

Commentary Paper

ECE110

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Developmental Skills & Processes

I chose the preschooler student observation because this is the age I would like to work with.

Child G is somewhere between ages 3-5. She has dark brown hair. During the observation it was up in a bun. She wore a pink t-shirt with dark blue leggings. She had grey and blue nike sneakers with a Velcro strap. Also had on light blue socks. And has light skin complexion. I'd like to continue learning about and understanding child development and become aware of factors that influence child development. Preschoolers at this age can walk around, pick up objects, interact with others, and pronounce some words. Furthermore I'd go more in depth for the domains including cognitive development, language development, social development, physical/motor development, last but not least emotional development.

Cognitions

Child G showed symbolic play which has to do with objects that represent things that are completely different. Child G was playin with a block and pretended it was a cellphone placing it against her ear. She then again gets the block and pretends it is a camera. She positions it up against her eyes and says "cheese" which refers to her getting ready to snap a picture on her make believe camera. As she did so she was clearly happy because she was smiling and aiming her pretend camera all around the room. She seems to be a visual and auditory learner. She presented thinking skills and problem solving through listening to her teachers and when they presented themselves physically doing something.

Language

Child G has a great receptive language because she was able to comprehend words. Expressive referring to her ability to pronounce them and the way she expresses herself. Throughout the observation she pronounced words and responded to others as well. The moment her and another student finished building a tower out of legos she said “yayyy.” She took a picture with her pretend camera and said “cheese.” She plays with her teacher with toy cars and blocks that allows the car to go in a downward position. As it goes down super fast Child G says “ohhh” “ahhhh” and “yayyy.” The teacher next hands her a stop sign toy Child G then repeats after her saying “stop sign.” The teacher then shows her a red block. She asks “Can you see me? What color is it? Red. What shape is this?” Child G repeats saying “color” and giggles. She also says the shape “triangle.” Throughout the conversation between Child G and the teacher the child pays close attention to the choice of words that are being told to her and tries to repeat them to the best of ability. She approaches the camera man, the one recording the observation and shows him a car and says “this is car.” At one point another teacher sat down with Child G on the table along with other students. They begin playing with big colorful puzzle pieces. She shows them how to connect the pieces and points out that in order to get them to connect the pieces should be able to fit. She also shows them how she struggled connecting two pieces to show a clear representation of the pieces not being a match. Once Child G got the chance to give it a try herself and actually make the puzzle pieces match she was super happy and excited she began to say in a loud tone “YAYYY” and she began clapping. The teacher also makes sure to acknowledge the shape created out of the puzzles. Child G was able to identify it as a circle.

Social

Child G worked well with other students. She approached a boy who was playing with legos and grabbed two lego pieces and attempted to connect it to his lego pieces but it resulted in the tower falling apart. She then gets more lego pieces and hands it over to him and together they begin building a brand new tower. Once accomplished they were saying “yay” and clapping. They then tried blowing down the tower but were unable. In an encounter with another boy they seemed to have a problem. The boy is sitting on the rug playing with a toy car on top of a clear box. Child G walks up to him and sits on the clear box until he tells her “stop, stop, stop sitting on it.” That’s when the teacher intervenes and calls her to come play a game. Sort of a way to fix the problem without causing a much bigger problem. A way to distract her and to get her off the box. I don’t think Child G means any harm in doing so. And I was glad that she didn’t react in a manner where she would end up refusing to get up or to show any sign of crying or yelling.

Emotional

She was able to express herself through facial expressions and physical movement as well as verbal phrases. One's environment can definitely correlate to one's emotional development. Being in a classroom with adults and other children contributes to one's ability to express their emotions. Child G would smile a lot throughout the whole observation. I noticed that she would stare sort of blank out. It made me question what she could possibly be thinking of. But you see that’s the beauty of observations; it causes you to become curious and come up with great questions. For the most part if you pay close attention when these observations take place and continue you’re able to find answers. She would giggle and smile and even clap her hands which told me she was extremely happy.

Motor

Both gross and fine skills were presented. Her motor and physical development seem on point. She was able to walk without holding onto something which deals with her gross skills. She was able to move the car back and forth, pick up toys, connect puzzle pieces, and clap her hands which deals with her fine skills. I noticed that she would put her fingers in her mouth a lot. This can lead to exposure to germs. This might be alarming but I believe there's definitely a chance to find ways to prevent her from continuing this habit.

Sensory processing

Sensory processing refers to the ability to process information through senses. For instance as stated earlier I said she was a visual learner so she'd rather go about looking around her environment. However also a bit tactile where she goes about touching. Child G sensory processing pattern falls under Sensation seeking. Fidgets, Is active and excitable, visual, auditory, tactile, and vestibular stimulation.

Activities of daily living

Activities of daily living consisted of good skills. Child G seems to have developed skills that correlate to reaching a healthy point of her life. She shows great language skills, emotional development, social development, physical development, and cognitive development. Has developed these skills with the help of her environment. A setting that's consistent and provides for her needs. Engages well with her peers. Even when put in a situation where she was in a disagreement with another child she was able to react in a positive manner. Throughout the

observation I noticed she really enjoyed the comfort of her teachers and the learning activities they presented to her.

Theorists

The cognitive development theory deals with intellectual growth directly influenced by thinking and language. Piaget's stage was definitely presented by child G she dealt with preoperational. I know so because she ranges from 18 months-6/7 years. She had the ability to think about things symbolically. Erikson's perspective is that personality develops through resolving inner conflicts between opposite emotional states as we go through stages. Child G undergoes initiative vs guilt taking action with assertiveness and creativity. She did so through activities with other classmates, making her own decisions, and her interactions with others. Lev Vygotsky's socio-cultural theory, focuses on the influences of language, social interactions, and culture on intellectual development. The level the preschoolers managed problem solving was through the use of language and thoughts to construct an effective learning and understanding. Child G teachers would use scaffolding to challenge her thinking. They would express themselves through language and interaction to guide their thinking. Bron Fenbrenner's Ecological systems theory is about the environment. Embedded within and influenced by the cultural community. Consider Ecology the setting that influences the growing person. The system presented in this observation would be Microsystems because it took place at a school. Kohlberg's theory of moral development deals with children constructing standards for right and wrong. It can be introduced to children through parenting, teachers, and classmates. Child G knows right from wrong however I think she's presented moments where she does something and doesn't think it through until she actually does it. Until she notices and turns to do something else. She did so through

interactions with her teacher and classmates. Behaviorist theory of B. F. Skinner, is the idea that child development depends entirely on their experiences with the environment. Being in school child G was guided through teachers. As well how the classroom setting looks has a grand influence.

The child aspects of culture

As for Child G I was unable to distinguish her cultural background due to the use of an online video. As for Maria she was born in Brooklyn and her family's background is Hispanic. She has two sisters and one brother. Her parents cultural background is Mexican. However she does not speak Spanish.

My aspects of culture

As a child I grew up with my parents. My parents cultural background is Mexican. I love my culture. And I can speak both English and Spanish. Both of my parents share a grand love for my siblings and I. I have three siblings in total. Being the oldest I always help around the house and set an example for my younger siblings. Till this day I help my siblings in schoolwork, preparing the food, cleaning up, showering them, going out for walks, and spending time to ultimately bond with them. My mom is a housewife but throughout all these years she's been there for her kids. I don't know how she manages. She put aside everything to nurture her children. She raised her children to respect others and to work hard towards their education. She's always gone to all our school conferences. She's invested so much. One of my sisters undergoes speech therapy and my mom has gone to everyone of her meetings to discuss my sisters needs. Taking her to different consulting's that's will benefit her and will continue to benefit her for the long run. My father has worked all his life in a family business. A Mexican restaurant located in Manhattan.

He's always been hardworking and a nature type of guy. As for religion we don't really practice any but we do have our beliefs. My family and I have always believed in God and Jesus Christ however it was not till recently that I've decided to read the Bible on my own time and embrace it. As an individual I have ups and downs. I have strong faith and I truly enjoy seeking knowledge. Overall I'd say I had a beautiful childhood. I was given shelter, food, and a family. Although I've gone through a couple challenging moments as an adult I can truly see the beauty in them. I choose to see the beauty in a world that isn't at all perfect. I have such a passion for helping the youth. I believe that these same children are our future. If we can only assure these children that they are our priority and create a bond whereas they can come to us. Imagine the person they can grow up to be. Imagine something that may seem so little can in fact influence a child in a way we could have never imagined.

Comparison of developing

Child G and Maria both share similarities and differences. One way they are similar in a cognitive aspect which deals with one's learning style is that both Maria and Child G seem to work well with other classmates as well teachers. Both enhance their understanding through visual, auditory, reading/writing, and kinesthetic at their own pace. Social and emotional part deals with how they interact with others. Child G is a happy child. Maria can express her emotions clearly. She's presented goofiness, boredom, excitement, stress, and many more emotions. Child G has the appropriate motor skill for age. She is in between where she can walk and physically move around. Maria sits all throughout the observation because it's taking place online but there were a couple times she got up stretch. Sensory processing dealing with how we use our sense to process information. Child G and Maria both use various methods to

comprehend their learning. As for language which deals with verbal contact. Child G cannot pronounce full on sentences compared to Maria. Also Maria received extra help because she has speech therapy and gets one on one check ins with a counselor. They are similar in which they both had the ability to interact with other students and teachers regardless of the circumstances. However Child G seems very engaged with her teachers. She's able to approach her and try to have a conversation together. Maria enjoys talking to her counselors about what she's been up to and as well her accomplishments. I notice however sometimes she may be shy or hesitant when it comes to asking questions to her teacher especially since she's doing online classes. But the idea of making sure she tries her best is definitely with her. Activity of daily living development deals with hygiene. I was unable to see this aspect for Child G. However Maria as soon as she got up from bed she went to the restroom, brushed her teeth, put her hair up, and then later in between her breaks was when she got breakfast.

Setting comparisons

The settings are different whereas Maria took place at home. And child G took place inside an actual school building and in an actual classroom. Both have a good amount of space to move around. The setting does impact the child's behavior because let's say one is in an environment where they don't feel comfortable than it's more likely they won't participate and really feel that their opinion matters. On the contrary, what about an environment that's the exact opposite is that it's more likely the children will engage with one another and be more social. This as well can impact a child's development. They spend a majority of the day attending school. They are growing every day and if their needs aren't meant they will develop a lot slower and will not be on the academic level that they're supposed to be on. Child G setting took place in a very big

classroom which gave a great amount of space for the preschoolers to walk around and play. There were many tables for the students. There were circle and rectangular shaped tables. Along with small dark blue chairs. In one area there was a big dark blue rug with a giant dark green frog, small turtles, and the letters of the alphabet on it. There were a bunch of posters all around the classroom with images on them. One of the posters had photos of families. Another poster of building blocks and images of children building and one that showed the blocks balancing. This is beneficial for a child to see daily in the classroom. This is an ideal classroom that will affect their learning in a positive way. Different areas of the room had stations of toys. Near the rug there were a bunch of building blocks and toy cars for the children to play with. In total there were around 10 children and possibly a bit more. Throughout the observation there were 2-3 teachers. Maria's setting took place at home. She is in third grade. This observation was conducted on Monday October 19, 2020 at 8:40 am. Maria's schedule consists of multiple classes broken down at different time periods. Virtual learning due to the pandemic has caused a change worldwide. Maria has a purple desk and a purple chair where she attends her online classes. She has a pink and green mat with some dark pink and light pink flowers on them. And a green outierier. There's a cork board behind her where she pinned down a photo of her speech therapist and a student award for working so hard during distance learning. On the side of the wall she has pinned a printed copy of her daily schedule and a printed calendar for October. On her desk is where all her supplies may be found. She has a pencil holder for where she has pencils, markers, crayons, scissors, glue sticks, dry erase markers, and a sharpener. She has a notebook for each of her classes that are stored in a compartment connected to her desk. Inside the drawers she has her workbooks and construction papers. Also, these cube shaped foam blocks that represent adjectives, verbs, nouns, along with examples. As well periods, explanations points, question

marks, and quotations marks. A laminated sheet of the letters of the alphabet both uppercase and lowercase, a number line, and shapes. These are useful tools that Maria uses to look back at. She has her mom and sisters to help her out with her classes.

Conclusion

My experience as an observer was **fascinating**. This observation gave me the opportunity to really examine child behavior. Gave me more determination to pursue my goal. As well understand the children characteristics. The way they interact with one another. This experience has impacted me as an early childhood professional because I love the idea of working with children. If I'm given the opportunity I believe I'd influence children in a positive manner. I'm very passionate about helping children and I believe through education I'll be able to do so. I prioritize their needs because we never know what they may be going through or their situation outside of school.