**Self Reflection**

**Section 1**

One of the goals I set for myself was to be more comfortable dealing with challenging behaviors in the classroom. I feel like I have definitely made progress towards this goal. I have spent much time observing other teachers in the purple room deal with challenging behaviors and have learned from them. I have become more comfortable using language to tell children that what they are doing is not appropriate. I give them choices if they are not listening to my words the first time. I had a circumstance with Jonah where he was not being safe with others. I let him know that because of what he did, he needed to go to the couch in the welcome room. He wasn’t listening so I told him that he could either listen to my words and move himself to the couch or I could help him move. He decided to move himself.

 Another one of my goals was to use correct guided language in the classroom. I noticed having a challenging time at the beginning of the semester when I would try and communicate with the children. I caught myself using a lot of “don’ts and nos.” I have tried to change my language and use positive phrasing instead. I feel like I still struggle somewhat with this, but I have come a long way from where I was before. This goal came into play when Jonah was throwing Sesame Street figurines at Jaela. I asked him if he was being safe with his friends. He said that he was not. I asked him if he was supposed to be throwing those toys at other children in the classroom. He said “no.”

 Another goal I identifies for myself was becoming more comfortable with performing specific tasks in the classroom. I often have a lot of questions about how things work and where things go, but have found it challenging to inquire about everything I’m unsure about. I have also found it challenging to find the time to ask other teachers about things. The atmosphere can often be hectic. I have made progress towards accomplishing this goal by using my best judgment for certain situations. There are times when I am unsure about the answer to childrens’ questions so I have taken it upon myself to give them my best guess. I always make sure that my response is logical and safe for the children and teachers in the classroom. An example of this is when Jaela was trying to take charge and lead her own circle near the names on the carpet. She grabbed the rhythm sticks and started passing them out. This make me a little nervous because I was unsure if children were allowed to take the rhythm sticks without asking a teacher. Instead of making her put them up, I sat down with her and the other children and helped lead a rhythm stick activity.

One future goal I have for myself is to continue using appropriate behavior guidance techniques. I challenge myself to follow through with the directions I give children, even if it means helping someone move their body to a safe area.

I also challenge myself to continue to observe interactions of other children and teachers. I believe that there is a lot that can be learned from observations. It can be extremely valuable to observe a teacher who has a positive and effective way of interacting with the children in the classroom.

**Section 2**

Dear Teacher Ember,

 Natalie is a responsible individual. She has proven her care for the position by showing up on time every day she is scheduled to come in and engaging with the children in the classroom in a positive manner. She is self-directed when the time calls for it and also inquires about specifics that she may not understand completely. She has show much improvement over the course of the semester in her abilities to appropriately guide children’s speech and actions. It is obvious that she is making a strong effort to use appropriate language when speaking to the children in the classroom. If she catches herself saying something to a child that she realizes could be phrased more positively, she will reword her sentence. She has come a lot way in her abilities to appropriately guide challenging behaviors. While seeming somewhat timid at first, she now takes it upon herself to deal with a challenging situation on her own to the best of her abilities. She cooperates and has positive relationships with the staff. She has developed friendly relationships with the staff that she has had the opportunity to work with at specific times of the day. She feels comfortable confronting the two main faculty members about any question or concerns she may have. Natalie is cooperative and agreeable. She is willing to do whatever task may be asked of her, whether it is cleaning out the compost buckets, helping a child who’s clothes have gotten wet, sitting at the breakfast table, etc. She has followed the NAEYS code of ethical conduct by providing a safe environment for children and staff. She engages positively with others in the classroom and treats every child and staff member with respect.

 Natalie has taken her feedback advice and used it in a positive way in the classroom. She was asked to be more confrontational with the children while dealing with challenging behaviors. She was also asked to follow through with the directions that she gives children. She has made progress towards these goals and makes sure to observe what is going on around her. She also positions herself in an appropriate place in the classroom where she can oversee many children at one time. Natalie can still work on dealing with challenging behaviors. She is making progress toward using appropriate and positive language when directing children, but can keep working on these skills in the classroom.

Sincerely,

Staff Member