

# Analysis Of An Interesting Preschool Boy

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## Developmental Skills and Processes

### Physical Development: Gross and Fine Motor Skills

Johna demonstrates fine motor skills by lifting and placing puzzle pieces and by using both hands to point and gesture toward the puzzle. He then tightly closes his eyes, curls his fingers into fists, and brings his hands toward his stomach, as if preparing for a surprise, further displaying fine and gross motor control. According to the NYELG's Small Motor Skills milestone standards, Johna "Uses wrist to rotate knob puzzle pieces to fit them in puzzle board." (15-24 month olds).

### Language Development: Receptive, Expressive, and Communication Skills

Johna and his peer engage in a consistent, on-topic conversation while participating in collaborative play as they work together to complete the puzzle. They also demonstrate cooperative play through shared problem-solving and communication. According to the NYELG's Speaking Milestone standards, children at this age demonstrate the ability to use more complex sentences and precise vocabulary in areas of interest, such as explaining, "The mirror, the picture—now you can find it!" (4-year-olds), and to initiate and maintain conversations with peers over longer periods of time (5-year-olds).

### Social Development

Johna engages in a conversation with his peer by allowing her to speak while he listens attentively and then offering his own opinions. According to the NYELG's Social Communication milestone standards, he demonstrates mastery of taking turns on topic during an

extended exchange and an understanding of the speaker/listener role (4-year-olds), as well as the use of context-dependent terms such as “this,” “that,” “here,” and “there” (4-year-olds).

## Emotional Development

Johna takes the lead when his peer has difficulty fitting the puzzle pieces, demonstrating confidence and strong engagement. He frequently shifts his body closer into his peer’s personal space to assist with the puzzle. According to the NYELG’s Cooperation and Negotiation standards, Johna “demonstrates the ability to share, take turns, and cooperate within a group” (5-year-olds). Additionally, according to the same NYELG Cooperation and Negotiation standards, he “listens to others’ ideas and wants; shares own ideas and wants”. (5-year-olds).

## Sensory Processing and Response to Environment

Johna demonstrates strong awareness of his surroundings and an understanding of how to maneuver puzzle pieces to make them fit. He displays age-appropriate hand-eye coordination. According to the NYELG’s Sensory Integration standards, Johna is “developing left-to-right visual tracking” (5-year-olds). He is advanced for his age in this area of learning and understanding. Even a little more advanced than his peer!

## Cognitive and Play Development

Johna looks at his peer and says, “Tell me to close my eyes.” His peer nods, smiles, and repeats, “Close your eyes.” Johna follows her direction by closing his eyes again, crinkling his nose, and smiling; his peer smiles in response. This interaction highlights Johna’s developing social and emotional skills, including cooperation, imitation, and

turn-taking. His body language, facial expressions, and verbal cues reflect shared enjoyment and connection during play, as well as emerging control over fine motor movements and expressive gestures. According to NYELG's Understanding Cause and Effect standards, Johna "explains the effects that simple actions have on objects" (e.g., "If I move it again, maybe it will fit.").(3-year-olds). Furthermore, according to NYELG's Engineering: Problem Solving With Materials standards, Johna "When using materials, compares results to initial predictions and tries again (e.g., after discovering that the slime breaks if stretched quickly, stretches it more slowly). (4-year-olds).

## Comparison of Development

Mia is an 11 month old baby girl with light skin and brunette hair while Johna (not specified age) is around the preschool age of 3-5 with brown skin and dark brown hair. Their levels are at completely different stages of development. The cognitive development of Mia involves a lot of complex elements of curiosity while Johna's includes more of understanding cause and effect. Mia's language consists of babbling and making faces while Johna is having a clear conversation understanding the language used with his peers and around him. Mia's motor skills are still in the stages of early development so she's dealing with many more faults and drops. Johna is at the stage where he's beginning to use his body at different paces, smoother even. Mia's sensory processing is evidently quite shocked after seeing objects with both lights and sounds moving around. Johna is more advanced in this area with him being able to handle a conversation and a visual task at the same time. Activities of daily living for Mia are probably mostly assisted in this stage of live including eating, dressing, using the bathroom etc. Johna is at

the age where he can use self help skills to help himself such as potty training, dressing, and maybe even bathing.

## Setting Comparison

The setting of my focus child is a preschool classroom with these children playing at a round table. The setting in the infant's presence is a carpeted home setting with plenty of colorful & noise making toys surrounding the play area. The setting in the young school aged presence is outside on a playground. These settings were similar because of the visual supervision; an adult is recording while observing nearby. Also, more than one person is engaging with the focus child in each video. Contrarily, In all three videos, the second person engaging is of a different relation to the last. In the infant video, the baby is engaging with their parent. In the preschool video, the child is engaging with a peer. In the young school aged child video, the child is engaging with a sibling. Furthermore, the infant's video is in a private enclosed setting. The preschool video takes place in a public enclosed area. Finally, the young school aged child's video takes place in a public open area.

## The Child's Aspects of Culture & My Aspects of Culture

After studying this video, I can clearly infer that Johna is an African American male. He is also presumed to be attending a "proper" structured school where he has access to good materials that support his learning. Johna speaks English in this clip. Culture as a concept is super interesting to me because it varies from person to person. My personal culture is both similar and different to the child of my choice. Similarly I am an African American which affects who I become from a racial standpoint. I have developed more grit because of discrimination

I've faced. Educationally, I also grew up in a properly and well structured and resources classroom where unlike Johna, I wore uniform. English is my only language as I am currently learning Spanish which can hinder me from an ESL teacher position in my future. Although I cannot tell what Johna's background is, I personally grew up in a multicultural & multigenerational household, with a mom, my grandmother and great-grandmother. My brother lived with his father for the majority of my childhood meaning I never really had much male influence other than playing with guys at school. I am physically disabled which never really limited me until I got into my teen age. I started to move slower and miss school to be in the hospital more frequently. Lastly, I grew up in the same house I still currently live in; South Jamaica Queens in New York City. That affects the demographic I've been exposed to my entire life as well. Differently from Johna, I am a female. With the difference in our genders, we can experience different kinds of oppression that may or may not also be directly related to our race and character. Johna may have the pressured experience of trying to be a "strong black male" which may force him to work harder or be perceived as a criminal or "thug" in predominantly white settings. As a black woman, this stigma isn't as attached to the woman as it is to the men. This may be experienced more as he grows up.

## Conclusion, Reflections & Impact on Professional Path

My experience as an observer was extremely enlightening. No two kids are the same and that's something that'll always be interesting to me. Another thing I found is Children take different leads on dominance and direction depending on the position they're in. Some children enjoy taking over and leading to help when they can while others enjoy their personal space more. I've learned that children begin learning at birth and they learn best through play. This fact

has helped me visualize ways I can make my future curriculum more engaging through activities and play as a whole. My main interest comes from the logic that the assignment was expected, the children were not. That to me is the joy of studying young children. Even twins are not the same. All children work, learn and grow differently, at different paces and in different ways. Some need examples, a learning lesson to understand or something as small as clear directions. It's important that you cater to each kid's way of learning as best as you can as an educator.