

The family I interviewed their names are T, Lydia, Lucas, Simone, Ivy, and Marie. The age of the child this interview was about is 11 months. This family resides in Yonkers, NY. I was introduced to this family by Professor Longley.

The child's physical appearance is of a smaller frame. She has curly brown hair. She has big bright eyes and also has elf-like ears. This interview was conducted through a phone call. I was not able to interview this family in person.

During her pregnancy, she felt supported and relaxed so she was put at ease. While she was pregnant, she went on nature walks and spent time with her family. She craved a turkey, gouda, and bacon sandwich during her pregnancy. She said this is something she will never eat again. Her birth experience was the easiest out of all of her children. She had a home birth. She was in labor for only six hours unassisted just her and her husband. She delivered her daughter without the help of the midwife. During her pregnancy, she was supported by her family, friends, and her midwife. Her pregnancy was full-term. The baby was delivered at home so everyone was excited. After the pregnancy, she felt happy but had trouble bonding with the newborn. During the first weeks at home, the baby was not latching. She was strictly breastfed. Her schedule was regular. She was fed every two to three hours. The baby slept in a bassinet by the parents' bed.

The baby spends more time with the mother. She has a bond with every member of her family. She is attached to everyone. (Gillespie, L., & Hunter, A. 2011). The main point of this article is that children with secure attachments learn that their world is a safe place because the people in it are caring. They learn that close relationships feel good. This connects to the family because Ivy has close attachments with everyone she knows. She has a good support system to rely on and this can impact her soon because she will feel comfortable exploring the environment.

The role that extended family play in raising the family is very limited. The members that have a limited role in raising the baby are the grandparents as well as friends. Lydia is a stay-at-home mother who takes care of the children while her husband is at work.

The baby learns new things by observing, listening, and playing. The new skills she is working on at the moment are potty training, counting, drinking from a cup, jumping, and fine and gross motor skills. The activities the family engages in to help Ivy learn and grow cognitively, communication and language, emotionally, socially, and physically are conversing with Ivy, playing one-on-one, repetition of words and phrases, sign language learning, watching language building shows like Sesame Street, Ms. Rachel as well as Bluey. They also talk to Ivy about her feelings. (Kovach, B. & Da Ros-Voseles, D. 2011). The main point of this article is about how to communicate with young kids. Communicating with kids ensures that babies understand what is happening. It also acknowledges their behavior and personal preferences as important. This connects to the family because they are communicating with Ivy. She can say about 20 words, she gestures if she wants or needs something. Communicating early with young children is very beneficial in the long run. For the physical aspect, they play many gross motor games like tag, going to the park, running, and climbing.

Ivy's temperament is playful, mischievous, and reserved when first meeting her. She is learning more about separation so the parents are now adjusting to make routines so that way she can understand. She is also testing limits and reactions to see what will happen next.

Since I was not able to see the child physically in person I was given a video to watch for the observation paper. The child that I was introduced to through a video is named Olivia. She is 11 months old. In the video, the subdomain I observed the child demonstrate was curiosity and interest. The age for this subdomain is 8-16 months. I observed that she felt, banged, got in, sat on, and threw objects to find out more about them. Olivia demonstrated the indicator by banging the two balls together. The next subdomain I observed the child demonstrate was initiative. The age for this subdomain is 8-16 months. I observed that she held out the object to the caregiver

that they were curious about. Olivia demonstrated the indicator by extending her arm while holding the red ball to the caregiver.

The last subdomain for approaches to learning is persistence and attentiveness. The age for this subdomain is 8-16 months. I observed that she focused on the same thing as the caregiver. Olivia demonstrated this indicator by focusing on the red ball as they both played the game of give and take. The subdomain I observed the child demonstrate in the domain of physical well-being, health, and motor development is large motor skills. The age for this subdomain is 8-16 months. I observed that she crawled. Olivia demonstrated this indicator by crawling from one space on the carpet to another reaching for a toy.

The next subdomain I observed the child demonstrate is small motor skills. The age for this subdomain is 8-16 months. I observed that she picked up objects and dropped them into a container. She demonstrated this indicator by placing the objects she had into the storage bin.

The last subdomain I observed this child do is sensory integration. I observed that she used her eyes, hands, feet, and mouth together to explore the environment. The age for this subdomain is 0-9 months. Olivia demonstrated this indicator by picking up a wooden object and placing it into her mouth. For the social-emotional development domain the subdomain I observed this child demonstrating trusting relationships with adults. The age for this subdomain is 0-9 months. I observed that she initiated and maintained interactions with educators. She demonstrated this indicator by waving at the caregiver which also led to a high five.

The next subdomain is a sense of belonging. The age of this subdomain is 0-9 months. I observed the child expressing contentment or joy when a trusted adult was present. She demonstrated this indicator by smiling when she looked at the caregiver.

The last subdomain for this domain is a sense of self. The age for this subdomain is 8-16 months. I observed this child make choices about what toys to play with. Olivia demonstrated this indicator by playing with a bowl that she put on her head. In the communication, language, and literacy domains, I observed the child demonstrate the subdomain of social communication.

The age of this subdomain is 0-9 months. I observed this child looking at a caregiver as they were speaking. Olivia demonstrated this indicator by looking to the caregiver when she had an obstacle in her way. The subdomain I observed Olivia demonstrates is creating and interpreting multimedia texts. The age for this subdomain is 0-9 months. I observed the child track people or objects by moving their heads or eyes. Olivia demonstrated this indicator by moving her head to locate the sound of the toy which she found due to it being underneath her bottom.

The last and final domain for cognitive development is the subdomain of understanding stability and change. The age for this subdomain is 8-16 months. I observed this child test the stability of physical objects. Olivia demonstrated this subdomain by banging her walker onto the couch.

The next subdomain is investigating and exploring. The age for this subdomain is 0-9 months. I observed this child exploring objects with her mouth. Olivia demonstrated this indicator by bringing her water cup to her mouth for her to drink water. The last and final subdomain is understanding cause and effect. The age for this subdomain is 0-9 months. I observed this child drop an item, and immediately look for or turn body toward the item. Olivia demonstrated this subdomain by dropping her cup of water she then dropped her body while holding onto the couch to pick up the cup.

The family's beliefs and practices while raising their child Ivy are to have caretaking attributes. She wants her family to have the value of support, safety, and love. She wants people to respect Ivy's boundaries as well as her autonomy. Cheshire, N. (2007). The main idea of this article is to respect the child as we do for everyone else. They are still human beings, This relates to the interview I had with Lydia because she wants people to respect her boundaries. Even though she cannot speak for herself she can still be treated as a person just like people don't want people to be close to their person that goes the same for an infant. Respect people's autonomy always.

An infant teacher can support this family by respecting the boundaries they have in place for their child. The role that extended family play in raising the family is very limited. The members that have a limited role in raising the baby are the grandparents as well as friends. The family's ethnicity is black. Their culture influences their child-raising practices by instilling the value of having a good support system. They believe in taking care of one another. I believe this family is collectivist because they believe that people should care for one another. As an infant teacher, I can encourage the family to join in participating in the classroom. I should make them feel welcome by having a good relationship with their parents. We are all in support of one another and the parents should feel validated as well. The family has a set schedule. Ivy wakes up at 7:30 in the morning. She would then have breakfast. After breakfast, she would play indoors since it's cold outside. She would then have a snack. Lunch will be served at noon. After lunch, she has free time. After free time, she has dinner at 8 pm then a bath by 9 pm she is in bed. An infant teacher can support Ivy's set schedule by following it down to a T. We spend 5 hours together so this is a set routine for an infant. Babies do wake up early. Babies do eat mid-afternoon. This is very regular for an 11-month-old child.

From this assignment, I learned that babies develop the same but when it comes down to how much the family wants their child to develop. They train them from a young age. They instill the roots as young as they are so that it can significantly impact them as they are older. Working with families you have to be patient we are all supporting each other for the benefit of the child. We all have to work together for a better outcome for the child's development. I learned that we need to communicate with babies because this encourages babies to want to speak to us even though it is not coherent they are still able to try which is great we are impacting their cognitive, language, and social development greatly. This assignment will help me to be a great infant teacher because all that was mentioned will now be incorporated into my plan of development like communicating and helping them find ways to self-regulate.

References

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