, he can fall into a bad mood around anybody and has no intent of hiding it.

While working on a project, ***** refused to follow the directions when he was told to rip paper into small pieces to use as part of a collage. ***** has certain ticks that trigger his tantrums; one being that he will not rip paper. When I asked him why he decided to cut the paper into rectangles instead of cutting it, he yelled back to me “I will not *ever* rip the paper!”

VI. Analysis:

***** shows signs of anxiety, I think that he finds himself very anxious when it comes to doing activities as a class. When ***** starts the lesson with Mrs. ***’s yoga poses, I noticed that he takes deep breaths and tries to relax himself for the lesson. When he works on his own sketchbook, ***** does not seem as distraught because he is only worried about his own ideas.

Cognitively, I find that ***** is ahead of his class. He is very confident when it comes to problem solving while creating projects where he changed the directions.

*****'s creativity is far more developed than other students. He has firmly grasped the concept of design, technique, and composition. ***** has no issues when it comes to using different pencils and art supplies. He is fully confident and physically capable.

Although ***** becomes emotional, he shows signs of confidence when he handles himself by closing his eyes and taking deep breaths. At this age, ***** is “developing a strong concept of self” (www.greatschools.org, 2017). ***** is learning how to be confident in his own skin through the help of his teachers, classmates, and aides. At this age, students in this class are learning how to process data into thinking and planning.

VII. Recommendations:

I suggest that ***** continues to work with his aide. However, I feel that in the near future, he should start practicing his exercises during class and in other settings without the help of his aide. His aide can be nearby just in case. I would also suggest that ***** move around the room so he can observe some of the other classmates' ideas. I think that ***** would enjoy seeing all of his classmates work and learning how to more confidently socialize with his classmates.

VIII. Post-Observation: This observation, I learned that certain students may have weaknesses in some areas, but may have a particular talent that the student strives in.

IX. Citations:

Inside the 3rd grader's brain | Parenting. (n.d.). Retrieved from
<https://www.greatschools.org/gk/articles/third-grader-brain-development/>

Home | National Core Arts Standards. (n.d.). Retrieved from
<http://www.nationalartsstandards.org/>

Rationale Statement**Date of Completion:** November 2017**Date of Submission:** November 2017**Title of Artifact:** Observation: The Four Domains**Standard:** Standard One: Learner Development – The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

I am placing The Four Domains Observation under Standard One: Learner Development. This document observes a student with individual needs. The teacher collaborates with the student's family and her colleagues in order to promote learner growth for this student's individual necessities.