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Commentary Paper

Developmental Skills & Processes

Throughout three of my observations on Infant/toddler, Preschool, and Grade school the child that grabbed my attention would be my preschooler, Zion. Observing Zion gave me a better insight on children and their development during pre school.

Language Development - Zion was able to speak full sentences and comprehend what was being said. Playing games with him, he was able to give sound effects on actions and give the toys a dialogue. When Zion's caregiver told him it was time to take a bath, Zion was reluctant to go, but understood that his mother wanted him to take a bath so he can continue playing. He is capable of developing verbal and non-verbal communication, Zion is skilled enough to pronounce certain words and use them in full sentences.

Social Emotional Development - When the door opened to show Zion, his expression brightened and he ran and gave me a hug as soon as he saw me, but when it was my time to go, his body and emotions showed that he was sad to see me go so early. Zion interacted with me and was able to express emotions when he saw me arrive and leave. This explains on his ability to understand, regulate, and express emotions. Zion is able to interact with others which demonstrates his individuality within his community.

Activities of Daily Living - With Zion playing with his toys and showing me around, telling me where items were kept, he pulled out the board game and after him and I were finished playing with he made sure all the pieces were put back correct and back into the same shelf he took it out. Zion made sure that everything he took out was put back into the same place. He adapted to self-help skills and is regularly taking items and putting them back where he last saw them at indepenedly.

For the duration of my observation, Zion is competent of each developmental domain. He expresses these skills by interacting with others, using movements, expressing emotions, and showing his daily routine in the household.

Cognition - Playing transformers with Zion, he created scenarios with the toys and gave imagery in his room being a battleground for his them. The two transformers in his possession were the good guys while the transformers I had were the bad guys. Without taking much thought into it, he walked around his room picking the right items he wanted to play with. Zion memorized his room and where his toys were placed.

Language - Creating these scenarios and playing the board game with Zion there were conversations with no hesitation, With the transformers he provided dialogue on what each transformer were saying. In the middle of Zion and I playing with the board game, his caregiver came into the room and announced that he needs to take a bath before he can continue the game. Zion was hesitant is obeying his caregivers orders, but then gave in and understood that he needed to take a bath.

Social Emotional - As soon as I got to the household, Zion automatically pulled me in further into the home and guided me to his room showing me the items and layout of it. He easily

interacted with and we were able to build a positive relationship. Zion willingly took turns, played with me throughout the whole game, and shared his toys. During the time of me needing to leave Zion expressed that he didn't want me to leave by his words, but also his emotions. His head was down and he sported a pout as his arms were crossed.

Motor (gross & fine) - Gripping the toy from the shelf and the toy bin, Zion used his arms to lift those toys and board games, he used the tips of his fingers to latch around the sides of it so it wouldn't fall. Zion moved around the room and to his caregiver using his legs to lift him up from his carpeted floor and walk to his destination.

Sensory processing - Zion used eye hand coordination with his toys as he displayed their movements in his scenario. He used touching to grab his toys and board games.

Activities of Daily Living - Zion followed rules when he is being told. In his household he listens to his caregiver and cleans up his mess after he is finished. Zion is responsible for his items and the way he puts them back.

Childs Aspect of Culture

Zion is growing up in a religious christian household. Around the house are pendants of crosses used as pictures and even a picture of The Last Supper mural. Zion has a mother and a father that takes care of him. His parents economic stability would help Zion through his childhood years. His mother graduated college with a master's and his father with a bachelor's. The two are able to provide Zion with clothes, food, and a better education by putting him in a charter school. Zion and his family are Puerto Rican, with this in mind, Zion is able to speak two languages. He speaks english and spanish; english when at school and spanish when he's at

home. While he is on trips with his parent's he helps them with communicating in English since they don't really know that much English words. Being a male in his family is an advantage in his life, however being a male of color will be his only hardship. Like his family he would have to work harder and end up having sleepless nights because of the discrimination in society.

My Aspects of Culture

Unlike Zion's environment, my parents were only able to obtain their high school certificate. I will be the first in my family to pursue my career and finish my way through college. Younger it was hard having clothes on our backs and having dinner everyday. As Zion, I have a mother and a father, I am also from Puerto Rican culture, yet my mother is Jamaican. Being the oldest sister out of 2 and a female is hard. I am told to cater to the males, to always do housework, and to provide food on the table every day. I am told that the way I dress isn't very 'lady like' and I shouldn't be getting piercings on my face or body. My family is also from a religious background of Christians though it isn't heavily practiced at home. My father's first language is Spanish and my mother's language is English, at the beginning there were some clashes because he didn't understand English very well. Through the years, my mother and I have helped him learn English to make it easier for his everyday life.

Comparison of Development

In both Maxine's and Zion's home it consisted of colorful home essentials, there were picture frames, bedsheets and toys. Maxine and Zion was able to be in an environment where they could call their own. In fact even though there are differences in age they both possessed motor skills. Maxine and Zion were able to lift their arms, use their finger tips and use many other fine and gross motors. Although they both held similar environments; because they were in

their households, the pair has different skills. Zion is able to express through words how he is feeling while Maxine is only able to use small gestures and use crying to get her point across. Zion also has good reception skills while Maxine is new to hearing words, the environment, music, and sounds around her.

Compare Setting

In my preschool and grade school observation their environments were different, including their actions. Zion was in the comfort of his home where he can dress however he wanted, expressed himself, and feel safe. While Summer was in an environment that was a gym that was shared with other children whom she didn't know. She became hesitant and wary of her surroundings, Summer was hesitant to approach the group of girls in fear that they would shut her out.

Conclusion

As an observer of three different age groups it was very informing on the development of children and the process that they go through. Learning about children and their development process and how sometimes every kid is different in their way of developing certain skills such as language development, social and emotion, and many more. What struck me based on this experience on these age groups that even though they are different age groups they process the same developmental domain of cognitive, language, social and emotional, motor, sensory, and activities of daily living. This experience will impact me as an early childhood professional because when working with children I will have a better understanding on their actions and skills they aren't able to process and what they are able to process. Helping kids with what they are

having trouble with is an important factor of being an early childhood professional and I know the information in order to help children.