

Findings:

From my findings I can see that the children who score higher in their relationships and social interactions with peers also had more academic success. The students who didn't share their general ideas throughout the day and solely engaged in parallel play didn't have much knowledge regarding the alphabet, numbers, and other kindergarten readiness skills. I can see that it is evident that the children who are having a hard time understanding or expressing what they know and understand are also having a hard time interacting and cooperating with other children in the classroom.

Many of these children were born during the pandemic which could be a factor in their interaction and social skills leading to their academic success. I learned that it is not easy for many of my students to share what they know and that many of them prefer to play alone. If they do play alongside children they do not interact with one another.

	Not Rated	Responding Earlier	Responding Later	Exploring Earlier	Exploring Middle	Exploring Later	Building Earlier	Building Middle	Building Later	Integrating Earlier
SED1 Identity of Self in Relation to Others	0% (0)	0% (0)	0% (0)	20% (4)	0% (0)	35% (7)	0% (0)	35% (7)	0% (0)	10% (2)
SED2 Social and Emotional Understanding	0% (0)	0% (0)	0% (0)	10% (2)	0% (0)	15% (3)	20% (4)	40% (8)	5% (1)	10% (2)
SED3 Relationships and Social Interactions with Familiar Adults	0% (0)	0% (0)	0% (0)	10% (2)	0% (0)	30% (6)	20% (4)	25% (5)	15% (3)	0% (0)
SED4 Relationships and Social Interactions with Peers	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	15% (3)	40% (8)	20% (4)	20% (4)	5% (1)
SED5 Symbolic and Sociodramatic Play	0% (0)	0% (0)	0% (0)	5% (1)	0% (0)	10% (2)	15% (3)	40% (8)	25% (5)	5% (1)

I have added the classrooms overall ratings pertaining to socio emotional development. Specifically looking at relationships and social interactions with peers I can see that 55% of the classroom is in the exploring later to building earlier stage with is typically what I would see for a class of three to four years old. Generally, for a classroom of children who are all going to be five, I would like to see most of the children scoring at least in the building middle stage getting them ready for kindergarten which would be the integrating stage.

I believe this to be important because it is evident that social interactions play a significant role in a student's academic foundation. I have added the observation checklist that I used to count how many times a child engages in play with another peer, share toys and materials with the children they are next to, engaged in back-and-forth conversations, and how many times the children are playing alongside each other but not interacting with one another.

In round two, I plan to add lesson plans and activities solely pertaining to language; specifically, lesson plans that require expressive language and conversations amongst the children.

Planning Next Round:

My analysis of this data has helped me see how important it was to focus on one domain and only implement lesson plans related to them. Rather than implementing a lesson plan that was based on multiple domains. I think that there might be a greater impact when I begin to add lessons that require the children to communicate. Hopefully making the children more

	Engaged in Interaction with Peer	Shares Toys and Materials	Back and Forth Conversation	Parallel Play
Child 1				
Child 2				
Child 3				
Child 4				
Child 5				
Child 6				
Child 7				
Child 8				
Child 9				
Child 10				
Child 11				
Child 12				
Child 13				
Child 14				
Child 15				
Child 16				
Child 17				
Child 18				
Child 19				
Child 20				

comfortable and acquiring that ability to express what their wants and needs so that I can better plan for what they really need rather than me guessing. I was able to see that the children who have higher cooperation skills also having more academic knowledge.

Developmental Domain: LLD — Language and Literacy Development								
LLD 3: Communication and Use of Language (Expressive)								
Child's communication develops from nonverbal communication to using language with increasingly complex words and sentences								
Mark the latest developmental level the child has mastered:								
Responding		Exploring			Building			Integrating
Earlier	Later	Earlier	Middle	Later	Earlier	Middle	Later	Earlier
Makes sounds spontaneously	Uses sounds, gestures, or facial expressions to communicate	Uses a few "first words," word-like sounds, or gestures to communicate	Uses variety of single words to communicate	Uses two words together to communicate	Uses short phrases or sentences of more than two words to communicate	Uses short sentences that contain nouns, verbs, and other words, such as adjectives, future tense, plurals, pronouns, or possessives, to communicate	Uses phrases and sentences with a variety of word forms, including past tense, pronouns, or possessives, to communicate, sometimes with errors	Combines phrases and sentences with a variety of word forms to communicate ideas or to describe people, objects, or events
Possible Examples	<ul style="list-style-type: none"> Smiles when a familiar person approaches. Cries or looks at an adult when hungry. Vocalizes or babbles while interacting with an adult. 	<ul style="list-style-type: none"> Asks for food when hungry, by using a special word, sound, or gesture for food. Names "Dada," "Baba," or similar word approximations. Reaches for or gestures for an object. 	<ul style="list-style-type: none"> Names familiar foods, toys, or family members. Communicates ideas such as "No," "More," or "Up." Indicates a picture of a ball when asked what the child wants to play with next. 	<ul style="list-style-type: none"> Communicates, "Mummy come," when wanting a parent. Communicates, "More juice," when thirsty. Communicates, "Up!" Communicates, "Up!" in Chinese after another child takes a toy truck. Communicates, "I want money." Communicates, "I like dogs," while looking at an animal book. 	<ul style="list-style-type: none"> Communicates, "The rabbit is scared," when the pet rabbit saunters into an adult's lap. Communicates, "Scared" is an adjective. Communicates using a communication board, "I need a tissue. My nose is runny." ("Tissue" is a noun and "runny" is an adjective). Communicates, "Making malati ang aninang," ("Our dog is huge," in Tagalog) after hearing a peer use the word "huge." ("Huge" is a recently encountered vocabulary word). Communicates, "We named really fast," (like one really fast). Communicates, "Blumen" is past tense with a grammatical error. 	<ul style="list-style-type: none"> Communicates, "The doggie don't need likes! Cause they can fly. They have really big wings." Communicates to a peer, "Let's hurry and clean up now can go outside to ride bikes." Communicates via spoken words, signs, or a communication device, "The dog ate the cat's food, and I'm very sad." Communicates, "Mi abuela es muy vieja. Tiene el cabello blanco y muchas arrugas." ("My grandma is really old. She has white hair and lots of wrinkles," in Spanish). 	<ul style="list-style-type: none"> Communicates, "Doggie don't need likes! Cause they can fly. They have really big wings." Communicates to a peer, "Let's hurry and clean up now can go outside to ride bikes." Communicates via spoken words, signs, or a communication device, "The dog ate the cat's food, and I'm very sad." Communicates, "Mi abuela es muy vieja. Tiene el cabello blanco y muchas arrugas." ("My grandma is really old. She has white hair and lots of wrinkles," in Spanish). 	<ul style="list-style-type: none"> Looks in the direction of voice or movement. Quiets in response to sound. Turns toward the left touch of an adult. Looks at a familiar adult during feeding.
<input type="checkbox"/> Child is emerging to the next developmental level <input type="checkbox"/> Unable to rate this measure due to extended absence								

Developmental Domain: LLD — Language and Literacy Development									
LLD 4: Reciprocal Communication and Conversation									
Child engages in back-and-forth communication that develops into increasingly extended conversations*									
Mark the latest developmental level the child has mastered:									
Responding		Exploring			Building			Integrating	
Earlier	Later	Earlier	Middle	Later	Earlier	Middle	Later	Earlier	
Responds to sounds or movements of others in basic ways	Responds to or seeks contact with familiar adults, using vocalizations, gestures, or facial expressions during interactions	Engages in brief back-and-forth communication with a familiar adult, using word approximations, vocalizations, or facial expressions	Engages in brief back-and-forth communication with a familiar adult, using simple words or conventional gestures to communicate meaning	Engages in brief back-and-forth communication, combining words to communicate meaning	Engages in brief conversations with a shared focus	Engages in conversations with a shared focus, contributing clarifying comments or building on the other person's ideas	Engages in extended focused conversations that involve reasoning, problem solving, or understanding ideas		
Possible Examples	<ul style="list-style-type: none"> Looks in the direction of voice or movement. Quiets in response to sound. Turns toward the left touch of an adult. Looks at a familiar adult during feeding. 	<ul style="list-style-type: none"> Smiles at an approaching familiar adult. Makes sounds when a familiar adult stops talking. Reaches toward a familiar adult. 	<ul style="list-style-type: none"> Expresses, "Ba," in response to an adult talking about a ball, and then waits for the adult to respond. Waves, "Good-bye," after parent waves, "Good-bye." Covers eyes to signal an adult to continue playing peek-a-boo. 	<ul style="list-style-type: none"> Communicates, "Yes," or "No," after an adult asks, "Do you want more milk?" Asks eyes and responds, "Milkie drink," after a familiar adult asks, "Are you tired?" Brings a ball to an adult, and then responds, "Ball," after the adult asks, "Do you want to play ball with me?" 	<ul style="list-style-type: none"> Makes eye contact with an adult while holding a stuffed bear. When the adult asks, "Where teddy bear is that?" communicates, "My bear." Communicates with an adult, during lunch, "This pho is good. I love chicken," in Vietnamese. When the adult responds, "You really like chicken?" communicates, "Can I lick pho?" ("I like chicken," in Vietnamese). Communicates, "That's a melody," while reading a story with an adult. When the adult says, "Yes, but I'm reading," replies, "I'm reading up high." 	<ul style="list-style-type: none"> Communicates, "I like the baby," ("I like the baby" in Chinese) after a peer communicates, "I'm the monkey," while playing house. Hands play dough to a peer. When the peer takes the play dough and says, "The dough made a dog," responds, "I'm making snakes." Asks a peer for some blocks to put in child's truck while playing with trucks. When the peer replies, "Here," and hands over several blocks, responds, "That's too many," and takes only two blocks from the peer. 	<ul style="list-style-type: none"> Communicates, "That's my family," while looking at a photo with a peer. When the peer says, "You have two sisters," responds, "I have a big sister and that's my baby sister." Responds to an adult's comments about a book that the child is reading, "I want to go to the zoo," in Spanish. When an adult replies, "There are lots of animals in the zoo," child says, "Yes, because son los animales que mis me gustan." ("I like the elephants," in Spanish). Communicates to a peer about the size of dinosaurs. When the adult says that dinosaurs were all different sizes, child responds by naming a big dinosaur, then handing a small dinosaur. Then when the adult says that some dinosaurs had horns, child continues the conversation by saying that some dinosaurs "had horns, but" and "had horns, but." 	<ul style="list-style-type: none"> Has a conversation with a peer about things that they like to do together with their families. Says, "My family goes to the park on Sundays." When peer asks, "Every Sunday?" child responds, "Yeah, but sometimes we go to the park with the swimming pool and sometimes the park with the big play ground." Then when peer says, "My grandma takes me to the park," child responds, "My grandma takes me to the store." Conversation continues. Has a conversation with an adult about the size of dinosaurs. When the adult says that dinosaurs were all different sizes, child responds by naming a big dinosaur, then handing a small dinosaur. Then when the adult says that some dinosaurs had horns, child continues the conversation by saying that some dinosaurs "had horns, but" and "had horns, but." Has a conversation with an adult about how dinosaurs lived and how people live, providing suggestions about what it would be like if dinosaurs and people lived in the same place. 	<input type="checkbox"/> Child is emerging to the next developmental level <input type="checkbox"/> Unable to rate this measure due to extended absence
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