

Background information of the child : Shawn is the only child to two working parents. He has older cousins whom he plays with over the weekends when he goes and visits his paternal grandparents.

Other important information :

Shawn was placed in the child care since he was 6 months old. His parents would drive him to the centre early in the morning and he would usually be one of the last to be picked up at the end of the day.

Analysis (based on anecdotal record) (max 300 words)

Shawn seems to understand the concept of sharing, but lacks in language and speaking ability. Children aged 3 ½ years to 4 years should be developing sharing skills, McLaughlin (2017). Shawn exhibits this trait by being able to share his own toys, giving asks him for one. However, Shawn does not ask for permission when taking toys from others. He swung his hand out Han Jun's tower to get the red blocks he wants. He also grabbed one of the blocks on Han Jun's tower without asking first.

Shawn is quiet in the observation and only speaks once, the sentence being "can I have that one yellow," when asking for a block. Children 4 years and above should be able to speak complete sentences of four to five words in a comprehensible manner, but Shawn does not exhibit this trait. His language ability may be impacted by the fact that he does not speak much.

Shawn is lacking in social-emotional and language skills. As a child that is constantly at the centre and spends lesser time with his parents, he may not know how to show as much affection to others. It could have affected his ability to express his feelings. Schwartz (2017) said that children who do not receive the necessary amount of affection from busy parents can tend to be anti-social and quiet. While Shawn interacts with the two other children in the observation, he does not initiate interaction unless it is to get something he wants. He does not pay attention and continued playing with blocks when his teacher was talking to him. Shawn requires more assistance and help to allow him be more outspoken with the people around him.

Suggested ideas to support the child (max 300 words)

One playtime activity could be to get Shawn to draw together with one of his peers. Teachers can get Shawn and Han Jun to draw together on a drawing canvas, with each child only getting drawing materials of different colors. During the activity,

Shawn's teachers can encourage him to ask Han Jun if he could borrow his paintbrushes by using positive reinforcement such as giving him longer drawing and play time if he is polite and asks for permission. This gives Shawn an incentive to verbally ask to share the drawing materials.

This activity is developmentally appropriate, as 4 year olds are able to draw and paint. Drawing helps to boost creativity and originality. Shawn can express his thoughts and feelings freely using art. Having only one other child to complete the activity with him will be an easier step to get him to interact more with him, instead of a group of children.

Another activity would be to do one-on-one show and tell. For this, Shawn could introduce something important to him using a picture or a drawing, such as his favorite toy or favorite animal to his teacher. The teacher could encourage him to speak more by asking questions related to the item. Before he presents his show-and-tell, the teacher could go first and introduce their favorite item so he knows what to do.

This activity is suitable as it is developmentally appropriate language-wise and can get Shawn to speak more about a topic that is of his interest. It also teaches Shawn skills such as making eye-contact when speaking, and to be able to help him gain confidence to speak up when asked questions in the future. By having the teacher do their show-and-tell first, Shawn won't be lost on what to do and can also gradually be prompted to ask questions if he's curious about the item.

Anecdotal Record		
Observer: Hai Qing	Pseudonym of child: Shawn Chronological age: 4 Years 8 Months Gender: Male	
Date : 16 November 2020 Time : 9:00 am – 9:03 am	Setting: Shawn is sitting down and playing with toys in the preschool's play area. Two children, Liam and Han Jun, are sitting on his left and right respectively while playing with brick blocks.	
Observation (can't hear audio well)		Inference
Shawn first used a smaller yellow block to connect two larger blocks together. He started using other smaller blocks to		

<p>insert onto the larger blocks. Shawn stopped for a moment to look around at all the toy blocks on the floor, before picking up a green block to fit it on top of his block structure.</p> <p>Liam looked briefly at a green toy block on the floor in front of Shawn. He pointed directly at it and asked Shawn, “Can I have that taller block please?” Shawn touched the green block with his hand and paused for a moment. He touched another block, before picking up the green block Liam had asked for and held it out for him to take.</p> <p>“Sharing is caring,” Han Jun said. Han Jun handed two black blocks to Shawn, which Shawn grabbed with his right hand. and told him “You have one block, now the other one is for me.” Shawn, still looking down at his own blocks and saying nothing, dropped one of the black blocks on the floor for Han Jun to take. Han Jun said ‘thank you’ in response.</p> <p>Shawn took out a green block that wasn’t the same piece as the other blocks in his structure. Without a word, he took Liam’s green block, that was a similar piece to the other blocks and inserted it onto his structure. Immediately afterwards, he handed Liam his original block while looking briefly at him.</p> <p>Shawn looked in front of him at the pile of blocks for a moment, before moving forward in a crawling position to get a large block. He took hold of his structure and started dragging it back and forth against the floor a few times. Han Jun started building a tall red block tower in front of Shawn. He stacked them up, saying “Let’s make bigger. Bigger, bigger.” Shawn swung his hand out at the tower, making half of the block tower dislodge and fall onto the floor.</p> <p>“Oh, oh, what’s happening there Shawn?” The teacher asked as Shawn took the fallen red blocks and placed it in front of</p>	<p>Shawn is able to use fine motor skills to insert the blocks into place.</p> <p>Shawn appears to have some decision-making skills in whether to share his toys.</p> <p>Shawn appears to be able to share his toys when asked by others.</p> <p>Shawn shows some understanding of the concept of compromise by switching/trading the block parts with his peer.</p> <p>Shawn is able to exert force in the form of gross motor skills.</p>
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him and his structure. "Just now he came and piak my tower," Han Jun said as Shawn continued playing with his structure. "Shawn, Shawn," the teacher called out. **Shawn turned to look at her, before turning back to his structure.** "Let's play together well okay? When you want something, you ask from your friends?" Shawn continued looking away from the teacher, playing with his structures as she spoke.

Shawn separated some of the blocks from his structure, and started looking around at the pile of blocks again. He looked briefly at Han Jun's sculpture. **He went forward to grab at one of the blocks on it, while looking at Han Jun and waiting for him to turn around.** Han Jun turned around to Shawn said "no, no." Shawn said "That one I want." Han Jun removed Shawn's hand from the sculpture and moved his sculpture away. "Shawn you ask first. Ask first. Ask Han Jun," the teacher said. **"Can I have that one yellow?" Shawn said while pointing to the yellow block.** "You can take another one," Han Jun said while working on his structure. Shawn took another yellow block from in front of Han Jun, just as Han Jun was about to give him the block he had asked for earlier.

Shawn shows some ability to respond to the teacher when his name is called.

Shawn displays some form of self-control by waiting for his friend to turn around so that he can take the block.

Shawn is able to use simple language to ask his friend for what he wants when told to so.

Feedback to Learner

12/28/20 4:49 PM

Hai Qing, the paper demonstrates your strong ability in writing and inferring behaviours of children based on their needs and strengths. The observational record is scribed and inferred with much clarity, and inferences are very specific to the behaviours shown. The analysis is well organized and supported with scholarly citations and specific examples from the observation. Suggestions put forth suggest clarity in the child's needs and thoughtfulness in structure to ensure that the child gradually works on the skills you are targeting for him to hone. The paper reflects your beginning intentionality and reflectiveness as an educator. Well done!