

Grandview Head Start, Ceres  
4 Adults  
16 Children  
March 20, 2009  
Patricia – 4 years 7 months

A group of children ran to the bikes. Patricia put her left hand onto the handle of a tricycle. Isaac already had his hand on the same bike. He swung his leg over the seat. Patricia looked around. She chose a scooter and put her left foot onto the footboard. She pushed the scooter onto the blacktop with her right foot. She took her left foot off and ran with both legs, while she held the scooter's handlebars, to the white, lined, track. She pushed around the track with her right foot. Patricia watched her feet as she moved the scooter.

On the second lap around the track, Patricia's right sneaker came off. She took two more steps then stopped. Patricia looked behind her at the upside down shoe. She laid the scooter down and ran back to her shoe. Putting her toe on the shoe, she flipped it over with her toes. While standing up, she wiggled her foot into the shoe and back onto her foot. She ran back to her scooter and picked it up by the handlebars. Running along the right side of the scooter, Patricia stepped onto the footboard with left then right foot. She alternated running to jump on, and pushing it with her right foot.

Patricia stopped her scooter at the obstacle course. She walked over to the course where three children were crawling through a collapsible tunnel. She jumped with both feet onto the tumble mat. She fell to her knees and pounded on the collapsible tunnel. Two children were inside. She laughed and pushed the tunnel down onto the two children. The children protest and

Mrs. Karen said, “Stop, please Patty.” Patricia stood up and walked over to the crescent shaped teeter-tauter. She sat on one side with no partner on the other. She moved her body back and forth which rocked the toy. She rocked and watched as the children crawled through the tunnel.

Patricia picked up an orange hoola-hoop with her right hand. She threw it into the air and watched it as she ran toward it. It fell to the blacktop. She picked it up and ran as she tossed it back into the air. She ran toward the spot it landed. She ran past the hoola-hoop to the water table.

At the water table Patricia watched two girls as they wiped a tricycle with soapy cloths. She looked at the bucket of sudsy water. Bending over at the waist, she put her right hand into the bucket. She pulled her hand out and looked at the bubbles that clung to her wiggling fingers. Turning to the right, she ran to the stack of washcloths. She picked up a cloth and ran back to the bucket. Patricia dropped the cloth into the bucket, reached in, and pulled it up. She held the dripping soapy, cloth away from her body as she walked to a tricycle. She wiped the handle and the seat with the soapy cloth. She ran back to the bucket and pushed her hand, with the cloth, into the bucket. She turned to the two girls as they cleaned the other trike. Patricia brought her washcloth over to their bike and wiped the seat. One of the girls said, “Hey, go to your own.” The other girl stopped wiping her handlebar and crossed her arms over her chest as she frowned. Miss Jill said, “Patty, go find a bike that isn’t being used.” Patricia walked back to her tricycle. She lightly wiped the seat as she watched the other two girls.

Patricia chose a pie tin from the water table and filled it with plain water. Holding the tin in front of her, with her arms slightly outstretched, she slowly walked to her tricycle. She poured

the water over the bike and jumped back as the water splashed her legs. Turning, she ran back to the water and refilled the tin. Slowly she walked to the big tree in the play area. As she walked around the tree she poured the water from the tin. Then she ran back to the table, dropped the tin into the water, and picked up the wet washcloth. With the cloth dripping, she walked to the bottom of the spiral slide. She wiped the bottom of the slide with her cloth.

At the water table, a girl poured water onto the sidewalk. Patricia ran to where a broom leaned against the wall. She swept through the puddle with the broom and looked at the marks the wet broom left on the dry sidewalk. Swiping the broom bristles right to left in front of her, Patricia stopped to look at each swipe the wet broom made. Patricia walked, carrying the broom, to the blacktop. She swept wet marks over the dry blacktop. As her broom bristles began to dry, she walked to a puddle and put the bristles into the water. She turned to a dry patch of blacktop and trailed the broom bristles behind her as she walked facing forward. She stopped and turned to look at the line she had made with the wet broom.

Patricia took the broom to the small playground. She climbed the three steps to the first landing. She balanced the broom handle across the hand rails at the top of the steps. She swung her leg over the handle and slowly lifted her feet off the platform. Mrs. Karen said, "Patty, put the broom back where it belongs." Patricia took the broom and walked toward the fence. Mrs. Karen walked to her and held her hand toward the broom. Patricia moved the broom to her other side, away from Mrs. Karen, and began to walk faster toward the fence. Mrs. Karen watch Patricia lean the broom against the fence. "Thank you Patty," she said. Patricia ran back to the small playground.

Isaac ran toward Patricia and said, “Rooaar!” Patricia smiled and screamed as she ran away. Isaac chased her for about ten steps then stopped. Patricia looked over her shoulder. She stopped running, turned back toward Isaac, and screamed. He roared again and took a few steps toward her. Patricia turned and ran the other direction. She looked back over her shoulder and screamed again. Isaac did not respond. She walked back toward Isaac and screamed. He roared, but did not chase. Patricia said, “Rooaar!” Isaac ran in the opposite direction and Patricia chased him. Isaac stopped running and joined two girls who were playing house.

Patricia walked over to where Isaac played with the two girls, at the wooden kitchen. She put her right hand on Daphne’s left shoulder and pulled her around. Daphne pulled away and said, “Don’t pull me.” Patricia picked up a plastic apple and put it to her mouth as she watched the girls play. She made a biting noise then put the apple back down and ran back to the big playground.

Patricia was alone at the big playground. She pulled a collapsible tunnel to the steps of the equipment. Pulling the tunnel behind her, she walked up the five steps to the bridge. Patricia pushed the tunnel onto the bridge. She got down onto her hands and knees, and crawled through the tunnel toward the spiral slide. She pulled the tunnel to the top of the slide. She pushed, pulled and twisted the tunnel at the top of the slide. The tunnel would not go through the opening to the slide. Pulling the tunnel behind her, she backed up onto the bridge and crawled back through the tunnel to the slide. She slid down the spiral slide.

Patricia is a very active and energetic little girl. She easily entertains herself and finds excitement in a variety of activities. She is very observant and seems to enjoy experimenting and creating her own fun. Gross motor skills seem right on track as she pushes a scooter, balances on a broom handle, climbs stairs with alternate steps, and runs and plays actively. She listens to direction and is obedient.

Patricia did not seem to connect socially with her classmates. For the most part, she found things to do and did not seem to mind being alone. When she did want to join in play, she was pushed away by her classmates and teachers. She flitted from one lone activity to another, without engaging in conversation or extended play with anyone. She seemed to dabble in play with other children, but was not accepted into the game. She never verbalized her desire to join in or ask if she could play. The teachers did not see Patricia as trying to join in. They saw her as disrupting others in play, and shoed her away, which she did obediently.

I think that Patricia would benefit from some help with socializing. Teachers need to be aware of Patricia's desire to join in. They can help her practice using her words to communicate her desire to play. Problem solving skills could be built upon by helping Patricia find different ways to let her friends know that she would like to be included. Patricia has a strong personality. I think that maybe her classmates do not appreciate her forcefulness and avoid playing with her due to past negative experience. With practice, Patricia can learn better communication, help her build social skills, and eliminate her past impressions.

Patricia would benefit from cooperation games with small groups. Art projects where each child takes turns adding to the project would encourage discussion and communication. Grouping two or three children to have them dictate a story together may also help encourage discussion and cooperation. Outside, teachers can organize small groups to play tag games and teacher directed games to encourage friendly and appropriate communication between the students.

