**Desired Results Development Profile (DRDP)**

**Focus Child: Brody, 2 years and 6 months**

**By: Becky Fang**

**Measure 1: Identity of self in relation to others**

* While Brody and I were in the living room of his house playing with some toys on the floor, his dad was in the backyard doing yard work. In order to go to the backyard, Brody’s dad had to walk down the stairs to go to the backyard. I asked Brody, “Where’s your Baba?” (Baba is dad in Chinese). Brody proceeded to walk over to the stairs and pointed down-wards saying, “Ba!” This was his way of telling me his dad went downstairs.
* Most of the observation was done in Brody’s living room. There were plenty of portraits on him on the walls and tables. While Brody was walking around the living room, I picked up a small picture frame with a picture of him on it and asked him, “Who is that, Brody?” Brody replied, “Bo!” as a reference to himself. He had a big smile on his face as he replied. He also pointed at his stomach to reference himself.

**Reflection:**

In my observations, Brody shows the ability to recognize the differences in self to others, although he references himself as a third person. Through asking Brody who the little boy was in the picture, he was not able to say, “me.” It seems as though he may not be able to pronounce the M sound. In reference the first observation, Brody was able to tell me where his father went. Brody is familiar with where his father went and who “Baba” is. “Baba” is actually one of his first words, and it is easier to pronounce the B sound for children his age.

**Measure 2: Recognition of ability**

* Brody’s snacks are usually on a table where he is unable to reach it. There are also stools and chairs by the table. During an observation, Brody attempted to climb the stool that he can barely reach to grab some snacks. After realizing he was not able to climb the stool, he walked over to his aunt and tapped her leg. He mouthed some sounds to her while pointing at the snacks.
* While Brody’s cousins came over to his house to play, his aunt was attending to his cousins needs. Brody wanted to get her attention, so he constantly tapped on his aunt’s lap while making sounds to call her. After he got her attention, he pointed to the snacks he wanted and she got up and grabbed some for him.

**Reflection:**

Through my observations, Brody shows his recognition of ability by trying to attempt to get what he wants and when he realizes he is unable to, he gets the attention of someone else that is able to get whatever the item is. Brody first tries to get the snack he desires, and even attempts to climb up the stool. Brody also recognizes that he is able to get the attention that he wants if he taps on his aunt. He is persistent in tapping his aunt’s lap if she has not responded to him yet. It seems as though Brody knows that in getting something he wants, he can try to get it himself, but if he is faced with difficulties, he can get help from someone whom he is familiar with.

**Measure 3: Self expression**

* Brody was sitting on the floor playing with his usual toys. As I was sitting on the couch writing some homework, Brody noticed me. He mouthed some words for me but I did not walk over to him. In about two minutes, he came up to me and grabbed a pencil near by and started to scribble on my notes. His aunt, who usually takes care of Brody, tried to grab his pencil so he would not write on my paper. Brody kept trying to scribble as she reached for it. His aunt exchanged his pencil for another one with a cap on it. As Brody continued to scribble, he noticed the capped pencil was not making any marks, and stopped scribbling.
* When Brody’s cousins come over to his house they usually play with his toys. Brody has a “favorite” toy that he is attached to. He always has the toy with him when he plays. When Brody’s cousin, Cher, grabbed his toy out of his hand, Brody screamed and cried out of frustration. He reached for his toy but Cher is faster and older than him so she walked away. After Cher was scolded not to take things out of other people’s hands, she handed the toy back to him. Brody stopped crying as he was glad to have his “favorite” toy back.

**Reflection:**

Brody expresses his feelings in a number of ways. Although he does not know how to talk, Brody will cry, scream or even express his emotions and feelings by physically pulling away from his aunt. Brody is able to express his emotions by pulling his arm away from his aunt to show her that he wants to write. Also, Brody vocalizes his emotions when his toys get snatched from his hand. When Brody is frustrated, he cries until he gets what he has back in his hand.

**Measure 4: Empathy**

* Feeding time is usually done away from the play area. While Brody was being fed on his high chair, he watched his cousins play from afar. Though Brody was far from the play area, he was still engaged in their play. He laughed and pointed at them while they were playing and laughing. At times he wanted to get off of the chair, but his mother distracted him by showing him the food.
* At the park, Brody’s cousins were playing tag. One of them fell and started to cry. Brody, who was in the sandbox area, playing with his buckets and shovels. He did not see the incident occur but heard his cousin cry. He pointed to his crying cousin, while making sounds to get his aunt’s attention.

**Reflection:**

Brody is able to show empathy by changing his behaviors that are based on what his peers are feeling. Although Brody may not be physically playing with his peers, he still engages in their activity by watching them play and laugh, and he will do the same. Also, another way that showed evidence of empathy is when another child was crying, Brody also felt worried. He alerts his aunt when his cousin fell and started crying. This showed a sign of trouble or danger and Brody knew it.

**Measure 5: Self comforting**

* During an observation, Brody’s uncle came over and brought his small pet bird. Brody had just woken up and was seated in the living room area with his toys. Brody’s uncle attempted to introduce the pet bird to Brody, but he was frightened and called out to his dad. His uncle continued to approach Brody with the bird, and Brody yelled out, “Ba!” and crawled away.
* Brody often walks and hides in a small tent to seek comfort. In my observation, Brody consistently walked into the tent during frightening situations. In the observation above, Brody crawled into the tent as his uncle approached him. He cried because he was frightened, until his dad came to comfort him.

**Reflection:**

Brody shows evidence of self-comfort when he removes himself from a situation that he feels is frightening. He hides in a tent to seek comfort from the bird that scared him. He also seeks comfort from familiar people such as his dad. He knows that if he gets away or has someone there, he will be comforted. He crawled away from his uncle and bird to show signs of freight and frustration to a place when he usually can be by himself; in the tent.

**Measure 6: Seeking others’ help to regulate self**

* When Brody was eating on his chair, he is given some finger food to snack on. When he wants more, he uses hand motions to signal for more. Sometimes he even makes sounds while he is doing the hand motion. Some of the sounds he makes to show he wants more is, “Um.”
* When the play area in Brody’s living room gets rowdy, Brody walks to his tent and plays by himself. During a family party, many of Brody’s relatives came over. When his mother motions him to come out, he does not want to. In one observation, his mom tried to bring him out, but he moved further into the tent to move away from the entrance. After his mother verbally convinced him that things are ok, he came out to the arms of his mother.

**Reflection:**

Brody seeks others for help when he recognizes he wants more of something or if he needs assistance in getting something. Mostly, Brody uses hand signals to get the attention of others’ as he does not know how to talk. Brody uses hand movements when he wants more snacks or milk. Also, during an observation, Brody showed signs of being scared when he crawled into his tent when there was a big family gathering at his house. His mother tried to get him to come out again but his actions showed he was scared. After some convincing, Brody eventually seek help from his mother for comfort.

**Measure 7: Responsiveness to others’ support**

* During this time, Brody is learning how to run on his own. Though his legs are not steady, he still attempts to run. During an observation in his house, Brody attempted to run towards his mother. As he was running, he fell on his front side but was not hurt. Although he looked scared, he looked to his mom for assurance that he was ok. Brody wants to cry but his mom assures him, “You’re OK, baby. You’re OK.” Brody gets up and continues to walk over to his destination.
* Being that Brody is the youngest of his cousins, often times, his cousins will grab things out of his hands. Brody cries and makes a fuss but his mother comes over to him and soothes him by talking and holding him. After he has calmed down, he continues to play as if it never happened.

**Reflection:**

Through my observations, Brody shows that he is able to regulate his own emotions through support of someone whom he is familiar with. In both observations above, Brody shows signs that he can be comforted verbally or physically. Brody was able to regulate his feelings when his mom showed him support. He did not cry although he might have hurt himself but it shows that he is responsive to other people’s reactions and support.

**Measure 8: Impulse control**

* Brody and his cousins get along very well. Every Monday and Wednesday, his cousins come over to Brody’s house for babysitting. Typically, Brody never wants to sleep when his cousin’s come over because he wants to sleep. Some days, Brody’s grandmother carries him into the room, but he fusses because he wants to stay with his cousins. Some days they allow him to play with his cousins a little longer, but other days his grandmother brings Brody into the room, and closes the door so he will not be distracted.
* While Brody and his cousin’s play in the sandbox, Brody is sitting next to his cousins as they use shovels and buckets. Brody grabs the shovel from his cousin, which resulted in his cousin crying. Brody shows no impulse control yet, as it has not developed.

**Reflection:**

Through my observations, Brody shows no impulse control when he is excited. When his cousin’s are over, he enjoys his time with them. When it is his normal time to nap, he will not want to. Another example of Brody showing no control over impulses, is that he will grab toys out of other children’s hands if he is interested in them. He has not developed the sense of sharing or controlling impulses, yet.

**Measure 9: Interactions with adults**

* In an observation, Brody was playing with his toys on the floor. When Brody’s aunt turned the television on, Brody gets excited to see the puppets singing and dancing on the screen. His aunt sings and claps to Brody. He walks and stands in front of the television, and claps to the music as well. He imitates his aunt’s movements.
* Brody’s aunt notices that he is standing too close to the television. His aunt calls out his name and says “Come here, you’re too close to the TV.” Brody does not respond to aunt the first time. Then Brody’s aunt calls out to him again, and motions her hand to tell Brody to walks back to his aunt. Brody looks back and walks over to her.

**Reflection:**

In my observations, Brody shows positive interactions with adults. He saw his aunt watching television and signing to the songs. Brody saw her signing and clapping, and he imitated her as well. He also listens to what his aunt requests of him to do which shows that he participates in what his aunt asks of him. He responds to simple requests which makes the interactions with her smooth. Brody understands that she is telling him to do something, and he does it.

**Measure 10: Relationships with familiar adults**

* During this time, Brody is learning how to run on his own. Though his legs are not steady, he still attempts to run. During an observation in his house, Brody attempted to run towards his mother. As he was running, he fell on his front side but was not hurt. Although he looked scared, he looked to his mom for assurance that he was ok. Brody wants to cry but his mom assures him, “You’re OK, baby. You’re OK.” Brody gets up and continues to walk over to his destination.
* While Brody and his aunt are playing and watching television in the living room, Brody’s aunt goes to the kitchen to grab his milk and food. Brody also gets up from the floor as he saw his aunt walk to the kitchen. He wants to follow her. He followed her to the kitchen and grabbed a fruit from the fruit basket near the floor. He walked it over to his aunt and showed the fruit to her. He continues to explore around the kitchen until his aunt is done preparing his milk. Brody’s aunt says, “Lets go back to the living room, Brody. I have your milk ready.” They both walk back to the living room area.

**Reflection:**

Through my observations, Brody has shown signs of being positive relationships with familiar adults. Brody is calm and often plays when he is around familiar adults. He seeks the comfort of familiar adults when he is hurt to get support to help regulate his own emotions. Also, he shows evidence of maintaining contact with a familiar adult, which is his aunt. He follows her into different rooms of the house when she gets up.

**Measure 11: Interaction with Peers**

* As Brody’s cousins play with toys together on the floor, Brody is sitting with his aunt on the couch. Brody notices his cousin play with a familiar toy that belonged to him. He walks over and grabs the toys his cousins are playing with. He does not play with them, but walks back over to his mother and shows her what he has in his hands.
* After Brody’s cousin notices that he took their toy that they were playing with, she walks over to the couch where Brody was sitting and asked for the toy back. Without hesitation, Brody hands her the toy back. After he handed the toy back to his cousin, Brody looked at his aunt and she said, “Good boy!” Brody had no expression on his face. He just laid next to his aunt on the couch. Brody is tired.

**Reflection:**

Through my observations, Brody shows that he does not play with his cousin’s all the time, especially if his aunt is there. He shows more attachment with his aunt than with his cousins. Brody prefers to play with his aunt because even though his cousins are closer to him by age, he spends majority of his time with his aunt. Brody shows he is acting with a purpose, but he is emerging to discovering ideas.

**Measure 12: Relationships with familiar peers**

* Through a few observations during feeding time, Brody often imitates his cousin’s play while being fed at a distance. The kitchen and living room do not have separate walls so Brody can see his cousins from afar. When his cousin’s play together and makes arm movements, or pretends to kick a ball, Brody also kicks his leg or moves his arms while being fed. His mother who is usually feeding him tells him to stop but Brody is engaged in his cousin’s play even when he is not physically there.
* Brody often has play dates with his cousins. He is more familiar with them than other kids he see’s on occasion. Brody shows comfort and familiarality by sitting and playing with them than the other kids around him. One day, Brody and his family went to the park with his cousins and family friends. The kids were all placed in the sandbox area. There were about four kids; Brody’s two cousins and another friend who Brody see’s on occasions. Brody stuck by his cousins more than his other “friend.” Even when his “friend” wanted to play wit him by tugging his shirt, and making sounds at him, he would stay physically close to his cousins.

**Reflection:**

Brody engages in play with his cousin’s even though they are far apart in the same room. Brody shows that he is comfortable with familiar peers such as his cousins. He watches them play from afar and also interacts with them by making sounds and imitating them as well. In addition, he also shows recognition with familiar peers versus “friends” that he sees on occasions; people he is not too familiar with by being attached to his cousins.

**Measure 13: Social Understanding**

* During this time, Brody is learning how to run on his own. Though his legs are not steady, he still attempts to run. During an observation in his house, Brody attempted to run towards his mother. As he was running, he fell on his front side but was not hurt. Although he looked scared, he looked to his mom for assurance that he was ok. Brody wants to cry but his mom assures him, “You’re OK, baby. You’re OK.” Brody gets up and continues to walk over to his destination.
* Brody walks around bowing his nose, but does not ask for tissue. His mother asked while pointing at her nose, “Brody, do you need tissue for your nose?” He walks over to the table where the tissue box was and pointed. His mom walks over to the table and hands him a tissue. Brody takes the tissue paper and blows his nose into the tissue.

**Reflection:**

Through my observation, Brody shows signs of understanding social interactions. Brody was able to show that he can use gestures to socialize with familiar people. He did not cry although he might have hurt himself but it shows that he is responsive to other people’s reactions. He received assurance from his mother, so he regulated his feelings that way.

**Measure 14: Language comprehension**

* Brody walks around bowing his nose, but does not ask for tissue. His mother asked while pointing at her nose, “Brody, do you need tissue for your nose?” He walks over to the table where the tissue box was and pointed. His mom walks over to the table and hands him a tissue. Brody takes the tissue paper and blows his nose into the tissue. After Brody is done, he tried to hand the tissue over to his mom but he said, “Go throw it away in the garbage can.” Brody turned around and walked over to the garbage can and disposed the tissue.
* As Brody’s cousins play with toys together on the floor, Brody is sitting with his aunt on the couch. Brody notices his cousin play with a familiar toy that belonged to him. He walks over and grabs the toys his cousins are playing with. He does not play with them, but walks back over to his mother and shows her what he has in his hands. Brody’s cousin notices that he took their toy that they were playing with, she walks over to the couch where Brody was sitting and said, “Brody, I was playing with that! You need to share.” Her hands reached out with the palm side up. Without hesitation, Brody hands her the toy back. After he handed the toy back to his cousin, Brody looked at his aunt and she said, “Good boy!” Brody had no expression on his face. He just laid next to his aunt on the couch. Brody is tired.

**Reflection:**

Though Brody is not able to literally talk yet, he shows signs of comprehending language. He understands where things are when told to throw items away. Brody also understands with help of gestures and facial expression where to look, or where to go when asked a question.

**Measure 15: Responsiveness to language**

* Brody walks around bowing his nose, but does not ask for tissue. His mother asked while pointing at her nose, “Brody, do you need tissue for your nose?” He walks over to the table where the tissue box was and pointed. His mom walks over to the table and hands him a tissue. Brody takes the tissue paper and blows his nose into the tissue. After Brody is done, he tried to hand the tissue over to his mom but he said, “Go throw it away in the garbage can.” Brody turned around and walked over to the garbage can and disposed the tissue.
* Brody is in the living room playing with his toys. When Brody’s mother comes home, and comes with the stairs, Brody greets her with a hug. They both come back to the play area where Brody was originally playing. When Brody’s mom asked him where his dad was, he walked back over to the stairway and pointed down the stairs and said, “BA!” (Ba is dad in Chinese).

**Reflection:**

Through my observations, Brody shows that he understands and is able to respond to people when they ask him something. He is aware of where the garbage can is, and to throw the tissue away when asked to. He does not need guidance in doing so. Also, Brody shows signs of knowing where and who people are by their names. Although Brody is not able to use full words yet, he still shows signs of understanding language.

**Measure 16: Communication of needs, feelings, and interests**

* When Brody’ cousins are leaving, Brody’s mom carried him as they walk to the door. Brody’s mom says, “Say bye, Brody. Your cousin’s are leaving!” Brody waves good-bye as his cousins get ready to leave.
* Brody loves to imitate his peers. I often noticed him kicking, moving his arms, and repeating words his older cousins have said. In an observation while Brody was being fed on a high chair, his cousins were playing in the distance. One of his cousin’s screamed, “No way!” Brody heard the scream, and he kept repeating the words over again even though he cannot pronounce it clearly.

**Reflection:**

Through my observations, Brody shows that although he does not know how to talk, he is able to shows signs of understanding by gestures and other nonverbal communications. Brody often repeats words that he hears. This is a good way for him to catch on to literacy development. The more he hears words being said, he will understand the meaning of them, too.

**Measure 17: Reciprocal communication:**

* When Brody’ cousins are leaving, Brody’s mom says, “Say bye, Brody. Your cousin’s are leaving!” His cousin’s yell out, “Bye, Brody!” Brody waves good-bye and blows kisses as his cousins who have walked out the door.
* Brody just woke up from his nap. He screamed for his aunt who was in the living room. His bedroom is just next door. She goes to his room and picks him up. His aunt brought him to the living room area where the television was on a cartoon channel. He stares into the television as she prepares some milk and water for him. After he finishes his water, he walks over to the book shelf and brings a book over to his aunt who is sitting on a couch. Brody stands near her, and as she flips through the book, he sees a picture of a dog and points to it. As he points to the dog, he also says “Woof!” to tell his aunt there is a dog in the picture.

**Reflection:**

In my observations, Brody demonstrates his ability to participate in back and forth conversation by using hands gestures in a departing conversation. Although the conversation may not be completely verbal, he is able to communicate. Also, he participates in question and answers by making simple sounds to show what he understands.

**Measure 18: Interest in Literacy**

* After Brody wakes up from a nap, his aunt gives him some water to hydrate. After he finishes his water, he walks over to the bookshelf and brings a book over to his aunt who is sitting on a couch. Brody stands near her, and as she flips through the book, he sees a picture of a dog and points to it. As he points to the dog, he also says “Woof!” to tell his aunt there is a dog in the picture.
* When I came over to Brody’s house, he was excited to see me. He runs around the house, back and forth from the bedroom to the living room where I was sitting. I sat down in the living room from walks towards the table I was near and grabs a pencil. He approached me and started scribbling in my note book just as I was doing it. I said to him, “Do you want to write up some observations, too?” Brody laughed and continued to scribble.

**Reflection:**

Through my observation, Brody showed different signs of language and literacy interest. He sits very still when he is given a book to look at, or if he is being read to. He also shows signs of interest when he grabs a pencil and starts scribbling on paper. In doing so, he is able to see that if he writes on something, scribbles will show.

**Measure 19: Recognition of symbols**

* Brody brings a book over to his aunt who is sitting on a couch. Brody stands near her, and as she flips through the book, he sees a picture of a dog and points to it. As he points to the dog, he also says “Woof” to tell his aunt there is a dog in the picture.
* As Brody, his aunt and myself were sitting in the living room watching television, we heard their neighbor’s dog barking. I called over to Brody to get his attention, and said, “Brody, what is that?” Brody approached the window and peeked outside and said, “woof!”

**Reflection:**

Brody is able to show recognition of symbols both through drawings and of the real thing. On both observations above, Brody was able to recognize two of the same animals but in different context. Although Brody is not able to name the dog by their species, he knows the sounds that they make. This still shows that he is aware of the symbols.

**Measure 20: Cause and effect**

* As Brody, his aunt and myself were sitting in the living room watching television, we heard their neighbor’s dog barking. I called over to Brody to get his attention, and said, “Brody, what is that?” Brody approached the window and peeked outside and said, “woof!”
* When everyone is gathering around to say their good-byes to their cousins, Brody’s mother picks Brody up and carries him around. His mother unlatches the gate that leads down the stairs and allows everyone down. After everyone is gone, Brody crawls back up the stairs with his mother behind him. When Brody reaches to the top of the stairs, he stands up. His mother reaches over to the latch of the gate but Brody tries to latch the gate instead. He tries to imitate the movement of unlatching the gate after he saw his mother do it earlier.

**Reflection:**

Brody is able to understand cause and effect. He demonstrates this by walking to the window to see where the dog barking is coming from. Also, after seeing that unlatching the latches on the gate can allow the gate to open, he also imitates the unlocking movement to see if the gate will open. Brody’s explorations make it possible for him to understand a better meaning of cause and effect.

**Measure 21: Problem solving**

* Brody often see’s his mother use her iPhone. When she is on the phone, he tries to grab it out of her hand. After she is done with the conversation, she gives the phone to Brody and says, “Do you want to call someone?” Brody reaches for the phone and knows how to unlock the phone by sliding his finger across the screen. After he unlocks the phone, he looks up at his mom and smiles.
* Brody’s aunt asks, “Brody, do you want to read a book? Go get a book and bring it over to me.” Brody grabs a book and walks it over to his aunt. His aunt tries to reach for it, but Brody pulls the book away. He sits down next to his aunt and opens the book and flips through the pages while pointing at some of the characters in the book.

**Reflection:**

Through seeing things happen, Brody learns about how things work. He often imitates the finger movement of unlocking a cell phone and how he can reach the last page of a book by flipping through the pages. Through these strategies, Brody is able to make discoveries and how to problem solve. These simple strategies will help him get to what he wants to do or go, such as a goal.

**Measure 22: Imitation**

* Brody loves to imitate his peers. I often noticed him kicking, moving his arms, and repeating words his older cousins have said. In an observation while Brody was being fed on a high chair, his cousins were playing in the distance. One of his cousins screamed, “No way!” Brody heard the scream, and he kept repeating the words over again even though he cannot pronounce it clearly.
* Brody often see’s his mother use her iPhone. When she is on the phone, he tries to grab it out of her hand. After she is done with the conversation, she gives the phone to Brody and says, “Do you want to call someone?” Brody reaches for the phone and knows how to unlock the phone by sliding his finger across the screen. After he unlocks the phone, he looks up at his mom and smiles.

**Reflection:**

Through out my whole observation with Brody, I have noticed that he is very quick with imitating sounds and body movements. Some of the things I see him do here and there are from the first few times I have observed him, and some he imitates immediately. Also, Brody tends to imitate movements and words that are loud such as banging of items, or loud screams or words. Louder sounds catches his attention more and as a result, he is more likely to imitate them and remember them.

**Measure 23: Memory**

* Brody is in the living room playing with his toys. When Brody’s mother comes home, and comes with the stairs, Brody greets her with a hug. They both come back to the play area where Brody was originally playing. When Brody’s mom asked him where his dad was, he walked back over to the stairway and pointed down the stairs and said, “BA!” (Ba is dad in Chinese).
* Brody’s aunt asks, “Brody, do you want to read a book? Go get a book and bring it over to me.” Brody grabs a book and walks it over to his aunt. His aunt tries to reach for it, but Brody pulls the book away. He sits down next to his aunt and opens the book and flips through the pages while pointing at some of the characters in the book.

**Reflection:**

Through my observations, Brody is able to catch on and remember where people are, and where items are. Brody shows long-term memorization as well as immediate memorization such as when his dad left not too long ago, and also where his books are always placed. Brody knows where to look when things are not physically present and is able to point them out.

**Measure 24: Symbolic play**

* In the play area in the living room, Brody and his cousins play with household items. He grabs a cup and his cousin says, “Drink up, Brody!” Brody pretends to take a drink and says, “Ahhh!” as he “finishes” the drink.
* As Brody and his cousin continue to play with the household items, he picks up a small bucket and flips it upside down. He squats down and uses his hands and bangs on the bucket as if he was playing the drums. When he hears the sounds he is making, he is bouncing up and down as the beats started flowing.

**Reflection:**

Through past observations, Brody has imitated words and movements through symbolic play. Brody uses symbolic play verbally and physically. He has seen many television shows that play music with drums, so he knows how to imitate that for symbolic play. Also, verbally, he makes expressions while pretending to drink a cup. Brody shows signs of positive cognitive development by using his imagination and by using objects in a meaningful way as he is learning throughout experiences.

**Measure 25: Curiosity**

* As Brody, his aunt and myself were sitting in the living room watching television, we heard their neighbor’s dog barking. I called over to Brody to get his attention, and said, “Brody, what is that?” Brody approached the window and peeked outside and said, “woof!”
* When Brody’s parents came home, Brody greeted his parents with a big hug. His dad had to put down the grocery bag in order to hug him back. After Brody let go of the hug, he dug in it to see what was inside. After he discovered items in the bag, he takes them out and curiously looks at the items one by one.

**Reflection:**

Brody shows signs of curiosity by exploring his surroundings. When new objects or sounds arise, he takes note and makes discoveries by checking the items or listening carefully to where sounds are coming from. This way, Brody is learning new things as he makes his discoveries.

**Measure 26: Attention maintenance**

* As Brody was playing in the living room, he heard the door slam. Brody put his toys down and walked over to the gate, which led him down the stairs. He saw his parents and he jumped up and down in excitement.

* Brody enjoys when there is music playing. The radio was on during an observation. It was time for Brody’s aunt to put him to bed for a nap, but Brody was enjoying his toys and music. After his aunt reminded him of his naptime, he did not budge. His aunt walked over to the radio and turned off the music. Brody stopped playing with his toys and mouthed some sounds to his aunt. He walked over to the radio, although he could not reach it. His aunt walked over to Brody and picked him up. She continues to bring him over to the bedroom, but he did not fuss.

**Reflection:**

Through my observations, Brody shows signs of attention maintenance when new sounds or objects arise. Although it is easy to get his attention, he does not get distracted. Brody also shows that turning off sounds can get his attention as well as long as he is doing something that interacts with the sound.

**Measure 27: Understanding event sequences through personal care routines**

* When Brody wants to blow his nose, he walks over to the table where the tissue is placed and points to it. He knows where the tissue box is placed from previous routines. His mother grabbed him a tissue and he blew his nose into it. He wanted to hand the used tissue to his mother, but she said, “Go throw it away in the garbage can.” Brody proceeded to walk to the garbage can and threw out the tissue in there.
* When it was naptime, Brody gets picked up and put into the bed. As he lays down by himself, he grabs a blanket from the side of the bed and covers himself up. He understands the use of a blanket when it is bedtime.

**Reflection:**

Through repetition of familiar events, Brody is able to memorize each step or how care routines are conducted. Mostly, this is done by memorization on what happens next or as a cause and effect. For example, Brody understands that nap time will require a blanket to keep him warm so he grabs the blanket as he is put to bed.

**Measure 28: Number**

* When Brody was eating on his chair, he is given some finger food to snack on. When he wants more, he uses hand motions to signal for more. Sometimes he even makes sounds while he is doing the hand motion. Some of the sounds he makes to show he wants more is, “Mum.”
* Brody’s aunt asks, “Brody, do you want to read a book? Go get a book and bring it over to me.” Brody grabs a book and walks it over to his aunt. After he puts down the book, he walks back over to the bookshelf again and grabs another book and brings it to his aunt. His aunt tries to reach for it, but Brody pulls the book away. He sits down next to his aunt and opens the book and flips through the pages while pointing at some of the characters in the book.

**Reflection:**

Through my observations, Brody was able to show understanding of wanting more of something and number quality. Though it may not be verbal, he uses gestures to ask for more. Also, Brody shows awareness of more than one item by picking up more than one book in his hand. He knows he is able to pick up more books.

**Measure 29: Classification and matching**

* Brody’s aunt asks, “Brody, do you want to read a book? Go get a book and bring it over to me.” Brody grabs a book and walks it over to his aunt. After he puts down the book, he walks back over to the bookshelf again and grabs another book and brings it to his aunt. His aunt tries to reach for it, but Brody pulls the book away. He sits down next to his aunt and opens the book and flips through the pages while pointing at some of the characters in the book. This shows how Brody knows the classification of books and where they are.
* While Brody and his aunt are playing and watching television in the living room, Brody’s aunt goes to the kitchen to grab his milk and food. Brody also gets up from the floor as he saw his aunt walk to the kitchen. He wants to follow her. He followed her to the kitchen and grabbed a fruit from the fruit basket near the floor. He walked it over to his aunt and showed the fruit to her. He continues to explore around the kitchen until his aunt is done preparing his milk. Brody’s aunt says, “Lets go back to the living room, Brody. I have your milk ready.” They both walk back to the living room area.

**Reflection:**

Through these observations, Brody shows he is able to categorize items and where they are placed. He understands that there are different types of books, but knows where to place the books by matching them as the same item. Also, Brody shows understanding of familiarality of adults he usually spends his days with.

**Measure 30: Space and size**

* Brody’s uncle brought over an electric toy that is controlled by a joystick. His uncle puts the car down on the floor while holding the joystick. He calls Brody over to him and asks him to hold the joystick to control it. Brody holds onto the joystick while his uncle guides his finger movements. As the car was moving, Brody’s eyes followed the car everywhere it went and laughed loudly especially when it made circles.
* In my observation, Brody hides in his small tent when he is frightened. When Brody’s uncle brought over a pet bird and wanted to introduce the pet to Brody, Brody ran away and hid in this tent. As he walked into the tent, he ducked his head down a little so that his head would not hit the top of the opening.

**Reflection:**

Through my observations, Brody shows understanding of sizing through physically movements. He understands that putting his head down will allow him to not hit his head on the top of the tent. Also, Brody shows understanding of space by using his eyes. His interest in the moving objects allows his eyes to follow the object around the room.

**Measure 31: Gross Motor**

* When I came over to Brody’s house, he was excited to see me. He runs around the house, back and forth from the bedroom to the living room where I was sitting. Though he cannot run fast and he looks like he may not be able to balance as good, he still manages to run.
* As Brody was playing in the living room, he heard the door slam. Brody put his toys down and walked over to the gate, which led him down the stairs. He saw his parents and he jumped up and down in excitement that they were home. After the big welcome back hug, Brody continued to tug on his father’s pants while jumping up and down laughing.

**Reflection:**

Through my observations, I noticed that Brody loves to move around. Although he is not able to securely run or walk fast, he still manages to try. Also, Brody shows signs of progressing to the next developmental level by squatting down to pick up toys without any assistance. He is able to move around without any assistance, except he is not able to go up and down the stairs yet.

**Measure 32: Balance**

* When I came over to Brody’s house, he was excited to see me. He runs around the house, back and forth from the bedroom to the living room where I was sitting. Though he cannot run fast and he looks like he may not be able to balance as good, he still manages to run.
* During an observation, Brody’s mother was cleaning up and setting toys to the side of the room so that she can vacuum the living room. Brody was still playing with his toys in the middle of the room. Brody’s mother asked while picking up some toys and putting them away, “Brody can you help me clean up? Give me some toys, please.” Brody bent his knees and squatted down to pick up some light toys. He picked up a few things by squatting.

**Reflection:**

Through my observations, I noticed that Brody loves to move around. Although he is not able to securely run or walk fast, he still manages to try. Also, Brody shows signs of progressing to the next developmental level by squatting down to pick up toys without any assistance. He is able to move around without any assistance, except he is not able to go up and down the stairs yet.

**Measure 33: Fine motor**

* When I came over to Brody’s house, he was excited to see me. He ran around the house, back and forth from the bedroom to the living room where I was sitting. I sat down in the living room from walked towards the table I was near and grabbed a pencil. He grabbed the pencil with the power grip. He approached me and started scribbling in my notebook just as I was doing it. I said to him, “Do you want to write up some observations, too?” Brody laughed and continued to scribble.
* During an observation, Brody’s mother was cleaning up and setting toys to the side of the room so that she can vacuum the living room. Brody was still playing with his toys in the middle of the room. Brody’s mother asked while picking up some toys and putting them away, “Brody can you help me clean up? Give me some toys, please.” Brody grabbed a stuffed animal with both hands and proceeded to give it to his mother. The next object was a small figurine that he was able to only hold with one hand.

**Reflections:**

Brody shows ability to use his hands to manipulate objects. Currently, he is able to grab writing utensils by the power grip. Also, Brody understanding of having to use one or two hands also show his understanding of adjusting grasping strategies.

**Measure 34: Eye-hand coordination**

* Brody’s uncle brought over an electric toy that is controlled by a joystick. His uncle puts the car down on the floor while holding the joystick. He calls Brody over to him and asks him to hold the joystick to control it. Brody holds onto the joystick while his uncle guides his finger movements. As the car was moving, Brody’s eyes followed the car everywhere it went and laughed loudly especially when it made circles. After a few moments, Brody ran towards the moving car and tried to pick it up. He failed to pick it up the first time he tried to grab it, but grabbed it the second time.
* After Brody’s nap, he woke up crying. He slept at an irregular time so he was hungry when he woke up. His mother put him on a high chair and gave him his favorite snack. It was a small semi-sweet honey glazed cracker. Before he finished with the first one, he reached out for another one with the empty hand. His mother said, “Already? You’re not even done with that one.” As she pointed to his hand that held the cracker. He transferred the cracker into his empty hand and the one which was previously occupied with the cracker reached out for another cracker.

Reflection:

Brody shows ability to coordinate simple movements by interest and interaction with objects. Although he may not be able to grab items that are moving fast, he understands the correlation between using his eyes to follow an object and using his hand to grab it. Also, Brody shows his ability to switch hands when grabbing for objects.

**Measure 35: Safety**

* During this time, Brody is learning how to run on his own. Though his legs are not steady, he still attempts to run. During an observation in his house, Brody attempted to run towards his mother. As he was running, he fell on his front side but was not hurt. Although he looked scared, he looked to his mom for assurance that he was ok. Brody wants to cry but his mom assures him, “You’re OK, baby. You’re OK.” Brody gets up and continues to walk over to his destination.
* During an observation, Brody’s uncle came over and brought his small pet bird. Brody had just woken up and was seated in the living room area with his toys. Brody’s uncle attempted to introduce the pet bird to Brody, but he was frightened and called out to his dad. His uncle continued to approach Brody with the bird, and Brody yelled out, “Ba!” and crawled away. He seeked comfort from being scared with a familiar person, which led to him feeling safe.

**Reflection:**

Through my observations, Brody shows awareness of safety and that he is able to regulate his own emotions through support of someone whom he is familiar with. Brody has shown signs of being positive relationships with familiar adults. Brody is calm and often plays when he is around familiar adults. He seeks the comfort of familiar adults when he is hurt to get support to help regulate his own emotions.