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ECE 110

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Capstone Paper



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Introduction

Throughout this semester, we have learned about the physiological and psychological developmental domains a child goes through their path to adolescence. We have learned ways to observe their behavior, teach them how to regulate and become self-sufficient adults.

In this capstone, we will examine and observe an infant named Zoe, pre-school girls named Alejandra and Jasmin, as well as two lovely five year old twins named Jasmine and Joanna. The observations will focus on their physical, language and emotions, and their cognitive domains. Some examples of culture will be provided and explained, as culture plays a significant role in the development of a child.

Theorists Albert Bandura, Jean Piaget and Erik Erikson will be credited throughout these observations. As well as types of plays and milestones for each child; the milestones will be cited from the New York Learning Guidelines provided by professor Gwendolyin at the start of the Spring 2024 semester.

This project showcases and highlights the progress I have made throughout this short period of time and how I plan to relate it to my field, early education. This project is how far I have come and a testament to how far I will continue to go.

Physical Development

infant/toddler

The child in this video is a girl. I can assume she is 11-14 months old. She has caucasian skin, brown hair in a buzzcut, brown eyes and a round face. She is wearing a purple dress with white dots, white socks and a red ankle bracelet. This observation takes place in the living room of her house. There are many toys on display, some being Sesame Street characters, teddybears, a teacup set and a pig toy that has coins (piggy bank). She is sitting on the carpet with her mother and I believe that the person that is recording is her father. Some of her toys are put away; however, some toys are within her reach, such as: the piggy bank, teacup set, and later on a standing table that has birds and is shaped like a long leaf. The child seems happy as she plays with her mom and the teacup. She tries to hand her mom a teacup as a response to her mother asking[do you want some?] The child passing the mom the cup is a fine motor skill as she is passing the object(cup) from her hands to her mother's hand. The child also tries to place a coin inside the piggy bank, after the mother showed her how to place a coin inside. The child attempting to place the coin inside the piggy bank is a fine motor skill as well, as she is grabbing the coin with one hand and releasing the coin. Although the coin is not placed into the piggy bank, the child still made the effort and executed the whole movement without much struggle. The mother starts placing some toys that look like muffins/ chocolate cake pieces a bit far from the child trying to get the child to reach for them. This part here is to get the child to move around and work on her arms as well as her fine motor skills. The child leans in and picks up the cup, the child goes back to sitting

Which is a motor skill. The child goes from sitting to crawling and a bit later starts rolling over, which is also a motor skill. A motor skill involves movement of the limbs or the hand, it is a large/ big movement. The child has mastered crawling to the point where she can sit up and start crawling. Later on in the video, the child is picked up and placed on a standing toy as she holds in place to stand and tries to move. Although the child accidentally loses the grip she had on the standing leaf, she is helped back up and continues holding up. According to the N.Y Learning Guidelines, this child has mastered most of her designated milestones, which include: Moving between lying down, sitting, and balancing on hands and knees, crawling, and practicing placing objects on top of one another, such as blocks or stacking cups(which she does when she places the muffins inside the cups).(page 43 and 47, ages 8-16 months). This child is doing a phenomenal job and is being provided with the right tools by her parents. Her next big milestone will be walking, which she seems to be extremely close to achieving.

Preschool age.

The girl in this video is 3-4 years old and is wearing a pink shirt, blue jeans, a blue fluffy scarf and has her hair up in a ponytail. She has caramel skin, dark brown hair and brown eyes. I believe her name is Jasmin because of the interaction she has with the teacher. Although this video has two different settings, both of these settings are inside a pre-k classroom. The first half of the video happens in the back of the classroom where Jasmin and her friends are engaging in make-believe play. They are also engaging in associative play, the reason I think that is the play they are engaged in is because they are playing with each other, but they are not organized with what role they play in. This type of play is common for their age range. I believe that the person recording is one of their teachers and there is another teacher in the room as well. Everything in the room seems to be organized and within reach for the children, for example the back room has the clothes and toys within the reach of the kids so they can easily access them without the aid of an adult. The desks are located at the front of the classroom, and although they are in close proximity to one another, the desks are still positioned in a way that gives the kids room to roam. One of the first things I noticed is the way Jasmin is able to put on clothes, wrap the baby in a blanket, and take money out of the cash register to hand to the girl with the pink hat almost automatically. All of these actions fall under the fine motor skills, as she is able to use her fingers and hands while doing these tasks. After some talking with her friends they move to the front of the room and go to talk to the teacher. Jasmin follows the girl with the pink hat as she says [she's going to work]. They tell the teacher that they want the babies to stay with her since they are going to work, the teacher tells them that they can leave the babies as long as they write down their phone number so she can reach out to the "mothers" in case of anything. Jasmin grabs a paper and a marker and writes down her phone number. Jasmin writes down a few 2s, this is a fine motor skill as well as a milestone since she can grab a pencil and write down something that can be understandable. Some gross motor skills Jasmin shows are walking and moving across the room while avoiding obstacles, as well as picking some things that she dropped by accident. This last one is a gross motor skill because she has to bend her body, reach with her arms and lift her body back up. According to the N.Y Learning Guidelines, some milestones she is showing are Squatting without falling over, a smooth walk and holding a crayon between fingers and thumb and scribbles with big arm movements. (page 43 and 47, 15 to 24 months & 24 to 36 months). Her next milestones would involve more of the other domains. However, Jasmin is doing great and is on the right path for writing.

Young age school child.

The girls in this video are 5 year old twins. They both have brown hair, brown eyes and fair skin.

What they are wearing changes throughout the video, in some instances one of the twins is wearing a red sweater with jeans and the other twin is wearing a grayish shirt with jeans. The first few minutes of the video take place in their kitchen, where two other ladies are. I can assume that the lady is their mother and the lady feeding their brother is their grandma. The girls are reading a book that has a clock with manual hands. That action is the first fine motor skill I see in the video, as they are turning the clock's hands around. The video continues with them playing at a playground. There are monkey bars, sand and stand up spinner. One of the twins gets on the stand up spinner, which is a second fine motor skill as she is using her hands to hold onto the spinner's handles. They go on the monkey bars and attempt to use them to move around. This is a gross motor skill as they are using their arms to hold themselves up. The type of play they are engaging in is a mix of parallel and associated play, since they are playing next to each other, with the same equipment but separately and when they play together they are not very organized. However, this type of play is normal within their age range. They are walking around the park, which is a gross motor skill. They later play with some sand and interact with their brother, this type of play is cooperative play. According to the N.Y Learning Guidelines, this two girls have mastered an important sum of their gross motor domain, some of them are: Consistently uses their right or left hand(when they are turning the clocks hands, both of them are right-handed), Moves confidently around an obstacle course, maintaining balance while stopping and turning, and can use forks, spoons, or chopsticks(this one is more implied). (pages 44 and 48, 4&5 years old). These twins have a very good support system. Their next milestones might be riding bikes. Parents are extremely involved in their development.

Conclusion:

Physical development plays a significant role in a child's life. Outdoor activities, picking up a toy, putting on shoes, grasping onto things and even moving our mouth are part of our physical domain and that should be taught to a child as they develop independence and curiosity for the world around them. Physical development highlights the importance of physical activity as well as social interactions. Something new I have learned through this domain is to motivate children to play, to get dirty, and to encourage their babbling and nonsense as it's their way of strengthening their tongue muscles and producing speech.

Language and Emotional Development

Infant/toddler

The girl in this video is about 11 months old. She has Caucasian skin, brown hair, blue eyes, and is wearing a purple dress with white dots, as well as white socks and a red ankle bracelet. Her name is Zoe, and she is accompanied by her mom, who she is playing with, and by her dad, who is recording the video. They are in what seems to be their living room, as everything seems to have been organized intentionally for Zoe. There are multiple toys nearby, some within Zoe's grasp and some put away. In the toys that are put away, you can see Sesame Street characters, teddy bears, buses, and a scooter. The toys in front of Zoe are the piggy bank, the teacup set, and some food. Some of these toys make noise to engage Zoe into play. Zoe seems to be happy as she looks around, examining the room. She can be easily distracted, which is a form of temperament described as "the easy child." An easy child can make sense of a situation with little to no anxiety or really drastic mood changes; this also happens when she falls from where she was holding onto and composes herself really quickly. It is a great example of self-regulation. Zoe and her mom are playing on the carpet with the noisy toys. One starts playing "Old McDonald's had a farm," to which the child seems to respond with a wide smile and curiosity as she touches the toy. Although Zoe cannot communicate using words, she babbles and makes noises, responding to the things that happen around her. When she places one of the foods into a cup, she makes a sound as a response to her action, and when her mother says "thank you," she babbles as a response to what is being said. A child can understand speech before they start producing it, and Zoe being able to respond even if it is not a verbal response indicates she is making progress in her language development. I believe the reason Zoe is able to be so open about her emotions and is able to self-regulate has to do with the first stage of Erik Erickson's theory, "trust vs. mistrust," which indicates that when a child is able to trust the environment and the people they have around, they are able to create better attachment styles and can view the world as a more trusting space. Later on in the view, Zoe loses her grip on where she was standing, and although she gets a bit upset, she is able to compose herself with the help of her parents. According to the N.Y. Learning Guidelines, some milestones Zoe has mastered are Explores environment with guidance from trusting adults (social emotional milestone) shown when she examines the room around her to see what is happening (p. 67), Makes choices about what toys to play with (social and emotional milestone) showed at the start of the video when Zoe kept choosing the teacup over the piggy bank (pg 75). Uses facial gestures to engage with adults, such as blinking eyes or sticking out tongues (language milestone) shown throughout the video (pg 99). Zoe is making an astonishing amount of progress and has a very trusting and engaging environment. Zoe's next big milestone will be saying a few words; she is already on that path.

Preschool age child

The girl is around 3–4 years old. Her name is Alexandra; she has tanned skin and long black hair, and she is wearing a purple shirt, green pants, and a hot pink hat. This video takes place in her preschool classroom. In the back of the classroom, there is a wardrobe full of costumes, hats, purses, and everything else they might need to keep their dramatic play afloat. The front of the classroom is more like an actual classroom with desks, chairs, and art supplies. Alexandra and

her peers are being filmed by one of their teachers, and one of them is at the front of the classroom helping the kids that are doing arts and crafts. The classroom is spacious, with enough room for each kid to play and engage with one another. Alexandra is playing with this other girl, Delilah, who is wearing a pink shirt and jeans and has her brown hair styled in a ponytail. They are engaging in associated play as they are close to each other, playing with the same toys, but seem to have differences and are often not organized. However, this type of play is very common within their age group. Alexandra picks up a purse in the back and asks her friends if they want to use it, to which all of them say “no, thank you.” Although she hears them say no, she still leaves the purse next to Delilah just in case she might want it later. That action led me to believe her temperament is a bit intense, as the answer “no” is not what she would like to hear.

Alexandra goes to the cash register with her friend to get some money, and they seem to have been collected. They were planning what to do with such care for detail. When she gives her teacher her baby because she is going to work, she goes with an assertive tone, not demanding but rather asking for a favor, which to me seems like she is able to adapt herself to the situation around her as it goes predictably. Alexandra has a great sense of adaptability, which is an incredible thing to start mastering at a young age. When she gives the teacher her phone number, she goes to the back alongside Delilah, where they put on gloves and get “cleaning supplies.” This action reminded me of Albert Bandura's modeling theory, as Alexandra has probably seen someone clean in her house and has a great skill at recreating the movement and motions of “cleaning a mirror.” Her speech is understandable, and her actions align with what she is saying. I can see how involved she is in her play, as her body can't be still and she smiles from ear to ear.

According to the N.Y. Learning Guidelines, some milestones Alexandra has mastered in both social-emotional and language development are She puts two or more words together to express more complex thoughts (language), as she is able to communicate with her friends and teacher and is easily understood. (pg 99) Seeks out, initiates, and responds to other children for social interactions for short periods of time and She plays side by side with another child, making comments to them; both of these last milestones are shown throughout her interactions with her peers (p. 83). Alexandra is doing an amazing job of understanding her emotions and her speech.

The next milestone she seems to be mastering is assigning roles in play.

School age child

The girl in this video is 5 years old. She is wearing a red sweater and white pants; her features indicate she is Asian, with fair skin, black hair, and black-colored eyes. The video has two locations, the first inside her house, and the other seems to be a park that is in close proximity to a beach. The video was recorded by her dad. Her mother, grandmother, and siblings are also in the video. The first part of the video shows a rather calm and peaceful time in the kitchen, where the girl seems to be so focused on her book, which I assume is about how to tell time. Her eyes are almost glued to the clock hands as she moves them around, and her shoulders are relaxed, which led me to believe she is fully concentrated on her task. At the playground, she is using a stand-up spinner, and then her sister wants to take a turn without really communicating the action, and she is obviously upset as she responds with a loud “no” and continues playing. However, when a different girl comes, she willingly leaves the spinner and goes to play with her sister in the monkey bars. I think this action shows she is very aware of the environment and is able to let go of toys without making a big fuss about them, which even adults find hard to do. She seems rather excited to engage in associated play with her sister and take turns, which shows her adaptability and easy-going temperament. Her body language and laughter can be considered a form of speech as she is comfortable, moving, and aware of people around her, and when she does communicate using words, they are soft yet firm, indicating she is capable of making sense of herself. I think this level of confidence in a child is part of both modeling and the third stage of Erik Erikson's theory, “initiative vs. guilt.” She is guided towards believing in her decisions and herself, for example, when she goes on the monkey bars and gets stuck there because she is scared. Her father is encouraging her to keep going, believing in her potential, and although she is scared, she seems to take her dad's belief in her confidence and keep it in her. Even if she stopped because she was scared and her sister told her to get off so she could have a turn again, and she is visibly upset, she still paid attention to the affirmations her dad was giving her, and that is a great step toward her autonomy. She is an incredible child who can get scared but can continue to play. Her close relationship with her family, as well as the sibling rivalry that affects all of us, can only lead her to take positive actions and have a better understanding of emotions and the world around her. According to the N.Y. Learning Guidelines, some milestones she has mastered are: She shares, takes turns, and cooperates in a group (emotional), as shown when she plays in the sand with her sister (p. 84). She talks in different ways depending on place and listener (language), as shown in the tone of her voice at the playground (p. 100) and She understands forms of social speech from their family, culture, and community (language), as shown by how she reacts to her father speaking to her (p. 104). This 5-year-old is doing an amazing job at communicating and expressing her emotions. Understanding that some things will make us scared and a bit fussy no matter the age is something that needs to be understood

not just in a child but also in adults. A milestone she seems to be working towards is responding and following a sequence of two- or three-step directions in a row.

Conclusion:

Language and emotional development play a crucial part in our everyday life. An example of how important both emotions and language can be is Zoe, our 11 month old that is not able to speak; however, Zoe can communicate through her emotions and many facial features. As caregivers, we should reassure and aid children as they are still figuring out who they want to be, how to communicate and most important of all, how they should react to their everyday life. Something new I have learned through this domain is that a child is just as confused as we might be on their emotions and that they do not need questioning or punishments; most of the time they just need a shoulder and a patient adult.

Cognitive Development

infant/toddler

The girl in this video is about 11 months old; her name is Zoe. She is wearing a purple dress with white dots, a red ankle bracelet, and white socks. She has blue eyes, pale skin, and short hair. She is in her living room with her mother and father, who are recording the video. The living room has a bunch of toys put away, and some are near Zoe. The toys put away are teddy bears, sesame street characters, a little scooter, and many more toys. Some toys next to Zoe are a piggy bank, a teacup set, fake food, and later a standing table with little toys included to engage Zoe in her play as well as aid her stand. Zoe is playing with the tea cup set as her mother pours some tea. Zoe responds to this immediately by focusing all her attention on the pouring. She laughs and giggles as the teacup makes sounds. Zoe seems very relaxed as she picks up the toys and places them adjacent to one another. Zoe imitates her mom's behavior, like the modeling theory created by Bandura. She is focused, relaxed, and responsive. According to Piaget, Zoe is in the sensorimotor stage. The sensorimotor stage is where children learn about their environment through their gross motor skills. During this stage, children learn object permanence, recognize familiar faces, and respond to sounds around them. As Zoe continues playing, she attempts to place a coin inside the piggy bank like her mother; this is a milestone for this age group. Zoe wanders around the room, crawling, rolling, and moving things. She is all over the place, but she also takes her time to notice the people and things around her. She can listen to her mother talk. To her dad, and sometimes she responds with a babbling. Zoe is later placed next to what looks like a table and is held in place so she can stand. She is focused on holding, and even when she loses her grip and gets upset, she is able to compose herself as she starts to understand she is not in danger. According to the New York State Learning Guidelines, some milestones Zoe has mastered in her cognitive development are: Uses two objects that go together to pretend (page 135) shown when Zoe is placing the food inside the cup, When something is dropped and makes a sound, she looks towards that sound(page 131). Her mother uses the teacup, and it starts playing this really loud sound, and she is focused on it and imitates actions that they have observed in the past(page 139). Zoe is doing an amazing job working on her milestones. Although this is only the beginning of her cognitive development, she is making astonishing progress towards her next milestones, one of which is using a variety of strategies to find missing people or objects, including looking in multiple locations for things that have been missing for some time. Her parents are helping her discover the world around her, and in no time, Zoe will be talking, walking, and searching for a lot of things.

School-aged child

Jasmin is 3–4 years old. She is wearing a pink shirt and blue pants, as well as a blue scarf. Her hair is up in a ponytail, her skin is tanned, and her eyes are brown. She is in her classroom with her friends, playing with the babies and pretending to go to work. The classroom has two parts: the first is for creative play, where the kids have access to toys and clothes, and the other is more like the classroom, where they can use the arts and crafts and learn. Jasmin is playing with Alejandra, whom she seems very familiar with, as her tone and posture indicate she is relaxed and focused. These two girls are engaging in associated play, playing next to each other with the same toys, just that sometimes they are not organized with the roles they play. However, this type of play is very common in their age group. Jasmin puts the blanket on her baby because she thinks it might be cold. This action is part of modeling since she puts on the blanket with such care and intention as she has done it before. She communicates with her friend about where she can find another blanket, guiding her to a little container shaped like a treasure box, and Alejandra is able to find her blanket for her baby. Jasmin goes to the front of the classroom to talk to her teacher, so maybe the teacher can take care of her baby while she goes out with her friend to work. The teacher agrees and asks her to write down her phone number, to which Jasmin agrees as she writes down a few 2s and goes to work, but not before providing her baby with a blanket and pillow and saying goodbye. Jasmin is in the second stage of Piaget's theory, the preoperational stage. In this stage, Jasmin is starting to develop thinking, but thinking happens as an action outside of her head. What she wants to do is what she considers thinking, and this is a great step towards thinking as an individual. She views the world in an egocentric way, which means that Jasmin assumes the other kids see the world as she does. As this stage develops, thinking becomes clearer, and the kid learns more about the world and how it is different for everybody else. It is worth mentioning that while the view of a child from 2–7 years old might be egocentric, that does not mean they are not able to show or comprehend emotions in others. Jasmin has incredible control over her gross motor skills, language, and emotional development. She is assisted and pushed towards thinking by herself and for herself. According to the New York City Learning Guidelines, some milestones Jasmin has mastered are: plans with other children what they are going to pretend before starting to play (page 136); Invents storyline and initiates play with a peer (page 136) Both of these milestones are shown as Jasmin and Alejandra get ready to go to work, both assuming they are going together but cleaning different things. Another milestone Jasmin has mastered is reenacting everyday experiences and events from books, television, or observations (page 140) shown when she starts cleaning with the broom. Jasmin is on a great path, with incredible people aiding her in her learning. Her next

milestone is using the word “because” to show the relationship between past and future events (page 148).

School-age child

The girl in this video is wearing a red pikachu sweater and white pants. She is Asian and 5 years old. She has long black hair, fair skin, and black eyes, and she is very slim. The video takes place in two different settings, the first being her kitchen and the second a playground close to a beach.

The people in the video are her mother, father, sister, grandmother, and younger brother. In the first part of the video, she is walking around as everybody eats, then going to her mom to grab a quick bite of what she is eating. Although there is no sound at the start of the video, you can tell she is relaxed and just following her routine at home. When they all go to the playground, she is spinning in a stand-up spinner, and her sister wants to get on as well. She says, "No, I want to do it on my own," and her sister goes away. After another child comes, she goes to where her sister is to play with what seem to be monkey bars. After seeing her sister go from one side to the other, she decides she can do it; however, she stops and asks her dad for help. Her showing she is able to ask for help is a great sign in a child; it shows they are comfortable with the people they have around. After a while, the sisters get on the stand-up spinner together. I personally would love to see how they got to the point of sharing and if it had something to do with dad or a decision the girls made. I would count the sisters playing together as a trouble-solving skill, as before they could not be next to each other, but now they are engaged in associated play. The girl goes on the monkey bars again, this time after taking her red sweater off and with enough confidence to actually do it. This is a great step towards taking risks and being an independent thinker. Like Jasmin, this girl is also in the preoperational stage of Piaget's theory. The difference is that this 5-year-old is closer to the concrete operational stage than Jasmin. She is still egocentric but aware of others around her, of others emotions, and respectful towards the adults in the video. She is thinking of the world as she sees it rather than for what it is. For example, when she goes on the monkey bars the first time, she does not want to finish going to the other side because she thinks it is hard, but when she decides to take the risk and go, she realizes that it was never about the monkey bars; it was her that chose not to go. After a while, she is able to engage in cooperative play with her sister, proving that she can change her mind and be involved with others. According to the New York City Learning Guidelines, some milestones she has mastered are: Generates ideas about how to find the answers to their questions(page 144) shown when she figures out a way to go back to the monkey bars, Identifies objects or conditions that affect other objects (page 148) shown when she goes from the monkey bars to the spinner to the

sand. This girl has great help from her parents and will be able to continue growing and cultivating knowledge.

Conclusion

Some new things I have learned about cognitive development is how much we can help the child walk through it. We can make them question things by asking simple questions and letting them find independence at a comfortable rate. I enjoyed learning about cognitive development because although I can not see what goes inside the child's mind, I can observe what they choose to act upon and perhaps determine how they landed on that approach. There are many interesting things about cognitive development, two things I found interesting were the theories by Albert Bandura and Jean Piaget. How much influence we as adults have on the children and how much their mind can change from "mine mine mine" to let's share, let's be nice to each other. Moving forward I would like to stop to wonder, to understand that just because my mind is capable of thinking does not mean a child knows everything like me. Being patient with a child to the point where they realize they can tell you whatever nonsense they think about is a great position to have and a great reason to want to aid their journey towards independence.

Reflection on culture

Joanna is a 5-year-old girl from California. She lives with her parents, grandmother, and siblings.

She has long black hair, fair skin, and a good sense of fashion. Joanna and her family are Chinese; her family's background is shown when Joanna's dad talks to her in Cantonese. Joanna is a smart girl who is being taught about her Chinese culture through food and language, as well as the practices of family time. An example of that would be when they are all together in the kitchen. Perhaps they are doing different things like eating, reading, roaming, talking, and feeding the brother, but through this little instance, we can see the love and care that is placed on their culture and family. According to Jean Piaget's cognitive theory, Joanna is in the preoperational stage of her cognitive development, which means that she is actively shaping her way of thinking and identifying with what she sees and feels. Having parents like Joanna's who are willing to share their culture with their child and create a connection to their culture's food, story, and language only improves the way Joanna sees the world.

When Joanna and her family go to the park, they play together; they talk to her and her siblings in English and Cantonese, which is a great way to work on her cognitive skills as Joanna will have to think of what to say, perhaps in what language to respond, but one thing is for sure: Joanna understands what is being said to her because she is exposed to the language and has built enough confidence to respond back without hesitation. As Joanna makes her way through the park, she goes to a standup spinner and spins for quite a while. Her sister wants to get on the standup spinner; Joanna says "no" with a very firm tone, yet when another girl comes and asks to use it, Joanna agrees. This is a demonstration of the values being taught to her and how she is aware of the people around her and of her behavior in a social setting. Joanna places herself on the monkey bars and struggles a little bit to make it to the other side, yet she knows she can ask her father for help because of their relationship dynamics and how receptive he is to her and her needs. Her father helps her get off the monkeybars, but not before he encourages her to continue and to try again. Joanna listens to him, but she's ultimately too scared to continue swinging and gets off. Later on in the video, Joanna chooses to go and try the monkeybars again, but this time with the confidence her father gave her; his support allows her to make it to the other side without a second thought. According to Albert Bandura's self-regulation theory, Joanna's ability to calm herself down and succeed in completing an activity that was terrifying to her means that Joanna has enough comfortability in herself and the people around her to take action.

While Joanna is great at associated and cooperative play amongst her siblings, she also has more things she needs to work on, like taking turns and waiting patiently. The struggle with taking

turns is something I relate to, even now as an adult. It is hard to sit back and watch someone have the fun you want to have while you wait. However, it is also rewarding to see someone enjoy having a great time as well. This process of sharing and struggling to share has to do with egocentrism, which is a common state during childhood and can be worked on by having the children interact and be aware of other kids around them as they play. Joanna has a great relationship with her family; in fact, their relationship is so great that her dad can pick up on her cues and facial expressions to address how she feels. Parents' love for their children goes above and beyond. From showing Joanna and her siblings about Chinese culture to ethics and values to even participating in their play, Joanna's parents show they care, and that is everything for a child. Love and discipline are everything a child needs to succeed.

My culture and ethics

From a very young age, I was taught how to read and write. Much like Joanna, my mother made sure I had books and paper to write on and roam my brain; I was given the chance to be curious and spontaneous. My siblings, Rafy and Luisa, came much later in my life, perhaps when I started remembering things. They are 4 and 5 years younger than me, yet I always loved playing with them and teaching them what my mom taught me. I even handed them my "libro nacho," which is a book that is very used in the Dominican Republic to teach reading and writing. My siblings and I used to go to school from 8 a.m. to 4 p.m. because of a change in school schedule made by the president. It was quite a long day, especially for us because we had to walk back to our house. About an hour's walk from the school. We were encouraged to go to people driving by to ask them for a ride. This practice is quite popular in the Dominican Republic, as we lived in a small town where everybody knew each other. Fortunately, this all changed when we came to the United States; now we had buses to get us to and from school. It was great to have this new experience; the only downside was not understanding the English language, and because of not understanding the language, I was heavily bullied in middle school. The bullying I experienced was unlike anything else I had witnessed before. Sure, I did have mean people in my country that would criticize me for being too skinny, but I never had anyone complain about me not speaking their language before. I used to be able to understand my bullies in my country, but here it was so defeating. Luckily, my siblings didn't experience bullying like I did. Middle school completely damaged my outgoing personality, and as of now, I am still this shy person who is afraid to have an argument in English because I fear running out of things to say and things to defend myself with. I skipped the hardest parts of my life on purpose, and I am not proud of how low I fell into

depression when I was a mere child. Yet I am still happy to have overcome these hardships. My mom would take me to church, and to be honest, it didn't help much. I felt like I was drowning, and someone was throwing a life vest 5 miles away from me. I would say my life changed for the better after COVID, when I met my boyfriend and his mom, Stella. They were like a ray of sunshine through the thick fog my life seemed to be in. I was able to start therapy, which I will forever advocate for children. Therapy can be life-changing. I started figuring out my life, and with my new-found support system, I was able to figure out my life. I decided to work with kids after I started a summer job with the City of New York. I am so happy I signed up for it; now I can finally do something I love and appreciate every day. Returning to school was a big change for me. I was scared, and I have never had the best grades, but I am here, trying to become a teacher to hopefully teach children to embrace their uniqueness and culture, as it is a heavy part of who they are and something to be proud of!

Looking back at where I started this year, I have changed so much. I started thinking of theorists and how I could use their knowledge while working with kids. I have tried to give the newborn at my job a sense of comfort by using Erik Erikson's first stage, "trust vs. mistrust," and I can see how it has changed our relationship. Especially now that he is entering his attachment stage. There are things I admit were already there, like my patience for these kids. Sometimes they are so loud and energetic, but it makes me so happy to see this stage of their lives and how social they are. I would say that the Johari window helped me open up a little more, to show you who Maria is from the perspective you can't see of me. I actively choose not to open up to people because opening up requires trust and confidentiality. I fear not making people feel these emotions, but I can guarantee that I have a "cooler" side reserved for my kids and for people I am comfortable with. For the next semester, I am hoping to be more open and vibrant. I am hoping to use the knowledge I have gathered in this class by practicing every day.

Reflecting on the observations

Throughout this class, I learned about the physical, social, emotional, and cognitive development through the lens of an infant, a preschooler, and a school-age child. The difference became more obvious as time progressed and as I became more aware of each of their milestones. The first girl, an 11-month-old named Zoe, is in the living room with her parents as she plays and engages with the lousy toys around her. She is focused on the sounds and her mommy, in particular what her mother asks her. Zoe is not able to communicate using words, but that doesn't stop her from letting her mom know she has heard what she said. This is in contrast to Jasmin, a 4-year-old girl who is able to communicate her likes and dislikes for things. When she gets offered a toy, Jasmin knows she can say "yes or no," much like at the start of the video when Alexandra offers her a hat and she doesn't want to take it. Our other child, Joanna, a 5-year-old girl who has great control over her speech and is able to communicate and understand a language other than English, is another example of how kids change as age goes on. She is able to talk to the people around her and to understand when her father talks to her in Cantonese. While Zoe is reaching her first few speech-related milestones, like responding to sounds around her and babbling, she still has a long way to go to the milestones Jasmin and Joanna are achieving, such as being able to hold a conversation and answering questions.

In their physical development, some differences are present as well. While Zoe is still learning to walk, Jasmin and Joanna are walking through obstacles, running, going on monkey bars, and dressing babies. Nevertheless, Zoe is getting there as she has reached a few milestones, such as picking up objects and dropping a toy inside another toy (when she attempted to place the coin in the piggy bank), and Zoe is able to sit without support as well. Jasmin's fine motor skills have reached a few milestones as well, for example when she was writing down her phone number in case of an emergency as she was going to work. This milestone is related to writing. Jasmin was also able to take money from a cash register and dress a baby. Joanna, on the other hand, is able to pick up a pen and write things; she is able to flip pages in a book and make sense of what they say; and she is also able to hold onto a stand-up spinner as she spins around without falling. These three girls are at different stages of their lives but are making such amazing progress towards their development.

While their emotional development is shown through the video, as we can see a glimpse of their cheerful personalities, we can also see the differences in how they are and act. For example, our little one Zoe is extremely cheerful and playful; she is able to snap out of falling, dropping a toy, or losing her grip on objects (as shown when she lost balance and fell). She is an overall easy-going child, from what we can see in the video. On the other hand, we have Jasmin, who is more firm and more egocentric. If she doesn't want a toy, she won't take the toy; if she doesn't want to play, she won't play; and if she sees you don't know how to clean, she will try to show you how to do it. Our 5-year-old, Joanna, is a mix of level-headed and difficult. If she is scared, she needs to be helped as soon as possible. If she is playing with something and one of her siblings wants it, she will say no. Joanna is very vocal about her likes and dislikes, much like Jasmin, and we can assume Zoe will be exactly the same, as she probably won't like it when her friends snatch or give her toys she does not need.

In their cognitive development, the girls seem to make great progress every day, with Zoe being able to react to words and sounds and Jasmin and Joanna being able to communicate their thoughts by simply saying, "I think." The girls have a safe space to grow, which is crucial to their development. In Erik Erickson's theory, Zoe would be on the first stage, trust vs. mistrust," and Jasmin and Joanna in the third stage, "initiative vs. guilt." Using these stages, we can understand the differences in their development. Zoe is in the first stage, which is her connecting to the world around her and creating her own opinion on it. For example, if Zoe cries and her mom responds, she knows the space she is in is safe because there is someone looking out for her, but if the situation were different and nobody came, Zoe would start developing mistrusting behavioral patterns and think of the world as a cruel place. As for Jasmin and Joanna, the third stage is about finding purpose. When a child is in this stage, they are looking for independence—for enough freedom to look around and explore the world. If during this stage the child is limited or given too much freedom, the child can start picking up on those patterns and exploiting that freedom, but if a child is able to successfully walk through this stage, they can understand power dynamics and even lead their friends during playtime.

These three girls are doing the best they can with the best resources being provided to them. Learning about their developmental changes and interactions with other kids has helped me understand the importance of being involved in a child's life and how much influence we, as teachers, parents, and caregivers, have in each of their lives.

Domain Presentation

Each domain used in this capstone has great significance for a child's life.

From the physical changes that we can see to the neurons firing in their brains, a child changes so much and so fast that we are not able to comprehend how much they can change. Provided by <https://mybrightwheel.com/blog/physical-development-milestones>

Here are some of the domains a child needs to work on before reaching adolescence and how we can help their learning abilities.

The physical domain covers physical growth and changes, like increases in height, weight, and muscular strength. It also includes milestones such as walking, crawling, or grasping finger food.

How we can help:

Use toys designed for fine motor skills like pianos, teacup sets, and cars.

Engage with the child while playing. Encourage the child to run, walk, or crawl. Let them know their progress is appreciated and that you are proud of them!

The social-emotional domain focuses on how children begin to interact and form relationships with others and how they experience, express, and manage their own emotions, as well as the emotions of others.

How we can help:

Encourage taking turns, sharing things, and teaching regulation.

Cognitive development involves how children think, explore, and figure things out, as well as their problem-solving skills and the acquisition of knowledge.

How we can help them: by playing hide and seek and asking them questions using “who, what, when, where, and how.” engage in play, especially make-believe.

Conclusion

Throughout this semester I have learned a tremendous amount about children's development. I have learned about ways to engage the children in play, ways to let them explore their freedom and so much more.

This class helped me understand why I chose this profession and why I want to become a teacher. Now that this class is coming to an end I plan to use this knowledge in my everyday life and interactions with children.

Thank you professor,

Reference Page

Observation video for infant, Zoe

Youtube User: Traceyreb

Video title: observation load

Date: April 11th, 2009

<https://www.youtube.com/watch?v=bDMrAYhzOdg&t=1s>

Observation video for preschool, Jasmin and Alexandra

Video title: Jasmin and Alexandra and their babies

<https://www.cde.state.co.us/sites/default/files/video/resultsmatter/JasminAndAlyssandraAndTheirBabies.mp4>

Observation video for school age child, Jasmine and Joanna

Youtube User: Cplai

Video title: 5 year old twins in Cuesta Park in Mountain View, CA

Date: January 26th, 2016

<https://www.youtube.com/watch?v=sRfUK890XK4&t=3s>

New York State Learning Guidelines

<https://www.cccf.ny.gov/files/7315/9112/1561/ELG-2020.pdf>

Theorists:

Albert Bandura- Modeling Theory (Learning and Cognitive)

Jean Piaget- Theory Of Cognitive Development (Cognitive)

Erik Erikson- Epigenetic Principle (Psychosocial)

Class Syllabus, Borough Of Manhattan Community College

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Brightwheel blog <https://mybrightwheel.com/blog/physical-development-milestones>

