

It's
A
Boy!

Baby Geoffrey.

DOB: May 10th, 2019

Time: 3:47pm

City: Merville

Weight: 7lbs 9oz

Length: 21 in

Eye Colour: Blue

Hair Colour: Black

Geoffrey had a normal birth. Labor was about ten hours long, and you gave birth naturally. You are proud that your "team" could make use of natural childbirth breathing and relaxation techniques.

When you got to hold Geoffrey in the delivery room, you were amazed that you and your partner had brought this new being into existence.



Submitted on: 5/10/19 1:57 PM

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3 months
old.



You love to hear Geoffrey make those little "ooo" sounds.

- So you spend a lot of time talking to him to encourage more of those sounds.
- You give him a food reward every time he does it, so it will increase in frequency.
- You figure the cooing is an attempt to get your attention, so you try to give him attention every chance you get.



Baby Geoffrey 8 months old.

Question 1

How does your baby's eating, sleeping and motor development compare to the typical developmental patterns?

Geoffrey is now experiencing solid food and enjoying them. He is sleeping throughout the night with the occasional middle of the night a wake happy time. He is now crawling, sitting up, and standing up. But not walking yet. I feel he is on track in his development.

Question 2

At 8 months of age was your child an "easy", "slow-to-warm-up", or "difficult" baby in terms of Thomas and Chess's classic temperamental categories? On what do you base this judgement?

At 8 months of age was your child an "easy", "slow-to-warm-up", or "difficult" baby in terms of Thomas and Chess's classic temperamental categories? On what do you base this judgement?

Geoffrey shows "easy" happy and following regular routines for eating and sleeping. Geoffrey also shows "slow-to-warm-up" as he does not adjust well when placed in new situations.

Question 3

How is your child's attachment to you and your partner developing? What is happening at the 3-month and 8-month periods that might affect attachment security according to Bowlby and Ainsworth, and various research studies?

4-8 months, I am now also working part time, Geoffrey is having trouble with me leaving him with his daycare lady. Sometimes this can be difficult to console. Resistant attachment.

(Ainsworth, 1993) Pg 174.

Question 4

What is object permanence according to Piaget? Have you seen that your baby has begun to show signs of object permanence? At what age does object permanence begin? What is the A-not-B error and is your baby making it?

Piaget thought that a fundamental task of infancy was mastering object permanence – understanding that objects exist independently of one's self and one's actions. Geoffrey has lightly been interested with a toy under a blanket and lifts the blanket to find the toy. However he does not repeat the activity.

Approximately at 18 months is when infants fully understand object permanence.

A-not-B is when you place a toy under blanket A for your child to find. Once the child has accomplished this activity, you then place the toy under blanket B while your child is watching you. When the child looks for the toy under blanket A they have experienced the A-not-B error. Geoffrey has experienced this.

Baby Geoffrey 19 months old.

Question 1

Describe and give examples of changes in your child's exploratory or problem solving behavior from 8 through 18 months and categorize them according to Piagetian and information processing theories. Note that 8 months is included, so you'll need to use the time-line to look back at 8 months for examples.

At 8 months old, Geoffrey enjoyed playing the object permanence game of finding a toy that was hidden. When the toy was hidden in the same spot, Geoffrey liked repeating the game. Using his vision, the sensorimotor stage of Piaget's Four Stages of Cognitive Development he was able to see - find the toy. However, when the toy was hidden in a different place, Geoffrey would continue to look for the toy in the old hiding spot and then get confused.

At 9 months old, Geoffrey was able explore his world by sitting up, crawling and standing up.

At 12 months old, Geoffrey increased his ability of playing the object permanence game to the next level. No matter where the toy was hidden, under different covers, Geoffrey would find the toy. Even trying to hide the toy in my hand he was still able to find it. Here the information processing theory is engaged from environment - sensory memory - working memory - long term memory to give a response.

At 15 months old, Geoffrey discovered his enjoyment of throwing a soft ball against a wall. Repeatedly he experimented different throwing angles and how soft or hard to throw the ball to see the responds of the rebounds. Geoffrey defiantly enjoyed being a little scientist. According to Piaget, he was showing his infant senses and motor skills. Continuous and gradually Geoffrey improved his mental software by performing the task of throwing the ball- information-processing theory. Here both theories complement each other.

Questions 2

Analyze your baby's temperament in more detail at 18 months than you did at 8 months. How would you describe your baby in terms of the five aspects of temperament utilized by the Virtual Child program (activity, sociability, emotionality, aggressiveness vs. cooperativeness, and self control)? Has your baby's temperament been stable over the first 18 months? A blurb defining and providing examples of the five aspects of temperament is provided at 12 months, but you should seek out further explanations of temperament from your textbook. Explain how the concept of goodness of fit (also discussed in the blurb on infant temperament) applies to your interactions with your child.

Activity – At 18 months Geoffrey had tremendous drive when using his motor skills. Eager to explore his environment, and when in a public place, quick to toddle off into a crowd. Sometimes Geoffrey would enjoy dancing on his own. A very busy Geoffrey.

Sociability – Geoffrey enjoyed time with his Dad and I at this age. He also showed he liked to spend a lot of his time playing with blocks and puzzles on his own. When around adults Geoffrey continued to be shy and when in daycare he would be standoffish with other toddlers. Geoffrey is quite content to play alone with toys and enjoy solitude.

Emotionality – When Geoffrey explored his world on his own terms, he was less clingy to me. A “easy” baby temperament, according to Thomas and Chess. But, when left with his care provider, Geoffrey still showed a “slow-to-warm-up” baby temperament, according to Thomas and Chess. Geoffrey continued to show he triggers easily when placed in new situations or with new people.

Aggressiveness vs cooperativeness – At this age Geoffrey learnt the word “no.” Less cooperation and would refuse to eat the food he had before and refuse bath time.

Self control – A 18 month’s guidance was still needed to support Geoffrey’s self control. When he would quickly toddle off into a crowd or onto a street, limits were place as to what he could do. Geoffrey became aware we were placing demands on him to help him achieve self control and to teach good safety practices.

Goodness to fit – From birth to 18 months we as parents have tried our best to work with the goodness of fit concept. Recognizing Geoffrey’s comforts and discomforts, weakness and strengths has been important. Along with learning Geoffrey’s temperament and including our own temperaments has been important. When Geoffrey wished to engage in quiet calming actives, reading a book, and when he would engage in high levels of active, playing at the park, we would engage with him. Supporting him with a good environment and behavior fit for his temperament. As parent’s, engaging in a positive temperament at the same time as Geoffrey is important to us to help him with his self-esteem. Gradually we are still working on introducing Geoffrey to new situations and new adults.

Question 3

Is your child delayed or advanced in any area of development according to the 19-month developmental examiner's report? Based on what you have studied, and what you know about your child, do you think this is most likely a result of specific biological or environmental factors?

Geoffrey showed a secure attachment and an unusually cooperativeness to other children his age. He scored above average in all aspects of language development, building blocks, spatial skills, solving picture puzzles and gross motor development. Geoffrey showed age-appropriate response to shyness to the examiner, irritable or impatient when things did not go his way, and age-appropriate level of attention/concentration on activities. An area for improvement was with the communication system between parent and child. Reading Geoffrey's reactions more carefully and to work on interpersonal communication.

I believe healthy development is a result of many influences including both biological and environmental factors.

I did my best to take care of myself to create a healthy body for my baby, pre conception – folic acid intake, eating nutritionally while pregnant and limiting stress levels also. I would even read and sing to my baby while pregnant. While my baby was growing inside of me I felt it was my responsibility to give my baby a healthy home to grow in. After a normal and naturally birth to a healthy baby boy, with a healthy birth weight and strong lungs we were amazed at how we brought this new being into existence. Baby Geoffrey! Creating a warm and nurturing home along with consistent and responsive care givers has been extremely important to us. Also forming good eating, sleeping, and playing habits have just been as important for Geoffrey's development. Geoffrey shows shyness just like his Mum, and loves to be physical in play, just like his Dad. Characteristic and ability traits Geoffrey has received from his parent's genes.

Nature and nurture affect and influence every aspect of a child's development.

Question 4

Describe and give examples of changes in your child's exploratory or problem solving behavior from birth through 18 months and categorize them according to Piagetian and information processing theories.

At 8 months old Geoffrey had a little goal that involved a two step planning ahead to get to a toy he wanted. Using Piaget sensorimotor skill he visually saw the toy and arm crawled over another toy to get the toy he wanted.

Still at 8 months old Geoffrey would cry when I left him at his care givers home, but he started to get over the crying quickly. The process of information processing was starting to have an effect. Geoffrey was starting to remember I would be back to pick him up.

At 9 months old Geoffrey was pointing at objects that he wanted trying to problem solve.

At 12 months old more and more single words eg: dog (his first word) were being announced.

Along with pointing at toys and voicing single words, came the game of throwing objects out of his crib. Geoffrey enjoyed this game and to get a response from me. I too played along by

picking up toys and placing them back in the crib for it all to be repeated. Taking the opportunity to help Geoffrey to discover his world and to engage in more language skills was important.

At 18 months old Geoffrey spent a lot of time playing with blocks and puzzles. Studying them to see what they can do. Geoffrey would take care of his plants. Watering them and turning them to get sunlight to grow. While playing make believe Geoffrey would talk to himself while playing. His language skills rapidly developed at this age. At the time of 18 months, sensorimotor skills and information processing complimented one another to create a positive development.

Question 5

How might the cultural environment in which you are raising your virtual child influence his/her cognitive development? Relate to TWO of the following theorists: Piaget, Vygotsky and the theories they support.

I believe we are raising Geoffrey with the influences of the Piaget theory. Along with Piaget's stages, sensorimotor, we feel it has giving us a guide line of what to expect. Guiding Geoffrey to use all of his senses, smell, taste, touch and vision, so he can become a little scientist to understand his world. However this style of learning is mostly with Geoffrey interacting with his parents, care giver or self play exploring. His cultural environment circle is small.

Vygotsky theory of a parent, a care giver, an adult, an important relationship with Geoffrey are important role models for Geoffrey, Supporting Geoffrey in a socio-cultural developmental path of interacting together is what we need to improve on. As hard as it is for Geoffrey with new situations and new people we believe the Vygotsky theory will increase a healthier, happier and more adaptable baby Geoffrey.

Baby Geoffrey 2 years old.

Have there been any environmental events in your child's first 2 1/2 years that you think might have influenced his or her behavior? On what do you base your hypotheses?

When I returned back to work Geoffrey was 3 months old. I decided, with the support of Geoffrey's Dad, to work part time instead of full time. I did this as I wanted to be with Geoffrey as much as I could since we felt it was important to be around Geoffrey as much as possible to nurture his development.

Over the course of the last 2 1/2 years my partner has been laid off from his employment, he was then rehired and just recently got laid off permanently for his current job. Geoffrey's Dad is going to go back to school part time. During these changes it caused us to relocate into a two-bedroom apartment situated in a lower income environment area. Remaining positive through all of these transitions we have tried our best for these changes to be a low impact on Geoffrey's wellbeing. Geoffrey's moods have been consistent (still happy and no out of the ordinary outbursts) and he still is playful and calm. Right now Geoffrey is very much enjoying spending more time with his Dad. Their attachment is growing stronger and stronger. They are also enjoying more outdoor adventures as they have been to the museum, exploring the new area and meeting new people wherever they go. We are hoping that this will help with Geoffrey's discomfort to new situations and meeting new people.

I am now working full time to help with the family financial needs. We are all feeling a bit stressed, but we will get through it.

There has been a change in Geoffrey's daycare providers. Roseanna was Geoffrey's initial day care provider and could only look after him up until 18 months of age. Roseanna looked after him from 3 months to 18 months. Geoffrey's new daycare provider is Patricia who started looking after Geoffrey from 18 months old to present. Both daycare providers were/are amazing, kind, supportive, respectful and encouraged daily routines. The open communication they both displayed was/is comforting, as it's important to us all that we were all on the same page for Geoffrey's care and development.

Another child recently started care at Patricia's daycare. The child cries a lot and does not cooperate with others. Geoffrey has become clingy to me again when I leave. With the support from Patricia, Geoffrey is requiring a little more attention than usual to help him through this difficult time, which in turn I believe will also help his behavior.

I believe Geoffrey's Dad, Roseanna, Patricia and I have been positive role models to Geoffrey thus far. We have been creating emotional attachments, providing a loving environment, being supportive to his needs, and encouraging his developmental skills. We are also making sure he is engaging in physical active play (eg: crawling to a ball, throwing and kicking a ball) and also being aware when to engage in calming activities (eg: reading quietly and out loud together).

How is your child progressing on typical toddler issues, such as learning household rules, learning to follow routines, listening to you, developing self control and learning to get along with other children?

Learning household rules – We live in an apartment and Geoffrey is aware when leaving the apartment he is to be with either his Dad or I, not to leave the apartment on his own.

Geoffrey will be starting daycare/preschool by age three so it is now time to introduce Geoffrey to the potty chair. We bought a potty chair, training pants, and a little story book about child learning how to use the potty.

We told him that anytime he feels that he needs to go to the potty that he is to let us know or for him to make it over to the potty by himself. We praise him for small steps such as asking us to go to the potty, for trying on the training pants and sitting on the potty chair, even if nothing “happens”. He is now making it to the potty about 60% of the time.

Learning to follow routines – Geoffrey is fully engaged in following the routine of taking care of our sunflowers, tomatoes, and lettuce plants on our sunny balcony. Each day we water them and turn them so each side of the plant gets sunlight. Each morning Geoffrey excitedly reminds me that we need to water the plants.

Geoffrey loves his evening/bedtime routine. After dinner we happily remind Geoffrey that it is time to unwind by playing with the basket of soft cuddle toys and books made from soft materials. Then Geoffrey looks forward to his bath time which happens before 7pm. He then enjoys walking around the house in his hooded bath towel before he pops on his favourite pajamas. Once in his pajamas he then knows it's time to brush his teeth with the help of his Dad or I. Following the teeth cleaning routine, Geoffrey jumps with a big leap into bed to be ready for a bed time story.

Listening to you – Geoffrey loves to imitate new words when I am reading a book to him which shows me he is listening to what I am reading. When he is trying to build a tower, or complete a puzzle Geoffrey will get frustrated when he is unsuccessful completing the task. I show him an encouraging smile and say “Keep trying!” or “Now, let's do it another way to complete it?” Geoffrey tries again to complete his task and with further encouragement from me he is successful in building the tower or completes a puzzle.

Developing self control – Geoffrey is always eager and excited to explore his environment. When a potentially dangerous situation presents itself, eg: walking out into the street on his own

Geoffrey will now stop at the side of the curb as he know from previous guidance and reinforcement that this is a safe zone. He shows self control as he stops at the curb rather than walking onto the road.

Learning to get along with other children – After Geoffrey warms up, he gets along very well with other children and is super cooperative for a child of his age.

Analyze your own parenting philosophy and practices. What principles from social learning theory, Bowlby, Ainsworth, Piaget, Vygotsky, information processing theory, developmental neuroscience and other theories do you appear to have relied on in making your parenting choices or interpreting your child's behavior? Include three principles/theorists from the above list in your answer.

Piaget's sensorimotor stage has allowed Geoffrey on his own to use all of his senses and develop his body movements to explore and experience his own world around him. Learning, understanding, and enjoying the object permanence game, has been developmental satisfying for Geoffrey.

Geoffrey also developed schemes, which are mental representations of people, objects, or principles. These schemes can be changed or altered through what Piaget called assimilation and accommodation. Assimilation is information we already know. Accommodation involves adapting one's existing knowledge to what is perceived.

Vygotsky socio-cultural theory has helped Geoffrey to walk hand in hand with his Dad, care providers and I. Building strong relationships with us all to support his cognitive development.

Ainsworth's attachment and relationships theory has helped Geoffrey's Dad, daycare providers and I to understand why his emotions about a secure attachment has not yet completely developed. Geoffrey and I had an in sync relationship immediately, but he had a resistant attachment with his Dad and with other people.

Together as a family we recognized that Geoffrey and his Dad needed to spend more one on one time together. Their attachment and relationship grows however Geoffrey still continues to have a resistant attachment with us all too some degree. Dad and I continued to expose Geoffrey to new people and situations with an encouraging outlook in the hope that he builds stronger secured attachments and relationships with others.

Geoffrey 3 years old questions

What activities and experiences you and your child have engaged in might be promoting healthy behavioral practices and an interest in physical activity?

Health and wellness is an important part of Geoffrey's daily routines. While providing a warm and loving environments around him (at home, daycare and preschool), it is also important to provide a nutritional diet and follow a consistent bedtime routine.

Activities we engage in are kicking a mini-soccer ball, playing catch, shooting mini-basketballs. Whenever we go to the park Geoffrey heads straight for the playground as he enjoys climbing on the playground equipment..

Describe development of your child's language and cognitive skills and discuss how these might be affecting his or her interactions with you & your responses.

Geoffrey has progressed to the level of completing a sentence. For example he has progressed from saying a singular word "dog" to two word speech "like dog", and now he is currently completing a sentence "I like the dog". He is communicating very well now relying primarily on complete sentences and seems to understand most of what I am saying. At times Geoffrey imitates words I say, especially when we have reading time.

When Geoffrey is communicating with others he likes to tell and show what he has done. When he misses out details or gets frustrated he looks towards me for help.

How well is your child adapting to social situations in the home and outside the home? Does your child have any behavior or emotional problems at this point? Why do you think these problems are occurring and what are you doing about them?

Social situations in the home are very positive as he has secure relationships with both his Dad and I. However, when we are outside the home Geoffrey becomes clingy when placed in a new situation or meeting new people. We are continuing to take Geoffrey to new places and to meet new people, by going to the park, museum and library. Occasionally he has had an emotional outburst or tantrums in public due to not getting something he wants. Before going out in public I talk to Geoffrey about how I would like him to behave and when he feels frustrated to use his words and talk to me about it.

Geoffrey 4 Year Old Questions.

How would you characterize your parenting style? How have your specific parenting techniques changed since infancy? In what ways do you think your parenting style, or any other aspect of your parenting, has been influenced by your cultural background or other experiences?

From infancy age to present age (4 years old), I would characterize my parenting style as a combination of a fair degree of parental control while being warm and responsive to Geoffrey needs. Being involved, responding to Geoffrey's emotional needs, spending quality time, along with a good balance of age appropriate expectations, consistency and communication with Geoffrey has been a high priority since he was born. A authoritative parenting style.

Geoffrey's Dad had a very controlled upbringing and I had a warm, loving, with involving and supportive parents. We are doing our best to provide Geoffrey with a healthy and warm upbringing.

We have moved away from a low income neighborhood to a middle class neighborhood which enabled us to enroll Geoffrey in a high quality preschool.

I choose to work part time at the moment to have quality time with Geoffrey, Gracelynn and my partner to create strong relationships between us all.

Our family is very lucky to have my parents live in the same town to provide social and emotional support also.

Describe two specific examples of changes in your child's behavior at age 4 that seem to stem from growth in cognitive and language ability since the period of infancy (e.g., improvements in symbolic thinking, reasoning, knowledge of the world, theory of mind).

Growths in cognitive ability – sensorimotor skills, object permanence, schemas, mental representation, pre operational thoughts, and then private speech.

Growths in language ability – phonemes, babbling, naming explosion, referential style, telegraphic speech, grammatical morphemes, and then semantic bootstrapping hypothesis occurred.

How would you characterize your child's personality? Would you say that your child is primarily overcontrolled, undercontrolled or resilient? Support your argument.

Geoffrey's personality characteristics would fall under the overcontrolled trait. As Geoffrey is cooperative and follow rules but is shy in social situations, slow to warm up to others, and can be clingy when feeling anxious.

Geoffrey age 6 years old questions

How well is your child adapting to social situations in the home and outside the home? Does your child have any behavior or emotional problems at this point? Why do you think these problems are occurring and what are you doing about them?

Social situations in the home are very positive as he has secure relationships with both his Dad and I. However, still when we are outside the home Geoffrey becomes clingy when placed in a new situation or meeting new people. We are continuing to take Geoffrey to new places and to meet new people, by going to the park, museum and library. We have also enrolled Geoffrey in a soccer and baseball club in hopes of helping him to learn my social skill with others.

Geoffrey can be distractible and impulsive than the other children in his class. Sometimes he does not listen to instructions and sometimes he will disrupt the other children at their work. With the teacher's guidance we are reinforcing positive on-task behavior at home, and discouraging off-task, distractible behavior.

His emotional outburst or tantrums in public have lessened dramatically. However I still remind Geoffrey about how I would like him to behave and when he feels frustrated to use his words and talk to me about it.

I believe Geoffrey's behavioral concerns could be related to his lack of confidants and self esteem. The teacher has questioned the possibility of signs of ADHD. We are working together with assessments and cue cards in class and at home.

Do you notice any improvements in cognitive and language skills since age 4? Give specific examples. Does your child have any special needs with regard to cognitive or language development at this point and what do you plan to do?

Geoffrey cognitive and language skills growth from age 4 to now (6 years old) has improved in a positive direction.

At 4 years old, Geoffrey's speech has changed from one word, to two words, to one sentence, and now (6 years old) he is holding a conversation. He also likes to retell a story. Geoffrey likes to name a picture and provide an antonym or synonym for the word, along with picking out words that rhyme.

Geoffrey is still trying to understand conservation and seriation. We continue to play with play dough, flash cards and board games to help with his learning with different configurations and arranging objects in order by size.

Which aspects of your child's behavior and personality reflect continuities from earlier behavior (e.g., at ages 3-4 years) and which seem to be novel for this age level?

Geoffrey's behavior and personality continues to be cooperative, follow rules, shy in social situations and still is anxious and clingy under pressure. When in the class room he demonstrates a more active, distractible, impulsive behavior towards others and sometimes he does not follow the rules.

Geoffrey 8 years old questions

How smart is your child, and in what areas? Think back to the blurb on multiple intelligences that appeared at age 6. Find specific evidence regarding your child's verbal, logical-mathematical, spatial, musical and bodily-kinesthetic intelligence from your observations of your own child as well as the psychologist's report at age 8 years, 11 months.

Multiple Intelligences.

Linguistic-Verbal Intelligence: Geoffrey enjoys sounding out words along with rhyming words. He loves to read in silence, orally, and enjoys telling stories. He is phonological aware with confident in spelling. His psychologist's report score was in the average to above average range. Geoffrey has been placed in the gifted range with his verbal abilities – information, vocabulary, similarities and comprehension.

Logical-Mathematical Intelligence: Math application problems and math computation tests Geoffrey scored in the average range. At the beginning of the school year Geoffrey had little interest in 3rd grade math. He enjoyed the hands on science experiments more. Later in the school year Geoffrey became interested in math. With the guidance from a new math teacher, who taught both grades 3 and 4 curriculums, she believed Geoffrey's improvement benefitted from being involved in bi-directional influences from himself and the environment around him.

Visual-Spatial Intelligence: Geoffrey's scores were well above average. Geoffrey showed a high level of interest with arts and crafts and problem solving at a young age. We encouraged his learning by providing a table where Geoffrey could come and go from at any time of the day. Still today, the learning table is a place he loves to engage in. Drawing and designing houses, cars, and airplanes. Interconnecting with blocks, puzzle solving, and exploring with clay and paper mache. He also enjoys building and rebuilding my train set I brought out of storage from my parents home to make different arrangements. Geoffrey loves to connect his mind, vision and hands all together.

Musical Intelligence: We have always enjoyed listening to music no matter where we are. (At home, in the car, and singing along to songs). From a young age Geoffrey has had an average understanding of music through, dancing to the rhythm, being emotionally in tune, and now recognizes musical patterns. Just recently Geoffrey joined the instrumental music program at school and was excited to choose the violin to play.

Bodily-Kinesthetic Intelligence: Geoffrey loves to move lots and at times needs to move to help regulate his body. He is constantly active through sports and activities - soccer, baseball, swimming, bike riding and skateboarding. Geoffrey also enjoys building forts and cabins with logs and cardboard boxes outside while being surrounded by nature.

Describe some examples of your child's behavior or thinking that you think are due to typical American gender role socialization and explain why you think so. Several examples can be found at ages 6 and 8. How closely does your attitude toward gender roles correspond to typical American attitudes, and if there is a discrepancy, to what do you attribute this (e.g., cultural background, attitudes of your own parents, etc.)?

Geoffrey likes to imitate his Dad's gestures and turns of phrase more and more as he is getting older. He enjoys being with his Dad and hanging around with his Dad. Geoffrey likes to help out with repair jobs his Dad is involved in (eg, plumbing).

When at school Geoffrey usually engages in large boy gender groups in physical activities. Geoffrey will play with girls, but mostly plays with boys.

When Geoffrey happily plays with his little sister Gracelynn, Geoffrey leads with construction project play and whatever sport he wants to play.

When playing around the neighborhood he rarely plays with girls. He spends a lot of time engaged in sports, roughhousing, bike and skateboard riding with the neighborhood boys.

I believe at this age it is natural for boys to play with boys, and for girls to play with girls. As each gender groups have the same interests. Boys like to play with cars and girls like to play with dolls. With peer gender influence children happily play with the same sex gender.

However, I strongly feel it is important when children know their gender and base their learning and play on their gender (Gender-schema theory) it is the parent's responsibly to teach the child that a fireman can be either a boy or girl gender role and a fashion designer can be either a girl or boy gender role. My parents taught me when you put your mind, body and believes into a role you wish to fulfill in society, you will be successful. No matter what gender you are.

How might your child's development have been different if s/he was raised by people with a different socioeconomic, ethnic or cultural background? Base your answer on specific evidence of SES/cultural differences from the textbook and class lectures.

SES and cultures around the world would influence Geoffrey's intelligences in many different ways. There would be positive and negative impacts depending where Geoffrey lived. Whether it be a home life with poverty concerns (Ethiopia), a country under an authoritarian regime (Russia), a wrong move in high standard living country will cost a family member a fine (Singapore), or a home in a peaceful environment (Switzerland, Canada, and New Zealand) will all create different learning experiences, cultural beliefs and intelligence levels for Geoffrey.

Family configuration also plays a role in a child's intelligences levels. A warm and loving Canadian family provides a secure and positive influence for a child. A controlling and less openly affectionate Chinese family does not value a child's needs or wishes which may provide a negative impact on the child's learning outcome.

Geoffrey age 10 Questions

Describe your child's academic skills between ages 6 and 10 and assess how well these skills are developing. The 5th grade report card will be useful for this but you should also incorporate your own observations. What are you doing to help your child?

Consistently from 6 to 10 years of age Geoffrey has worked cooperatively in groups, respects rights and possessions of others, and demonstrates appropriate peer social interactions.

Academic skills development:

Consistently from 6 to 10 years of age Geoffrey has demonstrated strength with all of his skills in reading and writing. His development has improved to an average to above average academic range. At 6 years of age Geoffrey could hold his own conversation, use difficult words in his speech and vocabulary in his writing. At 8 years of age he enjoyed reading and reading aloud. And at 10 years of age Geoffrey continues to be a strong reader, very verbal, witty, enjoys jokes, stories and riddles.

Geoffrey has shown a strong strength in his listening abilities at school, home, and when playing on a sport team throughout the last 4 years.

At 6 years of age Geoffrey showed little interest in math and science. However his skills academically were at the appropriate level, (understanding data). At 8 years of age his math skills at the beginning of the year were at an average level and his level of interest was still low. However his teacher introduced a bi-directional approach and suddenly Geoffrey became interested and talented in math, (math concepts, application problems and computation tests). Science became more interesting as he enjoyed the hands on experiments. At 10 years of age Geoffrey continues to develop with an appropriate level for his grade, (understanding of mathematical problem solving, number concepts, and graphical applications). Geoffrey is every enthusiastic about science and math now.

At 6 years of age Geoffrey engaged in self learning of an electronic keyboard by following simplified musical notations. His memory skills were improving. Then at 8 years of age his was excited to join the instrumental music program at school playing the violin. Geoffrey's level of focus had increased in positive manner at this age. At 10 years of age he had an age appropriate skill level in music for his grade.

Geoffrey has always enjoyed being constructive from an early age. 6 to 10 years of age his skills improved from building towers with blocks, to construction projects, (building forts and cabins out of cupboard boxes) to drawing interesting cartoons and sketching faces and scenes. A natural and gifted talent he excels in. Geoffrey's skill level of concentration has strongly increased from 6 to 10 years of age.

Continuously throughout the years I have tried my best to emotionally support, listen, provide interesting ways to help Geoffrey learn and encourage him to develop his skills. As a family, we are a warm and loving team supporting one another with a healthy balance of discipline and control with the children. I take the time to interact with Geoffrey's friends and their families along with good communication with his school teachers.

How well is your child adapting to social situations in the home and outside the home? Does your child have any behavior or emotional problems at this point? Why do you think these problems are occurring and what are you doing about them?

At home Geoffrey is a very busy happy go lucky 10 year old boy. He loves to imamate his Dad, enjoys helping out with his younger sister, Gracelynn needs and enjoy playing with her. One of my favorite times with Geoffrey is when we take turns reading aloud.

When engaged with his sports teams and his neighborhood friends, Geoffrey enjoys the social aspects of the group actives. His shyness with his peers is slowly changing and developing into a quiet leader role for Geoffrey. He is well liked by his peers.

At school Geoffrey works cooperatively in groups, respects rights and possessions of others, and demonstrates appropriate peer social interactions. He works independently, listens attentively and follows directions and consistently follows classroom rules.

However, the teacher has expressed occasionally, Geoffrey will speak out of turn, disrupt class, and distracts other pupils and shows impulsive behavior. We are continuing to use the learning concept of reinforcing positive on-task behavior at home, and discouraging off-task distractible behavior.

Geoffrey is still nervous with new people and new situations. I continue to acknowledge his feelings and support him through these difficult times. As his journey of life unfolds, I hope his slow to warm up temperament will became easier for him to overcome over time.

Has your parenting changed since the preschool period and if so, why do you think it has changed and what effect might this have on your child? Refer to your textbook or lecture notes for evidence on typical changes in parenting that occur in middle childhood.

From preschool age to 10 years of age I feel I have tried my best to parent with an authoritative parenting style along with providing positive role modeling, emotional support, guidance and good listening skills. Along the way, there has been the need to help with every little step, to standing back to allow some independence and an encouraging gentle push.

At 10 years of age and still parenting with an authoritative style, I feel it is very important to have strong, consistent, friendly and co-operative social skills and to use a reasoning strategy for discipline skills with Geoffrey, as he now has a good understanding of how his world operates. Providing a good healthy home environment around him will help him to see how to treat people with kindness and respect. Providing positive reinforcement will help with his self-esteem, helping him to engage in positive relationships. For Geoffrey to understand prosocially behavior it is best for him to see his parent's model prosocially behavior. And an important parent skill to continue is to positively praise Geoffrey.

Geoffrey 12 year old age questions.

Describe any physical or behavioral signs of incipient puberty.

Geoffrey has not shown any physical signs of incipient puberty. However he has shown behavioral signs by taking the time to self groom more for appearances and feeling good in the choice of clothing he makes. Signs of a more subtle humor are present, he gets upset when someone does not like his clothes, talks a lot of what is "fair" and "not fair", and has more ups and downs emotional. Sometimes Geoffrey comes home from school cheerful and friendly or sullen and cranky. With the transition from childhood to adolescence Geoffrey's mind and body are changing constantly which can create an imbalance to interest, mood and social levels.

We as parents try to talk to Geoffrey about the up and coming physical and emotional changes to adolescent hood he simply disengages. We have provided books for him to read and videos to watch and occasionally have a short conversation in the car with him. Most importantly Geoffrey knows we are both here for him when he feels comfortable to ask questions and to have a conversation with Geoffrey at any time in a young adult manner.

How would you characterize your child at this point in terms of the under-controlled, over-controlled or resilient categories? Have there been any changes since the preschool period and why might they have occurred?

From preschool age to 7th grade age, Geoffrey has continued to show aspects in his characteristics with the overcontrolled category.

Overcontrolled – at 12 years old Geoffrey has steadily improved from his preschool age in the following aspects. He is cooperative in group activities at school as he is engaged and comfortable with his peers. He follows rules well in his home environment as he has good relationship attachments with us all and is very respectful to his loving home environment. He continues to be shy with new social situations outside the home, along with showing anxious characteristics. We continue to introduce new people and new places to help his social interactions.

However, there are times at school Geoffrey shows problems speaking out of turn in class, interrupts other students while working, and has difficulties sticking to the classroom and school rules. With constant communications with his class teacher we have been able to reinforce positive on-task behavior and discouraging off-task distractible behavior at school and home. This is an ongoing behavioral concern that the teacher and I monitor, and have had discussions about the possibility of Geoffrey presenting signs of ADHD.

Using the 7th grade report card and your own observations, summarize your child's academic skills at this point. What specific activities might promote some of these skills?

Geoffrey has had a successful 7th grade year. He is well liked by his peers who have helped him to develop a stronger self-esteem level. He has chosen to voice his opinions aloud, and his sense

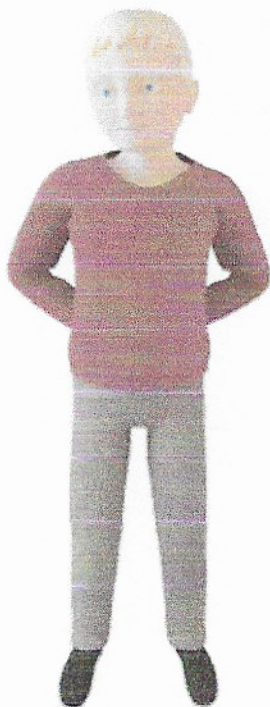
of humor has grown too. Feeling more confident, Geoffrey's academic skill levels have raised to a grade A level.

Geoffrey's oral reading, decoding, reading comprehension, spelling and writing skills are strong. At home and when we are on the go Geoffrey always has a book available to read. He continuously writes stories and experiences down into his journal book.

Geoffrey became very interested in current events through reading, watching the news and talking to us during family time about different events. His interested level helped him to achieve a gifted and talented level in his English-Social Studies core course and in Spanish.

Math and science he achieved a grade A level in both courses but his interest levels were low. We also noticed a low interest level at home and sometimes Geoffrey would act bored or angry when we tried to help him with his homework. His past knowledge and natural abilities help him to get through his school year.

Geoffrey decided not to participate in the instrumental music program; instead he attended the art program. With his interest and engagement levels being high Geoffrey achieved a grade A level. Through his day to day home science experiences, going on adventures outing with his family, and interested with current events created more images for Geoffrey to explore through art.



You got Geoffrey's 7th grade report card early in the summer. Some highlights of the report card:

Geoffrey consistently contributes to cooperative group activities and respects the rights and possessions of others, has consistently appropriate social interaction with peers, and even seems to be a kind of peer leader.

His word reading, spelling and writing skills are strong.

He got A's in the gifted and talented English-Social Studies core course and in Spanish. The teacher commented that Geoffrey was becoming very good at analyzing literature and was quite a good writer as well.

He got an A in 8th grade math (he had been placed a grade above in math) and an A in 7th grade science. As a result, he will be able to take honors math in 8th grade, which is basically the first year of high school math.

Geoffrey took art in 7th grade as an option, and got an A. The art teacher wrote a note attached to the report card that said this was a real area of strength for Geoffrey.

He has frequent problems speaking out of turn in class, interrupting other students' work, and sticking to classroom and school rules.

He needs to improve time management, and needs to be more consistent about working independently in the classroom and on homework. He has fairly frequent problems completing assignments and turning them in on time.