

CHILD DEVELOPMENT CASE STUDY COMMENTARY REPORT

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Bronfenbrenner Ecological Analysis

THE CHILD	
<i>Age</i>	2 years
<i>Gender</i>	Female
<i>Ethnicity</i>	Asian-American - Arabic-American
<i>Observed Special Needs or strengths/Interests</i>	No special needs. Displays normal/above normal progress social interactions, emotional stability, physical coordination, and cognitive progress.
<i>Observed Temperament</i>	Displays a frustrated temperament when she cannot accomplish some tasks or when she does not get what she wants; even though lately she has been showing an aggressive temperament towards biting her peers because of her frustration. Otherwise has a normal temperament.



THE MICROSYSTEM	
<i>Immediate Family Members</i>	Biological Father and mother, married, no siblings.
<i>Description of cultural background, including home language, important described family customs and family goals/ concerns for the child</i>	N.Y.'s parents cultural background is Asian and Arabic descent. Her father is Asian and her mother is Egyptian. Both parents were raised in America and their first language spoken at home is English. However, her mom has been introducing her to Arabic. There are not any cultural customs from her parent's background celebrated in the household. They like to have conversations around meal time; listening to music, frequenting parks and museums, laughing and showing affection to one another. N.Y. parents' goal is seeing her grow expressing herself with words instead of frustration and whining, nurture her gifts and encourage her to continue to be curious about language and people. The family's concern is that her temper can lead her to aggressive behavior to her peers.

<i>School/child care setting and frequency of attendance</i>	Attends day care five times a week, Monday through Friday from 8:00 a.m. to 5:00 p.m.
<i>Description of frequent peers or playmates and types of common interactions</i>	Her frequent peers are her classmates. The majority on her weekends are spent interacting with her parents and other adults, with the exception of other children during visits to the park or museums. Most common weekend activities are visiting parks, animal conservancies, museums, and exploring cuisines from different countries by traveling to outer boroughs.
<i>Neighborhood description</i>	The neighborhood is upper-class located in Manhattan. This is a bustling, lively community, but with plenty families around. They live directly across the street from a large recreation center that is administrated by the Department of Parks and Recreation, and multiple adjacent playgrounds.



THE MESOSYSTEM	
<i>General description of family/Teacher relationship</i>	N.Y.'s family are pleased with their positivity, patience, genuine concern for her and help her to grow in whole integral areas of her life.
<i>General description of family/Neighbor relationships</i>	They have friendly relationships with their neighbors and local businesses.
<i>General role of the child's school in the neighborhood</i>	The school plays a valuable role in community development, especially in N.Y. what they consider a complement of her integral development.



THE EXOSYSTEM	
<i>Important extended family members and frequency/types of contact</i>	N. Y.'s parents don't have any immediate family in New York City, so contact with extend family (e.g. grandparents, uncles, aunts, etc.) is relegated to telephone calls, Facetime, and Skype. Her grandparents visit about one to two times per year.
<i>Important neighbors and frequency/types of contact</i>	Their immediate neighbors and even the building staff are all positive forces in her life. Contact is frequent but is largely relegated to fleeting conversations in the lobby or hallways. We do attempt to spend quality time with neighbors when possible.

<i>Important family friends and frequency/types of contact</i>	N.Y. 's parents have a handful of close friends who are similar to their family in terms of the important role they play in their lives and in her life; she refers to them as “aunt” and “uncle”. Due to the nature of the City, the hectic lifestyle, and the long commuting time, she has face-to-face interactions with them about once per month, on average.
<i>Exposure to Mass Media (types and frequency)</i>	They do not yet allow her to sit and directly watch television. She is provided regulated time on the weekends to watch Sesame Street programming on the iPad (30 mins in the mornings. Saturday and Sunday). If the TV is on during the day in the living room, they make a concerted effort to ensure that one of them occupies her through game-play and reading if the other needs to watch a program. Otherwise, the TV is only on continuously after she has gone to bed. Music is a big part of their family life. Music permeates the household most mornings and weekends. She has come to love contemporary music (classical, jazz, blues, pop, electronica, some hip hop, Middle Eastern, etc.). Likewise, they do not yet allow her to use electronic devices like smart phones or computers with the exception of the regulated iPad time to watch Sesame Street. They believe wholeheartedly that technology is a distraction for young children, and that conversation, play and exposure to the arts and music are so critical to a child’s development that more time must be dedicated to them, when possible.



THE MACROSYSTEM	
(Choose and add three U.S. Macro-Values)	
N.Y.’ parents are professionals and want to provide a high education status for her integral development.	
The quality of time they spend to nurture their daughter, and the quality of time they spend to teach and develop her talents.	
They follow her developmental process constantly, especially in the areas where she needs to grow more.	

TASK A: COMMENTARY ON MY ECOLOGICAL ANALYSIS OF THE CHILD

N.Y. is a joyful, loving, caring, and social girl with an extroverted personality. She likes to play with her peers and follow their games, engaging into them very easily and openly. Also, she takes initiative creating drama plays that put them in some reality of daily life. Her attention span

is favorable to her learning process allowing her to participate and enjoy all the activities at school. Her physical, motor, and cognitive skills are slightly above other children. Her parents dedicate significant time for her integral development. She demands a lot attention from the teachers at school. She has difficulty expressing her frustration. This frustration has been accompanied by whining and lately aggressive behavior at the point to bite or attempting to bite her peers. She has been encouraged for her teachers and parents to use her words.

N.Y. is surrounded by stable family who love and care for her providing all the tools necessary for her grow and development. Her parent's concern is about how to help her to express and manage her frustration to avoid whining and aggressive behavior that leads her to bite her peers.

TASK B: OBSERVATION SUMMARY COMMENTARY

My first observation of N.Y. was in a circle time. As a part of their routine, the head teacher convenes the children through a song to holding hands, in which she responds quick to engage the activity compare to her other peers. Then, teachers start to walk in, once all of them were in center together, they say good morning. After that, they walked out, and started to sing a song to sit down in a circle. She displays coordination in her movements through the songs. Most of the time, N.Y. participates, listens and follows teacher's instructions attentively. The teacher introduces each child through a name song, they come to the center and jump. She participates clapping and singing. After that, the teacher reads a book. She is attentive listening and involved in the story, following the sequences of the activity or answer questions about the story. Sometimes, she is distracted for another peer who look for each other to play or compete. She identifies and name color, shapes, sizes among other things when it is asked as part of some activity. Occasionally, she attempts to bite it because she gets frustrated. When teacher says, N.Y. use your words, she stops and expresses her frustration with words and goes back to pay attention to the reading story. In other situations, she needs to be redirected inviting her to take a deep breath, and teacher holding her hands or face, bending to her eye level. I believe, sometimes she can get frustrated because she does not receive all the time and attention that she desires because there are other children.

Likewise, when she is with her parents she spends more time around adults than children, especially on weekends.

The second observation was in the playground (school and outside). N.Y. seems joyful, energetic, confident and willing to accomplish new tasks. If she cannot complete a task, she tries again until she gets it without getting frustration rather asking for help when it is required. She keeps appropriate balance of her body in the obstacle course. Her walking, running and climbing stairs more than seven steps are coordinated, steady and control. Her jump over obstacles or moderate high obstacles is not firm, she usually places one foot, and then the other foot instead to place both feet. She is not able yet to stand up in one foot or hops on one foot without losing balance, control or falling, she looks for a firm surface to hold herself. She shows control kicking the ball, holding it on her hands, and throwing to her peers or teachers. She displays assured, independence and postural control going down the slides. She enjoys playing in the sand and water areas. She plays with all her peers spending reasonable time with them in the different areas of the playground. Her frustration does not appear in physical activities or interacting with her classmates in the playground. I believe, physical activities are an appropriate channel to redirect her frustration.

My third observation was at lunch time. N.Y. enjoys her lunch time. In the beginning, she struggled eating her lunch and picky with the food, in her previous class last year happened as well. So, her Mom was not stressed because she was aware of this reality about her daughter. However, in N.Y.'s annual doctor's check out, her mom expressed her concern to the doctor, to which he recommended to her buy a colorful lunch box with different colorful divisions, and food variety having colorful and shapes. Since then, N.Y.'s appetite has been improving significantly. She continues being picky with the food, pushing it away from her but teachers persist and encourage her to use her words instead of pushing her lunch away, eventually she eats. Sometimes, she displays frustration when she dislikes something on her lunch. Teachers has been teaching to use her manners such as Please and Thank you to the them or peers, in what shows her progress expressing her needs. She has become more independent using the utensils and her type of grasp is a fist. She can use spoon, scooping most of the food, fork, picking the food and putting in her mouth without hurting herself, and knife, cutting the food, strengthening without her fingers and hands without hurting those. She does not yet master these because some food ends up around her

face but she has had a significant progress using the utensils since the new school year started. She is steady in her seat when she is eating. She describes her food of the lunch box by shapes, colors, taste, texture and sensations. Also, she is able to count fruits, cookies, vegetables or similar foods that her peers have in their plates or lunch box. She enjoys talking with her peers and teachers during lunch time. Teachers encourage children to clean up their spot once they finish their meal, in which N. Y. usually cleans up by taking the plastic utensils, paper plates and plastic cup to the garbage can.

TASK C: COMMENTARY ON THE CHILD'S DEVELOPMENT IN EACH OF THE DEVELOPMENTAL DOMAINS

Communication/Language Development:

N.Y. is able to communicate expressing her knowledge, ideas and desires because she has a broader vocabulary than the other children. She listens and follows directions. She can answer simple questions, say sentences of at least five to seven words to describe people, places and events. Also, she describes a task or event sequentially in three or more sentences. Participates in conversations and articulate her needs appropriately compared to her other peers, but when she is frustrated, whining is her essay way to communicate. She has been encouraged by teachers and parents to communicate using her words when frustrations come. She is more aware than before but it continues to be difficult for her to express her frustration with words and without whining. She pays attention to speaker and loves listening to story books. Her parents are dedicated to help her grow in her vocabulary, for that reason they constantly read books to her. When the dramatic play area take place, she connects her ideas well and logically, imitates animals or people through movements and sounds very fluently and takes initiatives playing with her peers.

Physical/Motor Development:

N.Y. has developed an appropriate gross motor skills. She can walk steady, run fast, and climb numerous stairs up and down without teacher assistance. She runs and navigates through different obstacles course controlling her balance. When she occasionally stumbles, she overlaps quickly and continue playing. She continues to develop her jumping ability on two feet over small objects

or moderate high objects, standing up in one foot or hopping in one foot without losing balance and control.

Problem Solving/Cognition Development:

N. Y. seems to develop her problem-solving skills at normal pace. Even though sometimes her frustration can be overwhelmed her, she is attentive how to help herself or other peers to resolve their problems by repeating what teachers have said to her or what she has seen in how the teachers has helped other children. When a matter has occurred between her and a peer, and then teacher explain the sad or upset feeling generated in her peer, she thinks, realize that, and then is ready to apologize.

Social/Emotional Development:

N.Y. displays favorable social-emotional development. She enjoys playing with her peers and generally approaches other children positively and sometimes initiates activities. She has been learning to wait her turn, sharing, and bartering and sometimes she seems reducing her whining. She follows simple rules with emotional control, express herself appropriately in different roles during play and identifies emotional signal of others.

Self-Help Development:

N.Y. possesses a good sense of self-help; she always asks when she wants to learn something new or when she desires to complete a task, even if it is challenging. If she has not done it before, she likes to be independent and do it by herself. Once, she achieves her goal, she likes to help her peers.

TASK D: CONCLUDING COMMENTARY

Observing and following N.Y.'s development through this period has taught me to know her more and see how I can provide the right assistance for her integral development recognizing her efforts. At the same time, being more aware of her needs and be attentive to her expectations in the learning process, and essential growth. N.Y.'s physical development, gross motor skills, fine motor skills, cognitive development, speech/language development, and social/emotional development are developing normal, slightly above her peers in some of them, especially the

extensive vocabulary she possesses, what is favorable to shape her frustration and lead her to use words at those moments. I consider, N.Y. will eventually control her emotions expressing her frustration through words but keep requiring attention and encouragement from teachers and parents.

TASK E: RECOMMENDATIONS

A great method to help N.Y. to overcome the frustration is through books, physical activities and music. These activities are her passion and they leave a big impact in her learning process because they always come to her mind as examples. Likewise, her parents should let N.Y. spend more time with other children on the weekends, in which they can interact with them as well, and as she observes them she can have a reference of how her parents resolved conflicts with the children and how her parents can give loving attention to other children and continue to love her in the same way. As children learn through repetition, encouraging N.Y. using words during her frustration will be fundamental for her development, especially when daily situations overwhelmed her.