

# Reflection paper



**ASSIGN  
BUSTER**

Reflection Paper When I first entered the field of Special Education, I knew what I was going to encounter on a daily basis. What I did not know was that to work with special students on a daily basis was going to be:

time consuming – constantly giving repeated instructions

frustrating – not being able to obtain the requirements for the states' standards where the general curriculum has to be used by the extended standards

training – having to constantly be going to training sessions to see how I may better perform in the classroom with students of special needs

anxious – knowing that there is a No Child Left Behind (2001) and that the expectations versus reality are two different venues

joyful – obtaining results that are indicative of the results of the student's progress as minimal as it may be

Although I have been trained and I constantly go to teacher training workshops I still feel that there is so much to do. When I fill out the Individual Education Program, this either gives me sadness or joy.

I have been working with an autistic \_\_\_\_\_ (PDD) classroom in a middle school. This age range in general is one of the hardest ones to work with since they are at that stage where their hormones affect their development and decision making. At this point they do not know whether they are coming or going. They are not small children and they are not older adolescents. This paired with the fact that the children that I work with have special needs makes it more challenging.

I have a particular female autistic student who is 13 years of age. She is non-verbal and she is constantly hitting anyone who she is able to reach. Her hitting actions are usually around the time when she is going to go through her

menstrual period. She may not be aware of her menstrual cycles and she may not be able to control her actions but she does aggressively hinder those close to her.

Given all of the information that I know about special needs students, autism, and mandated regulations, I am still in a position of wanting to do more. It is obviously not easy to work with her or with the other students with special needs. I feel at times that I have to be divided in many parts while imparting classroom teaching, meeting standards, and being attentive that they do not commit self injuries and/or injure others.

This has been a “ schooling” process for me. I enjoy my work. I want to help all of the students that I am in close contact that are special needs students. I believe in the No Child Left Behind Act because these students need to have equal opportunities in their educational stages. It is, however, over cumbersome. This will not deter me from continuing to work with special needs students. This is a constant daily challenge to be able to service those in needs and that have their rights to obtain an education.