

Child with Disabilities Developmental Profile Draft Paper

This paper presents a developmental profile of a student with a disability in an inclusive classroom setting. Through intentional observation across different settings and routines, I was able to analyze Mike's strengths, challenges, and developmental patterns. Observing Mike during small group work, recess, transitions, and daily routines allowed me to better understand his cognitive, social-emotional, and language development, as well as identify areas where he may benefit from additional support.

Mike (Mikey) is a five-year, four-month-old kindergarten student in a public school setting at *PS. 97K*. He receives services through the Committee on Special Education (CSE) and has both an Individualized Education Program (IEP) and a Behavioral Intervention Plan (BIP). Mikey receives multiple support services, including Speech Therapy, Occupational Therapy (OT), counseling, and English as a New Language (ENL). He is placed in an Integrated Co-Teaching (ICT) classroom, where general education and special education students learn together. The class has about 25 students, with around 10 students who have disabilities, and is supported by two teachers and two paraprofessionals. Mikey has been diagnosed with ADHD and often prefers to play alone rather than with peers. He prefers to make connections with adults in the classroom and enjoys activities like drawing, especially characters like Bluey and Mickey Mouse. In the past, he had difficulty with transitions, which sometimes led to tantrums when another student's paraprofessional was not available to him. However, recently he has shown growth by becoming more independent, following directions more consistently and interacting more with teachers and classmates.

Culture

Mikey is a six-year-old male student who comes from a Hispanic family living in Brooklyn, New York. Spanish is the primary language spoken in the household. This is an important aspect of the child's cultural background and influences how he communicates and learns in school. Because Mikey speaks Spanish at home but receives English instruction, he may need more support with vocabulary development and language processing. He may understand some concepts but he needs more time to process his ideas in English. The Orton-Gillingham approach supports this by using multisensory strategies, repetition, and visual cues, which help connect his at-home language and English which he uses at school.

Mikey lives with older parents and has an 18-year-old sister which shapes his home environment. Having older parents may mean they have more experience and bring structure into his routine, but they may also rely on the school for guidance with academic expectations and support services. His older sister may act as an additional support system at home by helping him with schoolwork, modeling language and routines, which can positively impact his development. The family also identifies as Catholic, which may influence family values, daily routines, and traditions. For example, values such as respect and family responsibility may shape the way Mikey behaves in a classroom and how his family responds to his diagnosis. These values may also influence how the family engages with teachers and participates in school decisions.

Mikey was diagnosed with ADHD and receives additional support services in school, including speech therapy, occupational therapy, and counseling. He also has a BIP to support his learning and behavior in the classroom. These aspects of culture impact the child's development and education. The BIP was created by psychologists, teachers and the family. It helps teachers

provide strategies that support the child's learning and behavior in the classroom. Mikey's mom frequently reaches out to the teachers to receive information on Mikey's progress and to see how his BIP is helping him progress. This strong family involvement shows that his home environment values communication and collaboration with educators, which positively impacts his academic and behavioral success.

In the article, *The Effects of Culture on Special Education Services*, Suzanne Lamorey explains how culture plays an important role in how families understand disability and education. Many cultures have different perspectives about the causes of disabilities, and the roles of family members in supporting a child's development. The author emphasizes the importance of creating strong partnerships with families and educators must understand and respect families' cultural backgrounds (Lamorey, 2002). Being able to maintain open communication with families provides support and trust. Many parents, just like Mikey's, may become worried and reach out to the teacher almost every day. When families get responses and explanations for situations they might not be aware of, they can help support a child's academic, social, and emotional development.

Educational Philosophy

The educational philosophy of the program reflects the idea that children learned through a combination of structured instruction and hands-on practice. In the kindergarten classroom, educators use *enVision Math* and the *Orton-Gillingham Approach*. Teachers provide clear expectations, modeling, and opportunities for students to practice the repetition and multisensory activities. Students are encouraged to say sounds, trace letters, and use visual models and storytelling to solve math problems. In kindergarten classrooms, math programs also encourage

students to use drawings, manipulatives, and discussions to explain their thinking, which supports deeper understanding (Bicer et al., 2024).

The philosophy directly impacts Mike's learning, as he benefits from structured instruction, and repeated practice when learning a new skill. Because Mikey has a diagnosis of ADHD and receives speech services, multisensory approach helps and practice letter sounds, reading skills and problem-solving in ways that are clear and engaging. He enjoys using math manipulatives to create math sentences and often seeks feedback and praise from the teacher.

Repetition and guided practice further support Mikey's cognitive and language development by strengthening connections between sounds, letters and movements research shows that repeated exposure to sounds and language patterns build phonological awareness and support early reading and spelling development (Stahl, Duffy-Hester, & Stahl, 1998). Over time this allows children to recognize letter sound relationships, which also supports Mikey in communicating his needs more effectively.

Family Communication

The staff at this school uses several methods to communicate with families to support students' development and learning. One of the main ways teachers communicate with the families is through the app *ClassDojo*. This allows teachers to frequently send messages, pictures, updates, and respond to any concerns that families may have. Teachers also speak with families briefly during dismissal if there's any small updates or quick questions. When an in-depth conversation needs to happen, the teacher may schedule a phone call or a meeting with the parents on *Zoom* to discuss the child's progress or any other concerns. The school has a monthly visiting day where parents can come in for a 2-3 hour timeframe. For students who have an IEP, formal meetings are held where required staff members such as teachers and service

providers meet with the family to discuss the child's needs and support. These meetings are important because they allow school staff and families to work together to support the child's learning. During these meetings, the team discusses the child's strengths, challenges, and progress while making decisions about the services and support the child needs in school.

Having communication between family and educators is essential for creating a positive impact on a child's development. According to the article, *Partnering with Families of Children with Special Needs*, written by Julie A. Ray and colleagues explain that collaboration between educators and families is essential when supporting children with special needs. It is important for educators to communicate regularly with families and other service providers in order to fully understand a child's needs and give the child an opportunity to learn with appropriate strategies. Educators are a part of a child's everyday life so it's important to communicate with the family and other service providers such as a physical therapist or speech therapist in order to understand the recommendations for activities and materials to use with the child (Ray et al., 2009). This idea is used in classrooms when the teacher is frequently communicating with families through *ClassDojo*, dismissal conversations, and meetings that are formal and non-formal. The open communication between families and educators helps ensure that everyone is working towards the same goals for the child's education.

Impressions

On my first day at this school, I stepped into a kindergarten classroom mixed with kids who were chatting and kids who were quiet. Then there was Mikey who was screaming on the floor. I just observed how he regulated and noted the support he needed. The more time I was in the classroom, Mikey would still have tantrums but now he would come to me for a hug. He allowed me to ask him questions and help him solve his problems. I am a Spanish speaker so I

was able to talk to him in a language he is comfortable with. I had asked the teachers about him and they told me while I took notes. I began to sit with him and see how he was doing his work and noticed the times he got upset and what exactly happened for him to react. I got interested because communication is key but what if you can't communicate the same as others. It's frustrating for a child and an adult. Over time, seeing Mikey's positive changes to his communication and behavior has been heartwarming to watch, I decided to write about it

Cognitive Development

When Mike plays, he prefers toys that he is already familiar with. For example, he enjoys playing with a fishing game that has a fishing pole, similar to the arcade games at the boardwalk. However, when he is introduced to a new toy and is unsure how to use it, he tends to scramble the objects rather than explore them purposefully. For instance, when he was given blocks, he did not know how to build with them and instead moved them around randomly on the table.

In addition, Mike has difficulty using objects symbolically. He typically sees a toy for exactly what it is and does not expand beyond its intended use. One example of pretend play occurred when he used a toy phone and mumbled as if he were speaking to his mom. While this shows emerging symbolic play, it was brief and limited.

Mike also demonstrates a strong need for structure and routine. He remembers classroom routines well and knows what is expected of him. However, when something changes or does not follow his routine, he becomes upset. Even within a familiar routine, he is easily distracted and requires frequent redirection to stay on task. He is capable of completing his work independently, but often needs multiple reminders and guided support to remain focused.

Academically, Mike is very capable. He can identify body parts, shapes, and colors, and he will even correct adults if something is labeled incorrectly. He completes addition and

subtraction independently, counts to 20, and writes both uppercase and lowercase letters appropriately. He knows letter sounds and can read simple kindergarten-level words. Although he is independent in his abilities, he prefers sitting near an adult while working and enjoys pointing to pictures and labeling them. He responds positively to praise and recognition. Creativity can be challenging for Mike. When completing projects, he wants his work to look exactly like the teacher's example. Even when encouraged to add his own ideas, he focuses on copying precisely. If he makes a mistake, he gets upset and will show the teacher to help fix it. The teacher will then show him how to ask for a new paper and how to properly ask for help. This demonstrates his attention to detail, but also reflects difficulty with flexibility.

In terms of attention and imitation, Mike tends to focus best on activities he enjoys, such as drawing. During preferred tasks, he can remain seated for about five minutes, although he stands up in front of his chair and needs reminders to sit back down. During less preferred tasks, such as whole-class lessons, he requires more adult involvement. For example, in music class, he will not imitate movements unless an adult participates with him in a playful and engaging way.

Social/Emotional Development

Socially and emotionally, Mike can be slow to warm up in the classroom. At times, he is very quiet. However, he can also become easily triggered and have tantrums throughout the day. When upset, he may scream, throw himself on the floor, and cry. It often takes him time to regulate his emotions.

The paraprofessionals and teachers have become familiar with his triggers and can often anticipate when a tantrum may occur. For example, if another student sits in his usual spot on the rug, teachers already know he may become upset. When challenges arise, Mike typically runs to

an adult to solve the problem for him. The teachers are working on helping him use his words to express his feelings to peers instead of crying or screaming.

Mike responds well to a reward system. If he follows directions throughout the day, he earns 10 minutes of playtime with his prize bag, which has preferred toys such as Peppa Pig and Bluey. He is also motivated by physical reassurance, such as giving the teacher a hug or holding the teacher's hand in the hallway.

When he becomes dysregulated, adults offer strategies to help him reset. He often benefits from taking a walk with an adult while reviewing expectations and discussing how to use his words. If this is not successful and his behavior disrupts the class, the guidance counselor may temporarily remove him from the room. After this time away, he returns calm and ready to rejoin the class.

In terms of peer interactions, Mike prefers to play alone and often isolates himself, even during lunch. If an adult sits next to him during lunch, he may ask them to move further away. However, in class he wants to sit with an adult. He previously formed a strong attachment to a paraprofessional and would have tantrums if he could not hold her hand or when she left for lunch. Since she was moved out of the classroom, he has become more independent and listens to the teacher more consistently.

Although communication with peers can be challenging due to language barriers, Mike does make eye contact when someone is speaking to him and understands his classmates' names. Mike shows more empathy toward adults than peers. If an adult appears upset, he will hug them and offer reassurance. With peers, however, he is more likely to report what happened to the teacher rather than comfort the child directly.

Language

Mike may have difficulty expressing himself verbally, particularly in English. Since he comes from a Spanish-speaking household, this sometimes makes it difficult for peers and others to fully understand him. He speaks in both English and Spanish and typically produces two- to three-word phrases. For example, he will say words like "este," "alli," and "aqui," as well as phrases such as "mommy happy," "excuse me please," "no quiero that," "I want este," "she no nice," "Mike sit there," "I go home," "no me gusta," "aqui mira," "teacher help me," "I don't want," "alli esta," "I want that," "no quiero more," "mira teacher," "I sit here," "me no like," "can I have," "she not nice," and "I want este please." Often, he mixes both languages within the same sentence as he works to translate his thoughts.

Additionally, when speaking, Mike may stumble over his words while thinking about what he wants to say. His voice is usually soft and slightly hoarse. However, when he becomes upset, his voice becomes strained and louder. Although he struggles to find the appropriate English vocabulary, he does not have difficulty producing speech sounds. In fact, when he speaks, he uses words intentionally and will even correct himself or others if he hears something said incorrectly. However, he is unable to form full sentences independently unless prompted by an adult to extend his response.

Mike appropriately uses pronouns and titles, such as identifying who is a "Miss" or "Mister." He is able to express simple social observations, such as telling a teacher, "she's not nice," when a peer is sitting in his seat.

In terms of receptive language, Mike responds best to directions that are related and given in two steps. For example, if told to "sit down and take out a book," he can follow that direction. However, if directions are unrelated or more complex, he requires them to be broken down and supported with prompts. He may need to be called multiple times if he is distracted,

especially when something more interesting captures his attention. For instance, during the morning song, he often stares at the screen instead of unpacking, and he requires repeated redirection to stay on task.

Mike sometimes avoids answering questions by changing the subject, especially if he does not know how to respond or is not interested. He does not consistently engage in turn-taking with peers and has difficulty waiting his turn, even with adult support. For example, during a mini lesson using an expo marker, he may snatch the marker and begin using it himself, requiring correction.

Socially, Mike makes eye contact when someone is close to him, but if the speaker is further away, he becomes distracted and may ignore them. When trying to gain attention, he may grab an adult's face if he feels he is not being responded to quickly. Additionally, when he accomplishes something correctly, he becomes very excited and immediately seeks adult validation. However, he does not fully understand waiting patiently or saying "excuse me" if an adult is speaking to someone else.

Lastly, Mike is able to join conversations, especially when the topic interests him. However, instead of raising his hand, he may impulsively jump out of his seat and run toward the screen to participate. When redirected to raise his hand and wait his turn, he may become upset, as this expectation is still developing for him.

Fine Motor

After the lesson, the teacher instructs the kids to get a glue stick and scissors for a phonics activity. Mike was just coming back from his speech services. The teacher tells him to get his materials and then sit at her small group table. Mike follows the directions he was given and sits down. The teacher asks him, "What do we need to write first on your paper?" Mike

responds, "Your name!" He picks up the pencil and looks at the top at the eraser. He holds it with a tripod grasp. He tracks his pencil and writes a capital letter with the lowercase letters following. After he writes his name, the teacher gives him directions: "First we have to cut out these words, and then you glue them to the matching item." Mike gets his blue scissors and puts his fingers in the small hole and his thumb in the big hole. The teacher shows him the correct way of holding the scissors. He responds, "No! Is not," but proceeds with cutting the paper. Mike holds the paper and starts to cut. However, he has challenges with opening and closing the scissors. The paper starts ripping, and he gets upset and tosses his activity on the table.

Gross Motor

During recess, Mike can often be seen running around with his friend Arlene, laughing and smiling. He runs in circles around other children while Arlene chases him around the track. At one point he stops and drops himself to the floor, beginning to crab-walk backwards as Arlene continues her chase. Mike jumps up off the floor and begins running again. There is a brick arch on the side of the building that he runs to and hides in. He squats down and peeks his head in and out to see if Arlene is coming. When the whistle blows, all the children line up. As the teachers pick up their classes, they begin to walk back to the building. Mike's class is on the second floor, so they need to walk up the stairs. Mike walks up last, holding his lunchbox and water bottle in his right hand while his left hand holds the rail. He slowly alternates his feet while climbing the stairs. The teacher explains to him that there are other classes behind him and he needs to be a little quicker. Mike then begins to go faster up the stairs.

Sensory Processing

Mike may have some challenges with sensory processing. When he is doing an activity that includes messy materials, he can become frustrated. He often needs redirection and praise in

order to complete an activity. Mike becomes upset when his hands get messy. He will say, "NO DIRTY!" and begin crying while showing the teacher his hand. After he washes his hands, the teacher will help him with his activity so his hands do not get as messy. When he finishes his work, he walks to the teacher, pauses, and looks up at her while saying, "chk, chk" as he wiggles his fingers around his neck. The teacher understands that he is asking for tickles. She will say, "You did all your work so nicely, so you can get tickles." Mike responds, "yes!" and begins giggling.

When children are in the meeting area, each child has their own square on the rug. The children are told to sit inside their square. Mike sits in the back corner of the rug on a blue square. If another child's foot or hand is touching his square, Mike begins to scream. The teacher then has to help him regulate himself before continuing her lesson. Mike sits criss-cross applesauce while staring at the floor and wipes the spots off on his square. The teacher calls his name multiple times before he looks up. She asks him to take a turn repeating the alphabet. He says, "No!" The teacher tells him to say, "No thank you." After a moment, Mike begins moving around in his square and then stands up and goes to the board where he starts to say the alphabet. The teacher reminds him that he said no and needs to raise his hand if he wants a turn. Mike continues speaking and says, "Look, look." Getting Mike's attention can take some time. He usually will look away or look at something in the distance before he looks at who is speaking. However, he tends to keep eye contact if someone is tickling him or giving him a toy or snack he enjoys.

During arrival, the children are instructed to unpack, which involves taking off their jackets and taking out their homework folders from their book bags. As Mike moves throughout the classroom, he often bumps into his classmates. He steps on top of book bags and jackets that

are on the floor. When he goes to the cubby, which is shared with three other children from his table, another child is already trying to put their book bag away. Mike pushes his things through the cubby space. He then becomes upset and begins to yell and throw himself on the floor. Mike starts saying, "Ouch!" while rubbing his leg. The teacher approaches him and asks what happened. The other child explains that they were trying to hang up their bag and Mike was pushing. The teacher explains to Mike that he should say "excuse me" and to be aware of the peers around him.

Mike only eats food from home. If any other snack is offered to him, he begins to cry. His mother provides the teacher with certain snacks in bulk so that when he behaves nicely, he can be rewarded with them at the end of the day. However, during lunchtime, he will not eat the school lunch, and if someone sits near him, he will tell them to go away. If they do not move right away, Mike begins to scream.

Throughout the day, Mike demonstrates some behavioral and social challenges. He relies heavily on routine and prefers to be around familiar people. When the class needs to go to art, dance, or yoga, which are taught by different teachers, Mike starts crying in the hallway and throws himself on the floor. He prefers to walk holding the hand of an adult rather than lining up with his peers. During downtime, the teachers allow the children to draw. Mike chooses to draw the same Mickey Mouse Clubhouse picture every day.

Self-Help Skills

Despite these challenges, Mike can also be very independent. He uses utensils independently and has been observed using a fork and a spoon that he brings from home. When completing self-help tasks, Mike will ask for help. However, the teachers encourage him to try independently before assisting him. In many cases, he is able to complete the task on his own.

Mike can zip up his jacket, wash his hands independently, and use the bathroom. Although he is capable of independence, he sometimes needs reminders. After using the bathroom, he may sit down without washing his hands and needs a teacher to remind him. When he wipes his nose, he often leaves the tissue on top of the tissue box and needs an adult to tell him to throw it away.

Goals and Objectives

Long-Term Goal 1:

By the end of the year, Michael will independently use four- to five-word complete sentences in English to express his needs, respond to questions, and engage appropriately with peers and adults, as measured by teacher observation across four out of five opportunities per week.

Short-Term Objectives:

1. Michael will respond to WH- questions (What, Why, Where) using at least three-word phrases in English with adult prompting, in four out of five observed opportunities.
2. Michael will use a taught sentence starter ("Can I have __," "I need help __") to communicate needs or solve minor peer conflicts with minimal adult prompting, across four out of five opportunities as measured by teacher observation over two weeks.
3. Michael will independently use four-word sentences to express feelings or needs before seeking adult intervention ("That's my spot please," "I don't like that," "No thank you"), in four out of five observed opportunities per week.

Long-Term Goal 2:

By the end of the year, Michael will independently engage in assigned classwork and play during classroom routines and transitions for at least eight to ten minutes with no more than one reminder, as measured by teacher observation three times per week.

Short-Term Objectives:

1. With adult support, Michael will participate in classwork and lessons for five to ten minutes without seeking physical reassurance, across four out of five observed opportunities.
2. Michael will follow a two-step classroom direction ("Take out your textbook and sit in the meeting area") during transitions with no more than two adult reminders, as measured by daily teacher observation.
3. Michael will engage in classwork and classroom lessons and use only one regulation strategy (using words, asking for help) when he begins to become upset, in four out of five opportunities as measured by teacher observation over two weeks.

Long-Term Goal 3:

Within one year, Mike will improve his fine motor skills by using classroom tools, such as scissors, pencils, and glue, to complete classroom activities with control and independence, as measured by teacher observation across three consecutive weeks.

Short-Term Objectives:

1. Mike will practice using scissors with teacher guidance by opening and closing the scissors while cutting straight lines during activities, in 3 out of 4 observed opportunities per week.
2. Mike will cut out simple shapes or pictures with minimal assistance and glue them to the correct place during classroom activities, in 3 out of 4 observed opportunities per week.

3. Mike will independently complete a cutting and gluing activity with minimal frustration and without abandoning the activity, across 3 consecutive sessions as measured by teacher observation.

Strategies

In the classroom, several adaptations and modifications are used to support Mikey's learning and development. For example, teachers give him a structured routine, which helps reduce his anxiety and supports his behavior. He is given additional adult support, including guidance from teachers and paraprofessionals, especially during transitions and challenging tasks. Mikey needs visual and verbal prompts frequently to help him follow directions and stay on task. Additionally, the teacher modified activities by breaking them into smaller steps to make them more manageable for him. Sensory accommodations are also provided, such as giving him the opportunity to wash his hands when he feels uncomfortable with messy materials. His behavior intervention plan is another key support as it provides positive reinforcement and expectations to help him regulate his behavior and reduce frustration.

One strategy that could support Mikey's learning and development is **scaffolding** through teacher modeling. Scaffolding refers to support that an adult can provide to help a child reach their potential while letting them be independent. Over time, the teacher gradually reduces the support as a child becomes more confident (Chen & Shire, 2011). I believe the strategy will be beneficial for Mikey because he often becomes frustrated when he cannot complete an activity independently. For example, when Mikey had difficulty using the scissors and became upset when the paper began to rip. Scaffolding helps him feel supported while developing independence. I would model each step of the task and break it into smaller parts. Then I would

provide guidance when needed and when he becomes more confident I would reduce support so he can complete it independently.

Using a **Sensory Regulation** strategy can help support Mikey's development. This strategy supports children by slowly introducing sensory materials in a controlled and supportive way, allowing them to become more comfortable over time. When Mikey gets any dirt on his hand or clothes he becomes upset. He often avoids certain materials and the strategy would help him build tolerance and reduce frustration. I would introduce the sensory materials slowly, I would play with them and allow him to observe first. Then, I would playfully encourage small interactions such as touching the materials with one finger and provide reassurance and positive reinforcement as he engages.

Balanced Teacher Feedback is a strategy that emphasizes support without being overly intrusive and allowing children to develop their independence and peer relationships. It's important to ensure that their feedback is not overintrusive where it can interfere with the children's interaction with their peers (H.S.L Park, 2014). Mikey relies heavily on adult attention, and validation, which takes away from how he talks to his classmates. I would implement the strategy by gradually reducing the physical reinforcement and encouraging peer interactions such as having him play with a classmate when he wins a prize instead of always wanting an adult around.

During classwork, **peer modeling and social interaction** can encourage children to learn social and academic behaviors by observing and interacting with his classmates. Since Mike prefers guidance from adults, the strategy will help him build social skills and independence. During a class activity I would pair Mikey with a peer, at first, I'll sit with them for a little and

then set a timer for how long they can stay with me, and when the timer is done, they can both go back independently and work on the activity together.

Offering choices is a strategy that allows children to feel a sense of control by giving them appropriate options to choose from. Giving children choices can help guide behavior and reduce frustration by allowing them to make decisions that are clear and appropriate (Gadzikowski, 2016). The strategy would support Mikey because he benefits from predictable routines and opportunities to make choices, especially during transitions and activities. Providing him with choices can help him feel more comfortable and supported. I would implement this strategy by giving him simple choices throughout the day. During activities, I would ask, “Do you want to cut the pictures out or color them?” This will help him feel more independent while still following the classroom expectations.

Routine-based Intervention is a strategy that focuses on using daily classroom routine as opportunities for teaching and supporting a child’s development. This approach helps children learn skills in a consistent and meaningful way by embedding support into everyday activities (Jennings, et al, 2012). The strategy would support Mikey because he benefits from predictable routines and shows an emerging understanding of what is expected during structured parts of the day. When routines change or are unclear, he may need additional support to stay regulated. Using routines as a teaching strategy can make him feel more secure and confident. I would implement the strategy by maintaining consistent routines throughout the day and clearly previewing the transition. For example, I would remind Mikey what is going to happen next and what he is expected to do. I would also use a timer so that he knows that when it goes off, it’s time to go. Daily routines are a great opportunity for practice following directions, and

communicating. All of these strategies take time, consistency and support for the most successful progress.

CLASS Strategies

I focused on the emotional support domain in the CLASS framework because Mikey has more challenges with regulating his emotions, transitions, and interacting with peers. I focused on the CLASS dimensions of Positive Climate, Teacher Sensitivity, and Behavior Management.

The teacher showed teacher sensitivity by noticing Mikey's triggers and responding calmly when he became upset. For example, the teachers already know that Mikey gets frustrated if another child sits in his usual spot on the rug. Instead of reacting negatively, the teacher helps him regulate by speaking calmly, reminding him to use his words, and taking time out of her lesson to help him regulate himself. The additional staff in the classroom also supports him by walking with him in the hallway and reviewing expectations privately so that when he returns to the classroom, he is calmer and ready to reset himself. These behavioral indicators support Mikey because they help him feel understood and safe in the classroom environment.

I also observed Positive Climate throughout the classroom. The teacher and staff use positive communication, encouragement, eye contact, and enthusiasm when interacting with Mikey. He often seeks reassurance from adults, especially after completing work or when he is upset. For example, after he completed an activity, the teacher praised him and rewarded him with tickles and a prize, which made him feel happy and proud of himself. The teacher also uses hugs and verbal encouragement to help Mikey feel comfortable. These interactions help create a supportive classroom environment and encourages Mikey to engage more positively.

Another dimension I observed was Behavior Management in the Classroom Organizations domain. The teacher uses proactive strategies, redirection, clear expectations, and

routines throughout the day. For example, before transitions, the teacher would remind Mikey what's gonna happen next and what behavior is expected in the classroom. When he gets upset, he is redirected by the teacher with phrases such as "use your words" or "ask if you can sit there" instead of his behavior escalating. The teacher also uses positive reinforcement systems, visual, and verbal reminders and routines to support his behavior and help him stay engaged throughout the day.

The teacher uses several techniques to support Mikey's development. One technique was scaffolding through modeling and verbal prompting. During activities, the teacher broke tasks into smaller steps and modeled expectations when Mikey got frustrated. For example, during the cutting activity, the teacher showed Mikey how to properly hold the scissors and guided him through cutting. The teacher also used language modeling by encouraging him to communicate his needs using words. Positive reinforcement was another technique that supports Mikey because he responds well to praise, rewards and encouragement.

Other students also benefit from these strategies as well. When teachers model behavior and provide clear expectations, all the students are able to understand the classroom routines and expectations. Positive reinforcement encourages appropriate behavior across all the students and supports a positive learning environment.

Conclusion

Through this experience, I learned how important it is to observe children closely and understand their individual needs. Mikey has shown me how communication and consistency can impact a child's development. Over time, I saw Mikey become more independent, improve his behavior and begin to interact more with others. Now, he wants to eat lunch at the same table with his other peers and it is so exciting to watch him grow. This experience has helped me grow

as a future early childhood educator by showing me the importance of patience and seeing these strategies being shown in front of me that they work and they support each child's needs.

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