

Behaviour Management Two - Nominated Supervisor

NQS 5.2.2 Self-regulation

Name of the person conducting the checklist: _____ Date: _____

Are group rules displayed visually?	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> NA
Are rules stated positively: what you want the children to do, rather than what the children should not do. <i>"When you are inside you walk". "Keep the sand in the sandpit". "Inside we use quiet voices".</i>	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> NA
Are the rules communicated frequently ?	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> NA
Are limits set , for example, the number of children who can be in specific play areas, especially where the amount of equipment and space is limited? For example, home corner, block corner, construction and train track.	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> NA
Are boundaries defined ? For example, the space in which mobile toys can be used, a sand- timer to define the end of a turn.	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> NA
Do educators assist children who are not settling to play by:	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> NA
giving choices	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> NA
assisting them to start and complete activities	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> NA
inviting another child to assist.	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> NA
Do educators refocus or redirect play that is getting unruly or out of hand?	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> NA
Are educators alert to warning signs , such as tensed muscles, statements such as <i>"I might knock that down"</i> .	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> NA
Do educators redirect a child before behaviour escalates?	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> NA
Does the service use visual cues , for example, traffic lights: <i>"Stop", "Think", "Do"</i> to help children self monitor, that is understand when their behaviour is getting out of control?	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> NA
Do educators teach conflict resolution skills at the child's language level?	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> NA
Do educators prompt children to use words rather than physical contact , for example, <i>You need to tell Nathan: 'It's my turn'</i> .	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> NA
Do educators establish consistency in behaviour management strategies with other educators (and with the family if possible)?	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> NA
Do educators acknowledge the child's feelings and firmly follow through with expected behaviour, for example, <i>"I know you're feeling cross, but I can't let you knock down Jane's building"</i> ?	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> NA
Do educators only state a consequence they are prepared/able to follow through?	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> NA
Do educators phrase requests as choices when you want the child to take a specific action. For example, do not say <i>"Would you like to come inside to play now?"</i> if continuing to play outside is not an option.	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> NA
Do educators build children's skills in: communication, social and play skills, for example, how to ask for help, request a turn, wait, take a turn, enter a group, join in play, use friendly talk.	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> NA
Do educators comment frequently and specifically when children are behaving appropriately, eg. <i>"Thanks for putting away the tractor, Ben". "That will be a great painting to take home to mum, Nicole"</i> .	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> NA
Do educators have an agreement on the language that will be consistently used to give children warnings and feedback on their behaviour, for example, <i>"That's not OK"</i> , or <i>"That's not appropriate"</i> , or <i>"Settle"</i> ?	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> NA
Do educators state that the child is making a choice, then calmly follow through the logical consequences ? - <i>"If you throw sand you are choosing to play somewhere else"</i> .	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> NA

Actions required