

Case Study Report

Prepared by

Breanna Wood

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Introduction:

So very often we see ourselves in another person. Most of the time, we can look at a child, talk to them and immediately begin to relate because they remind us of our past self. This is the case with Dawn, the little girl with whom I have the privilege of observing for this Case Study. She is a sweet little girl who is the 'middle' child of four siblings, with two sisters aged 11 and 2 and one older brother of the age of 8. Dawn is five and she has just started Kindergarten. Her parents have been very good friends of my family and I for several years now. They are a typical middle class family, with a married mother and father, and four children of the same parents. Dawn is a beautiful blonde-headed, blue-eyed, right-handed little girl with quite the ornery personality. Her family is very involved with their church, and this is evident through the Christian attitude they portray to Dawn. Consequently, the behaviors she possesses reflect this Christian ideal. I observed Dawn four separate times in her home. Each time her mother, sisters, and brother were present. ✓

Physical Development:

The average height/weight for her age group is 42 1/2 inches and 39 1/2 pounds (Average Height to Weight Chart - Babies to Teenagers, n.d.). ✓ She is almost exactly at the average level at 42 3/4 inches and 39 pounds. According to the Fine and Gross Motor Skills handout, at her age for gross motor skills, she should be able to run lightly on her toes, skip, jump rope, and walk backward toe to heel. I observed her doing all of these behaviors, which lets me know that she is normal in her development of gross motor skills. For her age group in fine motor skills, she is supposed to be able to print some capital letters, cut out and copy simple shapes and her first name (Ireton), write the numbers one through five, and color within the lines. While I was ✓

observing her one day, she colored a picture of sheep jumping over a fence. She colored mostly within all the lines, only going outside the lines a couple of times. I also had her do an activity where she wrote capital letters and her numbers. Another activity required her to trace her name and then copy it without lines. She was able to write capital letters in the alphabet without help up to the letter "L." She had a little trouble writing the numbers on her own, specifically the numbers two and five. She traced her name very easily and then was able to copy it down almost exactly like she traced it. I also had her cut out a triangle and a rectangle after tracing them and drawing them on her own. She did a phenomenal job on those activities as well.

Cognitive Development:

I expected Dawn to be in the second stage of Piaget's four stages of cognitive development (Woolfolk, 2013, p. 45-47), so the next time I observed her, I experimented in this area. I brought two containers of Play-Doh, one blue and one orange, and rolled them both into balls. I made sure that she agreed they had the same amount in each ball. I then rolled the orange Play-Doh into a long "snake", and asked her if they had the same amount of Play-Doh or if one had more. She replied that the orange Play-Doh had more because "it is longer." I also performed an experiment where I had two clear glasses of water and one clear bowl. She agreed both glasses had the same amount of water, and then I poured one glass into the bowl. When I asked her if they had the same amount or if one had more water than the other, Dawn replied by saying "the glass has more because it goes all the way up here" (while pointing to the top of the water in the glass). This also shows her inability to decenter (Woolfolk, 2013, p. 46), or focus on more than one aspect at a time. When I poured the water into the bowl, Dawn was focused on the height of the water, not the volume or the shape of the bowl. These experiments let me know that she is where I expected her to be-- the second stage of cognitive development which is the

Preoperational Stage, as described by Jean Piaget (Woolfolk, 2013, p. 45-47). I tried to incorporate both Vygotsky's ideas as well as Piaget's when I experimented, so to compensate, I created five math problems for Dawn to complete. After getting the information on where her class was, as far as learning math and what kind of math problems they do, I was able to deduce that two of these problems should be relatively easy for her, and the other three would be a little more difficult. The problems were $3+2$, $5+5$, $10-5$, $12-6$, and $8+4$, respectively. The first two problems she did with ease, but when she got to the third one, I had to help her figure it out a bit. We counted our ten fingers, took away one hand, and then she understood. This means she has a healthy Zone of Proximal Development (ZPD) (Woolfolk, 2013, p. 59), meaning that even though the problem may be a little advanced for her, with some scaffolding, she is able to work it out. The fourth and fifth problems were more difficult and took longer for her to complete. I did notice some egocentrism (or private speech) when she was solving the fourth problem. It was not loud; in fact, she was only mouthing to herself. For her age group, she should talk aloud when she uses private speech, especially when she encounters a difficult problem. However, she does not do that, so this gives me the idea that she is cognitively ahead in that area. When she got to the fifth problem, she completely shut down and could not do it by herself. This shows me that the problem I gave her was beyond her ZPD and no matter how much I tried to scaffold, or help her, she would be unable to do it. I also asked her "What would the world be like without numbers?" I expected her to give an answer that was age-appropriate, such as "We have to have numbers", and literally not being able to imagine a world without numbers. However, when I asked her this question she thought about it and simply said, "It would be horrible." She was able to use upper-level thinking to imagine a world that does not use numbers. When I asked her why it would be "horrible," she replied saying, "Because people would not know their numbers."

Emotional Development:

I expected Dawn to be in the first stage of Moral Development; Pre-conventional, at the first level, Punishment/Obedience (Woolfolk, 2013, p. 100-101). I also expected her to have Moral Realism, which is where she is told what to do and she does it. Based on what I observed of Dawn, it is obvious that she is in the first stage and first level of Moral Development--she knows what is wrong and understands that if she disobeys, she will face punishment. This was also manifested one day when I observed her. She was coloring a page that I had given her that had sheep on it. We were making up a story about the sheep, saying that the farmer did not want the sheep to jump over the fence. I asked her what would happen if the sheep did not listen to the farmer. She answered, "He will get in trouble."

As stated before, Dawn lives in a very religious home. Because she is in a home that exemplifies Christian values, she is not confused about her gender. She has a very clear gender identity-- she is a girl. I did notice that she likes to play with toys like Minnie Mouse and Barbie dolls, which clearly states that she is a girly girl. Dawn is not aggressive but she is assertive, especially with her little sister. At one point in my observation, her little sister joined in to play with her. They were playing with Barbies, and her little sister was doing something that Dawn did not like. Dawn immediately started telling her sister to "STOP DOING THAT!" If, however, her sister was listening to her and playing along, Dawn would play very well with her. Dawn's mother told me that she plays and can relate to both her older sister, who is 11, and her younger sister, who is 2. Normally children in Dawn's age group are very optimistic and exaggerate about their own abilities. I tried to do this with Dawn and when I asked what she was good at she said she was good at: dressing herself and Barbies, learning how to read, math, science, listening to her teacher, and talking. I would say she fits into the normal category for her age group as far as

this is concerned. She is very optimistic about her abilities. Dawn's temperament throughout these observations has shown to be consistent, and I have noticed that she has a healthy self-esteem which is good for her right now as well as in the future (Kostelnik, Soderman, Whiren, Rupiper, & Gregory, 2015, p. 99). I experimented with her to try to find out about how she cares about others, so I asked her a question. "What would you do if a girl wore braids in her hair one day and the other children started making fun of her?" She thought about it for a second, and said "I would tell the teacher." With a little prompting, she also said that she would tell the other children to stop making fun of her and tell them that the teacher does not like them doing that. She also expanded and said that after they stopped making fun of her, she would be nice to her and be her friend. Based on that and a couple of other observations, I noted that she seems to be in the first level of the Friendship Framework (Kostelnik, et al., 2015, p. 234-235). This is essentially saying that children in this level are willing to be friends with people whose behavior is pleasing, and that the friendship will last if the children's behaviors are compatible and agree with each other.

Linguistic Development:

Dawn is a very advanced little girl in many areas, especially language. While I was observing her, I noticed very few errors in her speech. Once she said "spill-ed" instead of "spilled." I think that this little error and the other minor errors that I heard are all developmental errors, and eventually she will 'outgrow' them. Dawn is very funny. She has a very ornery personality and that shows very easily in the way she acts and the way she talks to different people, including her mom and siblings. One time I observed Dawn playing in her room. Her mom came in and told her to clean up the top of her dresser. Dawn said, "No," but she said it in a joking way, and her mother knew that. Their family talks to each other like that, so Dawn

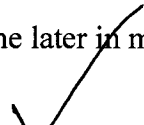
understood that she would have to clean off the dresser top, which she did almost immediately. She is in a religious family so the language she uses reflects those ideals, such as saying if her Barbies are immodestly dressed, or talking about church, or the different types of songs she sings (Woolfolk, 2013, p. 169). She is also very smart. If you use a new word around her, she will begin to use the same word a few minutes later in conversation, but not necessarily in the right context.

Social Development:

I expect Dawn to be in the “Industry vs. Inferiority” stage (Woolfolk, 2013, p. 89). This is where she would learn new things and accept them. I asked her how she liked school and learning, and she said she was excited to learn new things. This lets me know she is socially developing at a very good rate. I paid attention to notice her family’s parenting style, and I noticed that they are authoritative, which is the high warmth, high control style (Kostelnik, et al., 2015, p. 307). This is the best style of parenting that any family could have.

Conclusion:

While I observed Dawn, I noticed so many of the ideals from our text and could relate it to her development. I noticed theories not only from our text and this class, but also from my Social and Cultural Development class. I was shocked at just how many things I read that could be directly applied to Dawn and her family. I understand that every child is different and that they will not develop at exactly the same rates, but Dawn is an extremely good example of a typical child, and almost mirrors the book exactly. As a result of this Case Study, I have a better understanding of how children develop, and I know that this will help me later in my career and when I become a parent.



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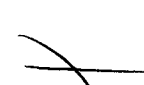
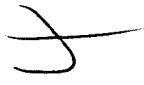

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Beanna Wood.

Date:

Name:

Levels/ Criteria	Exceeds Expectations 4	Meets Expectations 3	Approaches Expectations 2	Falls Below Expectations 1
Theoretical Understanding 1 	A clear knowledge of the physical, cognitive, and linguistic developmental characteristics of children and young adolescents is evident and discussed fully. ASU LG 3 & 5	Adequate knowledge of the physical, cognitive, and linguistic developmental characteristics of children and young adolescents is demonstrated and discussed.	The paper reflects only a minimal understanding of the physical, cognitive, and linguistic developmental characteristics of children and young adolescents.	Understanding of the physical, cognitive, and linguistic developmental characteristics of children and young adolescents is very weak and often inaccurately discussed.
Theoretical Understanding 2 	A clear knowledge of the social, emotional, and cultural developmental characteristics of children and young adolescents is evident. The role of social and cultural factors in development was discussed fully. ASU LG 3 & 5	Adequate knowledge of the social, emotional, and cultural developmental characteristics of children and young adolescents is demonstrated. The role of social and cultural factors in development was discussed.	The paper reflects only a minimal understanding of the social, emotional, and cultural developmental characteristics of children and young adolescents. The role of social and cultural factors in development was mentioned briefly.	Understanding of the social, emotional, and cultural developmental characteristics of children and young adolescents is very weak and often inaccurate. The role of social and cultural factors in development was poorly discussed.
Supporting evidence is connected to theory 	Included multiple, well documented evidence that connected the child's behaviors to developmental theory were used. Writer used additional supporting information that was accurate and reflected the language and terms from the course and textbook. ASU LG 3	Included supporting information and correct use of language and terms from the course and/or textbook were included. Connections between child behaviors and developmental theory were made.	Included a few correctly used terms from the textbook but needed more direct connections between the observed child's behaviors and concepts from the course.	Included very few correctly used language or terms from the textbook. Connections between the child's behaviors and concepts from the course were not evident.
Writing Mechanics and Style 	The paper was clearly written with no errors in grammar, capitalization, punctuation, and/or spelling. The style of the paper is professional. Obviously paid attention to what is said as well as how it is said. The content is written clearly and concisely, with a very logical progression of ideas. APA style and mechanics for referencing are used correctly. ASU LG 2	The paper was written with very few errors in grammar, punctuation, and spelling. The style of the paper is clear, clean, and readable. It sounds intelligent. The content reflects a fairly logical progression of ideas and does create a strong sense of purpose. APA references and style are mostly correct.	Spelling, punctuation, and grammar errors distract or impair readability. The style of the paper is loose, almost casual, and not professional yet. The content is vague in conveying a point of view, does not stay on topic and does not create a strong sense of purpose. APA references and style was attempted but not all are correct	Errors in spelling, capitalization, punctuation, usage, and grammar repeatedly distract the reader. Major editing and revision is needed. The style reads like a casual chat with friends, not professional writing. The content lacks a clear point of view, is not on topic and lacks logical sequence. APA references and style was not attempted or mostly incorrect.

Excellent 100%