

Three year old boy essay

[Entertainment](#), [Games](#)



A. Introduction Brian is a three year old of Spanish descent.

His exact age is three years and ten months. He is almost four years old. At present, he is attending his classes in the early childhood grade or level at the center. The situation of his family influences his ability to blend in culturally within the school setting. His family cannot communicate through the English language and their culture is entirely different from the American culture. Adjustment for Brian will be quite difficult. The observation was conducted at different dates and times, on the 30th of September (4 PM), 14th of October (10 AM), and the 16th of October (10 AM). During the observation, the lead teacher and other children were present.

B. Physical or Motor Development Since Brian is Spanish, he has dark hair. He weighs around fifty pounds and stands at a height of thirty-six inches. Brian's gross motor skills are well-developed for a three-year old.

He does physical activities that require balance and strength. His favorite games or activities include riding his bicycle and hanging on the monkey bars. However, the development of his large muscles are quite average.

This may be observed by the slight difference between his upper and lower body. Apparently, his lower body is sturdier than his upper body. Like his gross motor skills, Brian's fine motor skills are also developing.

He shows control and flexibility by being able to hold a pencil and write his name. Moreover, his hand-eye coordination and dexterity was observed during one activity when he placed various beads on a thin piece of string.

His interest and capability in hanging on the monkey bars also show proof of his tight grip and strong muscles. Brian's diet is well-balanced.

He does not show any aversion to vegetables during his meals, and he likes drinking water, hot milk, and bread or cookies during break times. His physical activities, such as bicycling, hanging from bars, and running, allow him to have time for fun and exercise as well. It was difficult to determine his thoughts or feelings about himself, as he had difficulties communicating because English is not his native language. However, physically, I have observed that he did not show any concern at all about his appearance. He comfortably attends to his business not showing self-consciousness, being able to go to bathroom breaks and dress himself comfortably. C. Cognitive Development Perhaps Brian's weakness lies in his inability to communicate well through the English language.

However, this is expected as he is Spanish and has not yet learned the English language fully. This was the major hindrance in conducting the observation to determine what skills and concepts he understands or not. His inability to speak English fluently is fueled not only by his ancestry, but also because of his family environment. His family does not speak English at home, making it more difficult to transition Brian into speaking English more frequently for him to adapt to the language.

I suppose his learning of the English language will require more time. As to his writing, Brian is only able to write his own name. Brian's skills in Mathematics, Science, and Social Studies are limited. Perhaps he does not have any idea about Science and Social Studies yet, based on observations.

For Mathematics, his knowledge is limited. He is only able to count one to ten, but in Spanish and not English.

Based on Piaget's Theory of Cognitive Development, I believe Brian is in the Pre-Operational stage. Brian can relate symbolisms to words, such that when he counts, he points at each of his fingers indicating the numbers one up to ten. D. Language and Communication Development As observed, Brian does not speak English well. He knows the basic words and can construct simple sentences (from four to six words). If his language and communication development in Spanish will be the point of the observation, it would be concluded that Brian is developing well.

Whenever he does something he is proud of, he reacts and expresses his delight. Although sometimes, he restrains himself from talking or communication too much as he feels that no one understands what he is saying. However, when it comes to the English language, individuals should not expect too much from his rate of development as he did not grow up using English as his primary language. Through exposure to the English language, he will be able to learn at his own pace. E. Social Development Brian establishes social relationships pretty well. For instance, during my first day of observation, he was doing the activity with the beads and the strings. He easily warms up to people, even with people whom he never met.

He talked to me once he was able to finish what he was doing. He told me what he did with the beads and the strings. When it comes to his friends, he treats them well enough. He is able to share toys and play with other

children without doing anything hurtful or disappointing. Even if other children could not understand him, he does not dwell on it too much. His ability to speak his mind helps in gaining him friends and attention from adults. F.

Emotional and Personal Development Brian has well adjusted to his school environment. He does not show any reluctance or indifference to other people. Although he is unable to communicate very well, it seemed like he could handle himself very well. He was always calm in every situation and he does not show uneasiness or any other undesirable reactions to his environment. Although sometimes he feels frustrated if nobody understands what he is saying, he is not angered or frustrated by the circumstances. He tries to communicate through other means by gesturing or doing acting what he is trying to say.

This reveals that he is not at all bothered by the communication barrier, and his self-esteem and positive self-concept allows him to deal with the situation calmly and confidently. Brian still has no solid concept of right from wrong. Once, while I was observing him, he displayed some signs of the inability to follow instructions from adults. My colleague told him that play time was over and they had to tidy up the room. Brian said that he still wants to play, and showed his disappointment that play time was over.

While my colleague and the other children cooperated to clean up the room, he just sat at one corner fiddling with the toy train that he played with previously. His inability to follow instructions show that he is egotistical – set

in his way. Perhaps, he is still in the pre-conventional stage of morality where he sees the goodness of an action if he benefits or feels satisfaction from it.