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Self-reflection part 1

1. My strengths and challenges as I work with children seem to be the same every day. I have noticed that one of my struggles is trying to get children to do something. I am constantly faced with situations where I ask children to do something and they refuse to do it. I struggle on stating my phrases so that children have only one option, which is to do what I am asking them to do. I also struggle with staying calm. I am constantly thinking about what I should say and do in certain situations. I feel that by thinking about that too much I am being more like a “child police” rather than having fun and interacting with hem. I am always wondering if I responded to the situation in the best way possible.
2. An episode in the Lilac room where I used a specific guide would be during clean up time. One of the children in the lilac room was building towers with the blocks in the circle rug and after he was doing using them it was clean up time. This child in particular is new to the classroom and is still getting familiarized with all the rules and regulations. I then explain to him that it was clean up time and he would need to pick up after himself. In the lilac room, there is a labeling system where a lot of the materials/toys are labeled with pictures. This system is helpful for children to know where things belong. I was able to give him the minimum amount of help by demonstrating how the system works. He then was able to pick up all the blocks and place them in the appropriate places. Guide to speech and action number 9 says to give the child the minimum of help in order to have the maximum chance to grow in independence. I realized that once he was done putting all the blocks away he smiled and said, “I did it!” By giving him the minimum amount of help and modeling he was able to grow and work independently which the end result was feeling self-confident and successful.
3. One episode in the Lilac room where I felt like I was not effective would be when I was trying to get a child to pick after himself during clean up time. The child was using the Legos in the big room and dumped all of them on the carpet. During clean up time I asked him to pick up all the Legos and place them in the container, but he refused to do it. I then gave him choices, and said,” You can either do it yourself, or you can do it with me, what would you like? You have two choices.” I was still not successful into getting him to pick up the Legos. Guide to speech and action number two says to give the child a choice only when you intend to leave the situation up to the child. I thought I could give him two choices in which they would both lead him to picking up the Legos, but that did not turn out as planned.
4. What I am learning about myself in terms of strengths would be that I am confident in working and creating activities for the children. I have come to realize that I am able to keep children involved and entertained in some activities. Another strength would be that I am able to communicate and form relationship with the children who only speak Spanish. I consider one of my strengths to be observing and being aware of my surrounding. I try to use the most strategic position when supervising and foresee situation before escalating to worse. One of my challenges would be staying calm and getting children to trust me and listen to my words when I am talking to them.
5. One thing that I will be working on this week will be to build relationships and come up with positive ways to gain children’s attentions. I will work on using different teaching techniques to get children to listen to me.
6. What would be really helpful would be feedback from the teachers. It would really help to know how I am doing and what I can do to improve. I would like to get feedback from my teachers and strategies they use when dealing with certain situations. I am the type of person who constantly thinks about right and wrong and it would be really helpful to know what my strength and weaknesses are.