



Behaviour Management **Awareness**

The first steps to guiding behaviour

Training Package
2nd Edition
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Competencies/elements addressed in this training kit

National Competencies - children's services

CHCIC10A Establish plans for developing responsible behaviour

Element 2. *Establish and apply limits and guidelines for behaviour*

Element 3. *Develop plan to effectively guide a particular child's behaviour*

Underpinning skills and knowledge:

Developmental, cultural, psychological and social reasons for children's behaviour

Networking with agencies and professionals in the local community

Observe and interpret children's behaviour

Content

| | |
|--|----|
| Aims of workshop | 4 |
| Introduction | 4 |
| Group Exercise 1 | 4 |
| Group Exercise 2 | 5 |
| Establishment of rules | 6 |
| Recognising roles | 7 |
| Summary | 8 |
| Overhead transparencies 1- 7 | |
| OHT 1 Aims of workshop | 9 |
| OHT 2 QIAS Interactions | 10 |
| OHT 3 Group exercise 1 | 11 |
| OHT 4 Group exercise 2 | 12 |
| OHT 5 Guiding Behaviour Checklist | 13 |
| OHT 6 Points to consider | 14 |
| OHT 7 Summary | 15 |
| Handouts 1- 4 | |
| Handout 1 Aims & Introduction | 16 |
| Handout 2 Skills & strategies | 17 |
| Handout 3 Group Exercise 2. | 18 |
| Handout 4 References & Recommended Reading | 19 |



- Guiding Behaviour Checklist can be used to encourage specific services identification of what already is occurring in the service and allowing the opportunity for participants to reflect on the limits and rules already established. Use OHT 5

b) Why is each rule/limit established?

c) How do you apply those rules/limits to the children in your care?

d) What strategies do you use when those rules/limits are broken?

Establishment of rules and limits need to be based on the whole philosophy of the service. Childcare workers need to have an understanding and an agreement of these rules and limits to assist in a consistent approach to all children. There are a number of aspects which worker needs to appraise in the development and implementation of those rules and limits.

- Why is that rule/limit being applied?
- How important is it that the rule/limit be reinforced?
- What are your expectations of the children understanding and abiding by the rules/limits?
- How flexible are the rules/limits? Can they be changed as children develop new and more complicated skills? E.g. the babies cannot pour their own drinks - this rule/limit changes as the child develops the fine motor skills to undertake that task.



- Continue to re-inforce the rewards of working with children, acknowledging what participants already do within their service
- Encourage the importance of identifying the role of the childcare worker in guiding children's behaviour and commence discussion about seeing the need to enlist the services of specialised people when behaviour becomes challenging

- What aspect of the environment actively promotes or creates difficulty in applying the rules. E.g. children are not permitted to climb up on chairs to get a piece of equipment - the child does this as all the equipment is up high and restricts the child to independently choose a piece of equipment.

Working with children is a rewarding but stressful job. As childcare workers you have to positively provide quality care for different children with unique and individual backgrounds whose parents have different childrearing practices and behaviour guidance strategies. Each individual child has to learn and understand the differing practices in each social context.

These continuous differing changes of ideals, practices and individuality can tire the child care worker as she/he strives to provide quality childcare in an environment that provides each and every child the opportunity to explore and experiment in safety and positive growth.

Recognising roles

The final step in Behaviour Awareness is recognising and implementing a practice for workers to address behaviour issues. Having worked through a number of issues, workers now need to spend some time in assessing the issues and implementing the strategies that they already have. It is at this stage that workers may wish, over a period of time, to document the issues of guiding children's behaviour that require an individual assessment of strategies used. This can be done by inviting a Behaviour Management Specialist to assist them to work through those issues when more time is available.



- Work through "points to consider" encouraging input to assist with further discussion using OHT 6

- Summarise the workshop with participants using OHT 7

Some points to consider:

- There is a policy/implementation plan to guide children's behaviour with the service.
- All workers understand the process and agree with them
- Processes are in place to determine when behaviour guidance support is required from additional specialists.
- Processes are in place to call in a Behaviour Management Specialist to address individual situations
- Observations and planning is assessed to assist in the implementation of strategies for addressing challenging behaviours

Summary

Guiding children's behaviour is a complex skill that will change from day to day and for each individual child. Strategies need to be flexible and be based on

- Observations of the child
- Recognising when the inappropriate behaviour occurs e.g. time of day indoors/outdoors, expectations what the child can or can't do.
- The willingness of the worker to change and try new ideas
- Consistency
- Strategies and protocols in how the worker will address the inappropriate behaviour
- Backup support from each worker when one worker is having difficulty

Aims:

- For childcare workers to recognise the skills they possess in guiding children's behaviour
- For childcare workers to gain an understanding of their own feelings about inappropriate behaviour and how this affects their work with children
- To identify the level of resources and specialist support.
- For childcare workers to recognise the triggers that set off inappropriate behaviour.



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OHT 1 - Aims

“All people need to feel that others care about them and are interested in what they do, think and feel. An environment that fosters friendly, supportive relationships is a potent force in creating a positive and effective childcare program. Good communication and supportive relations between workers and children help foster positive self-concepts in children and encourage them to be curious, creative and active learners.”

(Quality Improvement and Accreditation System Handbook- Part A Interactions 1993)



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OHT 2 - QIAS - Interactions

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a) Think about the rules, limits and strategies that your service has established to guide children's behaviour. E.g. running not permitted inside, when you are eating you need to sit down, throwing of sand is not permitted.

b) Why is each rule/limit established?

c) How do you apply those rules/limits to the children in your care?

d) What strategies do you use when those rules/limits are broken?



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OHT 4 - Group Exercise 2

- Why is that rule limit being applied?
- How important is it that the rule/limit be reinforced?
- What are your expectations of the children, understanding and abiding by the rules/limits?
- How flexible are the rules/limits? Can they be changed as children develop new and more complicated skills? *E.g. The babies cannot pour their own drinks - this rule/ limit changes as the child develops the fine motor skills to undertake that task.*
- What aspect of the environment actively promotes or creates difficulty in applying the rules. *E.g. children are not permitted to climb up on chairs to get a piece of equipment - the child does this as all the equipment is up high and restricts the child to independently choose a piece of equipment.*



OHT 5 - Guiding Behaviour Checklist

- There is a policy/implementation plan to guide children's behaviour with the service.
- All workers understand the process and agree with them
- Processes are in place to determine behaviour guidance support is required from additional specialists.
- Processes are in place to call in Behaviour Management Specialist to address individual situations.
- Observations and planning is assessed to assist in the implementation of strategies for addressing challenging behaviours.



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OHT 6 - Points to consider

Guiding children's behaviour is a complex skill that will change from day to day and for each individual child. Strategies need to be flexible and be based on:

- Observations of the child
- Recognising when the inappropriate behaviour occurs e.g. time of day indoors/outdoors, expectations what the child can or can't do.
- The willingness of the worker to change and try new ideas
- Consistency
- Strategies and protocols in how the worker will address the inappropriate behaviour
- Backup support from each worker when one worker is having difficulty



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OHT 7 - Summary

Aims:

- For childcare workers to recognise the skills they possess in guiding children's behaviour
- For childcare workers to gain an understanding of their own feelings about inappropriate behaviour and how this affects their work with children
- To identify the level of resources and specialist support.
- For childcare workers to recognise the triggers that set off inappropriate behaviour.

Introduction

" All people need to feel that others care about them and are interested in what they do, think and feel. An environment that fosters friendly, supportive relationships is a potent force in creating a positive and effective childcare program. Good communication and supportive relations between workers and children help foster positive self-concepts in children and encourage them to be curious, creative and active learners."(Quality Improvement and Accreditation System Handbook- Part A Interactions 1993)



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Handout 1 - Aims/Introduction

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Examining the skills and strategies that you have and use in guiding children's behaviour

As a result of working with children and workers, childcare workers have developed strategies to guide children's behaviour positively. This enables the child to develop skills as well as a positive self-image and a sense of belonging in the group.

This development of strategies occurs over a period of time with re-assessment of rules and limits established within the centre. Depending on the skill level of each child the rules and limits are not necessarily changed but presented and re-inforced in ways that enable children to understand and take part in the process of enforcing the rules and limits. This process is an integral component in the development of children's social skills, communication and being a valued member of the group.

Rules and limits are established for a variety of reasons including safety and assisting in the development of independence and children's understanding of being responsible for their own actions. Rules and limits also allow the child to develop responsibility and become a valued member of the group and respect for others.



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Handout 2 - Skills and strategies

a) Think about the rules, limits and strategies that your centre has established to guide children's behaviour. E.g. running not permitted inside, when you are eating you need to sit down, throwing of sand is not permitted.

b) Why is each rule/limit established?

c) How do you apply those rules/limits to the children in your care?

d) What strategies do you use when those rules/limits are broken?



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Handout 3 - Group Exercise 2

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Handout 4 - References and Recommended Reading