

Intro:

- Hook
 - Before College/finding out you don't like your career
 - Get a feel of the job
 - I got an idea of what sped teacher looks like
 - Hello...Ashlyn, internship experience

Meet Mentor:

- About mentor
 - Nicole Hawes Elementary School
 - Grades K-2
 - Teaching for 9 years
 - Teaching at Hawes for 3 years
- Why this career
 - C.A.R.E Club
 - Family friend has autism
 - Went to Hawes as a kid
 - Already knew Nicole

My experience:

- Photos
- Me doing stuff
- Hands-on experience
 - Buddies for lessons
 - Buddied up for Lunch
 - Walk students to the bus
 - Worked at stations
 - Preparation

Process:

- Understand student's needs
 - IEP
 - FAPE
- Avoid conflict
 - Definition of outburst
 - Calm down student
 - Avoid eye contact and physical touch
- Understand rules
 - Different treatment
 - 15 principles
- Restraint/seclusion
 - Physical and mechanical
 - Seclusion, prohibited and allowed
- Restraints
 - Prone hold
 - Basket hold

- Supine hold

Reflection:

- Learning points
 - Skills needed
 - Patience
 - Communication
 - Enthusiasm
 - Love for kids
 - Processes I learned
 - Managing outbursts
 - Teaching a lesson
 - Designing classroom
 - Classroom preparation
- Memories
 - Holding student's hand and walking them to the bus
 - Walked into classroom and student gets out of their seat, runs to me, and gives me a hug
 - Eating in the teacher's lounge
 - Student runs to door when he realizes it is "snowing"
 - Chasing after a runaway student at lunch
- Would I do this
 - YES

Thanks:

Written out:

1. Before going through years of college and investing so much time just to find out that you don't actually like the career you chose, it's a good idea to get a feel of the job before all that hard work. Through my internship, I was able to get an idea of what being a special education teacher looks like. Hello, my name is Ashlyn Szabo and I will be talking about my internship experience.
2. My mentor's name is Nicole Messick
3. Nicole is a special education teacher at Hawes Elementary School. She teaches kindergarten through second grade. Although she has been teaching for 9 years, she has only taught at Hawes for 3 years.
4. There are many reasons why this was a great internship for me. The first reason is that I am involved in CARE club at Edison. CARE stands for campaign for acceptance, respect, and empathy. At this club, we spend our lunches hanging out with special education students. Another reason why I wanted to do this internship was that I have a family friend with autism. I also went to Hawes as a child, so it was really cool to visit my old campus. And lastly, I already knew Nicole, so I got to work with someone who wasn't a complete stranger.
5. Now I will be talking a little about my personal experience.
6. Here are some of the photos I took around the classroom. Unfortunately, I was not allowed to take pictures of the student due to privacy issues.
7. Here are some pictures of me helping out around the classroom.
8. I was actually able to do a lot of hands-on activities. Each day, I buddied up with a student to assist them in their daily activity such as arts and crafts. I also got to buddy up with a student during lunch so that they could be watched over. One of my favorite things to do was walk the kids to the school bus. I had to hold their hand so that they didn't run off. Another thing I got to do was run a workstation. On the right, you can see a picture of a workstation. For my station in particular, the students worked on ipads and got to play learning games. And lastly, I got to help prepare for the upcoming day by helping Nicole make lessons.
9. Imagine trying to teach a classroom full of students when there is a child throwing stuff across the room or even trying to hit another student. What are you supposed to do? Well, that is a process that I will be going over. At my internship I learned how to manage an outburst.
10. The first step is to understand the student's needs.
11. Each and every student in a special education class is given an IEP. IEP stands for individualized education program. This is used to make a productive learning environment by knowing what each student needs to thrive.
12. FAPE, also known as Free and Appropriate Public Education, is a regulation that ensures every student in need receives free and proper special education where they are safe.
13. The second step is to avoid conflict in the first place.
14. But first, what is an outburst? The Oxford English Dictionary defines an outburst as a sudden release of strong emotion.

15. My mentor recommends that you try to calm the student down. A way to calm the student down is by lightly squeezing up and down their arm while simultaneously counting out loud. Do this as many times as necessary, but make sure to get permission from the student.
16. Another way to prevent conflict is by avoiding eye contact and physical touch. The student may be reacting, because they want attention, and giving them eye contact can give them satisfaction. You also want to avoid physical touch, because it can elevate the situation. But the squeezing up and down the arm method is okay with permission from the student and should only be used if the student is not having an intense reaction.
17. The third step is to understand the rules.
18. Different treatment is where a teacher treats a special education student differently than they would a general education student. It is prohibited because it is a violation of section 504. The 15 principles are a set of rules regarding what is and is not allowed when it comes to restraint and seclusion.
19. The fourth step is being knowledgeable about restraint and seclusion.
20. There are two types of restraint, physical and mechanical. Physical restraint is where the teacher personally restrains a student. This is allowed, but only if completely necessary and the student poses a threat to anyone else in the class. Mechanical restraint is where the teacher restrains a student with help of a device or equipment. This is not allowed in any case.
21. Seclusion is when a student is involuntarily put into a room where they cannot exit. This is not allowed. But, if a student voluntarily goes into a room where they have access to leave, it is okay and it is actually a great way for students to calm down. The picture on the right shows the "chill out" space at Hawes.
22. And the last step is actually doing the restraints.
23. There are 3 types of restraints, the prone hold, the basket hold, and the supine hold. For some of these holds, two people may be needed. You may be wondering, how are there two people in the classroom, when there is only one teacher? Well, there are actually people called paraeducators around the classroom who give aid to students who need assistance.
24. For the prone hold, the student will be faced down. One person will put pressure on the ankles, while the other pins their arms to the side.
25. For the basket hold, the student will be faced away. The teacher will grab their hands and wrap them behind their back. Now, this can be done standing, sitting, or laying down.
26. And lastly, for the supine hold, the student will be faced forward. One person will grab a bicep and a knee while the other person grabs a bicep and a knee on the other side. And now you've just learned how to properly restrain a student.
27. I had a lot of fun with my internship, so here is my reflection and take-aways.
28. I learned that special education teachers need to acquire certain skills in order to run a successful class. I learned that they need patience, communication skills, enthusiasm, and love for kids. Some processes I learned while job shadowing was of course, how to manage an outburst, but I also learned how to teach a lesson, design a classroom, and prepare for class.

29. During my internship, I made so many memories that I will never forget. One day, I walked into the classroom and a student came sprinting across the classroom, as the teacher was giving a lesson, he gave me a giant hug. It was just so cute that the students loved me just as much as I loved them. Even though I wasn't there long, I still made relationships with the students. Another memory I have was getting to eat in the teacher's lounge. I brought a salad and felt so cool to be like one of the other employees. Another cute memory was when a student ran up to the window and yelled that it was "snowing" outside. It was just hail, but he was so excited. And lastly, I will never forget having to chase a student around at lunch, because he didn't want any grown-ups watching over him.
30. There are many things that I love about this job. There is never a dull moment, there is always something going on, you get to make relationships with the students and watch them flourish, the students are just darling (especially at such a young age), and I just love working with children.
31. So, the big question is, would I pursue this career? YES!
32. This internship has been so helpful and I have truly learned a lot. It has helped me come to the conclusion that special education is exactly what I want to do.