Developmental Skills

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For this study, the observer spent several days in a kindergarten class with the aim of observing the manner in which Joe a kindergarten student was conducting himself. Notably, Joe is four years old and attends class just like the other children. Nonetheless, Joe, has shown some peculiarities in the manner that he conducts himself, and it’s affecting his academic standing which is evidenced in comparison to the other children. There is a need for creating a rapport because of the mannerisms Joe exhibits so that the educational curriculum can be structured to fit his abilities. With that in mind, this paper will evaluate Joe in developmental behavior, self-care, social development, speech, language development, and cognitive learning.

**Developmental-Behavioral**

In developmental-behavior, Joe seemed to be fine. For example, he was good at following instructions that were given by the teacher. Joe also had good relationships with the other children and can be described as being kind. Nonetheless, in the tasks that required extensive communication, Joe seemed to struggle as compared to the other students. In some instances, the struggle to communicate with others bothered him and Joe did not seem to be enthusiastic in doing certain tasks (Lyons & Roulstone, 2018). The teacher tried showing Joe special attention to give him encouragement but this did not seem to work.

**Self-care, Adaptive, Independence**

For the case of self-care, Joe seemed to be exceptional. For instance, when eating he seemed to be able to handle the cutlery in the proper manner and able to eat without spilling his food. This was phenomenal for a child of four years old. Also, Joe can go to the bathroom without needing adult supervision. It was noticeable that Joe was not doing odd things in the effort to seek attention and get help in doing the basic things. This was commendable for a child of his age.

**Social Development**

As for social development Joe was observed as not being interested in playing with the other children nor engaging in social conversation. Instead, he would opt to play alone or engage in an activity all by himself. When the teacher was asked about the situation she alluded that Joe was embarrassed because he could not talk like the other children. He also was not as happy as the other children when the teacher gave them recess time. It was like he did not enjoy it.

**Speech and Language Development**

When the teacher read out loud to the class and asked oral questions, Joe was struggling to say some words out loud. Also, when the teacher asked the students to read from their book Joe was not reading along with the other children. Furthermore, when it was Joe’s turn to read out loud he seemed worried, embarrassed and sometimes seemed to be fighting back tears, so the teacher would not call on Joe to read out loud in class. Also, when looking at the test scores for the language tests Joe did not perform well. When the observer asked the teacher, she stated that she had tried all types of techniques, but they did not seem to work.

**Pre-Academic and Cognitive Learning**

The teacher confided to the observer that when Joe enrolled in school he had problems in basic communications, recognizing letters and solving mathematical problems (Sices, Taylor, Freebairn, Hansen, & Lewis, 2007). This was strange since in other areas which were not related to academics, he seemed to do very well. With time, his reading had improved, and he was able to recognize letters but struggled to make their respective sounds. One of the techniques that had been employed by the teachers is the use of guided learning. This has led to some improvement but not at the desired rate. Notably, the fact that Joe is having problems in speech and language has led to an impairment of his cognitive learning ability. The teacher mentioned that kindergarten was not the best fit for Joe but given the fact that he comes from a humble background they were just trying to accommodate.

In conclusion, Joe seemed to have strengths in his behavioral developmental skills. For instance, he could eat and go to the bathroom without requiring any help. Nonetheless, Joe displayed weaknesses in language and speech development. This had a consequent effect on cognitive ability and social development. Deducing from the observations, Joe has delayed speech and language development which is a common impairment among small children. Taking Joe to visit a speech and language specialist would help with his ability to succeed in these areas.

References

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