

EDUC 230 Field Experience

Observation Six: The Four Domains of the Child

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I. *** Elementary School Observation Six: Child Study****II. ***** – Second Grade****III. Setting:**

The classroom is set up inclusively, although this classroom does not have any students from the Special Education program. Mrs. *** is the only instructor for this specific class as no students need an aide. The make-up of boys and girls is nearly equal and all six of the student's tables include both boys and girls. Each class runs fifty minutes long and contains between 25 and 30 students, all with an almost equal make-up of both boys and girls. The location of the school is suburban.

IV. Pre-Observation:

***** is in second grade and is in Mrs. *****'s class. He is around nine years old and of average size for his age group and grade level. ***** is one the students in a class of about 25 second. ***** has a lot of characteristics that teachers find curious and is not shy once you get to know him.

V. Data:

***** usually wear's a large black hoodie and will walk into the classroom with his hood up on his head and with a fidget-spinner in his hand. He does his best to not distract the rest of the class with his fidget spinner because he understands that he will get it taken away if it disturbs his classmates from working. ***** perfers to work in all dark gray and black, even when the project is focusing on color. He has also been caught drawing "violent" scenes, but since previously getting into trouble – he will ask an instructor if what he wants to draw is appropriate. When I come by to witness

his work and choice of shading, he often covers his drawing with his arms and places his head down. I noticed that he became very frustrated when he drew and would repeatedly tell Mrs. *** and I that he dislikes his own work. I spoke to ***** one-on-one and explained to him that even the best artist's dislike their work, and I attempted to assure him that he was doing a fantastic job and should be showing off his illustration. ***** has a IEP (Individual Education Program) that suggests that he should sit near the front of the room, near the board and should be able to use his fidget spinner to help him deal with Attention Deficit Disorder (ADD).

***** enjoys using three-dimensional materials such as clay and Model Magic. He sits next to his good friend, ***** – who he occasionally needs to be separated from when start to talk instead of doing work.

VI. Analysis:

***** has many intriguing characteristics. While he can be optimistic while chatting with his friends, he becomes a pessimist when showing his own work.

Cognitively, ***** had traits that are drastically ahead of his class. ***** is very creative when it comes to his art projects – but he has trouble focusing on the teacher and, at times, his own project. ***** uses his fidget spinner as a way to combat Attention Deficit Disorder. Although there is no official scientific evidence claiming that Fidget spinners help with ADD, it seems to help dennis focus on what he needs to when it is used properly. According to the retailers of fidget spinners (learningscientists.org), the toy can help with:

- Stopping annoying habits
- Anxiety

- Stress relief
- Boredom
- Staying focused
- Nail-biting
- And trembling legs

While not proven, *****'s instructors see results when he shows nervous habits such as swinging his legs and staying focused.

*****'s language development is slightly behind his class. ***** has a difficult time explaining why he does not like his own artwork. This may be the root of his common theme of wanting to draw violent scenes. It is said (livestrong.com) that children draw violent scenes because they have difficulty expressing past experiences in their home life. ***** may also be experiencing violent influences through video games and movies.

Socially, ***** is satisfactory – He gets along with all of his classmates. ***** is often talking to his best friend, *****, who sits at the same table as him. They will sometimes converse about what they are planning for their projects.

As for Physical Development, fine motor and gross motor, ***** falls right with his class. His fine-motor skills may even be more developed by the look of his drawings when compared to the remainder of his classmates. ***** pays very close attention to detail, which may be why he often feels so negatively towards his own work.

VII. Recommendations:

I suggest that ***** continues to work well with his fidget spinner, but also becomes aware of new techniques that will help him focus. I also recommend that ***** learn how to overcome negative thinking with the help of a counselor.

Specifically, he has difficulty tolerating mistakes in his art. According to Psychcentral.com, He may be able to overcome this by “Distinguishing between negative and accurate thoughts.”

Once ***** can think positively, he will be open to learning more about his work and will be able to improve as a student and improve his cognition and language development.

References

3 Handy Ways to Help Your Child Overcome Negative Thinking. (2011, July 17). Retrieved from <https://psychcentral.com/blog/3-handy-ways-to-help-your-child-overcome-negative-thinking/>

The Learning Scientists Blog. (n.d.). Retrieved from <http://www.learningscientists.org/blog/2017/6/1-1>

Low, A. (2013, August 28). What Do Violent Kids' Drawings Mean? Retrieved from <https://www.livestrong.com/article/1007170-violent-kids-drawings-mean/>

Rationale Statement

Date of Completion: April 2018

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Title of Artifact: Observation Six: Child Study

Standard: Standard Three: Learning Environments – The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self motivation.

This Child Study Observation is being placed under Standard Three, Learning Environment, because it shows that the child is being actively observed in their classroom learning environment.