

**CASE STUDY: 2 YEAR OLD
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INTRODUCTION:

Zachary is a Caucasian, male, 22 month old that lives in a house with his two parents and older brother. His parents, Jon, industrial engineer, 35, and Angie, stay at home mom, 32, have been married for 12 ½ years. Zach's older brother, Josh, is 7 years old and in the first grade. Also living in the countryside house is the family cat, Sasha. With most of their extended family within 10 miles, he sees them a lot and is babysat by them. Zach's likes are his blanket, Eliza, Josh, and getting into everything. His dislikes are beets and peas. Zach's development will be observed at home as a part of a Child development course at Manchester College.

PHYSICAL DEVELOPMENT:

Angie had a normal pregnancy with Zach, other than having an excessive amount of morning sickness (Rice, personal communication, March 12, 2007). Zachary was born at 1:33 pm on April 8, 2005, weighing 6 pounds 12 ounces and was 18 ½ inches tall. At three months, he started sitting in his high chair and started cereal. He slept through the night starting at 4 month. He got his first tooth at 7 months. He sat up by himself at 8 months and at 10 months he first held a bottle, crawled and started walking. According to Feldman's Child Development Fourth Edition (2007), crawling and walking does not normally happen in the same month. Crawling usually happens at 8 to 10 months, which he did, but walking usually occurs around 11 to 12 months. Then he could dance and run at 11 months.

Zachary is now 23 months old, he is 30 lbs and 35 inches tall which means that he is in about the 75 percentile in both on the growth chart (National Center for Health Statistics, 2000). According to the Developmental Checklist, Zachary shows all of the

physical/motor developmental appropriate skills for a 12 to 24 month old except that he does not recognize himself in a mirror (Gober, 2002). He just points and says “baby”. He eats very well. He has recently started to eat at the dinner table on a booster seat with the rest of the family. Zach started kicking during the summer when his brother was playing soccer. He can also throw balls short distances. He does things with both hands, but most of the time he shows signs of being right handed. He can do the puzzles that require putting pieces into an indented board, but he can not do the puzzles that create a whole picture yet. Zach still sleeps through the night and then takes one, one hour to two hour nap during the afternoon (Rice, personal communication, March 12, 2007). When he draws he mostly scribbles which is normal for his age because he is in the Scribbling Stage (Feldman, 2007). However, when asked about what he drew, he does not answer he only points at it and says his universal word, “Josh”.

COGNITIVE DEVELOPMENT:

Between 0 and 12 months, Zachary started to respond to different sounds and voices. He learned the word no, but did not always respond to it. Zachary could follow objects with his eyes, one thing he would always follow was his bottle. He would also imitate others, one person I have noticed that he imitates regularly is his brother. He also learned how to put objects in and out of containers. Zachary babbled loudly as an infant and his first word was “Dad”. He still studies and inspects thing for a reasonably long amount of time and is very curious.

At almost 24 months, Zachary talks with words and gestures. The words are not always clear especially when he is excited. His gestures mostly consist of pointing to objects in his story. During the last couple of weeks, he has started to put together two or

three word sentences. Two of them are “I outside” and “I love you”. He does not like to sit still enough for most stories, but he will watch “Finding Nemo” over and over. He does not know the names though. To him, it is called, “fishy”. He also likes Sesame Street, more specifically he likes Elmo and he knows his name. If he sees the object get hidden he will look for it, but he will not just go and look for an object if told, unless it is his shoes or coat. Zachary has started to show signs of memory and assimilation. One example of this is since he has been told that pots and pans that his mom is cooking with are hot, he told me that the pizza pan I was making a pizza on was hot. He just pointed and said “hot, hot”. Zachary will respond to simple directions. For example, if you tell him something he picked up is trash, like a wrapper or gummy bag, he will throw it away. He will also pick up his toys if instructed, most of the time. He has also started to use problem solving to figure things out. We use to shut doors to keep him out of things now he has figured out how to open doors so that he can still get to the things he wants and we will not let him have.

EMOTIONAL DEVELOPMENT:

The family bonding for Zachary started before he was even born by Jon talking to him during the pregnancy. Angie avoided any possible taratogens and even avoided caffeine. She also stated that she drank a lot of water and ate a lot of fruit during the pregnancy even though she had morning sickness during most of it (Rice, personal communication, April 15, 2007). Since Angie reads to Josh every day, Zachary got read to at the same time. She also believes that nature had a role in his personality because Zachary has her temper.

Zachary seems to be pretty open about his emotions. When he is mad, he screams. When he is hurt, he cries. When he has done something wrong and has gotten in trouble he simply looks down and gets sad. He has grown up with Angie being home with him and Jon working, but so far he does not seem to differentiate between what Angie does and what Jon does in fact he enjoys playing with a kitchen set and sweepers. Jon does cook sometimes so that may have an effect too. Zachary is known as a tornado, not because of temper but because he is very energetic and into everything. He enjoys playing with everything from anyone's shoes to Little People toys. When he came in for the observation he actually showed his love of taking people's shoes because he took Jill's shoes and did not want to give them back. He does have two security blankets. They look alike but as long as he has one he is usually okay. These have been a window into his caring side. When he is around his cousin and she is crying occasionally he will give her his blanket to try to calm her down. He has not done the sympathy crying though. When asked Angie cannot remember him doing any social referencing, but does notice that when Zachary is doing something that Josh knows is wrong Josh will look at them to find out whether or not to stop him (Rice, personal communication, April 15, 2007). He has started a new phase of being really shy. He is not only shy around new people he has started to be shy around people that he has always known including Aunts, Uncles, and Grandparents. He is not shy however, towards Eliza.

REFLECTION:

This case study was done on a 2-year-old named Zachary. I believe that he is developing normally for his age. One thing that I have learned is that his artwork is in a stage. Although it just looks like scribbles those lines that he has learned to draw will be

the foundation of his later art skills. I also learned that I myself made a mistake when first seeing his artwork. The first thing that crossed my mind was to ask, “What did you draw Zach?” That can actually be a hindering factor for him. If he has to explain everything he draws and tell what everything is that may prevent him from being creative. I should have just told him what a great job he did on it.

One thing that I have noted is that Zachary is already incredibly active as a 2 year old. Three years old is supposed to be when people are the most active. I think that it will be a good experience for me to see what that means for Zachary. He has already started trying to go outside by himself and if Angie is not looking for a minute and the door is unlocked, he will go outside no matter what the weather is or what he is wearing. Since he does not have a fear of anything outside yet, he will keep walking down the sidewalk too. Luckily, he has never gotten farther than the sidewalk. That may change as he gets older and braver.

This case study has given me a hands on tool for understanding the material covered in class about this age group. I had the opportunity to experience Zachary using his scheme that pans are hot and assimilating that to a pizza pan. I also got the chance to see how some of his emotions are developing. When he is in a room and his cousin is crying, he is upset too. He wants her to be happy even if that means trying to give her his blanket to calm her down. He has taken it upon himself to make sure that people are paying attention to her even if somebody else has gone to her side and picked her up. That is showing his empathy. That was something very interesting for me to observe because I do not think I would have noticed or given further thought to it without this case study.

REFERENCES:

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