

De'Mona Reid

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Introduction

The pseudonym given to my subject is Daymon. Daymon is a 13 years old African-American boy. His Physical appearance mirrors that of his mother. Soft caramel complexion with wide, sunken, almond-shaped eyes and a height that leans towards less than average for his age. Daymon's physique is best described as slender, and medium brown twists sit atop his head. He currently lives in Lithonia, Georgia, with his grandmother, mother, sister, brother, and great-aunt. The home he resides in is a townhouse that belongs to his great-aunt. Daymon's family recently sold their home in Covington, Georgia, and had to relocate before securing another home. Daymon is in 7th grade and receives schooling via homeschool materials. His family is of the low-middle socioeconomic class.

Bronfenbrenner Pt. 1

"Urie Bronfenbrenner's bioecological model of development recognizes that the physical and social contexts in which we develop are *ecosystems* because they are constantly interacting with and influencing each other" (Woolfolk, 86).

To conduct the first part of the case study, I met with Daymon at Stonecrest Library in Lithonia, GA, where his mother facilitates school lessons. I did not bring any materials besides my phone to use as a recorder. Daymon did admit he was nervous, but I tried to calm his nervousness by reassuring him that it would be just like having a conversation with a friend.

During the interview, as Daymon mentioned his favorite activities, I inquired more about his interest and asked him to show his artwork and schoolbooks. He was excited to display his comic book sketches and explain his clubhouse blueprint. By allowing him to lead the conversation with the occasional question, I gathered the information needed to complete the first part of the case study.

Microsystem

The textbook describes the microsystem as "activities, roles, and relationships that the individual experiences in face-to-face settings," interactions are between the child and immediate family members, friends, or teachers. There is a reciprocal relationship within the microsystem (Woolfolk, 86).

Daymon's immediate family consists of his father, mother, 9-year-old sister, and 6-year-old brother. His parents are going through a divorce, and they no longer live with their father. Everyone, except his father, lives in their great-aunt's townhouse, along with her son and their grandmother. While his father has a different housing location, he still spends time with him. His mother drops the children off at their father's apartment on the Sundays he is off from work. Daymon's mother is the primary caretaker of him and his siblings. Chores are divided based on age and gender. Daymon is responsible for taking out the trash, mowing the lawn, sweeping, and washing the dishes. He also occasionally cooks for his family; they follow a vegan diet. His younger siblings are responsible for keeping their spaces clean and organized. Daymon does not know the people in his neighborhood as he recently relocated. His best friend is Aden. He knows his friends from their church congregation they attend every Saturday.

Daymon enjoys outside activities, and his mom brings the children to the park to play or walk the trail after their daily school lessons. He loves to rollerblade and taught himself and his

sister how to skate backward. Occasionally, his father takes them to a skate park in Atlanta to practice their skills. Most of his schooling occurs in a library, Stonecrest's the most recent one. Their mother has been homeschooling Daymon and his siblings since birth. Daymon and his sister briefly attended public school when their family lived with their aunt in Illinois. He attended during 4th grade and enjoyed it, except for the bullying he received. In Illinois, Daymon was able to interact with his four cousins on his mother's side. Now back in GA, he does not get to socialize with his cousins or school friends, something he greatly misses.

Daymon is of Caribbean and African-American descent. His father was born and raised in the United States, while his mother was born in Jamaica. His mother immigrated to the United States at sixteen but held onto her rich cultural heritage, passing it along to her children. English is the primary language spoken in their house. However, his father can speak and read Hebrew, and Daymon is learning Spanish in school. Based on my observations, Daymon's socioeconomic status is in the low-middle income range. His mother does not work, and his father is a security guard in Henry County, Georgia.

Religion plays a huge role in Daymon's life at home. His family identifies as Seventh-day Adventists and attends church regularly. They refer to Saturday as the Sabbath and refrain from working, cooking, and participating in worldly activities on this day. Before starting his schoolwork, Daymon and his family begin the morning with prayer and bible study. Their mother restricts what they watch on television to educational and biblical content and does not allow them to listen to secular music. Daymon works with an older church member and his friend on certain Sundays. They work on fixing other members' homes and cars. He receives fifty dollars for his work, which he is saving to purchase a 3D printer. Daymon can fix blinds, water pipes, and cars at only thirteen years old.

Mesosystem

The mesosystem is defined as the interactions and relations among the members of the microsystem (Woolfolk, 86).

Daymon does not interact with his neighbors since most residents are elders. His teacher is his mother, whom he interacts with well. The Stonecrest library is a place Daymon enjoys being at as he loves to read. The family is very active in their church, attending every Sabbath and staying for most of the day. There is some lack of congruence between the family and their mesosystem. Daymon's parents are divorcing, and he has no connections with the people in his neighborhood. Also, he lacks the social aspect of public school, and his homeschooling does not provide social events for him to interact with children his age.

Exosystem

The exosystem consists of the social settings that impact the child, whether or not they are a direct member. An example is the relationship between their parents and their parent's employers (Woolfolk, 86).

Daymon's mother does not work, and the lack of income affects him as he realizes and articulates how they cannot purchase certain things they once did. His father's job is vital for Daymon as that provides some form of financial support for him and his siblings.

The relationship between his parents is estranged. His mother wants a divorce; however, the father refuses to give one. According to his religious beliefs, the father has acquired a second wife. Daymon does not understand why they no longer live with their father and is afraid to ask his mother. His mother is hesitant to provide an explanation due to her own fears.

Macrosystem

"The macrosystem is the larger society-its values, laws, policies, conventions and traditions" (Woolfolk, 86).

Daymon's cultural background is mainly rooted in his religion. The family tries to adhere to the laws written out in the bible. Along with the biblical culture, Daymon's Jamaican culture influences his life through the food he eats. Daymon's family cooks typical Jamaican food such as ackee, callaloo, boiled yam, dumpling, and porridge. Following a vegan diet, they do not consume animal products. They eat lentils, tofu, chickpeas, and other legumes and grains for protein.

The values his mother and grandmother instill in him affect his thoughts about the future as he is hesitant to attend a College or University. Daymon is very sheltered and unaware of aspects of the world. He wants to be an engineer or architect when he grows older. While speaking to his mother about young adults finding their paths, she shared with me that while she understands the importance of him finding his path, she wants him to remain close. She continued by saying the world is ruthless, and they will not find themselves in a worldly environment but in an environment that cultivates a close relationship with God.

The family is not patriotic to America, as his mother's side is from Jamaica. Daymon is a first-generation American on his mother's side. All his aunts, uncles, second cousins, great-aunts, great-uncles, and grandparents were born in Jamaica. While they are not patriotic to America, they are firmly rooted in Jamaican culture.

Daymon's extended family is spread out. Some still live in Jamaica, others in Arizona, Illinois, New York, Florida, and various parts of Georgia. They gather together every 3-5 years at a planned family reunion. Their last family reunion was in July 2018, and Daymon is excited about the next reunion. At the reunion, the family split into teams and played outdoor games. A

hula hoop completion was one of the games. However, Daymon did not win any competitions but had immense fun.

Summary

Daymon's ecosystems show an unbalanced and sheltered life. While he has friends from his church congregation and lives with his family, his parents' separation creates an unbalanced home environment. His family is in between homes but has a place to stay with his mother's aunt. Daymon loves his family and does not have much interaction with anyone outside his family or church congregation. While they interact well with others in their mesosystem, the estranged relationship between his parents creates confusion and fear within Daymon. His mother does not work and is limited financially. She, however, does her best to provide for them spiritually and educate them.

Erikson Part 2

Erikson developed a developmental theory centered around psychosocial development instead of psychosexual development. His psychosocial theory “emphasis the emergence of the self, the search for identity, the individual’s relationships with others, and the role of culture throughout life” (Woolfolk 104). To gather the information needed for part two of the case study, I interviewed Daymon and his mother. She was needed to help answer the questions centered around his infancy and youth.

Due to their being displaced and the coronavirus pandemic, I could not meet face to face. The first part of the case study was conducted face-to-face in the Stonecrest Library. The second part of the case study took place over the phone.

Trust v. Mistrust stage

The trust versus mistrust stage occurs from birth to eighteen months. In this stage, an infant must form a trusting relationship with the caregiver, or a sense of mistrust develops (Woolfolk 105).

Psychological modalities

Psychological modalities cover each stage's main events and psychological expectations. One notable event in this stage is feeding. During infancy, Daymon's primary caregiver was his mother. She stayed at home with him while his father worked. Daymon was breastfed for about three months. After three months, his mother started to bottle feed him as he no longer would take the breast. For the most part, Daymon was on a feeding schedule. His feeding schedule followed his sleep schedule. Every two hours or less, Daymon would feed. He was bottle-fed for about 18 months. Daymon's mother was very involved in this stage. He was always by her side as Daymon was her firstborn. She would have him near her in a swing or bassinet whenever she did something. His father occasionally helped when he came home from work, but she was alone with him for the most part.

Significant relations

Daymon's mother was the primary caregiver during this stage. They did not live close to family, which the mother says was unfortunate. His father worked and was not available to assist often. She socialized him by going to the library and attending mommy events.

Psychosocial virtues/Mal-adaptations and Malignancies

As Daymon was her first child, she was very involved, too involved, she states. He learned to walk late, around twelve months old. His grandmother said it was because Daymon was always in his mother's arms. Her other children, who came years later, learned to walk sooner, between seven and ten months, as she put them on the floor more often.

Psychosocial crisis

No traumas occurred. She was a cautious mother who stayed home so that nothing could happen to him. Daymon was her first child, and she was overly protective due to fear and inexperience.

Autonomy v. Shame and Doubt Stage

According to the textbook, in the autonomy v. shame stage, a child's energy is focused on developing physical skills such as walking, grasping, and controlling the sphincter. Control is learned; however, shame and doubt may develop if not handled well (Woolfolk 105). The age range of this stage is two to three years old.

Psychosocial Modalities

A sense of independence and personal control is developed in this stage. A significant event that cultivates personal control is toilet training. Daymon's mother first began toilet training him when he was around fourteen months old. She purchased a small toilet for Daymon, which she placed in front of the adult toilet to show him how to use it properly. After being shown by his mother, Daymon would initiate going to the bathroom on his own. He would only pee in the small toilet and hide behind the living room curtain to have a bowel movement in his diaper.

Significant Relations

Daymon's mother was the primary caretaker, she did not work, and he did not attend daycare. He received socialization via library trips and beginner mommy classes. Daymon's mother connected with other mothers, and they set up lunch dates to allow their children to interact and play together.

Psychosocial virtues/Mal-adaptations and Malignancies

Daymon did not need coaxing to use the bathroom once he knew what to do. He would initiate by attempting to tell his mother he needed to urinate. While he would urinate in the toilet, Daymon was afraid to have a bowel movement. His mother did not know where his fear came from but did not force the issue. Four months after learning how to urinate in the toilet, Daymon finally had a bowel movement. One day he was eating and let his mother know he needed to urinate. For some reason, she placed Daymon on the adult toilet, and after he peed, he had a bowel movement. Daymon was surprised, and after that event, he no longer feared using the toilet to have a bowel movement and was fully trained at 18 months.

Psychosocial Crisis

According to the mother, no crisis occurred during this stage. However, Daymon was afraid to have a bowel movement in the small toilet. His mother did not understand why, and she thought it weird. While she does not recall any crises occurring in this stage, Daymon's fear stemmed from somewhere. I am not able to provide further clarity, with the information I have, on this matter.

Initiative v. Guilt

The textbook explains this stage to be when “the child continues to become more assertive and to take initiative but may be too forceful, which can lead to guilt feelings” (Woolfolk 106). The age range for this stage is three to six years, and the important event is independence. One of the child's challenges in this stage is learning to maintain balance and understand that not every impulse needs to be carried out (Woolfolk 106).

Psychosocial Modalities

Daymon learned independence through his mother, giving him small chores to do around the house. These chores pertained to his space. He was to pack away his toys after using them,

make his bed, and also learned how to sweep. At this stage, Daymon learned how to tie his shoes. His mother did not allow him to pour his juice nor make his snacks because she did not want him to make a mess and was nervous about him getting hurt in the kitchen. That is the only thing he did not receive hands-on experience with during this stage. She would show him how to clean up if he made a mess, and he was not defiant. His mother was very strict in discipline when it came to being respectful. She did not tolerate any disrespect.

Significant Relations

His primary caretaker at this stage was his mother. She played with him regularly, as it was mainly her and him in the house. Whenever she shopped, she talked to him, telling him what she was buying. Daymon was reading by the age of three. She read to him daily during worship time in the morning and night. Daymon's sister was born when he was four years old. He was a social baby and was happy to have someone else with whom he could play. Daymon was in his world during this stage, riding his bike and being more independent. There was no jealousy at the new addition to their family. He would help his mother take care of his sister, and he learned to be gentle with her.

Psychosocial virtues/Mal-adaptations and Malignancies

Daymon learned to share his mother's attention with his sister. He was also taught gentleness and gained more responsibilities by helping his mother care for his sister.

Psychosocial Crisis

A crisis occurred in this stage. However, the mother was unwilling to elaborate. From a brief conversation I had with the mother's cousin, I gleaned that the crisis had to do with the father obtaining a second wife. This crisis will continue in the following stages.

Industry v. Inferiority stage

During the Industry v inferiority stage, school is the main event. The age range is six to twelve years old. Children in this stage deal with demands to learn new skills. If they are not learned, there is a risk of feeling inferior and having a sense of failure (Woolfolk 106).

Psychosocial Modalities

Daymon is in grade seven and does very well in school. He was a straight-A student until last year, when he began to get more 'Bs.' In grade four, while they resided in Illinois, Daymon was enrolled in a public school, was on the honor roll, and always did well in school. He took the standardized test and scored above average in his math. When Daymon came to Georgia, he attended public school and scored above average on his test. His attitude concerning school has changed. When he was younger, he loved school. Now, "it is too long," and he finds it boring. Daymon wants to be more creative; however, his mother homeschools all three of her children by herself and cannot give him that individualized time. Now that he is thirteen, his responsibility is to sit and focus on his assignments. His mother states that if Daymon applies himself to concentrate more, he will get better grades. Regarding testing, he receives 'Bs,' but he does well in his daily assignments.

Significant Relations

When I asked Daymon who the most important people in his life were, he answered quickly, saying, "my family and friends and cousins." However, he said, "I do not know," when I asked him why they were the most important in his life. Instead of grouping his family, I asked him about each member. De'Mona: "Let us start with your mom. Why is she important to you?" Daymon: "Because she takes care of us, and she loves us." De'Mona: "Now tell me about your

sister.” Daymon: “They play with me, and they help me do things” De’Mona: “How about your cousins? Daymon: “I don’t really know.” I noticed Daymon included his brother in answer to my question about his sister. Something his mother also did when I asked questions about Daymon.

Psychosocial virtues/Mal-adaptations and Malignancies

Daymon gets mostly ‘As’ and ‘Bs’ in school. He is above his reading grade level and tested above average on the standardized tests he took in public school. While Daymon does well in school, his lack of focus is causing his grades to become lower. When playing games with others, Daymon has the right attitude when he loses, often congratulating the winner. His mother taught him the importance of manners and respecting others.

Psychosocial Crisis

Again, the mother was unwilling to elaborate on the crisis that occurred, merely stating, “yes, life started happening.”

Identity v. Role Confusion

The age range for this stage is twelve to eighteen. During this stage, the child is a teenager who must achieve identity in gender roles, religion, and politics (Woolfolk 106).

Psychosocial Modalities

From what I gleaned, the parenting style evolved from authoritarian to authoritative. In the previous stages, Daymon’s mom held to the notion that children should do as their parent says without question. Now she says she does not know her parenting style as she is trying to figure it out. His mother is reading books on parenting to help her in this stage. Since Daymon is a teenager, his mother has given him greater freedom by allowing him to make more independent choices. She tries to show him the consequences of specific paths and decisions but allows him

to decide. Her punishing methods have changed from the traditional belt to taking away things he likes and increasing responsibilities in the house.

Daymon's mother is trying to be more respectful now that he is older. Many more conversations occur as Daymon questions almost everything she tells him. She says this is where the conflict comes in, but she is learning to understand that he is maturing, and she cannot make all of his decisions. Daymon enjoys building things and wants to become an engineer when he is an adult. He is not sure which college he wants to attend. His mother knows he must find his path but also want him to remain close.

Significant Relations

Daymon is still close to his mother and siblings. Now that his grandmother lives with them, he has grown closer to her. He has a best friend from church whom he works with occasionally.

Psychosocial virtues/Mal-adaptations and Malignancies

Daymon's mother has raised him on biblical concepts and morals. He is now questioning her every word and wants to stretch the border. While he is taught the "safe path," he wants to explore something that confuses his mother.

Psychosocial Crisis

The crisis from the initiative v. guilt stages is still ongoing. Daymon does not know why they no longer live with their father and is afraid to ask his mother.

Summary of Daymon Based on Erikson

Daymon is not the typical thirteen-year-old. While he is outgoing, social, and independent, his current environment does not cultivate all of those traits. In infancy, Daymon's

mother was his primary caregiver. His father worked and assisted when he could. Daymon has a small support system consisting of his immediate family, his grandmother, and his great-aunt, with whom his family currently stays. Daymon's father does not live with the family as his parents are divorcing. The divorce process has been ongoing for a few years as Daymon's father does not want to divorce his mother.

Daymon is in the questioning stage of adolescence. He wants to understand the reason behind what his mother says. He is very independent, can cook for his family, mow the lawn, and do his assignments without assistants. Daymon does well in school but loses focus as he finds it boring and wants more creative outlets. He has limited social interaction with others outside his family and does not have the creative outlets he desires. His mother lacks proper transportation and is not currently working. They rely on income provided by Daymon's father. His parents' separation confuses him as he does not know why they are divorcing and is afraid to ask his mother why his father does not live with them. Daymon was sheltered as a child and is now seeking out his path.

Works Cited

Woolfolk, A. (2017). *Educational Psychology: Active Learning Edition*. 14th ed. Boston, MA: Pearson.