

Common Course Assignment:
An Ecological Analysis of Student Development

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Ecological Analysis of Student Behaviour, Development, Learning, & Motivation Project

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School Profile

School Demographics and Background

King's Road Public School is in the suburban city of Burlington, Ontario, on the outskirts of the Greater Toronto Area. The public school was opened in 1956 and serves students from junior kindergarten through grade six between 8:30 am-3:00 pm. They also host two YMCA after-school programs that operate between the hours of 3:00 pm-5:30 pm, the School Age Child Care program and the Beyond the Bell program. My role in the school is as an educator for Beyond the Bell, a donation-based program designed to support underserved communities. It is implemented at King's Road Public School, which is situated in a subsidized housing area and serves many families from lower socioeconomic backgrounds. However, it is also surrounded by some notably wealthy areas of Burlington with many upper-class, affluent families. I included a map of the school boundaries in the Appendix, highlighting the La Salle, Townsend, and North Shore areas of Burlington, which are all affluent neighbourhoods with higher socioeconomic status. In particular, the homes across the lakeshore are among the wealthiest in Burlington. Conversely, the areas on the Eastern boundaries of the school near Maple and Greenwood Drive primarily consist of lower-income neighbourhoods with subsidized housing and low-rent apartment complexes. This results in a very diverse mixture from a socioeconomic standpoint.

Despite being a public school with no religious affiliation, King's Road is home to students from a broad spectrum of religious, ethnic, and cultural backgrounds. This includes Catholic students, Muslim students, Hindu students, Jewish students, and non-religious students within the Beyond the Bell program, a wide spectrum of religious denominations for our relatively small program of 25 students. We have students of many different races as well, including several who were born outside of Canada. This includes children from Mexico,

Morocco, Syria, Sri Lanka, and Serbia in our program. Although they are ESL students, they are all proficient in English and have lived in Canada for most of their lives. The exception is a pair of brothers from Mexico who recently moved to Canada. One is a grade five student with strong English proficiency, however, his younger brother, a grade four student, is still adapting to English and is currently reading at a grade one level. Beyond the Bell students come from a wide range of socioeconomic backgrounds as well, an accurate reflection of the school's overall socioeconomic diversity. There are also many neurodivergent learners in our program, including several with ADHD, one diagnosed with autism, and another with Tourette's syndrome.

School and Classroom Description

During regular school hours, King's Road Public School serves 311 students across thirteen homerooms, divided between two floors and three outdoor portables, each hosting one classroom. The school also features a library, computer lab, French room (where Beyond the Bell is hosted), music room, gymnasium, and an outdoor space that includes a basketball court, a field with soccer nets, a sand pit, a rock garden, and a play structure (including slides, swings, and climbing areas). It is a standard junior kindergarten to grade six public school, offering no French immersion or gifted program, though there are some split classes, such as a grade five/six combination. Most classrooms are led by one teacher, with some supported by educational assistants (EAs) for students with exceptionalities— EAs are assigned to specific students, so not all classrooms have one. There are seven EAs at the school, split between the thirteen homerooms. Students are required to bring notebooks, pencils, erasers, and calculators, which they can borrow from the school if needed. They also must have water bottles, indoor and outdoor shoes, and weather appropriate attire, such as coats and snow pants on snowy days. The classrooms are in relatively good condition and include an appropriate number of desks and

chairs to accommodate the students. Most also have projectors and white boards or blackboards for the teachers' use. While the building is 67 years old and has not undergone many renovations, there have been some updates in the past few decades, including new painting. Currently, the bathrooms are under construction, with two out of service during the renovations. The gymnasium is quite small, and the gym supplies are modest, reflecting the school's limited budget. There is considerable outdoor space, including a large field, sandpit, playground structure, and rock garden but it is mostly empty, open space. The outdoor area also includes an old basketball court, where one of the nets is crooked, and two very old soccer goalposts with no netting. However, the playground area seems to have been updated recently and remains in good condition. Unfortunately, it is off-limits for the Beyond the Bell program.

The program operates primarily in the school's French classroom, with additional use of the gymnasium and outdoor playground for physical education and recreational activities. It consists of three educators who run activities and assist students, and one facilitator who acts as a leader and supervisor, handling administrative duties, parental contact, and First Aid responsibilities. The student base, ranging from grades one to five, is split into two rotating cohorts: one on Mondays and Wednesdays (thirteen students) and another on Tuesdays and Thursdays (twelve students). Both groups attend on Fridays, when an additional educator is present to maintain a one-to-five educator-to-student ratio. The classroom includes writing utensils, art supplies, paper, sporting equipment, fidgets, board games, books, and four iPads, all of which are utilized during scheduled, daily activities. Students are also provided with daily nutritious snacks, such as fruits, vegetables, granola bars, pitas, and bran bars. Students bring their own water bottles, outdoor attire (coats, hats, gloves, etc.), and indoor and outdoor shoes.

Within the classroom, students engage in educational activities in art, STEM, physical education, and cultural exploration that are adapted to their developmental levels. Additionally, students are grouped into four reading levels based on their literacy levels, and learn math through an iPad program called Prodigy, allowing each student to progress according to their individual abilities. On Fridays, students are divided into older and younger groups for "clubs", alternating every six weeks between the sports club and media/arts club. All of this is provided at no cost to families, thanks to the generosity of YMCA donors, ensuring that financial barriers do not prevent students from reaching their full potential. Ultimately, the program is designed to close the achievement gap for students from underserved communities, although enrollment does not discriminate and allows any grade one through five students to partake.

Accessibility and Accommodations

King's Road Public School is designed to be accessible to all students, with accommodations in place for those with exceptionalities. There are no stairs outside as the entrance is at ground level, making the school easy to enter, and an elevator is available for access to the second floor. The school also provides a couple of wheelchairs for students who may need them, along with a changing room and a personal toilet for one student requiring those specific accommodations. The hallways are relatively uncluttered, ensuring easy navigation. Instead of lockers, students have small shelves to rest their shoes on and hooks to hang up their backpacks. In classrooms, special needs students are integrated with general students, and cooperative teaching methods are used, with a special education teacher working alongside the general classroom teacher to assist students who need extra support. The Libraries are also fully accessible during non-class hours, where any student can interact with the librarians, and pick out or return books. They also often host classes during school hours, and books are readily

available throughout the school, both within the classroom and on a bookshelf in the main hallway (see Appendix).

The Beyond the Bell program also prioritizes accessibility by providing educators with extensive training on working with children with exceptionalities. Resources such as fidgets and sensory headphones are provided to help students with hyperactivity, anxiety, or overstimulation. While the Beyond the Bell program does not have its own Educational Assistants (EAs), none of the students require substantial accessibility accommodations or assistance. However, there are several neurodivergent students with ADHD and one with high-functioning autism, but these students are able to follow the curriculum with support from educators and our sensory tools and do not require additional specialized assistance. Unfortunately, the library and computer labs are not accessible to the Beyond the Bell program, as both are closed during our hours of operation.

Safety and Security

King's Road Public School prioritizes the safety and security of all students through strict protocols. All doors to the building are locked, and entry is restricted to those with the access code, which is given to Beyond the Bell staff and parents. These codes only work after 2:45pm. All other doors, including the three portables outside the school require keys that only teachers, principals, and custodians possess. During regular school hours, the doors are permanently locked and can only be opened from the inside. To enter the school, the front door requires visitors to buzz in, where the office secretary uses a camera to grant access. Student attendance is taken by teachers and given to the front office, where the secretaries will follow-up with the families of the absent children to ensure they are safe at home.

Likewise, for the Beyond the Bell program, parents are required to notify staff if their child will be absent. When picking up a child, parents must show ID, and students are only

released to those on the verified pickup list. In cases where someone not on the list is picking up, written consent from the parent must be obtained. If a student is absent, the facilitator checks with the office or contacts the parent(s) to confirm the absence. Regular head counts are conducted to ensure all students are accounted for, and students are not allowed to leave designated activity areas without an educator accompanying them. Educators maintain close supervision, ensuring students always remain within sight, except when using the washroom, in which case an educator stands outside in the hallway to wait for them.

Technological Integration

As stated in their 2024 annual report, King's Road Public School is dedicated to preparing students for success in an increasingly technology-driven, knowledge-intensive, and globalized world. As part of the Halton District School Board's mission, the school emphasizes digital literacy, helping students develop essential skills to navigate today's tech-centered society. Through resources like Google Workspace, Brightspace, and myBlueprint, students are equipped with a wide variety of digital tools that enhance their learning experience. The school allows students access to the computer lab and provides iPads in the classroom for specific lessons, though their use is limited to particular educational purposes. Cellphones are strictly prohibited within the classroom. The school also emphasizes digital safety, ensuring that students use technology responsibly while safeguarding privacy and security.

Likewise, the Beyond the Bell program prohibits cell phone use, which has not been an issue since none of the program students bring them to school. However, we do have four iPads in the classroom, which are occasionally available for student use during activities. For example, students often use the iPads during art activities to search for inspiration or images on Google, but they are otherwise reserved for math activities that use the Prodigy program, as each student

gets 20 minutes of Prodigy time per week. We also use a projector to show YouTube instructions for activities, learning-based videos, or calming exercises like yoga and meditation.

Hierarchy, Policies, and Disciplinary Approach

The school employs 34 educators, including thirteen homeroom teachers who teach math, science, social studies, and English, seven educational assistants (EAs), two ESL teachers, five volunteer teaching assistants, two librarians, a gym teacher, a music teacher, an art teacher, and a French teacher. Additionally, the school has three custodians and two receptionists, all working together in a collaborative environment. The school's organizational hierarchy follows a clear structure: Principal, Vice Principal, Senior Administrative Assistant, Teachers, EAs, Librarians, Receptionists, and Custodians. Beyond the Bell's hierarchy within the school includes one facilitator as the leader and three educators (four on Fridays), although there are also higher-ups within the YMCA who the facilitator reports to, but they are not present at the school.

The school's approach to discipline emphasizes a firm but fair style, focusing on clearly outlining their policies and correcting negative behaviors directly while promoting positive behavior across the board. The King's Road Public School's Code of Conduct, accessible on their website, clearly and elaborately details the expectations for students, staff, and parents. It aims to maintain a consistent standard of behavior and school culture that ensures a safe, caring, and inclusive environment for the entire school community. The school also has clear anti-bullying policies, with links to resources and information available on their website. They strongly promote inclusion and have firm anti-discrimination policies. They also enforce a strict dress code against clothing that is too revealing, has profanity, or depicts graphic violence.

The principal and vice principal are key to the school's firm but fair discipline style. They run a tight ship but are also very friendly and highly involved in the daily operations of the

school. They frequently interact with teachers and students, often seen wandering the halls, engaging in short conversations, and building relationships with both staff and students. Their hands-on approach fosters a strong sense of community within the school, and they hold bi-weekly after-school teacher seminars and meetings to ensure open communication. This level of involvement extends to our after-school program educators as well, making us feel like an integral part of the school's overall culture.

Academic Standing

Provincial assessment data highlights significant academic struggles within the school. According to Realty for Sale (2025), Grade 3 EQAO results show only 40% of students met the provincial standard in both reading and math, and just 44% in writing. For Grade 6, results were slightly better in reading (52%) and writing (65%) but dropped significantly in math (29%). Overall, King's Road ranks last among Burlington's 42 elementary schools in EQAO scores according to 2025 data from the Fraser Institute (Burlington Neighbourhoods, 2025). The school's low test scores may reflect deeper systemic issues related to socioeconomic inequality and resource limitations, emphasizing the importance of programs like Beyond the Bell, which aim to bridge learning gaps and support students who may otherwise fall behind. This program reflects King's Road's community-centred approach and commitment to making a significant difference in students' lives. BTB adapts instruction to meet students where they are, using differentiated instruction, small-group support, and individualized math and reading assessments and challenges to close achievement gaps. With the continued support of initiatives like Beyond the Bell, students are not only being academically supported but are also given the tools and encouragement to thrive socially and emotionally.

Despite academic challenges, King's Road is recognized for its commitment to student well-being, character education, and community building. In the words of a current teacher, "King's Road is so much more than one test score." This sentiment was echoed consistently by parents I have spoken to, who feel that their child has gained a lot from the school, particularly with their involvement in Beyond the Bell. The parents also praise the sense of belonging and community cultivated within the school, emphasizing that it produces good kids with strong moral character.

Appearance and Vibe (see Appendix for examples)

King's Road Public School has a warm and welcoming environment that prioritizes inclusivity, safety, and community. The staff shares a strong sense of camaraderie, and teachers are always willing to support one another, as well as our program's staff. This creates a welcoming, positive atmosphere for students and staff alike. The school's motto, "If you want to walk fast, walk alone; if you want to walk far, walk together," along with another motto, "By being yourself, you put something wonderful in the world," are proudly displayed above the front and side entrances, reinforcing the school's emphasis on collaboration and individuality. These mottos also reflect the strong sense of school pride and community present at King's Road. Throughout the year, the school hosts various events, such as plays, concerts, and fundraisers, and has friendly competitions like the current battery drive, where classrooms compete to collect and recycle the most batteries. The rotating photos on a TV near the front entrance showcase students at school events, field trips, and sports competitions, emphasizing the school's community spirit. King's Road also runs regular events such as a winter concert, Halloween Dance, weekly pizza days, monthly movie nights, annual art nights, and occasional themed days, such as their pyjama and stuffed animal day, further contributing to the school's

deep sense of community. With its clear mission to foster a culture of pride and togetherness, King's Road Public School provides a well-rounded educational experience for each student.

Likewise, as you walk through the school, you're greeted by frequent displays of student work and positive messages throughout the building. The walls are decorated with art, classroom projects, and other student achievements, as well as relevant displays tied to monthly themes. For example, for Black History Month, the school highlighted notable Black Canadians to promote awareness of important historical and contemporary figures. Likewise, there was a display in the front hall celebrating Ramadan during that monthly celebration, showing the school's commitment to recognizing and honouring diverse cultures. Additionally, the school highlights student accomplishments with awards like "The Principal Award," "Citizenship Award," "Athlete of the Year Award," and others, displayed in plaques on the walls. The school also promotes a culture of kindness, respect, and inclusivity, with displays like a map of the world, a Cree flag honouring the original Indigenous inhabitants of the area, and messages like "be kind" and "respect" displayed around the school. Overall, there is a strong sense of school pride, collaboration, and inclusivity at King's Road Public School, and a concerted push to create a supportive environment where every student can succeed.

Student Profile

Physical Profile, Personality, and Interests

This paper will focus on a Grade 2 student who recently turned 8 years old. He will be referred to by the pseudonym "Bob" for this paper. Bob has a dark brown complexion, short black hair, brown eyes, and wears glasses. He's physically abled, athletic, and has an average

height and build for his age, around 4 to 4.5 feet tall. Bob is a personable student who is very talkative and loud. He certainly is not one to blend into the classroom, as you always know when he is in the room. He is also very active and enjoys participating in any kind of physical activity. He is driven by his competitive nature and need to win. This extends beyond games and into nearly everything he does. Everything is a competition or race in his eyes. He is consistently the first to arrive for our program, often waiting outside the door before the final school bell rings. When we line up to wash our hands or go outside, he is always the first in line and is very vocal when someone tries to cut in front of him. If another student heads for the water fountain at the same time, Bob will run to beat them there, something we discourage, and he knows is against the program and school rules. This desire to come out ahead is central to his personality and is something we actively help him regulate.

However, his competitive nature helps him thrive when he can tap into his interests, particularly sports, math, and science. He dreams of becoming an athlete, specifically telling me he wants to be a football player, and if that doesn't work out, he plans to pursue soccer, and eventually basketball once he's "tall enough". He loves to play with friends outside or join in group games. He is also a big fan of Mario and enjoys playing video games when visiting friends, though he does not have any at home. He also loves watching YouTube videos and will often share random facts he's learned, such as how malls can be very large and hard to navigate.

Socioeconomic Status

Bob attends King's Road Public School and is enrolled in the Beyond the Bell after-school program. While there are no definitive indicators of Bob's exact socioeconomic status, some context can be inferred. His participation in Beyond the Bell, a donation-based program, could indicate a lower socio-economic standing. This program is implemented at King's Road

Public School because it is situated in a subsidized housing area and serves many families from lower socioeconomic backgrounds. In fact, King's Road is home to the lowest economic bracket in Burlington, which is why it is the only school with the BTB program in the city.

This is not necessarily indicative, as our program does include some affluent students, but for the most part, those students tend to flock to the other after-school program, which is a paid program with a higher budget. In the case of Bob, he does not appear to own anything that implies he comes from a wealthy home. He also told me that he loves playing video games at his friends' houses but does not own any, which could potentially be due to parental financial strains. One thing I do know for sure is that both of his parents are in the workforce. His father usually picks him up and appears to work in construction based on his attire, and his mother works long hours, which is why she is rarely available to pick him up. All of this indicates that Bob is likely on the lower end of the socioeconomic scale, although I cannot say for sure.

Cultural and Family Background

Bob exclusively speaks English and is of Jamaican descent on both sides of his family. His mother, who still has a thick Jamaican accent, immigrated to Canada for university and stayed, while his father, who has no accent, was born in Ontario to Jamaican parents. His grandfather on his mother's side still lives in Jamaica, and he occasionally visits with his family when they can, most recently over March Break. Bob also has two siblings: a 12-year-old sister, who attends a nearby middle school, and an older brother who lives in Hamilton and attends university. Bob seems to have a close relationship with his older brother and has stated on several occasions that he misses him since he no longer lives in the family house. His parents are still married, and his father is a consistent presence at school pickup.

Social and Emotional

Socially, Bob is very charismatic and well-liked among his peers. His BTB cohort is largely made up of students from his own Grade 2 class, which is conveniently located just next to our program room. His teacher has been very supportive of the BTB program and encouraged many of Bob's classmates to attend as well, creating a strong sense of familiarity among his cohort. He is particularly close with the boys and expresses gender-based preferences, such as advocating for 'boys vs. girls' teams and showing reluctance when paired with female teammates. This is something we are actively working to address through discussions and inclusive play, and he has shown improvement. His best friend, "Steve," is also in Grade 2 and has high-functioning autism and ADHD. They both have high energy and enjoy anything that allows them to move, especially running-based games like sports or tag. The two also share a love of fidgets and sometimes play with them like action figures. Bob is naturally outgoing and frequently chats with both educators and peers. He loves to ask questions about others and is equally excited to talk about himself. While his competitive nature and tendency to be bossy can sometimes irritate classmates, he is generally kind and responds well to gentle guidance.

Bob is also an emotional and sensitive student. When things don't go his way, especially during games or competitive activities, he can quickly become discouraged or disgruntled. He has a lot of pride and has a difficult time accepting defeat. He perceives losses or being eliminated or "tagged" in games as unfair, always finding an excuse or "injustice" to argue about. It's not uncommon for him to momentarily shut down or remove himself from games like Octopus, as he hates being eliminated and refuses to play the role of "seaweed". While he rarely cries, he may sit out quietly, clearly frustrated, before bouncing back after a quick chat with an educator. These moments are typically short-lived and improve with gentle support and

validation. His emotions, while intense at times, show a deep desire to succeed and can be beneficial when channelled positively.

Academic Strengths and Challenges

Bob is a very engaged student with natural leadership skills and a highly inquisitive mind. When we do group activities or games, Bob thrives when he is put in a leadership position and can dictate duties to his group members. He is often very kind and encouraging, but this can depend on whether things unfold without a hitch. With encouragement and guidance, this is an area where he has a lot of potential. He also has a strong sense of curiosity, frequently asking educators about anything that comes to mind and spending much of his free time at home watching informative YouTube videos on random topics. He loves to share his opinions and have his voice be heard, which pairs well with his inquisitive nature and leadership qualities. Academically, Bob is very capable and excels in math, English, and physical education. Bob's competitiveness pushes him to be his best in everything he does, which helps a lot in his academic achievements. He is above his grade level in both literacy and mathematics, and generally handles activities very well regardless of subject.

Conversely, his challenges mostly come from behavioural tendencies rather than cognitive difficulties. He can be loud, controlling, and highly competitive, sometimes struggling to regulate his emotions when things don't go his way. This is typically a bigger issue in the gym or outside, but he can get discouraged in the classroom at times as well, though far less often and with more subtlety. He also needs occasional redirection to stay focused, especially when using fidgets, which can be helpful or distracting depending on the context. When he is using them on his own, he can focus and retain information while fidgeting. However, there are times when he and Steve play with the fidgets together, which is distracting for both, as well as the students

around them. He also sometimes struggles to stay quiet and listen to instructions, although not noticeably more than is typical for his age. I often need to remind him not to run in the hallways, as his need to "win" or be the first to arrive anywhere can override rules and boundaries.

Ironically, Bob loves to point out when others are breaking rules and is quick to call them out on it. Due to this, he can be a bit bossy and controlling. However, with gentle guidance, this can turn into leadership and responsibility when encouraged.

Developmental Profile

Child development is a complex process that involves growth in multiple areas, each contributing to the child's ability to navigate the world around them. This paper will focus on five of the most critical areas of development: physical, cognitive, social and emotional, ethical and moral, and language/linguistic. Developing these areas is particularly significant, as it shapes how they grow, build their motor skills, solve problems, make decisions, interact with others, form relationships, build a sense of identity and purpose, develop a sense of right and wrong, build empathy and responsibility, communicate their ideas, and express themselves. The importance of each attribute cannot be overstated. These are all foundational to their growth as human beings, so by examining each area, we can better understand how a child is learning, adapting, and forming their foundation for lifelong success and well-being.

This paper will explore Bob's development across these five critical areas, considering how his behaviours and reactions align with key theories of child development we have discussed throughout this course. Drawing on frameworks from Erikson's psychosocial development, Kohlberg's moral reasoning, Piaget's theory of cognitive development, and other

relevant theories, I will assess Bob's progress in relation to age-appropriate expectations, identifying areas where he excels and others where further growth is needed. By exploring Bob's physical development, cognitive abilities, emotional responses, social interactions, and moral reasoning, we can gain insights into his unique developmental trajectory and provide targeted support to foster his continued growth.

Physical Development

According to McDevitt and Ormrod (2023), middle childhood (ages 6–10) is marked by steady growth in height and weight, improvements in gross and fine motor skills, and increased coordination and physical confidence. Based on personal observation and interaction, Bob's physical development appears to be age-appropriate and healthy, with no indicators of significant delays or concerns. Bob is an athletic and energetic child who appears to be in good physical shape, with no signs of obesity or malnutrition. While specific height and weight measurements were not available, he fits within the typical range for his age group and is consistently active throughout the day. He has also grown slightly since September, probably adding roughly an inch in height, and has lost a few teeth, both of which are signs of proper development at his stage of life (McDevitt & Ormrod, 2023).

Bob aligns well with the textbook's description of physical development in middle childhood and surpasses expectations in areas like drawing and physical activity. Bob does not have any noticeable difficulties with his motor skills in the classroom, having no issues with things like writing, drawing, crafting, cutting, glueing, etc. He may even be a little bit ahead of his peers, as seen in the strong detail of his artwork and his comfort with tasks that require precision, such as when making more elaborate crafts or when building things with popsicle sticks. In general, his gross motor skills are very well-developed, as further evidenced by his ease

with running, jumping, and playing sports, all of which are expected proficiencies at this stage of development (McDevitt & Ormrod, 2023).

He is not only the best athlete within his Grade level in our program, he is also able to keep up with the older students with relative ease. He frequently chooses physical games over less active options and often excels in activities involving coordination, speed, and stamina. He is not old enough to compete on any of the school sports teams, nor does he play on any teams outside of school, but I am confident that he will one day because he loves sports and competition. Even without participating on specific teams, he is still very active during gym and outside time and often discusses how much he enjoys playing sports and games with friends both within and outside of school hours. One area in which Bob has shown development is his spatial awareness. He demonstrates a growing understanding of how he relates to others in a physical space, which is part of the increasing integration and differentiation of body functions during this stage (McDevitt & Ormrod, 2023). This is particularly noticeable during group games, where he moves fluidly and confidently among peers.

Bob's nutrition habits also support his physical well-being. While I cannot comment on the specifics of his home-packed lunches since those have always been devoured by the time he gets to our program, I do know that he regularly consumes and enjoys the healthy snack options provided in our program, including fruits like apples and pears, granola bars, and pita bread. He never complains about the food options aside from wanting more, and his enthusiasm for nutritious snack combined with his activity level suggests that he is getting the nutrients he needs. Likewise, his high energy levels are further evidence of good nutrition. Importantly, Bob does not show signs of health-compromising behaviors. He is far too young for concerns around

substance use, and there are no indications of abuse, neglect, serious injury, or physical disabilities.

However, there are occasional days when he appears more lethargic, which could be due to inconsistent sleep. On a few occasions, Bob has exhibited behaviors associated with poor sleep, such as irritability, lack of focus, and emotional overreactions. These symptoms align with textbook indicators of sleep deprivation in children, which can include listlessness, low energy, poor concentration, and frustration (McDevitt & Ormrod, 2023). However, these episodes are infrequent, and on most days, Bob seems well-rested and energetic. One moment of note occurred after the winter break, when Bob claimed he had stayed up extremely late over the holidays. However, this story was likely exaggerated or fabricated, as it closely followed similar statements from older peers and Bob tends to embellish or mimic responses to “one-up” others. This behavior reflects his hyper-competitiveness, which will be discussed more later.

One developmental challenge is his inattentiveness and hyper-activity. He is very fidgety and can have a tough time sitting still and quietly for prolonged periods. However, this is consistent with his diagnosis of ADHD and is not uncommon in children his age. According to McDevitt and Ormrod (2023), children with ADHD may have more difficulty sitting still for long periods and often benefit from movement breaks integrated into learning. Out of respect for his privacy, I did not ask him about medications, but as far as I am aware, Bob does not take any medication for his ADHD. Despite this, Bob generally remains regulated during physical activity and transitions well between active and calm tasks when supported appropriately. He has a lot of energy but as long as that energy is channelled into something productive, he does not struggle too much with a lack of focus and is quite good at staying on task when completing activities.

Overall, Bob is meeting the typical expectations for physical development during middle childhood, and in many areas, he is exceeding the norm. He is one of the most active and skilled athletes within our program. He loves soccer, basketball, and running-based games and can keep up with the older students easily. In fact, for our gym clubs, Bob was the only Grade 2 who was placed with our older group, because it was a better fit for where he is at in his development. He was still one of the better soccer players in the club while competing against students in Grades 3, 4, and 5. Ultimately, Bob's active lifestyle, healthy appetite, and physical competence all suggest a well-supported and age-appropriate growth trajectory.

Cognitive Development

Bob is an intelligent student who shows strong cognitive capabilities for his age but also has some weaknesses. He understands activities once they are explained and can take charge of things as a natural leader and someone who is often academically ahead of other kids at his grade level. His leadership skills frequently emerge during group tasks, where he confidently organizes others and takes initiative, further demonstrating his cognitive strengths. He is also a naturally curious and capable learner who seeks deeper understanding, often asking "why" rather than simply accepting information. He is particularly interested in STEM-based activities but enjoys art and reading as well, particularly if there is some sort of competitive aspect he can tap into. He is very motivated by his desire to be recognized for his achievements and has a competitive nature that fuels him to learn faster than his peers. This motivation, combined with his natural curiosity, drives him to continue learning at an accelerated rate. Bob is particularly strong in math, science, and reading, displaying sound cognitive abilities that lead to academic success.

However, this also has some downsides as he struggles to cope with perceived failures. Overall, he does not have any subjects that he is weak in from a knowledge and skill standpoint,

however, his difficulty dealing with imperfection causes frustration if he cannot grasp a concept or achieve a goal, which can lead to him giving up or shutting down. This can sometimes be an issue regarding math, but he is typically able to use this advantageously to persevere and find a solution to things. However, despite being a strong artist, art can sometimes be the biggest challenge for him as he has a tough time accepting his imperfections. He struggles to deal with adversity and will give up if things are not perfect enough. A recent example is when he was trying to draw the Canadian flag and was very disappointed that he could not draw the Maple Leaf as straight as he would like. A fellow educator and I both tried to encourage him to finish, but he remained sad about it and gave up before finishing. This is just one example of how he can give up on difficult tasks if he does not grasp them immediately. This sensitivity to imperfection could benefit from targeted emotional support and encouragement to develop resilience and a growth mindset (McDevitt & Ormrod, 2023).

Encouragingly, Bob has no notable difficulties when it comes to oral expression, listening comprehension, written expression, basic reading skills, reading fluency, reading comprehension, mathematics calculation, or mathematics problem solving. Certainly nothing that would fit McDevitt & Ormrod's (2023) description of a learning disability in these areas. In fact, he is developing at a slightly higher level than his peers in most of these areas, particularly reading fluency, written expression, and mathematics problem solving. Although Bob has been diagnosed with Attention-Deficit Hyperactivity Disorder (ADHD). He displays classic signs, including hyperactivity, impulsivity, and distractibility. He is very fidgety, energetic, and is quite loud and talkative. He also shows all the impulsive behaviours discussed in the textbook, including blurting out answers, interrupting others, and acting without thinking about potential ramifications (McDevitt & Ormrod, 2023). He shows inattention at times by becoming easily

distracted by peers or his own thoughts, but he is typically able to listen to and follow directions usually after some extra prompting to make sure he is paying attention. Despite this, he can typically follow multi-step instructions and remains engaged when tasks are interesting or challenging. With structured support, Bob is learning to manage his attention, self-regulation, and focus.

At 8 years old, Bob demonstrates cognitive development that aligns strongly with Piaget's Concrete Operational Stage, which typically spans from ages 6 to 10 (McDevitt & Ormrod, 2023). Children in this stage begin to think logically about concrete, real-world situations, and Bob exemplifies this through his ability to plan ahead, follow sequences of instruction, and reason through problems when tasks are familiar and hands-on. Bob exhibits several hallmarks of this stage, including class inclusion (categorizing objects into multiple groups), conservation (understanding that quantity remains consistent despite changes in appearance), and perspective-taking (recognizing that others may think or feel differently), although the latter may be lagging a little behind some of his peers. He can sometimes have a tough time understanding or listening to others' perspectives and struggles to "put himself in their shoes" but is still ahead of the Grade ones in this regard. Conversely, those other abilities are consistently demonstrated in both academic and social contexts, showing that he still fits well within this operational stage. For instance, he thrives in hands-on STEM tasks and enjoys applying logic and strategy in competitive settings, highlighting his growth in critical thinking. Bob has not yet developed strong abstract reasoning skills, such as hypothesizing or drawing conclusions about imaginary scenarios, so he has not yet reached the Formal Operational Stage. This further aligns with Piaget's theory, which suggests that children typically reach this stage around age 11. Thus, Bob's current level of development is appropriate and even slightly

advanced in areas such as reading fluency, written expression, and mathematical problem-solving, indicating he is progressing well.

Aligning with the perspective of Vygotsky, Bob's cognitive growth is supported by meaningful social interactions (McDevitt & Ormrod, 2023). Bob's Zone of Proximal Development (ZPD) reflects both his advanced capabilities and the areas where he benefits most from guidance. As an intelligent and independent second grader, he excels in reading and demonstrates strong skills in STEM and math well above grade level, indicating that much of his academic growth occurs in more challenging, enriched content areas. However, his ZPD includes aspects of spelling and grammar, where he performs better with teacher support, especially when sounding out words. Additionally, his ZPD extends to self-regulation and task persistence. Due to his ADHD, he sometimes struggles with focus and staying on task, requiring structured support and redirection to stay engaged. Similarly, Bob has high personal standards that drive him to succeed, but they can also hinder progress when he encounters difficulty or makes mistakes, particularly in creative tasks like art. However, he has shown considerable growth in this regard, improving his perseverance, critical thinking, and self-reliance, which supports Vygotsky's theory of self-guided problem-solving and developing self-regulation (McDevitt & Ormrod, 2023). Still, light encouragement, positive reinforcement, and guided support are effective supports within his ZPD to help him develop the desired resilience and growth mindset that are key to his growth (McDevitt & Ormrod, 2023).

In summary, Bob's cognitive development is progressing exceptionally well for his age. He demonstrates many of the cognitive abilities outlined by both Piaget and Vygotsky, including logical thinking, self-directed learning, and social engagement as a tool for growth. While ADHD and perfectionism present occasional challenges, they do not significantly hinder his

academic progress. With continued support, Bob is well-positioned to thrive cognitively and expand his capacity for complex reasoning, self-regulation, and problem-solving.

Social and Emotional Development

Bob is showing steady growth in emotional regulation and social awareness, though like many children in middle childhood (ages 6–10), he is still navigating the challenges that come with this stage. Over time, he has become noticeably better at managing his frustration, especially in competitive settings. While he still struggles with perceived unfairness or mistakes, often becoming momentarily upset or even shutting down, his emotional reactions are more contained than they were earlier in the school year. He has fewer dramatic outbursts that require him to sit out of games, and it has become easier to reel him back in when he does, as gentle encouragement from educators typically helps him bounce back much quicker than before. He still frequently looks for excuses to complain about when things do not go his way, and his “that’s not fair” remarks remain a daily occurrence, but he is beginning to bounce back much quicker and accept that this is just part of the game. This reflects an important developmental progress, as Bob is gradually building resilience, a characteristic that is crucial during middle childhood, as children begin to develop coping strategies for setbacks (Berger, 2016).

Bob’s social behavior is a mix of strengths and ongoing development. He is energetic, sociable, and well-liked among peers, with no significant interpersonal conflicts. However, he lacks certain social etiquettes that are more obvious and apparent to other kids his age. He can be very loud and boisterous at inappropriate times. Many of his peers show a better understanding of when to be quiet, whereas Bob will often need reminders. Social nuances, such as volume, timing, and awareness are still developing for Bob, which can occasionally make him appear awkward or quirky. This aligns with the developmental trends of middle childhood, where

children are refining their social cognition and becoming more attuned to the social norms of their peer group (Berger, 2016). However, he is not rude about it and will correct his behaviour when the educators bring it up. His responsiveness to feedback and adherence to correction shows a growing level of social maturity (McDevitt & Ormrod, 2023).

Bob's personality traits are diverse. He is a competitive, caring, loud, bossy, smart, friendly, energetic, athletic, sociable, and an attention-seeker. Bob's competitiveness is probably his most defining personality trait. He always wants to be first in line, win games, and be recognized for his efforts. This tendency to want to be "first" and to assert himself as a leader point to his desire for recognition and validation, which is typical of children at the stage of Industry vs. Inferiority in Erikson's psychosocial development theory (Erikson, 1950).

He also shows many leadership qualities and loves to enforce rules, acting relatively mature for his age in some ways. He often acts like an extra educator, which can rub others the wrong way sometimes. We often need to remind him to just "be a kid" and stop worrying so much about what other people are doing and whether they are properly following instructions. While his competitiveness and leadership are generally strong qualities, it also presents challenges that he is still working on overcoming in his development. He tends to dominate group activities, struggles with sharing control, and becomes frustrated when others do not follow the rules, despite sometimes bending them himself. These tendencies can create friction, particularly when he does not pick up on subtle emotional cues from others. Nonetheless, Bob is relatively popular and friendly with other students. He loves to have fun and joke around with classmates. He is also quite caring and empathetic toward peers who are visibly upset. He is never involved in any major conflicts, although smaller, temporary conflicts often arise when it comes to competition, or if someone butts in front of him in line (he hates not being first in line).

However, he calms down quickly, does not hold grudges, and will apologize when he is in the wrong, even if it takes some prompting from adults.

One of the biggest emotional hurdles for Bob is his perfectionism. He sets extremely high expectations for himself and becomes visibly upset when he falls short, particularly in creative tasks like art. As previously discussed with the Maple Leaf example, even a small mistake can cause him to shut down temporarily, highlighting how deeply he ties his self-worth to performance. He struggles with perceived failure, often finding it difficult to stay motivated when things do not go as planned. Bob expects perfection and dislikes making mistakes, which can make it hard for him to persevere through challenges without support.

In addition to perfectionism, Bob also faces challenges with conflict management and emotional regulation. During disputes or moments of frustration, he may initially raise his voice or shout, especially if he feels wronged or loses in a game. However, he typically calms down quickly and is receptive to guidance once the initial emotion passes. He is still learning how to respond to setbacks and adversity in a constructive way. Despite these emotional hurdles, Bob remains highly engaged in class and shows a strong love of learning. His motivation to succeed is clear, and with continued support in emotional regulation and resilience, he is likely to develop more effective coping strategies over time.

According to Erikson's Psychosocial Theory, Bob is currently in the Industry vs. Inferiority stage (ages 6–12), which centers around developing a sense of competence and self-worth through academic, social, and extracurricular success (Erikson, 1950). Bob fits squarely into this stage. He is highly motivated to succeed and be noticed, often taking on leadership roles and striving to do his best in all areas. However, when he perceives failure, he can experience feelings of inadequacy. This struggle between striving for excellence and coping with

imperfection is common in children at this developmental milestone, though it is seemingly heightened with Bob. His desire for control and validation may also be partly influenced by his role as the youngest in his family, which could contribute to his need for attention and authority in group settings. Bob's emotional outbursts and his frustration with perceived injustices can be understood within the context of this developmental stage. The need for acknowledgment of one's abilities and accomplishments is a central theme in the Industry vs. Inferiority stage (Erikson, 1950). Bob's tendency to shut down when faced with mistakes reflects his current struggle to balance his internal expectations with the reality of imperfection.

Despite his emotional sensitivity and perfectionism, Bob is making clear progress in managing social and emotional demands. He generally is very good at expressing himself and sharing his emotions, he is rarely a mystery in that regard. It is typically easy to know where he is at emotionally as he does not really hide his feelings. Normally, he alternates between happy, excited, frustrated, or calm and rarely gets to the extremes of anger or sadness. I have not seen him in a state of rage, mostly just frustration, and have only seen him cry twice since September, so he normally resides in a more neutral state of emotion with momentary spikes of joy or frustration. His ability to express his emotions openly makes it easier for peers and educators to support him, and his willingness to apologize and repair relationships speaks to his growing emotional intelligence. He is learning to handle competition, navigate social conflicts, and accept imperfections, key components of resilience and emotional maturity (Erikson, 1950).

In summary, Bob is developing at age expectations in terms of social and emotional development. His emotional self-awareness, desire for connection, and motivation to succeed highlight his improving maturity. While he still struggles with emotional regulation during moments of stress or competition, he continues to make notable progress. With continued

support and guidance, Bob is progressing through the Industry vs. Inferiority stage, building the resilience and social competence needed to thrive both inside and outside the classroom.

Ethical and Moral

Bob is showing key signs of growth in his understanding of right and wrong. He has a generally strong sense of honesty and is beginning to grasp more complex moral concepts. However, as a child in the middle childhood stage, Bob's moral reasoning is still very much shaped by his competitive nature and his evolving sense of self-interest, which can sometimes skew his ethical decision-making. For instance, Bob loves to enforce rules and procedures on other students, calling them out when they do not follow instructions, yet he often breaks those same rules himself, as his competitiveness seemingly overrides rules in his mind. As an example, despite classroom policies like a strict “hands-off” rule or no running in the hallways, Bob may lightly push others to be first in line or sprint ahead to reach a destination before his classmates. These behaviors reflect the tension between his developing moral awareness and his strong internal drive to excel, win, and be recognized. Both of those scenarios come up often despite frequent reminders and corrective measures. Otherwise, he is pretty good at following rules and is well-behaved in the classroom. He does not intend to be disruptive.

Similarly, Bob has a skewed perception of justice and fairness, where anything that does not go his way is labeled as unfair. Bob has a strong need to be the best and often places winning above fairness. He dislikes when teams are evenly split in games, preferring to stack his team with the strongest players. If outcomes do not favor him, he is quick to label them as “unfair,” revealing a skewed perception of justice that equates fairness with personal success. His outbursts of “That’s not fair!” are common, especially when he is tagged, loses a game, or feels that others have not followed the rules as he interprets them. He can sometimes bend the rules as

well, such as when we play line tag; he frequently cheats by skipping lines or will claim that he was not tagged when he clearly was. His hatred for losing and extreme desire to win often comes at the expense of his commitment to fairness and justice. Still, he is generally a very honest and ethical kid, he just has not found that balance when it comes to competition.

In terms of moral development, Bob's behaviors reflect a preconventional level of moral reasoning, Level 1 in Kohlberg's Levels and Stages of Moral Reasoning, which is typical for children his age (Kohlberg, 1969). At this stage, children base their decisions on the avoidance of punishment and the desire to gain rewards or personal benefits (Kohlberg, 1969). This relates to Bob's competitive spirit, which often leads him to act in ways that prioritize winning or being the best, sometimes at the expense of fairness. The line tag example shows how Bob can often bend the rules to gain an advantage, which is a typical behavior in Stage 1 (Kohlberg, 1969). Bob's perception that things are unfair when they do not benefit him is also typical for children in the preconventional stage (Kohlberg, 1969). His understanding of fairness is deeply personal and self-motivated. He expects to be treated in a way that aligns with his desires, and when that does not happen, he expresses frustration. These behaviors indicate that he is learning to navigate the complexities of justice and fairness, but his reasoning is still rooted in his immediate interests, such as wanting to win or be first (Piaget, 1932).

Bob also demonstrates a tendency toward "main character syndrome," a term used to describe someone who see themselves as the central figure in their social world. This manifests as attention-seeking behaviors and a strong desire for things to go his way, sometimes to the detriment of others. He always wants to be first in line and have the first turn and can be jealous of others when they get to do something before him. Bob also struggles with losing, believing that he should always be in the spotlight. This need for validation and recognition can make Bob

appear self-centered at times, though it is more about his need for attention and success than a desire to harm others. While this does not necessarily equate to selfishness, it does reflect a tendency to prioritize his own experience and outcomes over the collective group.

Despite these challenges, Bob has made noticeable progress in his understanding of ethics and morality. He is generally honest, and his increasing awareness of right and wrong is evident in his strong sense of justice and fairness, though still somewhat skewed. He is becoming more aware of the social consequences of his actions and has shown emerging signs of empathy. For example, when others are upset, he can be quite caring and attentive, and while he may initially resist accountability, he is generally willing to apologize and make amends after disputes. His ability to sincerely apologize when prompted by educators demonstrates an increasing capacity for empathy and a sense of responsibility for his actions, which are important indicators of the eventual shift toward Stage 2: Exchange of Favors (Kohlberg, 1969). At this stage, children begin to recognize that others' needs and interests should be considered alongside their own, and Bob is starting to see that sometimes compromises are necessary to maintain fairness in group dynamics.

In conclusion, Bob is developing his moral reasoning in line with his age and cognitive abilities. He is in the preconventional stage of moral development, where his ethical decisions are often driven by his personal desires, competitive nature, and the immediate consequences of his actions. His understanding of fairness is still very much self-centered, and he struggles with emotional regulation when things do not go his way. However, he is beginning to develop a more sophisticated sense of fairness and is showing signs of empathy and social responsibility, particularly when prompted by educators. As Bob matures, it is likely that his moral reasoning will continue to evolve, moving beyond self-interest toward a more socially responsible and fair

approach. Continued guidance, especially in moments of conflict resolution and perspective-taking, will help Bob progress toward the conventional morality stage, where the focus shifts to social cooperation and the importance of group well-being.

Language and Linguistic Development

Bob's language development is progressing exceptionally well and is above expectations for his age in several key areas. At 8 years old, he demonstrates advanced skills in vocabulary, reading, and writing, with particular strengths in semantic and syntactic development. His strong literacy foundation was evident at the beginning of the school year when our reading assessments placed him at a Grade 2 level, while many of his Grade 2 peers were still reading at a Grade 1 level or lower. Since then, Bob has steadily progressed to a Grade 3 reading level and now participates in our "Coconuts" reading group, which otherwise includes exclusively Grade 3 and 4 students, further underscoring his above-grade-level literacy skills. He began the year in a lower-level group but was quickly moved up due to his strong performance and higher reading, writing, and comprehension abilities compared to his peers.

Bob's vocabulary development is especially notable. He enjoys learning new words and actively integrates them into his speech, often expressing pride in using more sophisticated vocabulary. This intrinsic motivation to expand his word bank aligns well with the Cognitive Process Theory, which emphasizes children's active role in acquiring language through pattern recognition and contextual understanding (Berger, 2016). Bob frequently requests more advanced flashcards and reading materials, sometimes even at the Grade 4 level, showing that he thrives when intellectually challenged. Bob's syntax development is also on track and often exceeds expectations. He consistently uses well-structured sentences in both speech and writing relative to his peers. According to developmental milestones outlined by Berger (2016), children

at this age begin experimenting with more complex grammatical constructions. Bob's writing reflects this trend, with compositions that are clear, coherent, and grammatically appropriate for his level. His writing quality mirrors his reading abilities, and while he occasionally struggles with spelling, his strong phonemic awareness allows him to make educated guesses, often getting very close to the correct spelling of challenging words. This reflects growing metalinguistic awareness, or the ability to think consciously about language (McDevitt & Ormrod, 2023).

Bob also demonstrates strong listening and comprehension skills. He performs well in group reading activities that require him to answer questions based on the text, and he is able to infer meaning from context, skills that are typically expected to emerge around his age (McDevitt & Ormrod, 2023). His independent reading is equally strong, and when engaged one-on-one, his focus and performance noticeably improve, allowing him to work through more challenging material with sustained attention. However, Bob's pragmatic language abilities remain an area for growth. Pragmatics involves using language in socially appropriate ways, such as taking turns in conversation, interpreting social cues, and adjusting speech based on audience or context (Berger, 2016). Bob can be overly loud and dominate conversations, often failing to empathize with or actively listen to other perspectives without guidance from an educator. His communication style can also come across as bossy, overly emotional (particularly with regards to sports or competition), or even obnoxious at times.

This behaviour, while not unusual for his age, suggests that his social communication skills are still developing. According to Vygotsky's Sociocultural Theory, Bob's challenges in these areas are typical of his developmental stage but indicate a need for continued support in empathy and turn-taking (Vygotsky, 1978). His tendency to come across as bossy or overly assertive can sometimes hinder group interactions, though it is not rooted in malice. Rather, it

seems to stem from a strong desire to contribute and be heard. Interestingly, when paired with younger students, Bob often takes on a helpful and encouraging leadership role, assisting them with spelling and grammar. When paired with older or more advanced peers, he adapts well and benefits from being intellectually challenged, highlighting the dynamic nature of his learning within Vygotsky's Zone of Proximal Development (ZPD).

Another area for improvement is Bob's ability to express his individuality through language. In our classroom routine called "Question of the Day," he frequently echoes the answers of peers and struggles to elaborate on his own preferences or reasoning. Likewise, in our weekly journal entries, Bob's responses are grammatically accurate and well-written but often lack depth and personal expression. While this is typical for his age, it suggests that he is still in the process of developing his distinct linguistic voice, a milestone that involves using language to reflect one's thoughts, identity, and emotional experiences (Berger, 2016). With ongoing encouragement and modeling, Bob is likely to gain more confidence in articulating his personal ideas and feelings over time.

Despite some challenges, Bob's overall language and literacy development is strong. His performance in reading, writing, and vocabulary exceeds grade-level expectations, supported by both cognitive processes and social interactions. His semantic, syntactic, phonemic, and metalinguistic abilities are consistent with, and often ahead of, age-appropriate benchmarks (McDevitt & Ormrod, 2023). Pragmatics and individualized expression are the biggest areas he is still working to develop. Overall, Bob has developed at a slightly accelerated rate in this area when compared to his peers.

Behaviour, Learning, and Motivational Profile

Bob's developmental profile was very thorough, so this section will be a little shorter to avoid too much overlap. Still, this portion of the paper will build from that assessment to discuss how each of those developmental factors impacts Bob's learning and motivation. His physical, cognitive, emotional, and social growth each play an important role in shaping how he engages with learning, how he relates to his peers and educators, and what motivates him in school. This encompasses a wide variety of strengths, challenges, interests, and supports.

Learning Strengths

Bob's most prominent strengths include his intellectual curiosity, perfectionism, literacy skills, and deep interest in math and science. He is naturally inquisitive and loves to ask questions, especially when exploring new ideas or uncovering interesting facts. His reading fluency and comprehension are slightly advanced for his age, and he is an active participant in our reading groups. Bob is also a perfectionist with a strong drive to succeed and a deep desire for validation. While this has some drawbacks that will be discussed in his challenges, it is also a key part of what pushes him to continue to learn and develop at an accelerated rate and makes him a successful student. Bob also shows a deep interest in STEM subjects, which combined with his cognitive strengths and curiosity, make him a confident learner who is constantly looking to learn new things. For instance, on a day when he was the final student to be picked up, I spent the final few minutes teaching him multiplication after he saw the older students doing it and wanted to learn how.

In addition to his academic abilities, Bob's physical development is notably advanced. His coordination, stamina, and enthusiasm for physical activity support his engagement in

classroom learning, particularly when he has opportunities for movement and physical expression. He is also a natural leader who loves to lead groups, takes initiative, enjoys guiding others, and thrives in roles where he can be seen and heard. He works well with younger students, assisting when they have questions or need help. His leadership qualities are especially notable in gym class or recreation time, where his high energy and love of physical activity mesh well with his desire to lead. Placing Bob in leadership roles helps to positively harness his love of competition, helping him strive toward excellence and take pride in his achievements.

Learning Challenges

Despite these strengths, Bob's learning is impacted by some key challenges. One of the most persistent difficulties he faces is related to his perfectionism. Bob holds himself to very high standards and struggles when he makes mistakes or perceives failure, often shutting down or giving up if he feels he cannot master a task. This response is most common in creative tasks such as art, where he is more emotionally sensitive to perceived imperfections. Additionally, as previously discussed, Bob's ADHD affects his attention, impulse control, and ability to remain still for extended periods. He can become easily distracted, especially during instruction, and is sometimes more focused on peers than the task at hand. His need for stimulation and movement can lead to difficulty sitting still, talking out of turn, or dominating classroom conversations. However, with structure and guidance, Bob is usually able to refocus and engage in learning activities effectively, especially when tasks are hands-on, active, or intellectually stimulating.

Emotionally, Bob is still learning how to navigate frustration and social conflict. His emotional regulation has improved noticeably over the school year, although he still expresses frustration when things do not go his way, and continues to consider any losing outcome as

“unfair”. Socially, Bob is friendly and well-liked by peers, but can come across as bossy or overly dominant in group activities. He has a strong desire to lead and be recognized, which sometimes causes tension when he attempts to enforce rules or take charge of situations. He occasionally struggles with listening to others’ ideas or managing conflict without teacher intervention. Likewise, his moral development is still progressing, as his perceptions of fairness and justice are often self-centred. He has a disdain for outcomes or opportunities that do not favour him and has difficulty with sharing, taking turns, or letting others go first. He is also still learning how to take personal accountability when things go wrong and tends to blame others or claim unfairness rather than reflecting on his role in a situation. Nonetheless, he is generally honest, empathetic toward peers who are upset, and capable of apologizing and repairing relationships after disputes when prompted by educators.

Supports Received

Bob benefits from several environmental and program-based supports. One of his biggest supports is his participation in the BTB after-school program, where his existing friendships and comfort with the routine support his engagement and behaviour. He particularly benefits from the physical activity and outdoor time that is one of the first parts of our program, as Bob needs an outlet to better focus and channel his energy in class. Within the classroom, fidgets are used to help him regulate his need for movement, particularly during seated activities, though they require monitoring to prevent distraction, especially when it comes to distracting others. He loves to play with peers using the fidgets and can also be distracted by trying to take others’ or refusing to share his. He also responds well to one-on-one or small-group attention, where he is more focused and less likely to be distracted. Beyond that, Bob does not require formal

interventions. As long as he has an activity to keep his mind engaged, Bob is hard-working and productive in the classroom

Interests and Use of Technology

Bob's interests were previously discussed, so this will be more of a brief recap. Bob is highly motivated by sports, competition, video games, and technology-based learning, he is especially interested in anything that can be a competition. His competitive nature helps him thrive when he can tap into his interests, particularly sports, math, and science. He dreams of becoming an athlete and loves to play with friends outside or join in group games. He is also a big fan of Mario and enjoys playing video games when visiting friends, because he does not have a Nintendo Switch at home. It seems that Bob's parents regulate his technology use, as he does not own any personal devices or video games, but he does get to watch videos on their phones/laptops. Overall, he seems to have a healthy usage of technology without being overly reliant or addicted to it.

Still, he has benefited from the use of technology in our classroom and at home. He thrives when lessons are interactive with multimedia, and enjoys activities that incorporate movement, game elements, or hands-on engagement. For instance, he loves the *Prodigy* math game used in program, and he has progressed at an accelerated rate compared to his fellow Grade 2 peers. That game adjusts the difficulty to match the mathematical competency of the player, and Bob has been making clear strides in the game. He also seems to benefit when we use video tutorials to demonstrate how to do activities and experiments, as the visual presentation engages him and aids his understanding, particularly when they are fun/energetic videos. He also loves watching informative YouTube videos at home and is excited to share new facts he has

learned, demonstrating that technology can be a strong tool for tapping into his curiosity.

Overall, Bob engages with technology in a healthy, regulated way at both home and school.

Recommendations

To support Bob's ongoing development, several strategies should be implemented to align with his learning style and developmental needs. First, integrating movement into academic instruction is essential. Bob thrives in active environments and demonstrates greater focus and engagement when learning is physically interactive. Incorporating learning strategies that involve movement, such as outdoor science experiments or movement breaks during seated tasks, can help him sustain attention and regulate his energy in a productive way. These strategies are especially important given his ADHD diagnosis and need for sensory stimulation.

Second, Bob's emotional resilience can be strengthened through positive reinforcement. His perfectionism often leads to frustration when he makes mistakes, so regular praise for effort, persistence, and progress (rather than only outcomes) can help him develop a growth mindset. By emphasizing improvement and learning from failure, educators can help Bob reframe his view of mistakes and reduce his tendency to shut down when tasks become difficult. Reflection exercises and peer encouragement can also help reinforce the value of perseverance.

The third recommendation is to incorporate structured leadership opportunities that allow Bob to build confidence and channel his desire for recognition positively and collaboratively. While he enjoys being in charge, he benefits from clearly defined roles that come with expectations around teamwork, empathy, and listening. For example, Bob thrives when he is tasked with a specific job, such as classroom helper, group organizer, or peer mentor. He does

very well when placed in charge of a team and thrives when he is given opportunities to help younger students, especially with spelling. These structured roles can teach him to share responsibility and practice self-regulation in social settings.

Fourth, I would recommend that Bob's teachers continue supporting his development of social awareness and pragmatics. This area understandably presents more challenges at his age and with his ADHD, as he struggles to contain his excitement and can be very impatient. He also often struggles with tone, dominates group discussions, and acts impulsively, so developing conversational balance, patience, and perspective-taking will be important as he continues to mature. Some of this will naturally improve over time, but teachers can certainly help facilitate his development. Some strategies could include using role-play scenarios, modelled conversations/teacher demonstrations, or read-aloud discussions to help him improve his ability to interpret social cues, adjust his tone and volume, consider others' perspectives, and take turns during conversations.

Lastly, educators should leverage Bob's strong interest in STEM and technology to enhance his intrinsic motivation and support his academic growth. Beyond the Bell has been an excellent resource for this with our heavy emphasis on fun science experiments and our use of introductory engineering activities like building bridges made of pasta. Continuing his enrollment in Beyond the Bell is strongly recommended, as it provides both academic enrichment and structured socialization, and he also seems to really enjoy it. Within the classroom, I would encourage his teachers to do science experiments, basic research projects, and math challenges that engage and challenge him. These are very enriching and fun for Bob. I also think that educational games like *Prodigy* are highly effective at keeping him intellectually

engaged and focused. These technology-based tools align well with his love for independent exploration and competitive learning, making them powerful resources for sustained growth.

Conclusion

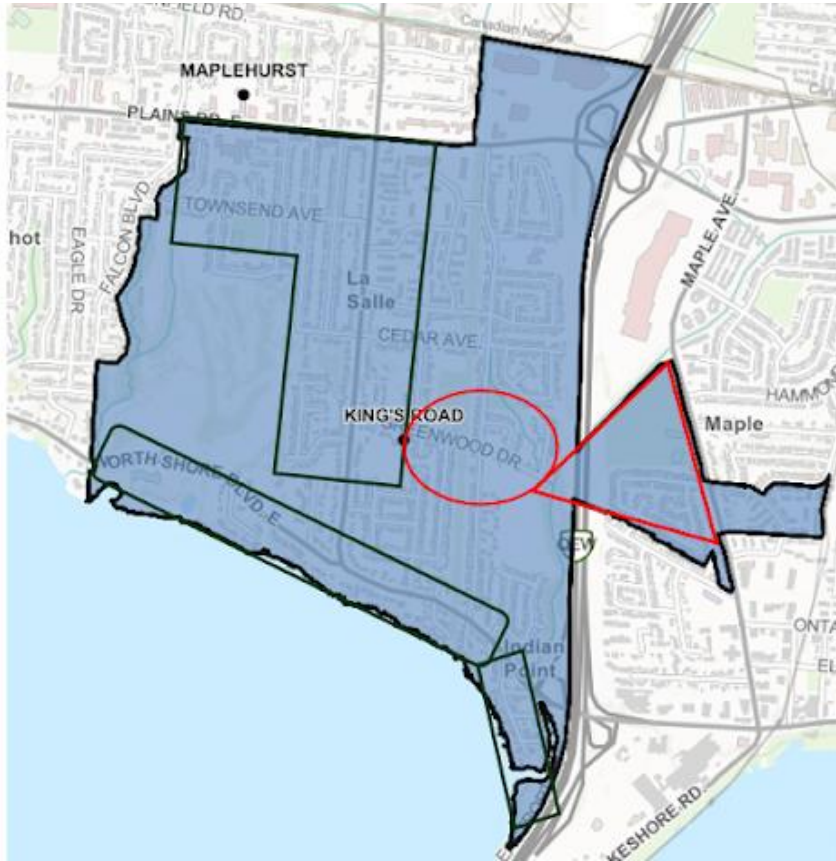
Bob is a bright, energetic, and intelligent child whose development is progressing well across all major domains. He displays age-appropriate and often above-average skills in physical, cognitive, and linguistic development. His social-emotional and moral development are also on track, though still maturing, especially in terms of emotional regulation, social awareness, ability to see others' perspectives, and ethical reasoning in competitive contexts. Bob's biggest challenges are his need for validation, fragility with mistakes and defeats, impulsivity, and tendency to dominate conversations. These challenges are consistent with his stage of development and are gradually improving with guidance and support. While he still struggles with focus, perfectionism, and interpersonal dynamics, he responds well to support and is showing steady progress in these areas. With continued encouragement, structure, and opportunities to lead and explore, Bob is well-positioned to thrive academically, linguistically, physically, socially, emotionally, and morally both now and in the future.

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Appendix

School Boundaries:



*Black = higher socioeconomic areas; Red = lower socioeconomic areas

School:

Kindergarten

King's Road has 13 Homerooms. We also have 34 educators who work at King's Road.

Your Task:
Work together in your class to creatively represent the number 13 or 34.
Don't forget to post your work on this wall!

Primary

King's Road has 311 students.

Your Task:
Work together in your class creatively represent the number 311.
Don't forget to post your work on this wall!

Junior

King's Road was built in 1956. That's 68 years ago!

Your Task:
Work together in your class to creatively represent the number 1956.
Don't forget to post your work on this wall!

Addition Strategies for 3 + 4 = 7

Use Cubes: 3 + 4 = 7

Part-Part-Whole: 3 + 4 = 7

Commutative Property: 4 + 3 = 7, 3 + 4 = 7

Draw a Picture: 3 + 4 = 7

Multiplication Strategies for 4 x 2 = 8

Equal Groups: 4 x 2 = 8

Repeated Addition: 4 + 4 = 8

Commutative Property: 2 x 4 = 8, 4 x 2 = 8

Multiplication Chart: 4 x 2 = 8

Division Strategies for 8 + 2 = 4

Fact Family: 8 + 2 = 4, 8 + 4 = 2, 4 x 2 = 8, 2 x 4 = 8

Equal Groups: 8 + 2 = 4

Skip Counting: 2, 4, 6, 8. We skip counted 4 times, so 8 + 2 = 4.

Repeated Subtraction: 8 - 6 = 2, 6 - 4 = 2, 4 - 2 = 2, 2 - 0 = 2





I can spread Love by
Putting others needs
before my own.

I can spread Love by
Being kind to others!

I can spread Love by
Being kind to others!

I can spread Love by
Being kind to others!

I can spread Love by
telling people you love
them

I can spread Love by
By saying kind
things to other
people

I can spread Love by
being kind to
people. Speak
to people

I can spread Love by
Being respectful

I can spread Love by
Helping others clean and
helping them with
hard things. being
kind, loving
others

I can spread Love by
Being kind to people
Caring for others
Caring back to others
Being respectful

I can spread Love by
Being kind to people

I can spread Love by
Giving chocolate to people
Giving meaningful gifts
Saying to people
Saying to people
Being respectful

I can spread Love by
Saying something nice
to people

I can spread Love by
Putting others
needs before
my own.

I can spread Love by
Helping people. Doing things
for people.

I can spread Love by
Being respectful
to others.

I can spread Love by
Being kind instead of
saying mean/hurtful
things to people

I can spread Love by
volunteering my time and
sharing my dog
love with others

I can spread Love by
Giving compliments

I can spread Love by
Caring about
people's
accomplishments

I can spread Love by
Being kind to people
Giving chocolate to people
Saying to people
Saying to people
Being respectful

I can spread Love by
Giving chocolate to people
Saying to people
Saying to people
Being respectful

I can spread Love by
Giving chocolate to people
Saying to people
Saying to people
Being respectful



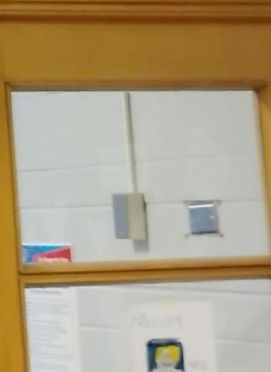


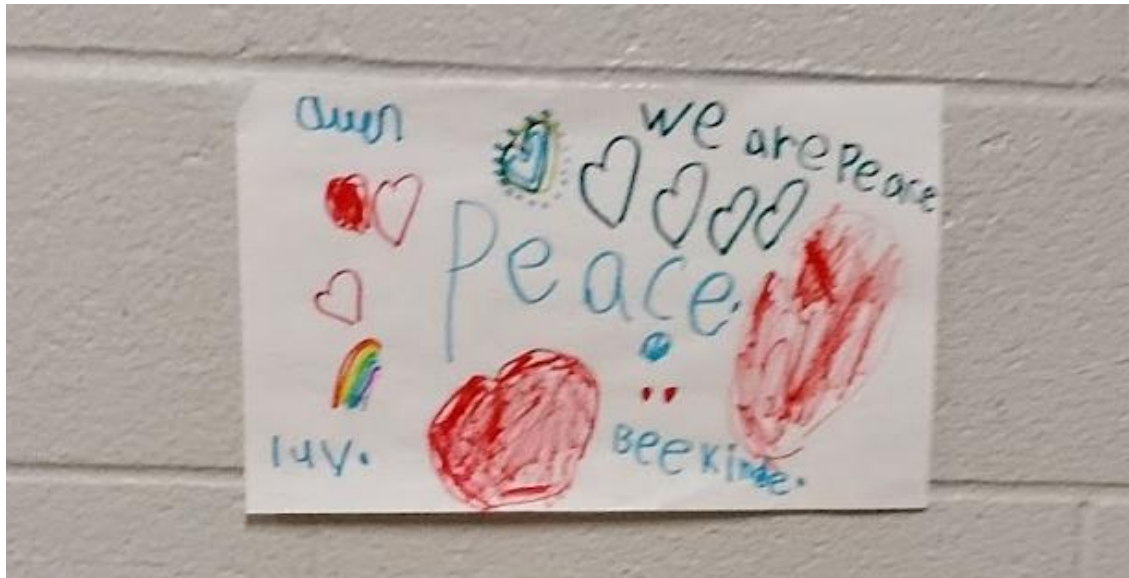
you want to
you want to

walk fast, walk
walk far, walk

alone.
together.

1





Give me 5

Ways To SHOW Sportsmanship

- ☒ I played FAIR.
- ☒ I was RESPECTFUL.
- ☒ I stayed POSITIVE.
- ☒ I ACCEPTED the outcome of the game.
- ☒ I THANKED my opponent.

The Good Sport Code

- I am a good sport and respect my classmates.
- I give my 100% best and I will never give up.
- When we lose... I have fun and play hard.
- I congratulate my opponent when they win.
- I have to win, but I do not brag.

AFTER ALL... IT'S JUST A GAME

Warriors Rock!

Extra-curricular Gym Schedule 2025

Date: February

Monday	Tuesday	Wednesday	Thursday	Friday
Break	Class 1-5	Class 1-5	Class 1-5	Class 1-5
Break	Class 1-5	Class 1-5	Class 1-5	Class 1-5
Break	Class 1-5	Class 1-5	Class 1-5	Class 1-5

Grade 4 Floor Hockey Intramurals

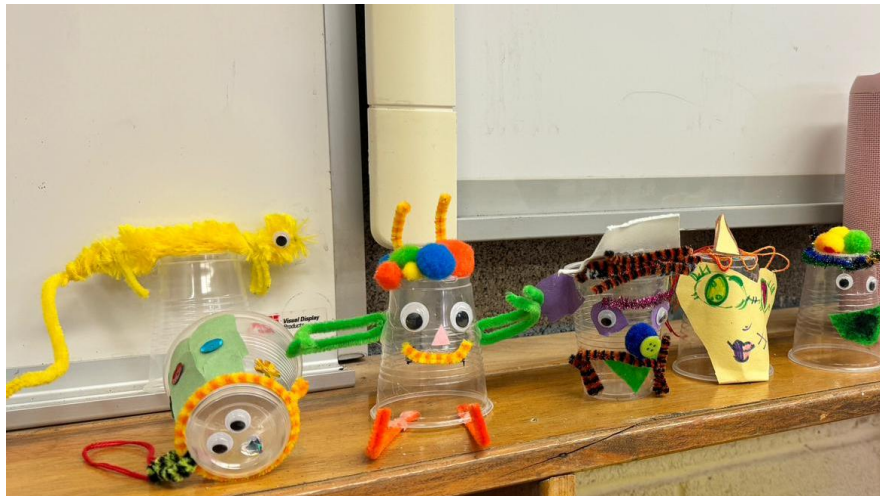
Team	Coach	Player	Player	Player	Player	Player	Player	Player	Player
Team 1	Coach 1	Player 1	Player 2	Player 3	Player 4	Player 5	Player 6	Player 7	Player 8
Team 2	Coach 2	Player 9	Player 10	Player 11	Player 12	Player 13	Player 14	Player 15	Player 16
Team 3	Coach 3	Player 17	Player 18	Player 19	Player 20	Player 21	Player 22	Player 23	Player 24
Team 4	Coach 4	Player 25	Player 26	Player 27	Player 28	Player 29	Player 30	Player 31	Player 32





Beyond the Bell Program:





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