# Child development case study: Normal development process

****Task:****

You will observe a child and use information from class information and class text, and from other relevant sources to assess the child’s normal developmental progress.

1.Introduction:

Choose a child between 2 and 5 years of age. The child could be within your own family or not but make sure you receive parental permission for the observation.

You will include information detailing:

• The child’s; first name only; the child could be within your own family or not but make sure you receive parental permission for the observation.

• Age, gender, sex of child, family makeup (i.e. third of 3 children in the family), any special circumstance with the child, class i.e. first grade.

• Cultural context and general background information i.e. Emeriti or other nationality.

## Answer

****Introduction****

In order to conduct the observational framework, the researcher has chosen a Emirati child. In this regard, it is imperative to mention the parents have approved their child being the prior observant of the analytical framework, and some of the observations has been conducted under the strict parental surveillance (Shirk, 2013). The moot details of the child are as follows,

***First Name:***Khalid

***Age:***36 months

***Gender:***Male

***Family makeup:***Second of three children

***Special Circumstances:***First grade

***Nationality:***United Arab Emirates

***Cultural Context:***Penultimate descendent of Al Hemiri’s of Sultanate of Oman

***General Background:***Khalid Al Hemiri is the second child among the three children of Mouza Thani, who is an investment banker in Detroit, USA. The mother of Khalid Al Hemiri is a homemaker.

****Observation****

The development of the observant has been monitored under three domains of developmental accomplishment such as *Physical, Social/Emotional*and *Cognitive*capabilities. In this regard, the child has been meticulously observed against the performance characteristics that the child is able to exhibit under each of the developmental domain (Charlesworth, 2013). The immediate simulations and apprehensions have been recorder to serve those as the prototype of the subsequent findings.

***Physical Accomplishments:***

|  |  |  |
| --- | --- | --- |
| ****Movement**** | ****Hand & Finger Skills**** | ****Language**** |
| Reasonable   climbing capabilities (24-30 months) | Not   quite sound while drawing diverse shapes with pencils and crayons (30-36   months) | Ability   to identify almost all everyday objects (26-32 months) |
| Ability   to walk downstairs alone; able to place feet At each step (26-28 months) | Unable   to turn pages at once (24-30 months) | Ability   to comprehend most of the sentences (24-40 months) |
| Ability   to walk upstairs, altering feet with support (24-30 months) | Ability   to build a plastic tower employing more than six blocks (24-30 months) | Able to   comprehend physical relationships (30-36 months) |
| Disability   to swing legs while kicking a ball (24-30 months) | Unable   to hold a pencil in a position of writing (30-36 months) | Ability   to utter name, age and sex (30-36 months) |
| Disability   while sprinting (24- 26 months) | Unable   to screw and unscrew nuts and bolts (24-30 months) | Sound   understanding of pronouns (24- 30 months) |
| Disability   while pedaling tricycles (30-36 months) | Ability   to turn rotating handles (24-30 months) | Disability   to understand most of the words (30-36 months) |
| Flexible   while bending without falling (24-30 months) |  |  |

***Social/Emotional accomplishments:***

|  |  |
| --- | --- |
| ****Attributes**** | ****Status**** |
| Easily   discern among parents | Disable   (by 36 months) |
| Expressing   a diverse range of emotions | Able   (24-36 months) |
| Objection   to major alteration of schedules | No   (24-36 months) |

***Cognitive accomplishments:***

|  |  |
| --- | --- |
| ****Attributes**** | ****Status**** |
| To   fathom the principles of operating a mechanical toy | Disable   (30-36 months) |
| Ability   to discern resemblances within objects | Able   (24-30 months) |
| Playful   make-believe capabilities with dolls, animals and peoples | Able   (24-36 months) |
| Differentiating   objects by color | Disable   (30-36 months) |
| Construct   a puzzle with more than three pieces | Able   (24-36 months) |
| Comprehends   the concept of “two” | Able   (26-32 months) |

***Overall comments:***It is very evident from the aforementioned attributes that the child might be pertaining fatal heart abilities since the child came across several difficulties while performing activities associated with physical deployment (Yeager, 2014).

****Summary of the findings****

***In terms of physical accomplishments***

It is evident from the performance characteristics of the observant that the child is prone to face difficulties while performing any act, which is physically toilsome. Furthermore, it has been thoroughly observed that the child might have been able to avail some of the tasks, which were not that tedious, but the child exhibits complete disability while performing intricate and tricky tasks (Klausmeier, 2014). On that note, the parents of the child can be recommended to let the child engage more in the physical tedious tasks in order to make the child cope with the nuances of physical adjustment. Moreover, in this regard, there might be a possibility of malignant heart diseases that might hinder the child to perform everyday physical tasks.

On the other hand, as it is evident from the performance characteristics that the child has been able to exhibit a playful facility regarding the language skills and make voluntary movements of its physical parts.

***In terms of Cognitive accomplishments***

As it is very evident from the performance characteristics that the child has been able exhibit, the child is prone to face severe difficulties while distinguishing among colors and to operate a mechanically fabricated toy. In this regard, the analysis must owe the apprehensions of *behavioral child development theories,* which intends to focus on the psychological upbringing of a respective child. Regarding that, as the child has developed a flagrant difficulty while responding to simple everyday disparities; it needed to be considered as a major flaw of intellectual acumen (Mischel, 2013). In this regards the parents of the child might be recommended to ensure the active involvement of the child into everyday intellectual activities that might assist the respective child to develop everyday acumen. Moreover, excessive involvement in stratified studies might also help the child to overcome his difficulties.

***In terms of social/emotional accomplishments:***

Since the child has been able to display a wide variety of emotional response, in this regard it can be mentioned that the child has been receiving a sound emotional upbringing. Furthermore, the relative absence of the spirit of objection and revolt displays the inclination towards peace and settlement. On the other hand, the absence of the ability to discern among the parents is nothing but a gross exposure of severe intellectual incompetence. According to several theories in this domain, the children, under such age are prone to identify or recognize a people mainly with the smell of their bodies (Owens Jr, 2016). The lack of this ability portrays the possibility of severe physical dysfunction that need to be cured within the days of intellectual and physiological growth. Furthermore, proclivity towards settlements might be a reliable index of complacence, which inherently resists the child to participate in physically toilsome activities. In this context, the parents can be recommended to ensure the active involvement of the child in such physical activities.     

****Conclusion****

As per the cumulative inclination of the recurring study, the observant happens to face a severe hindrance while responding to the rudimentary resources of impulse. Furthermore, the child has been unable to exhibit the expected balance that is likely to pertain between the physical and psychological skills. From a positive note, the child is prevalently endowed with relative intellectual ease but significantly devoid of physical capabilities. That is why the parents are recommended to ensure the engagement of the child into activities with active physical performances.