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# 1A Initiating strategies and guidelines

When you help children learn from their behaviour and reactions to events, it not only helps defuse certain behaviours and situations, but also helps children to take ownership of their behaviour. If you view developing appropriate behaviour as a learning process, children can begin to understand what is expected of them, what behaviours are appropriate, and what specific behaviours they can use to communicate their feelings.



## Understanding appropriate behaviour

Children use different behaviours to express themselves from an early age. Through consistent and clear guidance, they can learn what is appropriate and what is not. Children consider educators and other adults to be role-models, and learn from their reactions every day.

Everyone has different views about what is appropriate behaviour. However, here are some basic guidelines:

- ▶ Children should learn to cope with emotions, emotional setbacks and overwhelming situations in safe ways.
- ▶ Children should demonstrate respect for themselves and others.
- ▶ Children should be socially accepted, and share their feelings and thoughts with others in ways they understand and can respond to.

All guidance techniques and strategies rely on you being able to work with children to help manage their actions.

### Appropriate behaviours are those that:

- ▶ are socially acceptable
- ▶ demonstrate respect for others
- ▶ allow the child to retain their dignity
- ▶ solve problems and put decisions into place
- ▶ demonstrate self-control
- ▶ work to effectively obtain the desired results using positive methods.

## The educator's role

As an educator, you need to guide and direct children's behaviour. You require an understanding of children's needs and abilities, and should recognise your own beliefs about implementing behaviour guidance strategies.

Undertake reflection to understand areas you may find challenging, and to evaluate your own state of mind in difficult situations and your use of verbal and nonverbal communication methods.

<b>Personal space</b>	Different people have different norms for providing personal space when interacting. Some feel comfortable with an arm's length of space between you, while others may be comfortable with closer physical contact.
<b>Eye contact</b>	In some cultures, eye contact is a sign of honesty and respect; however, in others it is a sign of disrespect.
<b>Tone of voice</b>	Some children are used to loud and direct language for communication, while others think a person speaking loudly is angry. At times you may need to change your tone to convey limits and use a stern voice. Some children may ignore the stern tone and others may become overly emotional if they think they have upset you.
<b>Body language</b>	Body language, such as hand communication, is used by many people (for example, shaking hands or giving the thumbs up). This may be polite for some people and offensive to others. The same applies to smiling or bowing your head.

**Example**

**Using nonverbal communication to acknowledge behaviour**

Michael, aged five, looks out of his preschool window to see Mary (a nanny) patiently waiting for him. Susan, 18 months, is in the stroller, and Clive, aged three, is at her feet.

Mary glances at the window and sees Michael looking at her. She smiles and waves at him. Michael's educator opens the door to let the children go outside. Michael runs out to Mary.

Mary gives Michael a big smile and says, 'Hello, we've been waiting for you. Clive wants you to help with his train set and Susan has been saying your name all afternoon'.

Michael gives Clive a quick hug and peers into the stroller to make a funny face at Susan, who laughs happily and kicks her legs in response.

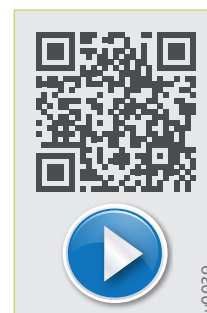
Mary holds out her hand for Michael and says, 'Come on, let's get going. We can talk about your day on the way'.

## Role-modelling positive behaviour

Children learn by observation. If you want to guide them in appropriate behaviour, model the appropriate behaviour yourself. For example:

- ▶ If you want children to use quiet voices inside, you must use a quiet voice.
- ▶ If you want children to be problem-solvers, demonstrate problem-solving behaviour.
- ▶ If you want children to respect you, show them respect.

Watch this video about encouraging and role-modelling positive behaviour.



## Involving children

Children should be involved in developing limits, especially for new experiences. For example, preschool children can sit together during a mat session or group time at the beginning of the year and discuss what they believe are rules that need to be put into place in the indoor environment. Setting guidelines and limits with the children allows them to take ownership and to discuss and understand the reasons for decisions.

Children may also decide to make their own consequences. For example, they may suggest that if they run inside, they must walk back to where they began and start again. Supporting children to make their own strategies for when limits and guidelines are broken helps them to:

- ▶ feel ownership and control over their behaviour
- ▶ bring the group together
- ▶ develop a confident sense of belonging within the environment.

Children may need to have limits and guidelines communicated to them more than once, and older children may even have a written copy of their own.

Sometimes it is appropriate to display these guidelines using words and images to remind children of the limits.

### Example

#### Children communicating limits and guidelines

Sam, Milly and Laura, all four years, are playing in the sandpit outdoors. Unexpectedly, Sam raises his shovel and throws sand on the girls. As Sam prepares to do it again, Milly turns to him and says, 'Sam, remember, don't throw sand. You know that if you do you have to go and play somewhere else'. Sam puts the shovel down and moves to help dig the trench they were all previously working on.

## Practice task 1

1. List **three** appropriate and **three** inappropriate behaviours.

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2. Provide an example of when you have supported a child's behaviour. What relationship-based strategies did you use? What was the outcome?

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## Superhero play

Superhero play is often seen in children at the associative play stage. They ‘fly’ around demonstrating their hero actions and talents – sometimes acting aggressively or in an unsafe manner.

Superhero play may concern educators as it:

- ▶ can quickly become violent
- ▶ often becomes the main play theme, with children excluding other activities
- ▶ can be misinterpreted by children as a demonstration of how to solve problems.

The purpose of superhero play is often related to the development of the child, as described in the following table.

<b>Moral development</b>	Identifying the difference between good and evil
<b>Emotional development</b>	Feeling in control of the environment
<b>Social development</b>	The development of role-play in associative or cooperative play – a desire to be able to help or save others
<b>Cognitive development</b>	Exploring themes and ideas, and solving problems; for example, how to defeat the ‘baddie’ or save the kitten

These points represent important learning outcomes, and the intensity with which children play as superheroes can demonstrate their need to develop in these areas.

When considering strategies for guiding superhero play, be creative and consider:

- ▶ using alternative ways to meet the developmental needs of the children involved
- ▶ becoming familiar with the superheroes and encouraging their less aggressive features
- ▶ requesting help from superheroes to solve problems throughout the day – ‘thinking’ superheroes are just as important as active ones, although an active superhero may be able to solve some pack-up or construction problems, or even rescue another child who needs help or support
- ▶ moving the danger source of the play from a ‘baddie’ to an event; this way, any aggression is removed from the solution and exchanged for a more appropriate saving or fixing action
- ▶ restricting the play to a particular area of the play space or time of day
- ▶ creating your own superheroes with the children; characters to use may include ‘brainy man’ or ‘puzzle solver’.



# 1C Responding to incidents

If a child's behaviour results in an injury or incident, you need to know how best to respond to the situation. The way you respond, how quickly you act and the limits and consequences you set are all important to the child's immediate learning and wellbeing. You must ensure you promptly and effectively defuse the situation and discuss the actions taken by children.



## Types of incidents

A range of incidents may occur depending on the age of children involved, including those detailed in the following table.

Age	Types of incident
0–2 years	<ul style="list-style-type: none"> <li>▶ Biting, hitting, snatching, kicking, pulling hair</li> <li>▶ Crawling or walking over others or toys they are using</li> <li>▶ Spilling drinks and other resources on each other</li> <li>▶ Climbing on furniture</li> </ul>
2–3 years	<ul style="list-style-type: none"> <li>▶ Biting, pulling hair, slapping, kicking</li> <li>▶ Throwing toys, snatching toys from each other, using physical force to get a toy</li> <li>▶ Pushing their way into the personal space of others</li> <li>▶ Losing their temper in a tantrum</li> <li>▶ Throwing themselves on the floor, holding their breath, banging their head on the floor and screaming</li> </ul>
Over 3 years	<ul style="list-style-type: none"> <li>▶ Yelling, swearing, kicking, punching, pushing</li> <li>▶ Throwing materials at others</li> <li>▶ Laughing at others</li> <li>▶ Being aggressive, boisterous, bullying and overly loud</li> </ul>

## Act promptly

Regardless of a child's age, you must act promptly and use positive guidance and redirection skills to resolve the issue. This may mean first attending to a child who is hurt. Remain calm regardless of the stress you may feel and use a tone of voice that is firm, yet friendly. Remember the children are learning from your responses.

It is natural to sometimes feel frustrated or upset about an incident. If this occurs, seek help and take a break. If you do get emotional, yell or show frustration in some way (for example, picking up a child by the arm and dragging them), the best course of action is to remove yourself from the situation and take time to relax. A build-up of these feelings can cause you to act irrationally and could cost you your reputation or career. If you are in a centre environment, call for help and take a break. If you are working alone (e.g. as a nanny or in family day care), work out a safe way to defuse the situation.

# Learning checkpoint 1

## Establishing and applying limits and guidelines for behaviour

### Part A

Record **two** times that you responded to a behavioural incident in a timely manner using a clear, consistent and calm approach.

You may use the following tables to record information, ensuring confidentiality is maintained, where necessary.

Log entry 1	
Child: Date: Age: Setting:	
Who else was involved	
How you responded to the incident (For example, using redirection, 'I' messages or consequences)	
How you supported the child to manage their own behaviour (For example, positive reinforcement, encouragement, positive language, nonverbal strategies, role-modelling, choice or problem-solving)	
How you interacted with the child to involve them in decision-making and planning	

Log entry 2	
Child: Date: Age: Setting:	
Who else was involved	





## Topic 2

In this topic you will learn about:

- 2A Gathering, documenting and analysing information about behaviour**
- 2B Consulting with others and seeking advice**
- 2C Discussing incidents with families and colleagues**
- 2D Other children affected by behaviours of concern**

## Identifying and reviewing behaviour as required

Gathering information regarding a child's behaviour is a key element to understanding why they act in a certain way. By collecting observation records, you can gather evidence to assist you in analysing a child's behaviour.

Analysing records of behaviour helps determine appropriate strategies to deal with behaviours of concern. It provides information to use as part of your collaboration with parents and shows parents you are treating their child with respect and concern. This helps establish a partnership of practical and continuous monitoring of the child within the home and education environments.

Information gathering also assists other educators to become familiar with children and understand why you are suggesting particular guidance strategies.



## Lifestyle stressors

Sometimes behaviours of concern occur in response to specific circumstances or lifestyle stressors. These may be causing the child to react in a particular way and can relate to events. Consider the information in the following table, which describes some lifestyle stressors and possible linked behaviour.

Situations/lifestyle stressors	Behaviour
Family problems, including: <ul style="list-style-type: none"> <li>▶ separated or hostile parents</li> <li>▶ a death in the family</li> <li>▶ loss of a family member, friend or pet</li> <li>▶ a new baby</li> <li>▶ a sick parent or family member</li> <li>▶ visitors staying in the family home</li> <li>▶ sibling rivalry</li> <li>▶ joint custody</li> <li>▶ parents working extended hours.</li> </ul>	<ul style="list-style-type: none"> <li>▶ Crying</li> <li>▶ Temper tantrums</li> <li>▶ Lack of motivation</li> <li>▶ Unwillingness to participate or play with others</li> <li>▶ Unable to follow direction and limits</li> <li>▶ Hitting, kicking, biting and punching</li> <li>▶ Yelling and screaming</li> <li>▶ Not eating or refusing foods</li> <li>▶ Not sleeping</li> <li>▶ Sitting by themselves</li> <li>▶ Getting frustrated when others enter a play space</li> <li>▶ Intolerance of transitions and routines</li> </ul>
Illness	<ul style="list-style-type: none"> <li>▶ Crying</li> <li>▶ Holding body parts</li> <li>▶ Lack of motivation</li> <li>▶ Lashing out at others</li> <li>▶ Not sleeping</li> <li>▶ Not eating</li> <li>▶ Clinginess</li> <li>▶ Wanting constant adult attention or affection</li> <li>▶ Being grumpy and unsociable</li> <li>▶ Not wanting to participate in play or group times</li> <li>▶ Becoming inconsolable</li> </ul>
Change of educators in the service	<ul style="list-style-type: none"> <li>▶ Not listening</li> <li>▶ Crying</li> <li>▶ Not following directions</li> <li>▶ Experiencing frustration</li> <li>▶ Lashing out</li> <li>▶ Swearing or using other inappropriate communication methods</li> <li>▶ Ignoring requests and redirection</li> </ul>

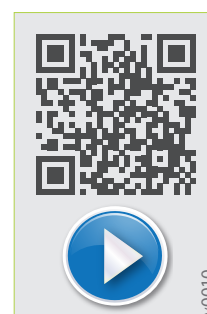
Each child's response to lifestyle stressors will be different, and their level of concern will also be unique. The behaviour exhibited by one child may be un concerning, whereas if another presents with the same behaviour it may be deemed completely out of character or inappropriate.

Area of development	Signs that may indicate a developmental delay
Social/emotional	<ul style="list-style-type: none"> <li>▶ Has difficulty expressing feelings.</li> <li>▶ Never helps others.</li> <li>▶ Cannot label their own feelings.</li> <li>▶ Demonstrates extreme and violent tantrums or protests.</li> </ul>
Cognitive	<ul style="list-style-type: none"> <li>▶ Is forgetful.</li> <li>▶ Has a very short attention span.</li> <li>▶ Lacks curiosity.</li> <li>▶ Lacks communication skills.</li> <li>▶ Does not understand consequences.</li> </ul>
Motor skills	<ul style="list-style-type: none"> <li>▶ Cannot walk properly.</li> <li>▶ Has difficulty balancing.</li> <li>▶ Cannot complete tasks that use small muscles and/or hand-eye coordination, such as threading, sewing or cutting.</li> </ul>

## Causes and impact of developmental delay

As children become more aware of others, they begin to identify differences in their peers, such as developmental delays or learning difficulties. Children often show this knowledge in behavioural terms; for example, a child who recognises their own delay may become frustrated or angry, while a child who notices a delay in another child may resort to bullying or competitive comparison.

Watch this video for more about children understanding differences in people.



Here are some examples of the potential impact of developmental delay on a child's behaviour and the possible causes.

Cause of difficulty	Potential impact
Short concentration span	<ul style="list-style-type: none"> <li>▶ Difficulty in: <ul style="list-style-type: none"> <li>– listening</li> <li>– following instructions and directions</li> <li>– solving problems</li> </ul> </li> </ul>
Lack of reaction to stimuli	<ul style="list-style-type: none"> <li>▶ Slow to respond to danger or sensory influences</li> <li>▶ Misunderstanding signs and signals from others</li> <li>▶ Not noticing what is happening or what needs to happen</li> </ul>
Lack of control of actions	<ul style="list-style-type: none"> <li>▶ Speaking at inappropriate times</li> <li>▶ Reacting slowly</li> <li>▶ Reacting without thought</li> </ul>

**Example****Reporting suspected child abuse**

A four-year-old has been found twice in cubby spaces with other children asking the others to take off their clothing, and has attempted to touch the other children's genitals. The educators want to make a plan for managing this situation, as they know this behaviour is not age-appropriate and is of serious concern.

A four-year-old would not usually be interested in this type of exploration, so the educators must consider:

- ▶ Is the child being abused?
- ▶ Is the child observing the actions of adults that are inappropriate?
- ▶ Is the child accessing inappropriate materials and information in another way?

The educators discuss the issue with the child's parents, who say the child is fine and there is nothing to worry about. Following this discussion, the child does not return to the service. The educators decide, based on service procedure, to report this situation to ensure the four-year-old is safe.

**Trauma**

Trauma can also impact on a child's mental health and behaviour. Trauma can only be defined in severity by the impact it has on each individual. Trauma in one family may involve the health or safety of a family member; in another family, it may relate to becoming a refugee, being tortured or being held in custody.

A child who has experienced trauma may:

- ▶ have difficulty sleeping or disrupted sleep patterns
- ▶ lose their appetite or refuse to eat
- ▶ demonstrate regression in development
- ▶ demonstrate anxiety in response to separations or unfamiliar events, situations or people
- ▶ demonstrate social withdrawal or restricted play
- ▶ re-enact an event in play, sometimes repeatedly
- ▶ show aggression towards others
- ▶ fantasise about an event
- ▶ express intense emotions inappropriately
- ▶ experience flashbacks
- ▶ display hyper-aroused behaviour – e.g. being continually alert and looking for danger or threats.

**Function or consequences of behaviour**

As well as looking for a possible cause, it is also useful to identify the function or consequences of what the child is trying to achieve through their behaviour. This too can be a trigger for behaviours of concern.

Some children communicate through their behaviour as they have:

- ▶ limited vocabulary
- ▶ quick tempers
- ▶ strong emotions
- ▶ difficulty understanding the actions of others.

# 2B Consulting with others and seeking advice

Before you can decide on an appropriate response to a child's behaviour, consult with others who are involved with the child, such as parents or guardians and other educators. You may also need to seek the advice of a specialist before selecting the best option for the situation.

## People to consult

Consider the information in the following table that lists who to consult, what they can tell you and how to gather this information.



Who to consult	What they can tell you about	How to gather this information
Parents or guardians	<ul style="list-style-type: none"> <li>▶ Home life, including values, cultural practices, expectations and beliefs</li> <li>▶ Out-of-character behaviour, expected behaviour and behaviours of concern</li> <li>▶ How the child behaves differently in various environments</li> <li>▶ Who the child responds to</li> <li>▶ Triggers</li> <li>▶ What strategies they use</li> <li>▶ What strategies do and don't work</li> <li>▶ What strategies they disagree with you using</li> </ul>	<ul style="list-style-type: none"> <li>▶ Discussions</li> <li>▶ Meetings</li> <li>▶ Surveys</li> <li>▶ Forms</li> </ul>
Other educators	<ul style="list-style-type: none"> <li>▶ Their observations</li> <li>▶ Their experiences with the family and child</li> <li>▶ Out-of-character behaviour, expected behaviour and behaviours of concern</li> <li>▶ Triggers</li> <li>▶ What strategies they have used either successfully or unsuccessfully</li> <li>▶ Training or experience in any area</li> <li>▶ Your ability to provide 'goodness of fit'</li> </ul>	<ul style="list-style-type: none"> <li>▶ Observation records</li> <li>▶ Portfolios</li> <li>▶ Notes from past information-gathering</li> <li>▶ Behaviour plans</li> <li>▶ Discussions</li> </ul>
Specialists	<ul style="list-style-type: none"> <li>▶ Diagnosis</li> <li>▶ Triggers</li> <li>▶ Key features</li> <li>▶ Links to other developmental areas</li> <li>▶ Situations to avoid</li> </ul>	<ul style="list-style-type: none"> <li>▶ Discussions</li> <li>▶ Assessments</li> <li>▶ Reports</li> <li>▶ Meetings</li> </ul>

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4. Explain how you would use this book to support these children. Make sure your strategies are appropriate to the age and stage of development of the child.
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## Summary

- ▶ You may be required to monitor and record a specific child's behaviour due to an incident, change in behaviour or behaviour of concern.
- ▶ To understand behaviours of concern, you must first learn about them through observing, listening and recording information. You need to collect the right information to ensure it is useful for analysis.
- ▶ Observational data can be collected in a variety of ways. Many workplaces encourage a combination of methods to create a more holistic view of the child's performance and development.
- ▶ To be able to make sense of your observations about behaviour, there are specific things that you need to know in order to analyse what is occurring.
- ▶ There are many reasons why a child displays behaviours of concern, and any number of factors can contribute. By analysing the information you collect, you can create a profile of the child and the behaviour to assist you to identify its causes, functions and influences.
- ▶ There are many reasons why children exhibit behaviours of concern, and all children respond to and cope with situations in different ways.
- ▶ The functions/consequences of behaviour are what the child is attempting to gain by displaying the behaviour.
- ▶ To gain appropriate support, you need to seek advice, interpret the child's behaviour and make decisions regarding your plan of action. It is essential that you include others involved with the child.
- ▶ If behaviours of concern are not dealt with, they can and will continue, and may even increase in severity and frequency.
- ▶ When children regularly display specific behaviours of concern, others in the group may be affected and begin to respond in their own ways.



## Topic 3

In this topic you will learn about:

### **3A** Creating a behaviour plan

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## Developing a behaviour plan

When specific concerning behaviours have been analysed, behaviour plans can be used to record long- and short-term goals, appropriate strategies and guidance techniques that all staff will implement with the child. Such plans can ensure consistency is provided, and that there are measurable and reflective materials to refer to.

When constructing and preparing a behaviour plan, you need to consult other colleagues, staff, families and parents, as well as any outside support services.

By working together with all those involved, you will enable the best possible practice and the most effective response to the child's needs.



### Consulting with family members

You cannot develop a behaviour plan without talking to the child's family. Family members should be able to tell you about the child's:

- ▶ background
- ▶ behaviours at home
- ▶ medical and illness history
- ▶ customs, cultures and beliefs
- ▶ current practices implemented with the child in the home environment.

### Consulting with colleagues

Other educators and staff who have been involved in caring for the child are another good source of information. They should be able to share information about:

- ▶ behaviours that have been observed
- ▶ ideas and expectations of the management plan
- ▶ feelings and expectations of strategies to be implemented
- ▶ own values and beliefs
- ▶ their relationship with the family and child.

### Consulting with other carers

Other people may be involved in caring for the child, such as grandparents, educators from other services, foster carers or extended family members.

They should also be consulted when developing a behaviour plan. They should be able to tell you about:

- ▶ their ability and confidence to implement strategies outlined in the plan
- ▶ reasonable expectations and time frames
- ▶ ideas and opinions
- ▶ their relationship with the child.

## Consulting with children

Children are a good source of information when it comes to developing a behaviour plan. They see things from a different perspective and may identify information that you have not thought of.

A behaviour that is concerning or illogical to you might be quite reasonable to a child. Most importantly, when children are involved in developing their own behaviour plan, they own the outcome. They are able to identify the strategies they feel comfortable with, suggest ideas that make sense to them and verbalise why the behaviour works for them or is uncontrolled, which may allow you to investigate alternative solutions.

Children should be able to think of:

- ▶ different reasons why they behave and feel the way they do
- ▶ alternative ideas for expression
- ▶ ways they might be able to help their peers
- ▶ things they can do when another child is having difficulties.

## Learning checkpoint 3

# Developing a behaviour plan

Read the case study, then answer the questions that follow.

### Case study

Pablo attends your service and you are his educator. He is two-and-a-half years old and his development is age- and stage-appropriate. His interests include trains, dinosaurs and Peppa Pig. Pablo's cultural background is Spanish, although he understands and speaks basic English.

Pablo frequently bites the other children in his group, even though there is an educator in the room monitoring his behaviour. This happens mainly when he wants toys that the other children have.

Your supervisor has asked you to help develop a plan that will support Pablo to use a more acceptable alternative behaviour. She also suggests that as Pablo is from a culturally and linguistically different background, you might contact the ISP for some advice. They may be able to help you determine strategies and whether any other support services are required.

1. Complete a behaviour plan for Pablo that includes all remaining sections of the example plan below.

Behaviour plan			
Name: Pablo	Age: 2.5 years	Plan no: 1	Date:
Those involved in developing the plan			
Who could provide ongoing professional support – specialists, referral bodies, authorities			
Behaviour	Pablo bites other children.		
Who was involved	Educators and other children in the room.		
Environment and curriculum influences			



## Topic 4

In this topic you will learn about:

- 4A Supporting the child to use appropriate behaviour**
- 4B Supporting colleagues to implement the behaviour plan**
- 4C Reviewing the child's behaviour against the plan**

## Implementing and monitoring a behaviour plan

When developing a behaviour plan, your key objective is to support the child to express themselves and meet their needs in a socially acceptable way. The way you implement the plan depends on the specific behaviour or behaviours being displayed, current knowledge, resources available and the additional support you have access to.

Behaviour plans should be reviewed for effectiveness within a realistic time frame. Although you cannot expect behaviour to change immediately, you must respond to any changes the child is making on a regular basis; for example, after a week, a fortnight or a month.

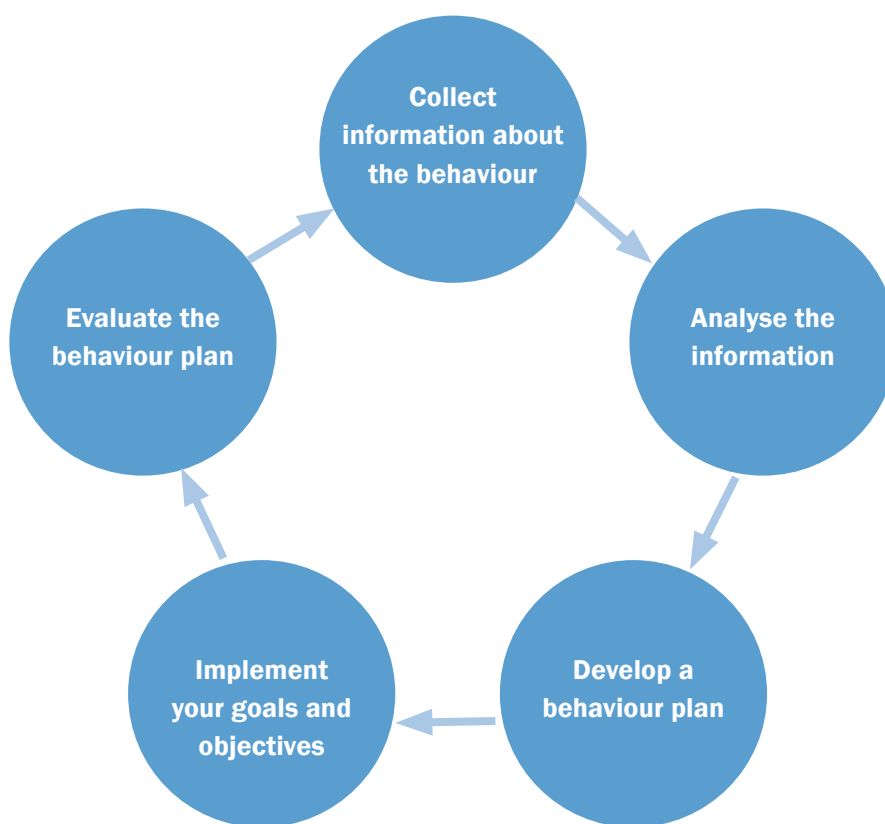
The following table maps this topic to the National Quality Standard and both national learning frameworks.

National Quality Standard		
✓	Quality Area 1: Educational program and practice	
	Quality Area 2: Children’s health and safety	
	Quality Area 3: Physical environment	
✓	Quality Area 4: Staffing arrangements	
✓	Quality Area 5: Relationships with children	
✓	Quality Area 6: Collaborative partnerships with families and communities	
	Quality Area 7: Governance and leadership	
Early Years Learning Framework		My Time, Our Place
Principles		
	Secure, respectful and reciprocal relationships	
✓	Partnerships	
✓	High expectations and equity	
	Respect for diversity	
✓	Ongoing learning and reflective practice	
Practice		
	Holistic approaches	Holistic approaches
✓	Responsiveness to children	Collaboration with children
✓	Learning through play	Learning through play
✓	Intentional teaching	Intentionality
	Learning environments	Environments
	Cultural competence	Cultural competence
	Continuity of learning and transitions	Continuity and transitions
✓	Assessment for learning	Evaluation for wellbeing and learning
Outcomes		
	Children have a strong sense of identity	
✓	Children are connected to and contribute to their world	
	Children have a strong sense of wellbeing	
	Children are confident and involved learners	
	Children are effective communicators	

# 4C Reviewing the child's behaviour against the plan

Once the behaviour plan is implemented, regularly review the child's behaviour against the goals and objectives of the plan. This allows your strategies to be updated if required and the plan to remain responsive to the needs of the child.

The behaviour plan follows a planning cycle just like any other plan. It must be monitored and evaluated regularly to ensure it continues to meet the child's needs.



## When to change the plan

Changes to a behaviour plan may occur due to:

- ▶ an unexpected response from the child
- ▶ new influences in the play environment
- ▶ new information provided by a parent, specialist or supervisor
- ▶ the child's changing needs (due to normal development or outside factors, such as circumstances at home).

In any of these situations, you must look at the range of options available and decide what changes are necessary based on the child's needs and the strategies available for implementation.

## Consulting with colleagues, family members and others

Just as you share information with parents about the child's everyday progress, you should share progress in the behaviour plan.

You may have confidential discussions, set times for formal reviews or have a general and open discussion. If the child is within hearing distance, the conversation should include them. It is humiliating and demeaning for a child to hear you talking about their behaviour in front of them without including them, and this may allow them to hear how effective their negative behaviours are in gaining attention.

It is also useful to gain feedback on the child's behaviour at home.

### Questions to ask include:

- ▶ Has their behaviour altered, improved or remained the same?
- ▶ Have parents been implementing strategies from the plan?
- ▶ Have parents been using other strategies?
- ▶ Are there new circumstances that educators need to be aware of?
- ▶ Do parents need suggestions for strategies to use at home?

## Practice task 11

Read the case study, then answer the questions that follow.

### Case study

The following behaviour plan has been developed for Jonah.

Behaviour plan			
Name: Jonah	Age: 4.5 years	Plan no: 1	Date: 14/02/18
Those involved in developing the plan	Room leader, qualified educator		
Who could provide ongoing professional support – specialists, referral bodies, authorities	Not applicable		
Baseline behaviour	Jonah refuses to participate in activities if any of the dark-skinned children are involved. He is very clear in his decision and verbalises this by saying, 'I won't play if dirty people are here' or 'If the black girl goes I will do it'. At group times he sits apart from the group.		
Who was involved	Jonah and the dark-skinned children in the service		
Environment and curriculum influences	Out of the 20 children enrolled in the service, 10 are dark-skinned. Jonah is missing out on many learning experiences due to this bias.		