

Your College, Your Future



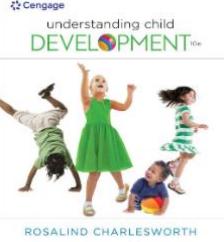
Established 1969

ECD 203

Growth and Development II

Course Instructor	Monica Stukes
Office Location	256A
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Instructor office hours (<u>required</u> for full-time faculty)	M 9:30am-11:00am (Virtual) 1:00pm-3:00pm T 10:00am-12:00pm 12:00pm-1:00pm (Virtual) W 9:00am-11:30am TH 8:00am-10:30am

Course Number	ECD 203	Section Number	15
Course Title	Growth and Development II		
Credit Hours	3.0		
Teaching philosophy/ methods	This course is an in-depth study of preschool children growing and developing. Focus is on development of the child with emphasis on physical, social, emotional, cognitive, and nutritional areas of development. Developmental tasks and appropriate activities are explored in the course. This course will offer lectures (zoom or face to face), class discussions, demonstrations, case studies, written assignments and audio-visual materials.		
Course Objective	<ol style="list-style-type: none">1. Describe typical physical, social, emotional, language, and cognitive development of a child from ages 3-8. (NAEYC 1a, 1b, 4c)2. Identify the influence of environment on the development of the child. (NAEYC 1a, 1b)3. Observe and record information that reflects inter-relationships of the physical, social, emotional, language and cognitive domains of development of a child from ages 3-8. (NAEYC 3a, 3b, 3c, 3d)4. Plan and implement age and individually appropriate activities for a child from 3-8 years, based on knowledge of developmental milestones. (NAEYC 1a, 1c, 4b, 4c, 4d)5. Describe the importance of supportive adult and peer relationships for children from ages 3-8. (NAEYC 1b, 2a, 2b, 2c).		

Materials specific to Course Section	<ul style="list-style-type: none"> • Course Textbook: Understanding Child Development, 10th Edition by Rosalind Charlesworth  <ul style="list-style-type: none"> • Three Ring Binder
Classroom standards for behavior (Attendance, tardiness, late work, Cheating, online etiquette as applicable)	<p>Attendance Policy:</p> <p>Attendance and participation are necessary for academic success. Williamsburg Technical College (WTC) expects students to attend all scheduled class meetings. WTC requires students to be present a minimum of 80% of all class lectures and laboratory sessions. Once a student has missed 20% of the course or two consecutive weeks, whichever occurs first, the faculty is obligated to withdraw students from the course. Individual programs may set higher required attendance and tardy standards, but must include these standards in their course syllabus and announce the requirements during the first two class meetings. Instructors will be given the flexibility to work with students in good standing who provide documentation to support a legitimate reason for an absence. It is the responsibility of the student to make up all missed class assignments within the time frame set by the instructor.</p> <p>Classroom Attendance</p> <p>In order to be successful in this class, students should be in class and attend all scheduled meetings. Students are given five absences. Every absence after the fifth may result in the drop of one letter grade. If a student is going to be absent, please email the instructor using your student email. Students who are absent are responsible for any and all make-up work and tests.</p> <p>Please be on time in coming to class. Students who are ten minutes late, or more, may be counted as tardy or absent for that class. Work that is turned in late will be subject to a one letter grade penalty for every day that it is late. If a student is absent on the day a test is given, they will receive a zero for that test unless made up within 2 weeks.</p> <p>Online Attendances</p> <p>Students taking an online/internet class must sign-in and complete an assignment designated by the instructor within the week or class from the start of the semester to indicate attendance in the class. Students not attending class during the first two weeks (first ten calendar days) from the start of the semester must be dropped from the class for NOT ATTENDING.</p> <p>For all online courses, students must complete an assignment designated by the instructor during the first week of classes. The instructor will drop the student from the course if the initial assignment is not completed.</p> <p>Instructors will withdraw students from the class when 80% attendance is not</p>

	<p>maintained. Attendance in an online course is defined by regular course access and by timely completion of assignments as required by the instructor. Each student will be expected to access the web class at least once a week and complete 90% of assignments on time. Additional access is encouraged and may be necessary for successful completion of classes.</p> <p>Failure to log in and complete assignments will result in the student being withdrawn from the course. The instructor will assign a grade of "W" or "WP" based upon the student's academic standing as the date of attendance, which is the last login. Students are responsible for any financial matters associated with an administrative withdrawal. If a student fails to email the instructor (using the WTC email account) requesting to be dropped from the course and has not submitted the initial assignment required during the first week of class, the instructor will assign a "Never Attended" code no later than two weeks (ten calendar days) after the first day of class. Students who are dropped as a result of never attending the course are still responsible for all fees associated with the course.</p> <p>Academic Misconduct Policy:</p> <p>Any student suspected of academic dishonesty will be reported to the VP of Student Services for investigation and subsequent disciplinary action in accordance with college policy. Academic dishonesty includes, but is not limited to, falsification of information, cheating on tests, plagiarism (copying other's work and representing it as your own - in part or in total - without the appropriate citations) and collusion.</p> <p>Please do not make or answer cell phone calls during class. Also, please do not allow phones to ring during class. All phones should be set to vibrate or silent and should not be visible at all. Students that exhibit behavioral problems will be sent to the VP of Student Services for corrective action. The instructor reserves the right to remove from the class any student who is disruptive.</p> <p>Student with Disabilities Policy:</p> <p>Williamsburg Technical College encourages students with disabilities to contact his or her instructor to discuss needs and concerns as they arise. If you feel you have a disability requiring accommodation, contact Student Services. Also, please see instructor within the first two weeks of class.</p> <p>Late Work:</p> <p>All course work (including, but not limited to: assignments, labs, quizzes, exams, and final projects) must be submitted no later than the due date unless prior arrangements are made with the instructor and a new due date is established. If a student submits an assignment after the due date without having decided with the instructor, a minimum of 5 points, (based on an assignment grading scale of 100 points), will be deducted for each week, or part thereof, that the assignment is late.</p>
Suggested additional readings if applicable	

	Dates	Calendar Events	Content	Due Dates (All due dates on Sunday night unless otherwise stated)
Weekly assignment schedule with due dates of major assignments, tests, projects, etc.	Week 1	<p>Video: Course Intro</p> <p>Read: Course Syllabus</p> <p>Review: Course Assignment/Projects Checklist</p> <p>Discussion 1: Getting to know you.</p> <p>Discussion 2: What are you expecting to learn from this course that you did not learn in part I of growth and development?</p>	<p>Introduction, Syllabus, Course Overviews</p> <p><u>Understanding Child Development, 10th Edition</u> by Rosalind Charlesworth</p>	08/24/25
	Week 2	<p>Video: Why is it important to understand child growth and development?</p> <p>Discussion 1: Why do you think growth and development is important of young children?</p> <p>Link: What is a Case Study in Early Childhood</p> <p>Discussion 2: Watch the video: Case Study: CRT's Heritage Child Development Center. After watching share your thoughts on the school, environment, and staff members in the video. Does this center seem like a high-quality center? If so, what things did you saw in the video that represent high quality?</p> <p>Objectives: 1a, 1b</p>	<p>The Importance of Growth and Development of Young Children</p>	08/31/25

	<p>Week 3</p> <p>Read Chapter 8 and complete key terms quiz.</p> <p>Discussion: Identify what age group is your case study child from. Tell why you choose this age group and why do you have an interest in this particular age group? What are the physical and motor development milestones of this age group?</p> <p>Case Study Activity 1 Due</p> <p>Objectives: 2a, 2b, 2c, 2d, 2e</p>	<p>Ch. 8: Physical and Motor Development</p>	<p>09/07/25</p>
	<p>Week 4</p> <p>Read Chapter 9 and complete key terms quiz</p> <p>Discussion: Describe some cognitive and intelligence skills about your case study child. Provide an example</p> <p>Case Study Activity 2</p> <p>Objectives: 3a, 3b, 3c</p>	<p>Ch. 9: The Cognitive System, Concept Development, and Intelligence</p>	<p>09/14/25</p>
	<p>Week 5</p> <p>Video: How to Identify Scholarly Journal Articles</p> <p>How to Write in APA Format</p> <p>Sample Journal Articles</p> <p>Due Approval of Journal Article Due</p> <p>Objectives: 4a, 4b, 4c, 4d</p>	<p>Research and Writing Skills</p>	<p>09/21/25</p>
	<p>Week 6</p> <p>Read Chapter 10 and complete key terms quiz</p> <p>Discussion: How can technology support concept development? How can it endanger it?</p> <p>Case Study Activity 3 Due</p>	<p>Ch. 10: Oral and Written Language Development</p>	<p>09/28/25</p>

		Objectives:5a, 5b, 5c, 5d		
	Week 7	<p>Read Chapter 11 and complete key terms quiz</p> <p>Discussion: What can adults do to support the development of language and literacy?</p> <p>Video: Observations in ECE</p> <p>Case Study Activity 4 Due</p> <p>Objectives: 6a, 6b, 6c, 6d</p>	Ch. 11: How Adults Enrich Language and Concept Development	10/05/25
	Week 8	<p>Journal Article Due</p> <p>Objectives: 4a, 4b, 4c, 4d</p>	Journal Article	10/12/25
	Week 9	<p>Read Chapter 12 and complete key terms quiz</p> <p>Discussion: How do you identify emotions in young children?</p> <p>Case Study Activity 5 Due</p> <p>Objectives: 7a, 7b, 7c, 7d</p>	Ch. 12: Affective Development	10/19/25
	Week 10	<p>Video: DIY Preschool Activities. Preschool Task Boxes</p> <p>Link: 130 Teacher Made Toys</p> <p>Discussion: What is your definition of being creative in early childhood?</p> <p>Preschool Toys (2) Due</p> <p>Objectives: 8a, 8b, 8c</p>	Preschool Toys	10/26/25
	Week 11	<p>Read Chapter 13 and complete key terms quiz</p> <p>Discussion: Is there a difference between discipline and punishment? If so, explain</p> <p>Case Study Activity 6 Due</p>	Ch. 13: How Adults Support Affective Development	11/02/25

		Objectives: 9a, 9b, 9c		
	Week 12	<p>Read Chapter 14 and complete key terms quiz</p> <p>Video: What is school readiness</p> <p>Discussion: What are the basic factors of school readiness?</p> <p>Objectives: 10a, 10b, 10c, 10d, 10e</p>	Ch. 14: Preschool to Primary: Bridging the Gap into the Primary Grades	11/9/25
	Week 13	<p>Read Ages and Stages article</p> <p>How to complete Ages and Stages Questionnaire</p> <p>Video :Calculating Chronical Age</p> <p>Ages and Stages Questionnaire Due</p> <p>Objectives: 11a, 11b, 11c, 11d</p>	Ages and Stages Questionnaire	11/16/25
	Week 14	<p>Read Chapter 15 and complete key terms quiz</p> <p>Discussion: How do cultural factors affect school achievement and adjustment?</p> <p>Case Study Activity 8 Due</p> <p>Objectives: 12a, 12b, 12c, 12d, 12e</p>	Ch. 15 Primary Grade Child Development	11/23/25
	Fall Break	Fall Break Nov. 26 th -Nov. 28 th		
	Week 15	<p>Case Study Reflections Due</p> <p>Discussion: What is the best way to prevent bullying?</p> <p>Research Paper/Presentation Due</p>	Case Study Reflection	12/05/25

		Objectives: 13a, 13b, 13c		
	Week 16	Final Exam	Final Exam	December 5 th -10 th
Last date to drop with a grade of "W"	A student is automatically dropped only if the student is absent the first two weeks of class. The last day to withdraw is October 20, 2025			
Addendum Revision date	08/14/25			
Missed work	Students with documented evidence of an emergency which prevented prior communication with the instructor may present documentation to the instructor for consideration. In order to receive credit for the discussion forum assignments, the student must actively participate during the assigned discussion period. Course work will not be accepted after the last day of the term unless arranged as part of a Course Extension.			
Statement that minor changes (such as order of topics or due dates) will be Announced ahead of time.	Updates and/or changes to the course content, meetings or due dates will be announced ahead of time throughout course			
Course Grading System	<p>A: 100 -90 = Excellent B: 89-80 = Above Average C: 79-70 = Average D: 69-60 = Below Average F: 59-50 = Failure</p> <p>WP = Withdraw passing WF = Withdraw failing</p> <p>Participation: 15%</p> <p>Homework Assignments: 10% Reading Responses: 20% Presentation Project: 25% Final Exam: 20%</p> <p><u>Total: 100%</u></p>			

NAEYC STANDARDS

1. PROMOTING CHILD DEVELOPMENT AND LEARNING

- 1a: Knowing and understanding young children's characteristics and needs, from birth through age 8.
- 1b: Knowing and understanding the multiple influences on early development and learning
- 1c: Using developmental knowledge to create healthy, respectful, supportive, and challenging learning environments for young children

2. BUILDING FAMILY AND COMMUNITY RELATIONSHIPS

- 2a: Knowing about and understanding diverse family and community characteristics
- 2b: Supporting and engaging families and communities through respectful, reciprocal relationships
- 2c: Involving families and communities in young children's development and learning.

3. OBSERVING, DOCUMENTING, AND ASSESSING TO SUPPORT YOUNG CHILDREN AND FAMILIES

- 3a: Understanding the goals, benefits, and uses of assessment – including its use in development of appropriate goals, curriculum, and teaching strategies for young children
- 3b: Knowing about assessment partnerships with families and with professional colleagues to build effective learning environments
- 3c: Knowing about and using observation, documentation, and other appropriate assessment tools and approaches, including the use of technology in documentation, assessment and data collection.
- 3d: Understanding and practicing responsible assessment to promote positive outcomes for each child, including the use of assistive technology for children with disabilities.

4. USING DEVELOPMENTALLY EFFECTIVE APPROACHES

- 4a: Understanding positive relationships and supportive interactions as the foundation of their work with young children
- 4b: Knowing and understanding effective strategies and tools for early education, including appropriate uses of technology
- 4c: Using a broad repertoire of developmentally appropriate teaching /learning approaches
- 4d: Reflecting on own practice to promote positive outcomes for each child.

5. USING CONTENT KNOWLEDGE TO BUILD MEANINGFUL CURRICULUM

- 5a: Understanding content knowledge and resources in academic disciplines: language and literacy; the arts – music, creative movement, dance, drama, visual arts; mathematics; science, physical activity, physical education, health and safety; and social studies.
- 5b: Knowing and using the central concepts, inquiry tools, and structures of content areas or academic disciplines
- 5c: Using own knowledge, appropriate early learning standards, and other resources to design, implement, and evaluate developmentally meaningful and challenging curriculum for each child.

6. BECOMING A PROFESSIONAL

- 6a: Identifying and involving oneself with the early childhood field
- 6b: Knowing about and upholding ethical standards and other early childhood professional guidelines
- 6c: Engaging in continuous, collaborative learning to inform practice; using technology effectively with young children, with peers, and as a professional resource.
- 6d: Integrating knowledgeable, reflective, and critical perspectives on early education
- 6e: Engaging in informed advocacy for young children and the early childhood profession.

7. EARLY CHILDHOOD FIELD EXPERIENCES

- 7a. Opportunities to observe and practice in at least two of the three early childhood age groups (birth – age 3, 3-5,

5-8)

7b. Opportunities to observe and practice in at least two of the three main types of early education settings (early school grades, child care centers and homes, Head Start programs)

Rubric - ECD 203 – Case Study Activity 1

Purpose/Goal: Students will answer questions to review their textbook and observation with their “case study” child

Total possible score: 12.5 (1.25% of final grade)

Work must be received at the beginning of class. Late work will not be accepted.

Criteria	Excellent Compliance	Minimal Compliance	Non-Compliance	Score
Case Study Activity 1	All questions are thoroughly answered, handwriting is legible and free of grammar and spelling errors. (30)	At least half of the questions are thoroughly answered, and/or handwriting is not legible and/or contains 1-3 grammar and/or spelling errors. (15)	Less than half of the questions are thoroughly answered, and/or handwriting is not legible and/or contains more than 3 grammar and/or spelling errors. (0)	

Rubric - ECD 203 – Case Study Activity 2

Purpose/Goal: Students will answer questions to review their textbook and observation with their “case study” child

Total possible score: 12.5 (1.25% of final grade)

Work must be received at the beginning of class. Late work will not be accepted.

Criteria	Excellent Compliance	Minimal Compliance	Non-Compliance	Score
Case Study Activity 2	All questions are thoroughly answered, handwriting is legible and free of grammar and spelling errors. (30)	At least half of the questions are thoroughly answered, and/or handwriting is not legible and/or contains 1-3 grammar and/or spelling errors. (15)	Less than half of the questions are thoroughly answered, and/or handwriting is not legible and/or contains more than 3 grammar and/or spelling errors. (0)	

Rubric - ECD 203 – Case Study Activity 3

Purpose/Goal: Students will answer questions to review their textbook and observation with their “case study” child

Total possible score: 12.5 (1.25% of final grade)

Work must be received at the beginning of class. Late work will not be accepted.

Criteria	Excellent Compliance	Minimal Compliance	Non-Compliance	Score
Observation	Documentation is thorough and focused on the “case study child.” (13)	Documentation and/or comments are vague and/or are focused on a group of children, including “the case study child.” (7)	Documentation and/or comments are not completed or are focused on a group of children. (0)	
Comments	Comments are thorough and focused on the “case study child.” (13)	Comments are vague and/or are focused on a group of children, including “the case study child.” (7)	Comments are not completed or are focused on a group of children. (0)	
Quality of Work	Handwriting is legible and free of grammar/spelling errors. (4)	Handwriting is not legible and/or contains a 1-2 grammar/spelling errors. (2)	Handwriting is not legible and/or contains more than 2 grammar/spelling errors. (0)	
Total				

Rubric - ECD 203 – Case Study Activity 4

Purpose/Goal: Students will answer questions to review their textbook and observation with their “case study” child

Total possible score: 12.5 (1.25% of final grade)

Work must be received at the beginning of class. Late work will not be accepted.

Criteria	Excellent Compliance	Minimal Compliance	Non-Compliance	Score
Case Study Activity 4	All questions are thoroughly answered, handwriting is legible and free of grammar and spelling errors. (30)	At least half of the questions are thoroughly answered, and/or handwriting is not legible and/or contains 1-3 grammar and/or spelling errors. (15)	Less than half of the questions are thoroughly answered, and/or handwriting is not legible and/or contains more than 3 grammar and/or spelling errors. (0)	

Rubric - ECD 203 – Case Study Activity 5

Purpose/Goal: Students will answer questions to review their textbook and observation with their “case study” child

Total possible score: 12.5 (1.25% of final grade)

Work must be received at the beginning of class. Late work will not be accepted.

Criteria	Excellent Compliance	Minimal Compliance	Non-Compliance	Score
Observation	Documentation is thorough and focused on the “case study child.” (13)	Documentation and/or comments are vague and/or are focused on a group of children, including “the case study child.” (7)	Documentation and/or comments are not completed or are focused on a group of children. (0)	
Comments	Comments are thorough and focused on the “case study child.” (13)	Comments are vague and/or are focused on a group of children, including “the case study child.” (7)	Comments are not completed or are focused on a group of children. (0)	
Quality of Work	Handwriting is legible and free of grammar/spelling errors. (4)	Handwriting is not legible and/or contains a 1-2 grammar/spelling errors. (2)	Handwriting is not legible and/or contains more than 2 grammar/spelling errors. (0)	
Total				

Rubric - ECD 203 – Case Study Activity 6

Purpose/Goal: Students will answer questions to review their textbook and observation with their “case study” child

Total possible score: 12.5 (1.25% of final grade)

Work must be received at the beginning of class. Late work will not be accepted.

Criteria	Excellent Compliance	Minimal Compliance	Non-Compliance	Score
Observation	Documentation is thorough and focused on the “case study child.” (13)	Documentation and/or comments are vague and/or are focused on a group of children, including “the case study child.” (7)	Documentation and/or comments are not completed or are focused on a group of children. (0)	
Comments	Comments are thorough and focused on the “case study child.” (13)	Comments are vague and/or are focused on a group of children, including “the case study child.” (7)	Comments are not completed, or are focused on a group of children. (0)	
Quality of Work	Handwriting is legible and free of grammar/spelling errors. (4)	Handwriting is not legible and/or contains a 1-2 grammar/spelling errors. (2)	Handwriting is not legible and/or contains more than 2 grammar/spelling errors. (0)	
Total				

Rubric– ECD 203 – Case Study 7

Purpose/Goal: Students will answer questions to review their textbook and observation with their “case study” child

Total possible score: 12.5 (1.25% of final grade)

Work must be received at the beginning of class. Late work will not be accepted.

Criteria	Excellent Compliance	Minimal Compliance	Non-Compliance	Score
ASQ-3	Every section of the ASQ-3 is completed. (10)	½ of the sections of the ASQ-3 are completed. (5)	Less than ½ of the sections of the ASQ-3 are completed. (0)	
Accuracy in Scoring Each Section	Each line has an accurate score of 10, 5, or 0. Each individual section is accurately added. (10)	½ of the lines are scored and accurately added in each individual section. (5)	Lines are not scored and sections are not added. (0)	
Accuracy in Scoring Box on Last Page	The box is accurately scored based on the scores from each individual section. (10)	The box is completed, but scoring is inaccurate. (5)	Box is not scored. (0)	
Total				

Rubric - ECD 203 – Case Study Activity 8

Purpose/Goal: Students will answer questions to review their textbook and observation with their “case study” child

Total possible score: 12.5 (1.25% of final grade)

Work must be received at the beginning of class. Late work will not be accepted.

Criteria	Excellent Compliance	Minimal Compliance	Non-Compliance	Score
Case Study Activity 8	All questions are thoroughly answered, handwriting is legible and free of grammar and spelling errors. (30)	At least half of the questions are thoroughly answered, and/or handwriting is not legible and/or contains 1-3 grammar and/or spelling errors. (15)	Less than half of the questions are thoroughly answered, and/or handwriting is not legible and/or contains more than 3 grammar and/or spelling errors. (0)	

ECD 203 Case Study Activity 1

Physical Development (Chapter 8)

1. Page _____ According to our textbook, what is the average height and weight for the age of your case study child?
2. What is the height and weight of your case study child?
Height: _____ Weight: _____
Is your case study child a girl or a boy?
3. Page ____ According to our textbook, gross motor skill development continues to improve as children become stronger and more coordinated. Give 2 examples of gross motor skills your case study child has mastered.
4. Page _____ According to our textbook, fine motor skills development continues to improve as children play with small objects. Give 2 examples of fine motor skills your case study child has mastered.
5. What is your case study child's favorite physical activity?

ECD 203 Case Study Activity 2

The Cognitive System, Concept Development, and Intelligence

1. Page _____ According to our textbook, pretend play begins with deferred imitation. Give 2 examples of pretend play that your case study child has participated in.
2. Page _____ According to our textbook, your case study child is in the preoperational stage of cognitive development. Is your case study child in substage 1 or 2 of Piaget's Stages of Cognitive Development? Give 2 examples of things your case study child has said or done to back up your answer.
3. Do one of the activities described on pages 269-270 with your case study child. Which activity did you choose?
4. Record your case study child's responses.

ECD 203 Case Study Activity 3

Review the National Association for the Education of Young Children (NAEYC) poster in the classroom, or the NAEYC website, https://www.naeyc.org/sites/default/files/globally-shared/downloads/PDFs/resources/position-statements/Ethics%20Position%20Statement2011_09202013update.pdf, and document 3 facts about conducting research in an ethical manner.

ECD 203 Case Study Activity 4 Running Record Observation and Comments

Name:

Directions: Thoroughly document everything that your case study child does as it occurs during your 20-minute observation.

Locations:

Date of Observation:

Time of Observation

to

<u>Observations</u>	<u>Comments and Analysis</u>
Recording information in a detailed, sequential, and unbiased manner. Information must be factual and objective, recording only what actually happened.	Drawing inferences and conclusions that evidence accurate child development descriptions.

ECD 203 Case Study Activity 5 Running Record Observation and Comments

Name:

Directions: Thoroughly document everything that your case study child does as it occurs during your 20-minute observation.

Locations:

Date of Observation:

Time of Observation

to

<u>Observations</u> Recording information in a detailed, sequential, and unbiased manner. Information must be factual and objective, recording only what actually happened.	<u>Comments and Analysis</u> Drawing inferences and conclusions that evidence accurate child development descriptions.

ECD 203 Case Study Activity 6

Running Record Observation and Comments

Name:

Directions: Thoroughly document everything that your case study child does as it occurs during your 20-minute observation.

Locations:

Date of Observation:

Time of Observation to

<u>Observations</u>	<u>Comments and Analysis</u>

Course Syllabus Addendum

ECD 203 Case Study Activity 7

You will receive and post in Moodle an Ages and Stages Questionnaire to complete with your case study child.

Circle the age that you used for your case study child:
36 months, 42 months, 48 months, 54 months, or 60 months

ECD 203 Case Study Activity 8

1. If it was possible, list 2 ways you made an effort to involve the child's family in your observations. If you were not able to involve the family, list 2 ways you would have if it had been possible.
2. List 2 examples of other professional colleagues you could have involved during your observations.
3. List 2 community agencies that might benefit your child (make sure the agency works with families and children between 4 and 5 years old).
4. List 2 things you gained personally from doing these observations that will help you in your early childhood career.
5. Now that you have completed your case study activities, share at least 2 positive outcomes for the child as a result of your observations.