

Case Study Introduction

The child I am observing is 19 month old Kambree. I go over to Kambree's house twice a week on Tuesday and Thursday mornings. She is very fortunate in that she gets to spend an abundance of time with her two parents during the day. Their jobs are very flexible so that they are able to spend time with her on breaks or get a certain amount of time off during the week to stay home with Kambree. When her parents are not home she is taken care of by one of three college student babysitters, who are all good friends of the family. She is the first child of the family, which consists of Kambree, her mom, and dad. She also gets to spend lots of time with her grandparents and other relatives. There are no pets as of right now. I hear that there is talk of a sibling at some point in the near future. One of Kambree's favorite past times is to dance to music or spin in circles. She also enjoys being read to. I am always amazed at how her vocabulary is constantly expanding. I really enjoy watching Kambree, though I have noticed that she enjoys my company more when she is with another babysitter rather than visiting during her time with her mom.

Physical Development

At 19 months old Kambree is a very healthy, normally developed child. Kambree was born on September 12, 2003. She weighed 6lbs, 11oz and was 20 ½ inches long. At 3 ½ months of age she started grabbing objects and moving them to her mouth, which soon turned to an obsession of her toes. When she was around 6 months old she weighed 15lbs, 8oz, had her first solid foods, and started sitting up on her own and sleeping through the night. Around 7 months she spoke her first word "Da", "Dada" and began to turn over on her own. At 8 months of age Kambree showed her physical development was on the right track according to Meyers (1999), by beginning to scoot forward and crawl, which moved to walking with support at 10 ½ months.

The unsupported walking began around 11 months as well as a complete weaning from breast milk by 11 ½ months. After one year in the outside world Kambree weighed 20lbs, 4oz and was 29inches tall and had 12 teeth. At this point she could say around 10 words along with animal sounds and loved to dance, twirl, and gather things. (Reinoehl, 2005)

Kambree is now 19 months old, she weighs 22lbs and is 34 ¼ inches tall. She has mastered walking, which usually turns into running when she gets excited. According to Myers (1999) most of her activities are common for other children of her ages. Some of these activities include running in circles and dancing to music. She is also able to build a tower with 10 blocks that reach a height equal to her own. She does not yet understand that it is possible to fall on stairs, so she must climb them with the support of a caregiver which is normal according to the Bayley scale presented by Feldman (2004). Kambree also enjoys climbing onto furniture whether it is on couches or tables; sometimes she needs assistance while other times she is perfectly capable of completing her mission. She loves to be read to and can hold the books and turn pages on her own. Her ability to grasp and pick up small objects shows another stage of normal infant development as stated by Feldman (2004). “The Webbels” also provide hours of entertainment, they are little figures that spin around on parts of a toy house; this house provides music when certain buttons are pressed. Kambree is so in tuned with the music that she will go over to the toy a split second before the music stops so that she can press the button to restart it just as the music goes off. She can also distinguish the sound of her parents’ car door closing when they come home.

Kambree is a normally developed child according to Myers (1999) and Feldman (2004), who for the most part stays pretty healthy. She loves to run around and be active and

someday she may even be a member of her father's cross country and track team. At least that is what everyone seems to be predicting of her now at the ripe old age of 1 ½.

Cognitive Development

Kambree always amazes me with her cognitive development. She seems to be developing at the right speed according to Piaget's substages of the sensorimotor stage and maybe a little ahead of the game according to the Bayley scale presented by Feldman (2004). At 3 ½ months during Piaget's 2nd substage she started grasping and sucking on objects, which turned into an obsession with staring, sucking, and grabbing her toes. At 6 ½ months she found joy in the sounds made from banging two objects together. She said her first words "da" and "dada" at 7 months then moved to "mama" and other noises that started to sound like words at 8 months. Around this time she also became interested in books and could look at them on her own. At 10 months Kambree became very interested in everything around her and pointed at anything that interested her. She also connected the idea of clapping to good actions. Around 11 months of age she began to wave "bye" to people when they left. When Kambree was about one she continued to expand her vocabulary saying, "mama, dada, uh-oh (when something fell), woof, and roar and loved to make other animal sounds". She also enjoyed gathering things and placing them in piles. At 15 months she expanded her vocabulary even more with words like, duck, ball, Bob, and said "I love you" to her parents. Kambree could also point to parts of her body if asked where they are, like "where is your belly". (Reinoehl, 2005)

Now at about 19 months of age Kambree still amazes me. She is almost as advanced as the 38-42 month marker in the Bayley scale according to Feldman (2004). She can build towers as tall as she is with blocks and understands that a "choo-choo" can be made out of almost anything. Feldman (2004) states that at this point infants are able to identify people in photos,

which Kambree does often with pictures at her house like those of her grandpa Bob and cousins, as-well-as animals in her books; she also likes to point at things in books and make her mom say all the names of the objects. She can name a variety of colors if asked what color something is. Her art work is still in the scribble stage but she enjoys ordering someone to draw specific objects for her (look to included examples on back). She also understands how to get her parents attention. They used to have a house plant on the floor and she would only go over and get in the dirt if she knew her parents were watching or if they told her not to get in the plant. Another task she is starting to master is one of separating objects and putting them into groups. She has a cup of different types of hair barrettes and she will dump them out and sort them into different piles according to what kind of barrette they are.

Although Kambree hasn't mastered the many words needed to express what she is feeling, she has come up with other ways to communicate and connect what her senses are telling her. When she is cold or feels something cold she makes an "oooo, ooo" sound and grabs a blanket. When she is thirsty she makes a sighing "caahh, caah" sound akin to the sound someone would make after drinking a Coke in a commercial. It is amazing how she is already able to articulate some of the things she feels and know what is needed to fix those problems.

My favorite part of Kambree's development is that she is starting to learn names. She knows her grandparent, uncles, cousins, and babysitters. Her parents will point to a person and ask who that person is and if she doesn't reply then they tell her the name and she repeats it. She attempts my name by saying "ree, ree" when she wants me to do something with her. I think that it is pretty impressive that she attempts to say my name and can connect other people with their respective names.

Emotional Development

Out of all the traits of a baby's development I think emotional is the hardest to record. Either it is hard to figure out what they are thinking or feeling or it is just not noticed as much. Kambree has had a lot of social contact so she is probably more developed along those lines. Her social interactions are more often with family and college babysitters than other children her age, so it might be a little different once she starts to attend school. As of now she is fairly sociable with those she knows and other children she might not know.

One of the emotional developments recorded by Kim Reinoehl (2004), Kambree's mother, was her first smile. According to the Feldman (2004) "Children begin to smile reliably at the sight of stimuli, by 3 to 12 weeks." Kim has Kambree's first smile recorded at four weeks. I wonder what she smiled at. I also have a picture of her sticking out her tongue (see attached), I'm not sure if that was intentional or not. She now has many facial expressions to go along with her emotions at 19 months. Her most frequently used expression is one of surprise when she finds something she likes, for example if she spots a bird her face lights up and she say "ooh." She also gets very excited when she can see herself or other people in a mirror which is an infant trait recorded by Myers (1999).

One part of her development that I have watched is her stranger and separation anxiety. According to Feldman (2004), stranger anxiety starts around 6 months and separation anxiety starts at 7 months and peaks at 14 months. I had the opportunity to baby-sit Kambree one of the first times that both of her parents left at night last spring. So she was in the beginning of both of these stages at about 7 months. She cried the whole first half hour I was there after her parents left. I think that was more because they were gone, than the fact that a stranger was there. Eventually she quieted down and went to sleep. Now it seems like she exhibits stranger anxiety more often than separation anxiety. She has become used to her baby sitters and gets excited

when they come or she sees them. So when her parents leave, unless she is in a bad mood she is ok. When I first started to observe her this semester she didn't want to socialize with me very much because she didn't know me. She was more likely to socialize with me if I observed with another babysitter rather than while her mom was there. Now she is used to me being around and will come and play with me while her mom is in the room, and doesn't mind when her parents leave and I am there. She still acts differently with other children as well. Once when she was around a younger child she just stood and watched him as he crawled around the room and didn't attempt to interact. Another time at a track meet she actually followed another little girl trying to meet her and play with her. I guess it depends on her mood and the situation, which can cause more of a problem than it used to. Myers (1999) states that this age group marks the beginning of temper tantrums as well. Kambree being the well developed child that she is has made sure to follow the normal development patterns by recently beginning her temper tantrums.

Reflection

I really enjoyed the time I spent observing Kambree. It was amazing to see how much a child changes in such a short amount of time. It was always interesting to make connections between what Kambree was doing and the actual information we were talking about in class. Often her mom would talk about things that she was starting to do or enjoyed doing and I would be able to connect that with a topic we discussed in class. Kambree always impressed me with her physical abilities and energy. I can remember how small and helpless she was just last year and now she is up running around and spinning. The cognitive development of infants provides another wonder. Her vocabulary has increased significantly in the past few months along with her person/name recognition. The development that I am most pleased with however is her social development. At the beginning of the observations Kambree did not want anything to do

with me. She much preferred clinging to her mom and totally ignoring my presence. Now she voluntarily interacts with me and asks me to play with her. She also knows my name and says it to the best of her ability. It is a great feeling to know that you have reached a child and they can actually recognize you as being in their life. This was a great experience for me to see first hand how fast children change. I probably will not be teaching children that are this young in my future classroom, but it is very helpful to understand where they came from. I can look at my students in the future and try to better understand how they grew to be the children that they became.

References

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