

Abby Wegner

Dr. Pfeifer

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### Human Relations Report for Monroe Elementary

During this clinical I served as an aid at Monroe Elementary in an Emotional Behavior Disorder (EBD) room. This room catered everyone from grades kindergarten through fifth grade. The environment of the room was quiet and relaxed, making the students calmer. In the room, there was also two quiet rooms for students that needed some time to themselves to calm down. Because I am not trained on how to manage children with an emotional behavior disorder, I mostly helped the students academically. This consisted of doing one on one reading and other literacy activities.

Throughout this experience I learned that students will come from many different backgrounds that impact their academics. As a teacher, one cannot look at these backgrounds as something that will hinder them, rather as something the students can overcome. It is the job of the teacher to help them with. This includes then working with the parents and giving them materials to aid in their child's success. At the same time, the teacher also has to be able to show the students sympathy. There will be days in which the student will have a hard time performing because of circumstances at home.

- A. At Monroe Elementary the economic status of students can range from exceedingly low (homeless) to exceptionally wealthy. There were also numerous forms of emotional behavior disorders that were being accommodated. Lastly, there were many kinds of

races, ethnicities, and cultures. Every group of people has the want and ability to contribute to society. Some of them contribute characteristics, like, strong will, confidence, and determination. Others may contribute certain abilities. Regardless, all of these have a place in the classroom and in society. It is up to the teacher to determine students' strengths and weaknesses to create a well rounded classroom.

- B. Because I knew that I was going into a emotional behavior disorder room, I immediately was looking for a characteristic that I would be able to identify them by. After talking with all of the students, I realized that they are far more than their disability. They all want someone to play with and confide in. Through this I was able to understand how children in a general education classroom might perceive someone with a disability. Therefore it is important that a general education teacher models how children respond and act around others.
- C. The teacher in charge of this particular classroom did an excellent job at creating a positive environment. She did not tolerate any negativity from one student inflicted on another. As soon as someone would say something negative, she would correct them, tell the student why it was wrong, and move on. When a student came in that was hard on themselves, she would tell the student every reason why they were doing an excellent job and a solution that could help them. This is essential for any classroom environment in order to promote success for everyone.
- D. No matter a child's ethnicity, race, disability, or economic status, everyone should be entitled to the same education. They should also be able to receive assistance when needed and praise when it is deserved. Diversity should be celebrated and never

chastised. All of the different backgrounds in a classroom can be utilized to expose others to a variety of backgrounds. Students can use their life experiences to contribute to class discussions and enlighten their peers.