

## Commentary Paper

Allyssandra is 4-5 years old female, average weight, long lean body. Her long dark brown hair is below her midline with loose curls/waves. Her skin complexion is fair, warm ivory tone. Allyssandra has thick dark eyebrows, almond shaped brown eyes, a funnel nose, thin lips and a dimple on her left cheek. She is wearing a fuzzy fuchsia bucket hat. Her shirt has long purple sleeve shirt with the words "laugh, love, smile" in different colors, with an upside rainbow below the words. Her joggers are neon green, complemented by small color flowers over her left thigh. She is wearing cream color boots that go up to her shin with cream color shearling folded over, neon pink laces and with tan rubber soles. As I'd like to work in Kindergarten aged children, it seemed ideal to pick Allyssandra for my commentary paper. Given most children I'll be working with will be having the similar experiences as her.

Allyssandra's cognitive behavior is displayed by her want of mirroring her friends. She thinks and creates her own ideas. Although she is influenced by her peers, she is capable of thinking for herself. Allyssandra demonstrates her understanding of knowledge and memory during symbolic play and carrying on with routines. She comprehends the aspects of pretending to be a Mother to a doll, needing a blanket, needing to go to day care as she gets ready to go to work, as she carries her purse, which ties to milestones being reached. Allyssandra recognizes the role of routines, and how they take place during the day, with routines she may do with her parents. Just as she is making decisions during symbolic play, deciding what purse to use, listening and processing the information her teacher gives as she "drops off" the baby, as well as deciding on accessories for her baby doll. She is able to draw numbers and letters when writing down her "phone number". She is starting to understand time, she does this by returning to where the teacher is to pick up her baby. The teacher mentions they should pick up the babies at 9:10 into which Allyssandra responds by getting the baby from the table. She demonstrates

Her behavior consisted of her using verbal and non-verbal language to help others understand what she was thinking and feeling. She exhibits the five components of language during the video, she expressed herself using each area of language. She has developed the ability to say words/words with meaning. Allyssandra speaks during the observation both with her classmates and her teacher. When she speaks most of her words are clear and can be understood. When Allyssandra is getting a shot in the symbolic play area she responds with a grunt, making an accurate connection to the action. She is also able to understand sentences and questions,

she makes the questions on several occasions. She is able to deliver full sentences when communicating with others. Her teacher asks her if she is leaving her baby, she responded with a verbal "yes". In another situation Jasmin mumbles something to Allyssandra, where she responds "no, I think it's in the back". These few instances displayed her understanding and acknowledgement of yes and no answers and are seen as milestones. When Allyssandra is asked to first get a paper, then a marker, finally asked to write down her phone number. She is capable of performing the tasks that have been given to her. She he follows them step by step as she received them with our hesitation or asking for the instructions to be repeated again

Allyssandra is able to express her feelings but also acknowledge other feelings. She is able to interact with her peers and create bonds which shows her social behavior. Her reaction to having a stranger close by (me) does not seem to affect her, leading to being comfortable in her space of trust with a stranger. She also expresses gender identity by role playing as a Mother. She knows and understands that women/girls carry that role. Allyssandra is able to form friendships, she is particularly very fond of Jasmin, but does engage with other students. A milestone she has reached is being able to differentiate make-believe from what is real, she does so by pretend play. At one point she gets a cell phone and pretends to make a call, she also uses fake money and reacts with a grunt when getting a pretend shot.

My focus child's emotional behavior is shown by controlling her body when moving from place to place, she also identifies her feelings while playing and knows her name and gender. She is making connections at school from people she interacts with, which she then interprets independently. Allyssandra is an easy going/flexible child, during the observation, when she can't seem to locate an object, she takes her time to look around, rather than get upset and give up. She is flexible while playing with her peers and does not get frustrated by their actions or comments. Allyssandra shows a great deal of independence while playing during the observation, she is able to self-sustain during many activities. She gets all of her materials on her own without asking an adult for help, including me, as I am shadowing her during this time. Her self-sense is knowing where her body parts are, in particular when she adds a scarf to her neck and placing purses over her shoulder. Allyssandra has achieved a very important milestone, which consists of expressing her thoughts and feelings. She lets her classmates know she doesn't want the sunglasses or when grunting while receiving the pretend shot. She demonstrates the understanding of being verbal with words and sounds is a form of emotional communication.

Her Physical -Gross behavior is demonstrated by her being able to transition from activities, this is done by using her body to get her from one end to another. She is able to navigate in the classroom using her skills and strengths associated with her body. Allyssandra has achieved the skill of walking, she is able to get herself up and going when she pleases. She has also mastered the skill of balancing; she demonstrates this by being able to bend down using her knees to bend and not fall over. She is capable of holding her balance when she bends one of her knees which is placed on a chair while standing on one foot. This also adds to her transitioning from activities without having a difficult time physically or emotionally. She is able to hold her baby doll in her arms, as well as her purse over her shoulder. She's able to efficiently stand on one foot for a few seconds which contribute to her Gross Motor Milestones.

Allyssandra's Fine Motor behavior is seen as she is able to maneuver her hands with different size objects. She manages multiple variables during the observation, using both hands and at times just her dominant side. She is able to use hands independently when playing with toys, she also uses her hands independently if only one hand's free. Two other skills I noticed that tie together is her ability to have a tripod grasp on the marker she uses to write down her "phone number". Allyssandra is qualified in attempting to write numbers and letters and understand they both have a meaning. Her milestone she is proficient in is, decoding her handedness to be her right hand. Even though she has mastered this, it has not held her back from still using her left hand to assist in any other situations.

Her body movements show she is able to transition into different positions using her larger body muscles to assist. She is aware of sounds around her and responds to them by looking over to where the sounds come from. She is exploring by touching different variables and using her vision to take a better look and connect with them. Allyssandra can shift her speed when standing up or walking in the classroom. She knows how to coordinate how fast or slow she needs to move; she is promoting proprioception. She also displays her vestibular sense by properly directing her head to where she is interested. She demonstrates this by being able to balance when she walks without having to hold on to furniture. Her visual sense is displayed by looking to see what interests her and how to manage variables that are in her reach. She is able to use her visual sense to assess situations and use it to process the information she sees. Milestones Allyssandra has mastered the ability to

make friends and follow rules. She follows her teacher's instruction without hesitation, she has created a bond with Jasmin, they play during the entire observation. This further supports her abilities to create/form bonds with others.

Allyssandra's Self-help behavior is seen while she engages with her peers. She is able to pick an adequate purse that suits her, she knows exactly where to place it, and the scarf she places on her neck. She is able to care for her belongings and keep track of them. She is able to handle the purse and demonstrates her ability to self-dress. This adds to grooming, as she fixes her hair a couple of times during the observation, and appears to be clean, both noted on her clean clothes and face. Allyssandra is capable of controlling her small hand muscles which she demonstrates through her play, which leads me to feeling she can self-feed. Given her abilities with her hands and body awareness, I think she has mastered the skill of bringing food and drinks to her mouth. All these skills and processes add to her milestone of being able to get dressed on her own with little to no assistance.

Allyssandra is believed to be in the Preoperational stage of Piagetian Theory. Allyssandra is part of this stage as she is pretending to have to care for a baby that she has to drop off at day care in order for her to go to work. She also displayed this stage by using her imagination to pretend to be a Mother, as well as needing money for essentials. She also demonstrates her sense of imagination by writing down her phone number for the teacher in case her baby cries or gets sick. Erikson's Theory and stages are exhibited by initiative vs guilt. This stage we see Allyssandra be self-assertive. She is seen with a purpose and goal of not dropping her baby dolls as she walks and stops, leading to her changing her variables to other hand. Her purpose and goal of getting from place to place with all her belongings is mastered. Bronfenbrenner's Theory applies to my focus child as she demonstrates connections she's making at home and displaying them at school. For example, the way she has to get her purse ready and herself so she can go to work and dropping off her baby at day care. She's also seen making the connection of using a cell phone to make a phone call, as he dials or presses numbers before bringing the phone to her right ear. Vygotsky's Theory also applies to my focus child as he believed we learned by being part of a community. Allyssandra is learning by her community at home, that includes her parents, and at school the social community she is learning from is her teacher and classmates.

As I identified with the Behavioral Theory of language and development I think Allysandra shows skills that relate to my picking of language development. As I believe behavioral language developments either promote one's character and how we present ourselves or are seen by others. She is soft spoken and appears to be and has a positive attitude, which reflects on her playing skills, not having negative words to communicate, but rather trying to find the appropriate words to express to her friends when she doesn't seem too pleased with something. I think she understands tones and the effect they may have when communicating, it also has to do with feelings in my opinion. She demonstrates to have a positive view on things while playing and communicating, which may draw more friends to her, just by being and using positive language.

My race, language, beliefs and socioeconomic status all tie together and help me identify how I developed. These aspects reflect on my family and therefore on me as well. Being from Guatemala and not in the states has always had a huge impact in my life, negative for the most part. Language as well, when I moved to the states, I didn't speak English I believe this had a major impact in my educational development. I always followed my parent's rules and beliefs, this made me have a different mentality and outlook on many things. For me the belief of always living in the shadows as immigrants was and still is a huge part of me that has made an impact on my development. Not speaking the English, being an immigrant and sharing many similar beliefs with my parents took a drastic hit in my development. The sense of not feeling good enough, or not capable of doing the same things as my peers had a big impact. Adding to this my environment was much different than my peers, not having family in the states aside from my parents was rough. I believe this is why I am so protective over my loved one, always wanting to care for them and keep them safe. This brings me to socioeconomic status, and educational level. My parents never had the means for my siblings and I to pursue a higher education due to our status. They themselves never finished high school in our country which left no room for us to improve. My Mother being a housekeeper and my Father doing odd labor jobs, affected my siblings and I, in a way where we didn't pursue our dreams of attending college. We knew we had to work to help our parents make ends meet. Now at the age of 28 I am attending college as a first generation, that I am proud of. The six aspects listed above have defined my development and the impact in culture I have experience and continue to experience.

In Allyssandra's case I think language may impact her development. Not fully knowing her parents background is difficult to say if this will set her back in her development. Geographic region ties to this as well, as

where she resides with her family may contribute with the expansion of the environment affecting the way she will develop based on her neighborhood and what she sees there. Being a female and identifying as one may impact Allyssandra as others may think she is not capable of accomplishments that men achieve, this may expand to her getting less attention or help than a boy her age. Her parents' education level may impact her development as well, her parents may feel a sense of embarrassment knowing they aren't capable of helping their daughter with work as she gets older. Allyssandra may be forced to work in order to help her family which may delay her educational growth.

Allyssandra and Harris have similarities as both children are developing skills to learn about their surroundings. This is done by them moving to different activities and exploring. Their physical development shares some similarities since both children are developing control over their body. This is demonstrated by the way they walk, transition from different positions. They also share some similarities in their emotional development, even without using words we can see by their facial expressions or sounds they make how they feel. Both children smile and even smirk when playing at different centers or let out a sound of happiness or a grunt representing an emotional stage. Their language development is different as Allyssandra is able to put words and sentences together to have meaning as to where Harris mumbles when using language. Their fine motor skills are also different, Allyssandra has the ability to grasp objects better with a firm hold, Harris has trouble using his wrist to assist him with his toy of choice. This also applies to their gross motor skill, Harris is still trying to balance himself when getting up rather quickly, he trips over his own foot multiple times, Allyssandra has mastered using her legs and feet accordingly.

The setting of Harris's observation was outdoor, this place belonged to his day care center. Allyssandra observation took place in a small indoor classroom. The settings were similar in the sense that they both had multiple centers for the children, each one designed to help master new skills. The difference between the two settings was that one was indoors and the other outdoors, Harris has a very spacious setting to explore and roam around. Allyssandra had limited space in her classroom, with small sections being divided by bookshelves. I believe Harris's setting impacts the observation by giving him freedom to explore his senses, his behavior seemed happy and upbeat as there was fresh air. This concluded to Harris's observation having positive behavior. In addition, if the space was smaller maybe Harris would have engaged with more children, given they

would have been closer to one another. In Allysandras situation I believe her settings contributed to her demeanor of being confident and independent, being in a smaller setting allowed her to be positive and easy going as she was familiar to her surroundings. This alone contributed to her displaying a positive and assertive behavior. Both centers impact the child's development by allowing them to explore different centers that target different parts of child development. This leads to them being able to master more skills and make connections they may find helpful in different situations. Aside from this, their settings promote the ability of social interaction, the ability of creating bonds, making friendships, and building trust with others.

The children allowed me to observe them without interrupting their activities, which allowed me to fully see/feel how they interact in their classroom environment. I learned that note taking is very important, as is staying somewhat invisible during the observation in order to not disturb the children. During the observations I learned to pay close attention to when a child is picking up/holding/grasping objects, it is important to note which hand, fingers, and what motion they used. This also goes for how they move, what leg they use to push up on, noticing their posture to see if they have developed a strong core. I learned it's important to ask the kids questions if we aren't sure of something or just want them to demonstrate something for us again. I gained self-awareness from his experience, and how to process information quickly and be able to take efficient notes to fall back on later. I also learned how important it is to know the proper terminology while observing children, knowing what to call an action is super helpful when putting in the observation. Something that struck me from this experience is the amount of detail that goes into putting a child's observation together. It is very important to detail what we saw; this helps communicate with other providers. This experience will impact me as an early childhood professional because now I know key elements to look for when working with young children, it will help me determine whether a child needs more than one observation and the proper help to get them if needed.