

Insights

1. It's important to make sure that we don't just tell children it's going to be okay. This is important to remember because children have feelings and emotions and don't always understand them. I'm going to make sure that I explain the emotions I see children have so that they can learn what they are feeling.
2. It's important to make sure that the children we work with know that we love them and that the limits we set are because we want to keep them safe. This is important to understand because it's really easy to just tell children to stop doing x. Children don't understand why they can't do it and feel like they are always just told to stop doing what they like. I'm going to make sure that I continue to develop good relationships with the children in my class so that when I have to tell them to stop doing something they know that I'm doing it because I love them and want to keep them safe.
3. It's important to teach children to be resilient and the FLIP IT strategy is a great way to teach it. This is important to remember because it's easy to just tell children to "buck up" and take it like a man, but this doesn't teach them to self-regulate. I'm going to make sure that I use the FLIP IT strategy when I'm working with children.
4. It's important that we value the feelings children have even though it may seem silly and like they are over-reacting. This is important to remember because to us a child being upset because their doll is wearing the wrong outfit may seem trivial, but to the child it is a very serious problem. I'm going to make sure that I don't just blow off the reasons children are upset and treat them as inconsequential.
5. The FLIP IT strategy can be used on ourselves to help us become happier and learn to be better self-regulators. This is good to know because it's easy to not think about using this strategy to help ourselves. I'm going to start using this strategy as I'm working on all of these lesson plans and other assignments this semester so that I can be better at calming myself down when I get really stressed out.

Implementation

1. I'm going to continue to give the children a 1-2 minute warning before the clean-up song starts playing so that they can mentally start preparing to put the toys away. Our children are starting to really understand that when we say that there are 2 more minutes to play that it's almost time to clean up. There are still a few children who struggle with clean-up, so I'm still going to make sure that I give the warning. They like to go on the rocking horse instead of cleaning up.
2. I'm going to be better at explaining to children why it isn't safe to pull the toys out of the toilet when our autistic child puts them in.

This week we didn't have many problems with our child throwing toys in the toilet. I did have one opportunity to explain to a different child that if he saw toys in the toilet, he should leave them there and tell a teacher. I explained that toilets were dirty and that was why he should just leave the toy in the toilet. He seemed okay with the explanation and I'll have to see if he remembers in the future.

New Goals:

I'm going to keep working on both of the ones I set for last week.

1. I'm going to make sure that I specifically make sure that the children don't play on the rocking horse when it's time to clean up. I'll make sure that they come off of it and help clean up.
2. I'm going to make sure that with our autistic child I do hand-over-hand prompting to help him try new activities.

Lead Teacher

- a. We brought in the piano and several children including our autistic child spent several minutes playing it. The children will started exploring the art center and painted their hands and then used that to paint the sheets of music.
- b. There were several times during my gathering activities where every single child was engaged in the activity and watching me play the instruments. The children were talking a lot while I was doing my activities so I decided they needed to have some way to participate vocally. I asked them questions and had them pretend to play the instruments with me so that they could be more involved.
- c. The children were very creative when making their instruments and I saw them create many different kinds. Our children are very hands on and each of them need to be doing something or they lose interest and wander away so letting them create their own instruments gave each of them something they could do. I would make sure to have more time for the children to perform using their instruments.
- d. The children that came to closing circle all participated in the activities that I did. The children were very bubbly and active from the last activity so I started with a book to help them all settle down and give them a break from moving. I had some trouble getting the speaker to connect to my phone so I would make sure that I quickly move on to my next activity instead of spending time to try and fix it.
- e. I consistently redirected a child who was repeatedly trying to put bugs and Legos in jars of water and other inappropriate places.
- f. I ended up kind of teaching my ITBE's together in one activity instead of the two I planned. It was helpful because it really helped connect the two concepts together.
- g. If I were to teach this lesson again, I would make sure I have the triangles in different piles so that teachers can pass them out more quickly.
- h. This time my transitions went more smoothly and I actually remembered all of my closing circle activities. I didn't have to make up activities to do.

- i. I learned that when I'm teaching a lesson it's sometimes hard for me to look around the room and do really in depth observing of the children. I'm going to work on taking time to really make sure I understand what is going on around the room at all times especially when I'm teaching a lesson.

Log

Reading assigned reading __10__ Minutes

Writing your insights __15__ Minutes

Writing and reporting Goals__7__ Minutes

Writing Reflections on Lead or Support teaching __30__ Minutes

Writing a preplan ____20__ Minutes

Writing a Lesson Plan__3.5-4 hours__ Minutes