



ASSIGNMENT-3

OBSERVE A CHILD OF YOUR CHOICE AND FIND OUT IN WHICH STAGE
HE/SHE IS ACCORDING TO PSYCHOSEXUAL, PSYCHOSOCIAL AND
COGNITIVE THEORY OF DEVELOPMENT.

by Shiva Suri



INTRODUCTION

Hi, I'm Nia! I'm 7 years old and I love reading books, making crafts, and playing with clay. I enjoy spending time with my family and sharing my toys with friends. I'm a little shy sometimes, but I like trying new things and learning every day!

Let's see how my Aunt (Shiva Suri) sees me through her "scientific glasses".

OBSERVATION RECORD

Child's Name: Nia

Age: 7 years old

Gender: Female

Language: Hindi, English

Observer: Shiva Suri (Aunt)

Type and Purpose of Observation:

Direct observation and discussion with the mother to
identify the developmental stage and needs.





BACKGROUND

Family: Nia lives with her mom and dad. She lived at her grandparents' house from birth to 2 years of age. After that, she used to visit them regularly, and her grandparents often visited her. When she was 5 years old, her family moved to another city. Now, she lives with her mother and father.

Special Circumstances:

She was on formula milk for 2 years, from birth to age 2. She was a healthy baby but suffered from severe constipation until the age of 5 years. Due to this, potty training was a bit challenging for her.



HOME ENVIRONMENT

She is the only child in the family and is loved and pampered. Her mother is a little strict to teach her right and wrong habits. She had a very lively environment until the age of 5 years. However, when they moved to another city, she became shy and found it difficult to make friends.

She does have friends in school and in the neighborhood but does not trust anyone apart from her parents. During her first year in the new city, when she was 5-6 years old, it was very difficult for her to settle in the new school. She was in Grade I at that time.

DESCRIPTION OF ACTIVITIES OBSERVED & CHILD'S BEHAVIOR

- The child feels upset while going to school and does not want to have breakfast. She settles in school and gradually includes herself in activities. She feels happy when she sees her mother after school.
- During playtime, she does not initiate making friends. The mother talks to other children and helps her make friends.
- The child often feels left out when with other children of her age.
- She loves to read and write and enjoys painting and clay work.
- She likes to learn crafts and clay pottery.
- She spends time with her father at a play station on weekends, which she loves.
- The child is very attached to her mother and always looks for her, even though she is 7 years old.
- She does not open up with other children easily and takes time to get comfortable. Once comfortable, she gets along well with others. She is a shy child.
- She is respectful towards elders and gentle with her peers.
- She likes sharing her toys with friends.
- She is imaginative and likes pretend play. She participates in school activities.



INTERPRETATION OF OBSERVATIONS IN LIGHT OF FREUD, ERIKSON, AND PIAGET'S THEORIES

Freud's Psychosexual Theory

Based on my observation, the child appears to be in the Latency stage (approximately 6 to 12 years old). This stage is characterized by a focus on developing social skills, learning, and forming same-sex friendships. The child's shy behavior, attachment to parents, and respect for elders align with Freud's description of this stage, where sexual feelings are dormant and energy is directed toward schoolwork and social interactions.



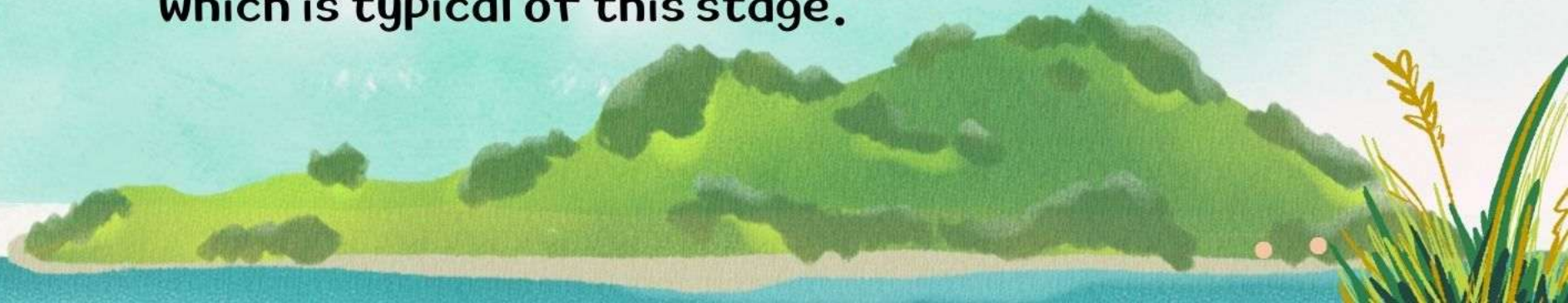
Erikson's Psychosocial Theory

The child is likely in the Industry vs. Inferiority stage (ages 6 to 12). This stage involves developing a sense of competence and confidence through learning new skills and gaining approval from peers and adults. The child's interest in reading, crafts, clay modeling, and sharing toys indicates a desire to achieve and be productive. However, her difficulty making friends may suggest some challenges in social confidence, which is common in this stage and can lead to feelings of inferiority if not supported.



Piaget's Cognitive Developmental Theory

According to Piaget, the child is in the Concrete Operational stage (7 to 11 years). This stage is marked by logical thinking about concrete events, understanding cause and effect, and improved problem-solving skills. The child's engagement with crafts and clay shows hands-on learning and creativity, while her interest in reading reflects growing cognitive abilities. Sharing toys also demonstrates an emerging understanding of others' perspectives, which is typical of this stage.



STRENGTHS AND AREAS FOR SUPPORT

Strengths:

- The child shows creativity and fine motor skills through crafts and clay modeling, indicating good cognitive and physical development.
- She demonstrates a strong interest in reading, which supports language development and intellectual growth.
- Sharing toys suggests emerging social skills and an understanding of cooperation and empathy.
- Respect for elders and attachment to parents indicate healthy emotional bonds and social awareness.

Areas for Support:

- The child experiences difficulty making friends, which may indicate some social anxiety or challenges in peer interaction. Encouraging social opportunities and guided group activities could help build confidence.
- Shyness might limit participation in group settings; supportive encouragement to express herself and engage with peers can foster social skills.
- Continued support in developing problem-solving and communication skills will enhance her cognitive and social development.

RECOMMENDATIONS OR NEXT STEPS

- **Encourage Social Interaction:** Provide opportunities for the child to interact with peers in structured and unstructured settings, such as playgroups, team games, or cooperative learning activities.
- **Support Emotional Confidence:** Use positive reinforcement to boost self-esteem and reduce shyness, perhaps through role-playing or social stories.
- **Engage in Collaborative Activities:** Promote group crafts, reading circles, or projects that require teamwork to strengthen social bonds and communication.
- **Monitor Progress:** Observe the child regularly to track improvements in social skills and emotional adjustment, and adjust support strategies as needed.
- **Involve Parents and Educators:** Share observations and recommendations with caregivers and teachers to create a consistent support system for the child's development.

CONCLUSION

Freud's psychosexual theory, Erikson's psychosocial theory, and Piaget's cognitive theory all help us understand how children learn right and wrong. Freud talks about how our basic needs and feelings shape us. Erikson explains how family and friends help us grow. Piaget shows how children learn to think and solve problems as they grow. Even though these theories are different, they all say that early childhood is very important for how a child grows and behaves.



A vibrant, cartoon-style illustration of a forest landscape. In the center, a large white speech bubble with a black outline contains the text "THANK YOU" in bold, black, sans-serif capital letters. The background features a bright blue sky with soft white clouds. On the left and right sides, there are large, leafy green trees with brown trunks. In the foreground, a variety of colorful flowers, including yellow daisies, blue pansies, and pink tulips, are scattered across a green field. A small blue stream flows through the middle ground. On the left, a brown rabbit wearing a pink headband and a green floral lei is visible. On the right, a small pink piglet wearing a yellow headband is partially visible. The overall scene is bright and cheerful, suggesting a positive message or a thank-you gesture in a natural setting.

THANK YOU