Field Experience (Exceptional Children)

Institutional Affiliation

Student’s Name

Course Name/Number

Instructor’s name

Date Submitted

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I began and ended my field observation at Commonwealth Academy. This experience was genuinely pleasant and I fully enjoyed my time at Commonwealth Academy. I was somewhat nervous and apprehensive since it was my first time being in a diversity class and I was going to visit children with mental and learning disabilities. I was much advantaged to meet awe-inspiring teachers, members of staff, and students and created a bond with each of them. The children were remarkable, and through this experience, I have established that this is precisely the path I intend on taking in future. After observing and being with the children, I am heartened that this is the right course for my future. This experience was undoubtedly the greatest experience any hopeful teacher would desire to be part of, and I am sincerely thankful.

I visited an LD (Learning Disability) classroom. This LD classroom is a diverse exceptionalities resource classroom. The varying exceptionalities signify that scholars have varying labels or needs from ‘specific learning disabilities’ to ‘other health needs-health impaired,’ i.e., Down Syndrome, ADHD, Seizures, Autism. A resource room signifies that each scholar has a general education homeroom instructor and visit the varying exceptionalities room to meet some of their learning needs. This facilitates special attention to each student and also aids in function in the general classroom. Additionally, the students find an environment which celebrates their unique talents, supports their area of need and challenges them appropriately.

An LD (Learning Disability) classroom is obviously different contrasted with regular classroom settings. The statistics of LD classrooms are also different from standard classrooms. LD classrooms have different students and educators entering and exiting all through the day. The students in these LD classrooms range from grades three through twelve. The classroom is segmented into different stations whereby each grade learns about different topics. This successfully gives the educators an opening to work individually with each scholar. This is beneficial in that; the students grow the self-assurance needed to connect with their instructors and peers, take responsibility, and engage in their education (Margalit & Levin-Alyagon, 1994). Furthermore, as they graduate from lower-middle-high school, they become aware of their learning differences, accept them, and learn to advocate for what they require to excel.

I was fortuned to visit an Autism Spectrum Disorder classroom which caters to students with autism. The students were lovely, playful, and kind with each other. But also, they were insubordinate and defiant. Walking into this classroom, I had a set stereotype that the students would be quiet and secluded. I thought the work we would be doing would be basic and not grade level. I was mistaken as the scholars were heavily included in set activities and the instructors were fully committed to instructing them. My discernment regarding this class changed when I sat down and observed the educator’s techniques and capabilities. The classroom’s curriculum is entrenched with an award-winning technology program and a student-centered learning strategy. This allows scholars to accomplish course requirements at grade level or higher, reflective of their social development, emotional growth, and potential (MCALLISTER & MAGUIRE, 2012).

Through this beautiful experience, I have learned so much about children with disabilities and their educational opportunities. While reading our assigned textbook, I came across some organizations catering to children with disabilities. The Arc is one such organization. They offer information along with referral services, residential support, and self-advocacy stratagems. Additionally, it extends educational amenities to individuals identified with disabilities. The Arc upholds and serves individuals with developmental and intellectual disabilities. The Arc incorporates all ages along with numerous diagnoses including Autism, Fragile X syndrome, and Down syndrome.

It is my aspiration and ultimate goal to one day receive my teacher’s license, which will grant me the legal right to teach. ECD (Early Childhood Education) is my passion, my life, and I am hoping that this portfolio does add on to my resume in hopes of landing my dream job one day.

References

Margalit, M., & Levin-Alyagon, M. (1994). Learning Disability Subtyping, Loneliness, and Classroom Adjustment. Learning Disability Quarterly, 17(4), 297. http://dx.doi.org/10.2307/1511126

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