Kelsey Becker

Per 2

5/6/2015

My internship has taught me so much this semester. While at Ironwood, I learned a lot about IEPs (Individual Education Plans), working with students with behavioral problems, and working with students who need help learning how to carry on effective conversations. I sat in on several IEP meetings which are meant to help lay out the specific accommodations that each student needs to succeed. I also met several students who teachers struggle severely with because they are constantly havi9ng behaviors. At times I would sit with these students in their classrooms to redirect them so that their teachers wouldn’t have to. There was one student in particular who I worked with named Bryce. He constantly ditched his fourth hour class to go to fourth hour lunch and when he was in class, he would cause disruptions. When he was in the Lab all day for in school suspension for throwing his notes across the room, I sat with him and talked to him about why he did that and what he can do differently in the future to avoid being suspended again. The speech pathologist, Mrs. Mendez, invited me to a lunch group with her to work with the high functioning autistic students. These students tend to be very self-centered, so we were working on having conversations with people in which they ask a question about the person and then ask follow-up questions without redirecting the conversation back to themselves. When I went in, Mrs. Mendez said it was incredible to see them interact with me as a peer versus working with her as a teacher.

When I was at Kellis, I worked with a very wide variety of students. The first student I worked with was named Anthoni. He was in a SPED math class that he had about a 20% in. He had missed out on about three years of education and struggled to subtract two two-digit numbers from each other without a calculator. After a few weeks of working with him, his grade was almost up to a 60% and he had full understanding of the lessons he learned on the days I was there. He struggled to take notes from the Smart Board, so I would do them with him on his paper. His teach told me it was the first time anyone had ever seen him finish his notes. I also worked a lot with a girl named Melissa. She was an extraordinarily shy internalizer. When I first spoke to her, she barely spoke above a whisper and her head was down the whole time. After meeting with her only three times over a period of three weeks, her volume had increased substantially, she would look at me while we were talking, and she had gone out and gotten herself her first job. When she told me about the job, Mrs. Glatting and I were blown away! This was not the same Melissa I met with that first day.

Working with these students was so rewarding and I learned so much from my experiences with them.