Case Study of a 3 Year Old Female

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Child Development

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November 16, 2008

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Kayla, a three year old female, was observed for this case study at North Manchester Church of the Brethren. Kayla resides with her mother, father, and three sisters, one of which is an identical twin. Her family lives in a country home on a productive dairy farm which her father, Steve, partly owns along with her grandfather and great uncle. Leesa, Kayla's mother, spends the summers landscaping in various location surrounding North Manchester. Steve and Leesa have been married for seven years. Kayla has developed normally despite being born premature. She attends church on a regular basis along with friends and family. Most of Kayla's immediate family lives within thirty minutes form her home. Kayla enjoys coloring, playing outside, tractors, ice cream and her name bracelet. Kayla dislikes bedtime, and cleaning up her messes. The purpose of this case study is necessary for study of child development within an undergraduate course.

PHYSICAL DEVELOPMENT

Physically, since birth, Kayla has developed normally. Her mother recalls her pregnancy to be active with the twin moving almost constantly. During infancy, Kayla was able to sit up without assistance when she reached the age of seven months. The ability to roll over came sooner at approximately five months of age.

By Kayla's first birthday she was walking with ease, claims her mother. Kayla's physical features are identical to her sister Kelsey's. She has sandy blond hair and brown eyes. Kayla's skin tone is on the pale side. Her weight is on the lower end of the average scale, weighing in at about thirty-five pounds. In addition to a low weight, Kayla has small feet with a shoe size of six. It is not a difficult task for Kayla to reach the drinking fountain with much difficulty because of her thirty-five inch frame.

Whether Kayla is running around the house, chasing her dog Little Lady, or swimming in her pool, she maintains an active lifestyle. At the age of four she can successfully throw and catch a ball and has graduated form scribbling to inside-the-lines coloring. Water colors are a favorite and Kayla has developed fairly good motor skills for her age. While outside playing with her siblings, Kayla can easily pump her own legs on the swing set although she prefers to have someone else push her. According to her babysitter, Catlin Sautter, Kayla loves to dance to hip-hop music. When dancing Kayla demonstrates her ability to jump on both feet and is able to hop on one foot as well. Kayla, when asked to do a summersault, responds with "I can't do it." Her strength is shown when she wrestles with her twin sister Kelsey and her older sister Lauren. While playing a game called Lines during daycare, she runs and plays with ease and is at times faster than some of the other children.

COGNITIVE DEVELOPMENT

Cognitive development has proceeded normally in Kayla according to her mother Leesa. During prenatal years, Leesa recalls no alcohol, tobacco, or drug use during pregnancy. Infancy and toddler hood brought about normal cognitive behavior. Caitlin, Kayla's babysitter, recalls her to be the more vocal twin, always babbling. "Kayla began to form short sentences around the age of two years", recalls her mother (2007).

Through personal observation, Kayla displays normal egocentric behavior. When painting with water colors during Parents' Night at her school, Kayla was only aware that she was not finished with her painting rather than realizing her family needed to get home because they had to work the next day. At the age of four she can successfully produce fluent sentences with little grammatical error. Now in preschool, Kayla has developed a more rapid learning of vocabulary and word syntax. "Conversations are becoming longer and worded better,"

comments her teacher Joel (2007). While singing well rehearsed songs in the classroom, Kayla can be found singing along without mistakes. Kayla remembers where to hang her coat and leave her backpack. While listening to a children's book about animals, Kayla was asked what the animal with two wings and a beak was. She responded with "A chicken". Her schema for this animal was corrected when Joel responded that the "chicken" was actually was a rooster. The next day when Joel showed a picture of a rooster, Kayla was quick to shout out the accommodated answer. When asked by her teacher to lead her classmates to the gym, she arrives promptly. Kayla has somewhat of a long attention span, not usually moving form one activity to the next.

EMOTIONAL DEVELOPMENT

Emotional development has developed on schedule according to her babysitter Caitlin (2007). During the prenatal months, Lisa recalls regular instances of reading stories and singing songs to unborn Kayla and her twin. Research has shown immense growth for parents that engage in this ritual. Dermatogens were few and far between during Kayla's prenatal months only with the occasional sugar ingested by her mother.

From a nature standpoint, Kayla's personality is typical of both parents. According to Kayla's babysitter, she is opinionated like her father and likes to be the leader in all situations; this trait comes from her mother. Kayla's parents have brought up Kayla to have morals such as sharing and caring. From personnel observation, she displays these qualities regularly. Kayla tends to be the bossier of the twins and is egocentric in her emotions, typical of a four year old.

Through personnel observation, Kayla involves herself in social referencing. When her mother participated in a classroom activity, Lisa displayed quite, courteous behavior, which Kayla imitated. For most of Kayla's life she has bonded with her primary caregivers whom

consist of her mother and father, her cousin Caitlin, who is also the primary babysitter, and her grandparents. Kayla's temperament as a toddler was calm and outgoing. Kayla did not display the anticipated "terrible twos" according to her cousin Caitlin (2007).

Preschool years matched previous emotional years only with much more interaction with peers according to her teacher Joel (2007). Conflicts do arise in the classroom when playing with a favorite toy or activity. Kayla has a well developed sense of ownership, and is extremely upset when you take away her possession. Kayla has many friends in the classroom but has stayed tightly bonded to her sister. It is somewhat hard for another peer to be included in an activity the twins are doing together.

REFLECTION

Kayla has developed normally in the areas of physical, emotional, and cognitive development. Kayla's caregivers explain that these three areas were brought about not only by nature but nurture as well. Physically, her parents have involved themselves in their daughters exercise practices by having animals to play with and other siblings to go swimming with in the summer. Kayla looks to her parents for emotional referencing to see how to react in certain situations. While in the womb, Kayla did not experience teratogens which may be the result of normal cognitive functions.

From an observational standpoint, I have noticed normal functioning in all three areas.

Kayla displays physical skills comparable to any four year old. She can throw, hit, and run.

Kayla plays in the sandbox and can swing without assistance. Kayla understands the concept of sharing but continues to display signs of egocentric behavior. Kayla is not aware that she knocked down a tower of bricks her peers took fifteen minutes to build. Cognitively, Kayla

displays what many researchers believe as an above average intelligence for her age. She can write her name, color inside the lines, and uses proper syntax, and usually, correct grammar.

From this case study on a four year old twin, I have realized many issues concerning the physical, emotional, and cognitive abilities of a normally developing child. Kayla displays many typical achievements that a child of her age would display. After reviewing the case of Kayla, it is obvious that she will continue to develop normally with little physical setbacks. If she develops at the emotional and cognitive level she is now, her adult years will flourish.