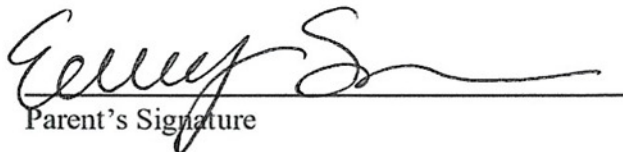


### Parental Consent for Individual Child Observation

I give my permission for my child, \_\_\_\_\_, to be the focus child for \_\_Daphne Pack\_\_\_\_\_, a student in the Brigham Young University-Idaho CHILD 350 course, for the purpose of learning about observation and assessment of child development and learning. During this time, the above-named student will perform formal assessments and observations of my child. I understand that my child's name and other personal information will be kept confidential and all the information gathered will be used only for the purposes of assignments for this course. I understand that all information will be available to me and that I may ask questions at any time. At the end of the semester the above-named student will share what they have learned with me. I further understand that I may revoke my consent in writing for any reason. If I have questions or concerns, I may contact the above-named student's instructor at the number below.

\_\_\_\_\_  
Parent's Name (printed)

  
Parent's Signature

Date: 2/20/2026

**CHILD 350 Instructor Contact Information**  
Shawnee Hendershot 496-4018  
hendershots@byui.edu

Age of Child: 6

Topic: Extracurricular activities

Question 1

- Taxonomy Level – Remember
- Do you have any hobbies? What do you like to do for fun? Do you do that by yourself or with friends?
- Close ended question
- Milestone: “Has increased dexterity and eye–hand coordination along with improved motor functioning, which make it easier for children to learn how to ride a bicycle (without training wheels), swim, swing a bat, or kick a ball.” (Marotz, 2023, p. 173)
- “Developmental Profiles: Pre-Birth Through Adolescence” by Lynn R. Marotz, 2023.

Question 2

- Taxonomy Level – Understand
- Why do you like baseball? Can you explain more about it?
- Open ended question
- Milestone: “Carries on adultlike conversations; asks many questions.” (Marotz, 2023, p. 17)
- “Developmental Profiles: Pre-Birth Through Adolescence” by Lynn R. Marotz, 2023.

Question 3

- Taxonomy Level – Apply
- What stories do you like to read? What would you do in that story?
- “Begins to read simple stories; still enjoys being read to and making up stories.” (Marotz, 2023, p. 174)
- Closed ended & open ended questions
- “Developmental Profiles: Pre-Birth Through Adolescence” by Lynn R. Marotz, 2023.

Question 4

- Taxonomy Level – Analyze
- Do you like to play with your friends? Do you think your friends like to play with you? Why?
- Close ended & Open ended question

- “Continues to be self-centered (egocentric); still sees and interprets events almost entirely from own perspective (i.e., views everything and everyone as existing for the child’s own benefit).” (Marotz, 2023, p. 175)
- “Developmental Profiles: Pre-Birth Through Adolescence” by Lynn R. Marotz, 2023.

#### Question 5

- Taxonomy Level – Evaluate
- How would you feel if you couldn’t play baseball? What would you do instead?
- Open ended questions
- “Easily disappointed and frustrated by self-perceived failure.” (Marotz, 2023, p. 175)
- “Developmental Profiles: Pre-Birth Through Adolescence” by Lynn R. Marotz, 2023.

#### Question 6

- Taxonomy Level – Create
- What if the stage at the children’s theater closed and you couldn’t perform “Peter Pan”? What would you do? What about everyone else?
- Open ended questions
- “Talks self through the required steps in simple problem-solving situations (although the logic may be irregular and unclear to adults).” (Marotz, 2023, p. 175D)
- “Developmental Profiles: Pre-Birth Through Adolescence” by Lynn R. Marotz, 2023.

## Interview Notes

Intro/greeting

- How was your day?
- Easter egg hunt
- Lots of candy and face paint
- [REDACTED]: “What are you calling for?”

Besides, Easter egg hunts, what do you like to do for fun?

- [REDACTED]: “CHOCOLATE!!”
- [REDACTED]: “Play video games... play outside... play baseball...”
- He’s on a baseball team
- He’s in a children’s theater ballet production of “Peter Pan”

Do you play with your friends there?

- Mostly at school
- Sad that he can’t play tag at recess
- Asks Mom about his friend that doesn’t go to ballet anymore
- Sad again

Why do you like baseball? Tell me more.

- He likes hitting the ball and when he gets to first base
- Baseball makes him happy, but sometimes sad
- Sad when he loses, happy when he wins
- Tells a short, unintelligible story about baseball through a mouthful of candy

Do you like to read? What stories do you like to read?

- Just learning to read
- Likes to listen to stories
- Current favorite story is “Don’t eat me, Chupacabra!”

What would you do in that story?

- Ignored question and changed topic lol

When you’re at recess, do you like to play with your friends?

- Yes, but also alone

Do you think they like to play with you?

- \*confused look\* “Yeah... we have fun!”

- Starts talking about times when his friends did things he didn't like
- [REDACTED]: "My friend and a other girl pulled my arms and I was like this" \*holds arms out and acts like he's being pulled in two directions\* "and they said 'he's my boyfriend, no he's my boyfriend! But I just said 'No'"

How would you feel if you couldn't play baseball?

- Sad

What would you do instead?

- Be sad
- Do something else
- Maybe ride my bike

What if the stage at the children's theater closed and you couldn't perform "Peter Pan"? What would you do?

- [REDACTED]: \*thinks really hard, then shrugs\* "Still dance"
- "Just turn on music at home and dance"

What about everyone else?

- [REDACTED]: \*thinks hard again\* "Maybe invite them?"

End

- [REDACTED]: "Are you done asking me fuestions?"
- Me: "Yep. Did you wanna jump on the trampoline?"
- [REDACTED]: "No, I wanna ask you a fuestion now"
- Me: "Okay, what is it?"
- [REDACTED]: \*sits up straight and folds hands together, as if imitating our interview\* "If you...if when you... when you had a good day today... how was it?"

Dear [REDACTED],

Thank you for meeting with me and allowing me the time to get to know your son! It was a great experience and I learned a lot. To summarize, I asked [REDACTED] about his hobbies and extracurricular activities, and he told me about playing with his friends, baseball, and dance. I based my questions and prompts off of the typical developmental milestones of a 6-year-old within the topic. [REDACTED] was very talkative and energetic. He readily told me stories and answered most of my questions. This was a great practice for me in interviewing children. One recommendation I would make is to continue reading books with him and encourage him to read more books on his own to practice the early reading skills he's learning in school. Thank you again for your time, and let me know if you have any questions!

Daphne Pack

This letter reflects a student's efforts to understand and implement child observation and assessment and is not an official diagnosis of your child's actual development. Please see a licensed professional if you have questions or concerns about your child's development.

## Self Evaluation

I felt like this interview went well. [REDACTED] is my nephew (my sister-in-law's son), so I just met him recently. He knows me enough that I'm not a stranger, but we're not close. During the interview, the flow went well and [REDACTED] was comfortable answering most of my questions and talking non-stop. He seemed to enjoy the interview and by the end wanted to "interview" me! I think I could've prepare my questions a little bit better, since I was originally going to interview a different child and use the same questions, but then I realized I catered my questions to a 7-year-old based on the "Developmental Profiles" but [REDACTED] is 6. So mid-interview I had to adjust my questions and expectations a little. For the parent conference, I FaceTimed [REDACTED]'s mom after the interview and we had a brief discussion of how it went. She was there for the whole interview with him, so it was just a review, and I gave her my recommendations. It went great, and I think the only thing I would do differently is make it more professional and less casual.