

Child Development

Name

Course Name

Instructor

Date

Name: Hamad

Grade: Preschool

Age: 5

School

Q. What subjects do you like best?

A. Hamad likes painting and drawing, he brings different pictures to home every day.

Home

Q. Who is included in your family at home?

A. He said my mom, my dad, and me.

Q. Tell me about your brothers/sisters.

A. Hala is 3 years old, and I am bigger than she is. She lives with my grandma for now. Pink is her favorite color; she likes to play with make-up toys because she is a girl. "I wish if she was here so I can play with her."

Q. Where do you live?

A. He lives in Terre Haute right now. However, his home is in Saudi Arabia, "I like my grandma's house, because we have pool there."

Q. What chores do you have?

A. He has to help clean his room, and put his toys in the toys box.

Interests

Q. Tell me what you usually do on Saturdays and Sundays.

A. He likes watching TV, riding his bike with friends, and going to "Bouncing Barn"

Friends

Q. Tell me about your friends.

A. He likes to play with them at school, and “I like them because they like me.”

Q. What do you like to do with your friends?

A. He likes riding his bike with them, and playing with them at the park.

Self-Concept

Q. What do you like best about yourself?

A. He like that he is tall. However, he does not like his hair, and he said he is going to get a haircut soon.

Memories/Fantasy

Q. Who are your favorite television characters/action heroes?

A. His favorite characters are Super heroes (superman, batman, Spiderman).

Q. If you were to go to the moon and stay there for a month, what 3things do you think you might need to take with you in addition to food and water?

A. He will take clothes, food, and space helmet as he said he could not breathe in space.

Aspirations

Q. What do you plan on doing after graduating from high school?

A. He plans on going to space.

Q. What do you plan on doing as an adult?

A. He wants to be an astronaut.

Q. If you could do anything you wanted when you become an adult, what would it be?

A. He wants to do stuff by himself, without his parents.

Concluding Questions

Q. Do you have any query for me?

A. No.

In the interview, I assessed my grandnephew currently at preschool level. His name is Hamad, he is five years old and attends his preschool located in Terre Haute where he lives with his parents although his home is in Saudi Arabia. During the interview, I asked the boy various that revolve around different aspects of child development process. During the interview, the response of the interview was as expected as the boy answered the questions awesomely. The response of the child was related to the development theories studied in the class set up.

When a child is developing, emotional and psychological aspects change and the child is mostly dependent on their parents for many things in life. The parents assist their children to develop socially by training them to communicate and introducing them into different types of plays. Berk (2013) commented that according to Lev Vygotsky theory of childhood development, it is important for children to achieve the manners of behaving and reasoning. Additionally, Vygotsky's theory proposes that there are stage changes that kids usually go through, a good example being attending an elementary school or a preschool. Through such changes in stages, the kids interact with better language learners, thus develop common literary skills and other various concepts in academics (Berk, 2013). The communication between the teacher and pupils during at preschools and at home with parents boosts their thinking. This is because it creates a good atmosphere that makes the children to seek support and notice. The development of Hamad is visible when he was able to answer the interview questions perfectly and eloquently.

On the other hand, a social learning theory created by a psychologist named Albert Bandura insists that one great foundation of growth in children is imitation and modeling. Hamad displayed the behaviors he had observed from the world around him such as arranging his room and cleaning toys after playing. Additionally, the boy said that he would like to stay on his own when he grows up. The boy acquired some of the concepts from his parents and the teachers at his preschool through observation and learning skills. It is for this reason that Berk (2013) says that children build or break their personal standards and self-efficacy through imitation as well as through watching with the feedback they receive.

Moreover, the other reoccurring development aspects I learnt during the interview were that Hamad responded some questions with an element personal ownership. He answered the questions in manners showing that all the family members are under his ownership. In other places, he said he would take everything with him to the moon if his dream becomes a reality showing that everything was under his dominion. This sense of ownership is termed as egocentrism, which Berk (2013) describes as the “failure to distinguish others symbolic viewpoints from one’s own” in his book. Additionally, Jean Piaget, a renowned psychologist describes Hamad’s growth to be in cognitive development and specifically at the preoperational stage. The stage takes place when the kid is between two and seven years of age and this demonstrates that Hamad’s development in thinking is common to all other kids (Berk, 2013).

At the stage between two and seven years of age, the kids’ minds experience rapid development although physical development is also rapid. During this period, the children are able to visualize things, create and draw various objects and play together. These characteristics develop gradually in terms of complexity and attain logic of realism: for instance, the kid presents better drawings that are easier to relate to the original source of reference, as they grow

(Berk, 2013). Hamad said that he likes drawing and painting as his favorite subject and added that he went home with different pictures of his own each day. During the interview, Hamad gave a response that is centered on him and is filled with a lot of realism. The aspect of cognitive development in Hamad could be supported by his ability to clean his room and arrange the toys after playing according to the answers he gave during the interview. Additionally, Hamad could clearly explain where he leaves and where his actual home is situated since he said that he is currently living with his parents although his origin is Saudi Arabia. Then he also revealed that when he grows up he would like to take a sole responsibility of his life and become an astronaut and these answers are centered. From the interview, it is a clear prove that Hamad fits well under Piaget's theory of cognitive development (Berk, 2013).

When it come to the issues of memory/ fantasy Hamad was not pretty sure about the answers he gave concerning the things he should carry with him if he goes to space, but he seemed to have a rough idea. Moreover, Hamad was did not have any questions that he could ask since he seemed to run out of ideas of the things expected to ask, and when asked if he had anything to ask he simply answered no. I did not ask any more questions since the boy seemed to lack any more ideas and had started to get worried, and in my opinion, Hamad was unable to recall any questions that he would ask due to his stage of development. On the contrary, when I asked him about his favorite televisions characters he was quick to give me the answers.

His response toward this question was very different from the response he gave when I asked him to ask any questions because he seemed to be impressed by the questions about televisions shows. Therefore, the interview shows that children are very comfortable in semantic memories rather than other forms of memories. In the semantic memory, all the vocabularies and the concepts of the languages learnt and other aspects that are important in life are stored (Berk,

2013). It is very easy to retrieve the stored information from the memory as well as adding new information into it. Hamad is not an exception, as he seemed to remember basic concepts very easily depending on his concentration.

I am not different from Hamad on the answers that he gave during the interview since we are both males and we come from Saudi Arabia. Additionally, when I was his age I liked playing with toys and riding bike with my friends. We have similar family dynamics since I happen to be the oldest and I have a younger sister who happens to be two younger than me same case with Hamad and his sister. I attended my preschool at Terre Haute at the age of five same as Hamad whose school is in Terre Haute and is five years old. Hamad and I share a similar way of upbringing since we both grew up at our parents' places respectively. I possessed a strong relationship with my extended family such that I could live anywhere I feel. Similarly, Hamad have a good relationship with the members of his extended family and he stays freely with them the way he likes it. Moreover, we share a common cultural background since I come from Saudi Arabia and he too hails from the same place.

However, Hamad and I have different dreams we become adults. Hamad dreams to be an astronaut we he grows up, but I have always dreamt of being a pilot when I complete my high school. The difference between Hamad and me was the type of friends we interacted with and this brought up differences in cultures during development. The differences in the cultural experiences and varying personalities make us different. It is clear that the means of child rearing and cultural aspects are very instrumental on molding the traits of the person. Thus, it is very significant to know the uniqueness of the background where the child develops (Berk, 2013). The interview taught me a lot about child development, and the theories that explain the way kids develop. I was happy to identify cognitive development in Hamad when I interviewed him

and relate his response to the theories as explained by the psychologists. From experience, I found the relevance of Piaget's theories in analyzing child development process as stated by Berk (2013). I am optimistic that if I continue to interact with children I would be able to learn much about child development and relate the facts with the theoretical part freely.

In conclusion, the knowledge I have acquired from the class, the interview with Hamad and the literature sources about child development would assist me to beef up the quality of information to deliver to the students. The interview gave me a good understanding of how a preschool kid thinks. When I handle another interview in the future, I would select a kid from a different cultural background and assess the response the kid would deliver. I would like to show the students the importance of culture to the child development process.

Reference

Berk, E. L. (2013). *Child Development*. Upper Saddle River, NJ: Pearson.