

**Educational Psychology Study: Community's Education through individualistic
observation**

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Analysis part:

Throughout the observation video, Olive demonstrated her physical strength in many ways. Firstly, she repeatedly stood up and squatted down, or squatted down and then stood up, which were both very smooth, throughout the observation video. Although she occasionally lost her balance a little while walking, most of the time her walking ability was fine, and appeared relatively agile. Throughout the video, she was also very energetic and was willing to interact with the caregiver and her older brother. Overall, I believe that her physical development is fine.

Secondly, I observed many cognitive strengths in Olive as well, including problem-solving, imitation, and symbolic understanding. In the observation note, I described how she attempted several times to fit cups into one another and managed to stack them together. This shows me that during this playing process, she was learning from her past experiences and demonstrated her problem-solving ability by trying such tasks again and again, and eventually succeeded. Also, when the caregiver read books to her, he demonstrated how to pat the bunny's shoulder to make him turn around and how to make the pillow fluffy again by pointing to the book and making sounds. He then encouraged her to imitate the same behavior, which she did exactly. This shows me her imitation ability. Furthermore, I could see that the books they were

reading were mainly those with interesting and colorful pictures or illustrations, rather than text-based books. During the observation, I believe she responded well to this type of book and demonstrated her symbolic understanding skills by positively and actively reacting to her caregiver while he was reading.

Thirdly, in terms of her strength of social-emotional development, I think her self-control really stood out to me. In the middle of the video, Olive's brother, who is obviously a lot older than her, is trying to set up a tea-drinking game that needs the plastic cups that she has been playing with. Many times, her older brother ignored what Olive was doing, even taking plastic cups directly from her hands and knocking over the tower she built with them. However, she did not yell at her brother nor try to disrupt his work, she just focused on her own business and continued to play. From the video, I could not determine if she was feeling angry at that moment. However, she chose to focus on her own game instead of fighting back at her brother, which, in my opinion, shows her strength in emotional self-control.

The factors that supported the child's development in these aspects include but are not limited to the instructions from the caregiver, interaction with peers or other family members, and her own intrinsics. First of all, I would like to talk about her caregiver as one of the supports of these developments. Since this video was filmed indoors and Olive was mainly playing toys on the floor alone, there wasn't too much data to use to analyze the physical part. Yet, the caregiver helped with promoting sustained attention in Olive, which is development in the cognitive aspect. As children grow older, there is less time needed for them to shift attention from novel visual stimuli, meaning that they are processing environmental information quicker and are more capable of intentional behavior. According to the textbook, even "simple goal-

direct behavior, such as stacking blocks or putting them in a container” helps with reaching the goal of developing sustained attention (Berk, 2019). It is observed that these activities are exactly what the caregiver encouraged in the video.

When it comes to interaction with others, it could be a factor that supports social-emotional development. As Olive’s brother appeared in the video as well, there was some level of interaction between them but not too much, which tells me something about her social development. According to the levels of play labeled by Mildred Parten, I believe that the interaction between Olive and her brother was somehow in between “parallel play” and “associative play”. As the textbook points out “if children choose to play alone when there are other children to play with, there is no reason for concern”, which is exactly what Olive did (Levine & Munsch, 2019). Therefore, she has no problem with social adjustments and the textbook also suggests that such a level of playing is often linked with positive social development and maturity.

A developmental context that I would like to propose is in early childhood education centers where the children come from different backgrounds and the educators and caregivers are the main supports and leaders in helping children to meet their developmental needs. I understand that achieving complete inclusion of individuals from all social backgrounds will require continuous efforts extending beyond the scope of early childhood educators. However, as the group of people who will most likely be building close relationships with children at the center, the educators play vital roles in this developmental context. This context is equitable when the educators there use inclusive teaching approaches, embracing diversity, and valuing

and supporting all children's strengths. As a passage from NAEYC has written, "Early childhood educators can model humility and a willingness to learn by being accountable for any negative impacts of their own biases on their interactions with children and their families" (NAEYC, 2019).

This developmental context supports children's developmental needs in a similar way. An Early childhood education center is where children get to meet their peers and engage in activities together, and having recess or play time at the center meets their physical development needs. During such times, under the supervision of teachers for safety considerations, children should be engaged in playing, which improves both their physical strength and social skills. This is supported by Yogman's essay which says, "Play with other children enables them to negotiate "the rules" and learn to cooperate" (Yogman, 2018). Moreover, this developmental context is very likely to provide the children with bilingual education environments in various different ways. For example, some children may come from families from other countries, so they speak their first language at home, but they also receive English education at the education center. Grote's study has shown that bilinguals could be an advantage in children's cognitive development. It is suggested in the paper that "bilingual children exhibited superior performance on two different measures of visual-spatial memory, as well as measures of inhibitory and attentional control" (Grote, 2021). When it comes to social-emotional development, this context meets their needs as well, specifically the development of self-concept. It is described in the textbook that in early childhood, not only do children have relatively high levels of self-esteem, but they also "may fail at these attempts to do things by themselves, and that can lead to guilty feelings that they have done something wrong" (Levine & Munsch, 2019). I agree that adults should respect their attempts and be patient. But I also believe that in this regard, educators'

responsibilities can also include providing assistance or instruction at appropriate times to alleviate the potential negative emotional impact of failing these attempts on children.

Observation Notes

Name: Xiao

Date:6/2

Child Description: A girl toddler wearing a pink jumpsuit. She has almost brown hair color. The length of her hair reaches her neck. She also has a silver bracelet on her wrist. From the video, I know that her name is Olive.		
Setting Description: the setting is in a house's living room where there are sofas and some other furniture. In the corner of the video, I could see there were some toys, and some books collected in a basket.		
Episode number	Objective Description (what you saw and heard)	Subjective (initial inferences based on what you saw and heard)
1	She puts a pen into her mouth and continues biting on it for a while until the caregiver takes it out.	I assume this behavior is because she is in her oral phase or during the teeth growth period, which is natural that toddlers during these phrases tend to like biting things.
2	The caregiver provided her with two reading options to choose from. She points to a book that she wants to read quickly.	This reaction tells me that she already has self-awareness and consciousness that allows her to form her preferences and make choices.
3	After hearing the caregiver's instructions, she hesitates a little bit and taps on the bunny's shoulder as she is told to. At the same time, she tries to mimic the sound of "pat" the caregiver makes when patting.	I believe that after the caregiver tells her to pet the bunny on the shoulder, during the few seconds of hesitation, she tries to make sense of the language and attempts to react to it.
4	She walked near the book and started flipping the pages on her own instead of waiting for the caregiver to flip it.	This behavior shows me that she has been learning what it means to flip a page and how to do that while the caregiver was reading her the book. Meanwhile, she was imitating that behavior and learning it. Then she could help

		herself out when she wants to see the next page instead of waiting for the caregiver to do it for her.
5	During the tea party game, she picked up different cups from the ground and tried to fit one cup into another.	Such behavior requires plenty of physical movements, such as moving around, squatting, and standing up, which she performed completely fine. In my opinion, this means that she has the basic motor skills that children need at this stage of development.
6	She sees the camera and approaches it while also making some sound. For a few seconds on the video, she was pointing to herself at the camera.	This shows that she has curiosity and is willing to explore what is around her, which is also a good thing for toddlers. This might also mean that she was in an environment she considered very safe at that time, which allowed her to play independently with ease. Furthermore, she was clearly interested in herself in the camera, which means that she has self-awareness and self-identity.
7	When the music switched to a more rhythmic tune, she stopped playing with a toy she had been squatting on the ground with. Then started dancing a bit and then was walking in circles. I could also see her smiling and hear her laugh after the music started playing.	I think this behavior means that her senses are well-developed enough so that they are connected to the surrounding environment to some extent. And even though she was originally playing with a toy, she can still react to changes in the music. In terms of social-emotional development, I also think she is doing well in that because of her expression of happiness when she hears the music that she likes.
8	She then puts one of the toys into her mouth and carries it with her while walking in circles in the living room.	For this behavior, again, I would like to interpret it as Olive being in her oral phase or teeth growing.
9	She then approaches where the speaker was placed and then explores the speaker a little. Later, she brings her blanket over and covers the speaker with the blanket that she has been holding in her hand.	This behavior shows her curiosity and that she was exploring around with her senses. During such a time of trying to make sense of the surroundings, such as why the sound come out of the speaker, she was developing her

		cognitive abilities.
10	After her brother left, she attempted a few times and managed to stack all the plastic cups together.	This shows me her ability to learn from past experiences and her cognitive development.

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