

Observation Summary Paper 2: Preschool Child

ECE 110

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Introduction

My observation took place on a Thursday afternoon in the child's living room. It was gloomy and rainy all day. There was no honking which mean the busy street were empty. The living room was a bit cramped up and furnished with two couches and a large television. They have the jumbo Jenga wooden blocks on the righthand corner of the room and a nice black bean bag between the couches. There is a small toy hamper by the entrance door.

The Child

The Boy's name is Xander and he is 4 years old. Xander is light skin about 2 feet tall. He has big round brown eyes and long black hair styled into a man bun, he is about 45 pounds. He is wearing slim fit corduroy pants in a dark green color, a white polo shirt with two brown stripes and fuzzy comfy brown slippers. He also has a toy watch around his wrist.

Cognitive Development

Xander was extremely bored. He could not go in the back yard and play like he usually does because it was raining. He was pacing back and forth in the living room and kept asking for his Nintendo. The mom said no more video games and to find a board game or something to do while she was preparing dinner. He immediately ran to the corner of the living room and started playing with the Jenga blocks. These are the jumbo size block therefore he was having a hard time, but he did manage to get a hold of one. His uncle who happened to walk by the living room helped him take most of the blocks to the center of the room, so he had enough space to play. He slowly picked up a block and started stacking them. Once they were stacked as high as his height, he rapidly kicked it and all the blocks collapsed. When it was time to pick up the blocks his mother asked him how many blocks he had dropped, Xander then picked up the blocks one

by one and started counting. He counted six blocks as he restacked and said “again, again” he like the idea of stacking and then making it all fall apart. When he got tired of playing with the blocks he ran to his uncle, pulled him by his shirt and pointed to a block and to the corner of the room where the block are usually stored and also said “finish”.

Language Development

Xander has a hard time communicating. He gets overwhelmed when he wants to say something and cannot. For example, his mother was telling him to say tower, I instantly noticed how Xander has a hard time pronouncing the “R” or saying words like tree, train, and tower. He used word like Cho-choo, house, and that one, when he cannot say the name of certain things. When he wants something and he can’t fully express himself he would get an adult’s attention, point to the object and say “that one” The mom said Xander is in speech class because he does have trouble speaking.

Emotional Development

Xander was getting upset when his mom was asking him to say the word tower to the point where he got frustrated and started having a little tantrum. His mom got to her son’s level made eye contact, padded him on his back and told him to take a deep breath and that it is ok. This seemed to work, and he became calm and carried on with his activity. Another thing his mom said that makes him calm down when he is angry or frustrated is rubbing his belly. She said she has been doing this since he was a baby up until now. Xander seem to do very well when he is told to take deep breaths.

Social Development

I was not able to see his social development, but Xander is surrounded by four cousins, a dog, and his older sister. His sister is 10 years old and the cousins are a year or two older than him. His mom said they get along very well and Xander has an excellent understand of sharing toys and working together to build towers with the blocks. He is super polite and always allows his cousins to have a turn weather it is a board or video games. He does not have a problem or issues with sharing, he even shares his food and toys with his dog. His social skills are developing very well. Again according to the mom.

Physical and Motor Development

According to my observation Xander has reached the appropriate motor development skills necessary for a child in his age group. He loves running across the living room. He at one point Jumped from one couch to another. He also can pick up jumbo blocks and stack them to create a tower. Another example of his gross moto skills is when he kicked the blocks, his ability to kick made the block fall. His fine motor skills allow him to have a good grip or hold of the marker and he is able to write his full name or draw a stick figure person.

Activities of Daily Living

Some of Xander's activities of daily living consist of having 15 minutes of reading, constant clean up time, constant hand washing, and a lot of helping mommy do things around the house. Xander seemed to enjoy helping him mom with small tasks such as putting things in the garbage or feeding their dog. When his mom was cooking, he handed her a spoon from the bottom drawer.

Conclusion

Overall, I can say that everything I have learned in my Early Childhood class about the development of preschoolers is accurate and I was able to connect to my observation with Xander. His Development is accordingly as a preschooler and with children in his age group. Some children's developmental is higher than others but if they are getting the appropriate help from a professional, they will continue to develop in the right path. I was intrigued at how such a little human can have so much energy to do things and at times act like a mini adult yet require help from a parent/adult. The development of children is fascinating.

Commentary Paper

Developmental Processes and Skills

I look forward to working with preschoolers in the future, therefore I chose to go more into depth with my second observation which consists of the four-year-old preschooler named Xander. Xander may not have reach his milestones as he should but he is in the right track and will slowly but successfully develop. I will explain each developmental domain with samples to further analyze his development.

Cognitive Development

Xander is played with the Jenga blocks in the living room. He managed to stack them, kicked them down and he counted each block as he picked them up. This demonstrates how he understands the idea of counting. He also demonstrated his kicking and stacking abilities.

According to Piaget's Theory Xander would be under the second stage which is Preoperational. He was able to identify the shape, size, and color of the wooden blocks.

Language Development

Xander is a very smart child, however based on my observation he seemed to have difficulty speaking. He does not say complete sentences and cannot pronounce words with the letter R. He would often use two- three words instead of full sentences. For example, when his sister was not listening, he would say "Serena no listening." His mother did mention that he is currently taking speech class to help achieve his language skills. According to Lev Vygostky, Xander is under the zone of proximal development and scaffolding. Vygotsky believe that with scaffolding, from and

adult who begins to show him pictures and repeating names of the picture, Xander will eventually begin to develop more words and start to communicate efficiently without help.

Social Development

Xander has a ten-year-old sister and lives with 3 other little cousins of his age. His social interaction skills are very well managed. He plays very well with others, he does not have a problem with sharing toys. In fact his mother stated how he often prefers to play in groups rather than to play alone. According to Erik Erikson and his eight stages of development Xander would be under the 3rd stage which is initiative vs guilt. He is in the “play age.” He likes to do all types of active play from wrestling to playing doctor. He prefers to play with others, and for the most part he acts like a grown little human although he still depends on an adult.

Emotional Development

Xander got highly upset when his mother asked him to repeat certain words that he cannot pronounce. He got very frustrated to the point where he had a small tantrum. He does however, understand other people's emotions because when his mother got to his level by kneeling and spoke to him in a soft and sad voice he immediately stopped the tantrum. He looked at the mom and took deep breaths as he was told until he was calm. This shows how Xander can manage his emotions but has occasional outburst when he feels pressure or frustrated. His emotional development reminds me of Arnold Gesell's theory of Maturation. Gesell believes that children display a range of behaviors in cycles. Xander would be under the first cycle which is 18 months to 4 ½ years of age, he would occasionally have temper tantrums, he is more easy going, but still experiences emotional outbursts.

Motor development

Xander has successfully developed his fine motor skills. He was able to stack Jenga blocks. He also demonstrated his motor skills when he kicked the Jenga blocks to knock them down. He also jumped from one couch to the other, Xander is doing very well at developing his gross and fine motor skills for his age.

Sensory processing

Xander's sensory skills are developing quite well. He can manage to play well with others while taking turns. He knows his colors, he can count, and he can process right and wrong. He can use his five senses to accommodate his daily activities. Although he might have difficulty with listening sometimes.

Activities of daily living

Xander is like a little explorer. His daily activities consist of playtime, helping his mother with small chores such as cleaning up. Every little task in his daily life is like an adventure to him.

The Child's Aspects of Culture

Xander is a four-year-old Hispanic child. Both of his parents are born in the United States and speak English, however his grandparents are Spanish speaking only. Language is one of the ways in which culture affects him. Xander has a hard time transitioning from English to Spanish, in fact he does not like to practice the Spanish tongue and refuses to repeat anything his grandparents tell him. The only way he would listen is when he gets rewarded with candy or something of his interest. He will have a hard time learning both languages and will often feel confused or forget to say certain words in either language. A second example of a development that culture might affect his development is emotion. In the Hispanic culture, the father has strict rules when it comes to showing one's emotions. For example, the father believes a man should not show signs of sadness or grieve while the mom shows a tremendous amount of affection and

love to the child. Xander might have a hard time understanding his emotions. Therefore, culture does teach a child how to feel and when to feel it. My 3rd example is socialization, culture has an impact on a child's social development. Xander whose parents are modern Mexican American are open minded and encourage him to play and interact with any race. They push him to be friendly and encourage him to play with kids of other race or culture. As opposed to his cousins who come from immigrant parents, the parents are close minded and limit the children's social interaction. They stay within their culture because they believe that other races might bring "bad influences."

My Aspect of Culture

I am an immigrant Hispanic/Latina, I come from a small town in Mexico. I feel like culture played a huge role in my development as a child because growing up with my grandmother I was raised different. I spoke Spanish and Nahuatl only, she raised me to be a "house-wife." My grandma also taught me to obey men and how to act around them because according to her men have the authority. I was taught to act a certain way because I am a female as well as having certain morals. I followed these beliefs for a very long time. I arrived in the U.S at the age of 9 and my customs / beliefs remained with me until my earliest twenties. I had a hard time socializing with others in school, I had a much harder time with English because all I ever knew was Spanish and Nahuatl. As years passed by and I learned the English language, I realized I had completely forgot how to speak Nahuatl. Now it is 2020 and I hardly remember how to write Spanish. Why? because in school, I was forced to focus on learning English that I slowly began to forget how to speak or write my native tongue. So, yes culture plays a role in child development.

Comparison of Development

Now I will compare the development between my focus child (preschooler Xander) and the school age child, Serena. The preschooler at four years old would fit under Piaget's second stage of cognitive development which is the preoperational stage. Meaning he is learning to engage in symbolic play yet lacks concrete logic. He is also unable to take the point of view of others, his thinking is still "egocentric" and is unable to see someone else's perspective. However, Serena would be under the 3rd stage which is the concrete operational stage. She understands logic and reversibility but struggles with abstract ideas. Another comparison would be their social development. Xander prefers to play in groups and likes symbolic play, Serena is a little more quiet, shy, and prefers to spend time alone reading or listening to music. Their language development is also a tad different, Serena can say full sentences while Xander can only say a few words at a time. However, they both have trouble with language and have speech class to help maximize their language development. By observing both children I realized that I could apply Albert Bandura's theory of social learning. Xander often observed his sister Serena and learned what she does then tries to master his sister's behavior/actions, learning through observation. Their emotions are also different, Xander is more tough and aggressive, Serena is more tender, and very sensitive. Serena is also more independent and often helps Xander, because he still needs or depends from an older person.

Although they have their differences both children still have more developing to do and with the help of the parents, adult or professional they will eventually reach their milestone.

Setting Comparison

The infant observation took place in the father's room. The preschooler was observed in his living room and the school age was observed in the backyard. The school age child had more outdoor space to work with her gross motor skills, the infant and the preschooler were observed

indoor and which limited their ability to practice motor skills but did practice their fine motor skills.

Conclusion

Observing these three age groups has made me realized how fascinating each child is. Each child develops in a unique and interesting way I have learned that children will continue to grow and change in amazing way. I have gained knowledge and a basic understanding of how young children develop. As a professional, one must have practical and everyday knowledge on how to care for a child and meet their need.