

Commentary paper

At her preschool, the observations done on Randa all took place. The atmosphere is as follows in the first observation; she is in the gymnasium of the school where I saw a slide in the colorful jungle gym and several multicolored mats were under the slide and climbing areas. A colorful grated fence enclosed a piano field featuring scooters, motorcycles, hula hoops, balls, etc. self-propelled There are a few child-sized chairs put against two doors, a bike and several hula hoops littered around them too. As the assistant teacher packed supplies for an art activity, the head teacher kept the kids entertained with songs and stories they loved. The classroom was clean, orderly and practical. The cots were placed by the entrance to the classroom in a tidy stack and the toys were in their proper position. The floor was obstacle-free. Before doing the observation, I walked around the classroom to get the sense of it.

As for the third and final observation, Audrey was seen with some of her peers playing on the field. The toys from the classroom were spread across the floor. When the music teacher walked in, Audrey and her friends played, leaned on the white table and played music with them while they kept playing. The observation took place in the classroom, but in the way that we see the child in a change in mood, the environment is distinct. At the time of the observations, though Randa does not use words, she interacts with smiles and squeals. When the tests were conducted, she was about 13-14 months old and I did not find ways of contact other than laughing when it was time to leave the gym during the first observation. A mode of non-verbal communication is her squirming in the second observation. In other phrases, she used body language to suggest, "I want to get out in the final observation, we see her reaching for her father; it's her way of saying "I want Daddy." Shortly after her father appears, she

often squeals as her instructor changes her diaper. Audrey is slowly jumping about during the three observations. In the first observation, concrete examples of her physical and motor growth include her playing with the walker in the gym and trying to put the hula hoop away. She uses her hand in a second observation to brush a dotter around a watermelon coloring page for an art project she and her colleagues were undertaking. In the final observation, Audrey uses more of her physical development; she dances to the sound and plays with different toys. She also playfully strikes one of her classmates. At one point, she dances and plays around with her head teacher during the music class. She grabs for the teachers to watch and shows her desire to take hold of items by improving her grasp or more. In the first observation, Audrey's problem solving is obvious. She's struggling to get the hula hoop back. It certainly indicates that, even though it is not in the right place, she is learning to put things away. She also struggles to find out how to turn the walker in the direction she needs to go. Her cognitive progress is shown like a dotter painting a page as she starts to learn how to draw. She learns to dance and understands when to move when music plays, which is also an example of her progress in memory. We see her often interacting with her dad and teachers. She has a deep loyalty to them. In the final observation, it is clear. She plays with her head teacher and like this very happy girl, she comes out. In the first and third findings, she still has a grin on her lips. During the third observation, she primarily plays with her friends. With the healthy emotional bond mentioned in Table 9.1 on page 190 of the Early Childhood Development: A Multicultural Viewpoint textbook, she ends up happily reaching for her dad. In the first observation, Audrey is seen playing more of her own. She encourages herself to play with gym things such as a kid-sized chair she drives around and occupies herself with. She also climbs into the crawl room at the jungle gym. Often, she takes the hula hoop up on her own. She helps herself to the toys in the classroom in

the third observation. She plays with a pirate marionette, then sets it down, then plays with another doll. Spread around the floor were the toys from the school. Audrey and her friends played until the music teacher came in, sat on the white table and played music with them as they continued playing. The observation took place in the classroom, but the atmosphere is distinct in the way we see the child in a change in mood.

In the following developmental domains are Audrey's most visible strengths: her physical/motor, problem solving/cognition, and her social/emotional development. She appears on target with her physical and motor growth. Audrey is in a mood to move around and play. She dances and plays with different toys, and she even learns to catch things. She's improving nicely in problem solving; Audrey is learning to put things away when told to tidy up while not being in the right place. This is an outstanding example of the trial and error in Piaget's Cognitive Growth Sub-stage 5 in children 12-18 months. Audrey's social and emotional growth is very much on the way to an outstanding pace of development. The explanation is that she has a very well-established friendship with her caregivers and parents. When she sees her father in the final observation, she gets excited and plays around with her teacher before her father arrives to get her. Audrey is using more verbal contact in the timeframe after my findings. "She uses expressions such as "mama" and "dada". Her mother also told me that she began to use the term "touchdown" more frequently as a result of Audrey watching a football match with her father on occasion (as mentioned earlier), since she heard her father use it during the game. She'll say "wa-wa" for water when she's thirsty. My advice to her parents and caregivers is only to continue reading and playing with her friends to promote her language and social growth. I further recommend that they strive to support her self-help, problem solving and physical motor growth so that she can continue to progress

properly into her infancy. Overall, if she continues the way it's going with her growth, she would certainly mature into a stable preschooler.