

Professional Portfolio

Competency Statement 3

Directions: This Reflective Statement must relate directly to the Competency Standard III: Supporting children's social and emotional development

The statement should be **no more** than **500 words** in length.

Begin with a paragraph describing how your teaching practices meet the Competency Standard III: Supporting children's social and emotional development. (Note: alternatively, you may also choose to write one paragraph for each Functional Area, if this makes it easier to express your thoughts more clearly.)



Be sure to save this assignment to print off and include in your **Professional Portfolio**.

Competency Standard III: To support social and emotional development and to provide positive guidance

CDA Competency Standard III	Functional Areas	Definitions
III. To support social and emotional development and to provide positive guidance	8. Self 9. Social 10. Guidance	8. Candidate develops a warm, positive, supportive, and responsive relationship with each child, and helps each child learn about and take pride in their own individual and cultural identity. 9. Candidate helps each child function effectively in the group, learn to express feelings, acquire social skills, and make friends, and promotes mutual respect among children and adults. 10. Candidate provides a supportive environment and uses effective strategies to promote children's self-regulation and support acceptable behaviors, and effectively intervenes for children with persistent challenging behaviors.

I will develop an inviting classroom where children of all cultures and abilities can come to fall in love with school and learning. Much of this learning can be accomplished through playful activities that build children's self-esteem and help them discover who they are through relating to each other. In my classroom we will develop skills of self-regulation that will become lifelong skills. Using positive reinforcement and redirection will help set classroom expectations in a way that does not make children feel down on themselves.



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Allowing children that struggle with anxiety and opportunity to express themselves without feeling judged is important to me. I think validation of feelings is crucial before moving on to an activity that distracts. Using breathing techniques can help children calm down to discuss their feelings. However, I do not think wallowing in our feelings for too long is healthy, as our incorrect thinking can often lead us to feelings that make us stuck. Children that get stuck in their feelings need help to move on after discussion has taken place. Coming up with an engaging activity is a good way to move on.

Many of the issues that children go through at the preschool age can be learned about by reading appropriate books. There are books on everything from healthy bodies, nutrition, regulating our emotions, celebrating our differences, and feeling loved. By reading together and doing circle time we can develop a classroom that feels like a warm and inclusive community.

Celebrating our differences is a great way to develop a positive sense of self. It is a helpful way for children to recognize the way each person is unique, yet we are all humans that need to feel loved and accepted. I will celebrate differences by inviting children to share their own culture, allowing children to learn in their own style, and highlighting individual strengths.

For children with persistent behavioral challenges it is important to find out what might be behind the behavior. I must recognize that I am not a psychologist and not try to diagnose anything. Talking with the parents is a good way to work as a team to see what might be contributing to the behavior to be better equipped and sensitive. Finding out what will be a positive reinforcement for the individual child is a great way to start and then catching them doing good and acknowledging it.

