

Educators

Each child is supported to regulate their own behaviour, respond appropriately to the behaviour of others and communicate effectively to resolve conflicts.

Looking at the element in detail - A service reviewed what the NQF Guide said about element 5.2.2 and understood educators must support each child to:

- control their behaviour in respectful and considerate ways
- communicate their needs in positive ways
- effectively manage conflicts.

Control their behaviour in respectful and considerate ways

Before looking at self-regulation ask yourself this: have you taught the children how to behave and what is expected, but most importantly have you practiced it every day and celebrated the small successes?

For example, these young toddlers (18 – 24 months) were not good sitting at group time, transition to the bathroom was a free for all mess, and excursions were difficult with children not understanding the concept of holding the rope.

A plan was put into place where educators had specific positions and roles, and slowly, with a lot of practice, guidance and patience, working with the children became wonderful and an absolute pleasure. This is an example of self-regulation. Regulation is not just sensory, but also behavioural. Children most learn how to regulate their behaviour in socially acceptable ways. The photo



shows the toddlers who are now capable of completing an extended excursion around the block where educator Jose can take her time pointing out the symbols we see in our community. When they first started, they couldn't go any further than the car park.

Week 23, 2 - 6 August 2021- 5.2.2 Self-regulation

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How could you take more time to teach, then practice the behaviours that are socially accepted?

How do we help all children communicate their needs in positive ways?

First, take notes, pictures and video of the environment where the child starts to behave in a way we call inappropriate. Come back to the images and footage as you need to look for clues. For example, are they tugging on their clothes and can't stop? Are they wiggling and can't get comfortable? Has another child fallen or lent on them? Was it just before asking them to wash their hands? Did you give a direction like "pack up, or go over there and put sunscreen on" but they didn't do it? They may not understand what you were saying. What seems simple for other children appears difficult for this child. This is a great clue.

Write down your observations and make a guess. In speciality childcare services who have children with additional needs, it may take 25-30 times to make the right guess. Don't give up after the first try or even the 20th try. This child needs you more than ever.

Break it down into small bits of information and wait until each step is complete

If you want the child to come inside for group time and they're playing in the sand pit, saying "let's go Tyler, it's nearly lunch" is too much of a demand. Break it all down into tiny steps and do one at a time.

1. Go to the sand pit and sit next to Tyler
2. Smile at him to get his attention
3. Stand up
4. Use hand movements to motion stand up and say Tyler (pause) stand.

5. Then show him how to brush the sand from his clothes, wait until he copies
6. Step out of the sandpit and wait, then motion for him to step out of the sandpit.
7. When he is out, make the movement of washing hands
8. Then take him to the bathroom
9. Show him how to wash his hands
10. Then get him to wash his hand, followed by drying his hands
11. After he has finished say 'mat' and take him to the mat

This is an example of how much you might need to break things down for a child. See how many steps we just group together. All of these steps grouped as one step ie "let's go Tyler, its nearly lunch" is too much of a demand. The child gets confused about what you want and can have a meltdown.

What parts of your day do you need to break down into smaller steps so it's less demanding for children?

Sensory regulation - meltdowns caused by educators demanding too much from the child

Some children may refuse to participate in certain activities, or become upset, sick and even vomit when trying to participate. They may push other children in response to stimuli. Unfortunately, educators may view this behaviour as defiance, poor social skills, or as bullying, leaving the child with a bad behaviour label and no friends.

What could be happening?

If a child has an over responsive sensory disorder, things we take for granted become a huge problem for them. Imagine if all the voices you heard were really loud to the point of hurting your ears. Or high-pitched sounds made you feel sick and then you vomited. How would you feel if you jumped in fright every time a door shut because you were oversensitive to sounds?

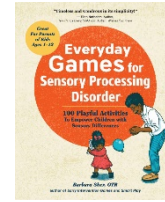
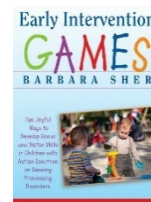
How to help

This is a two-step process. First, learn to identify the places or situations where the meltdown occurs. It might be mat time as children loudly transition there. Secondly, create a strategy for the child to avoid the loud situation. For example, Chloe hits out at children on the mat. Lucy decided to keep Chloe away from the mat until all the

children were settled, then Chloe joined the group. The lead educator for mat time made sure her activities had low sounds and children's voices did not become too loud for Chloe. Remember, keeping Chloe back is not meant to reward her behaviour. It is part of an overall strategy. Slowly she can be introduced to louder sounds as her sensors become used to it.

Play more games in groups for better behaviour

This allows children to feel secure. Ensure you recognise the importance of the group and develop ways for children to participate in the games. The two best books I have found for games are written by



Barbara Sher, Early Intervention Games and Everyday Games for Sensory Processing Disorder.

List 10 games that can be played to assist children participate in groups.

1	
2	
3	
4	
5	
6	
7	
8	
9	
10	

Some children are in pain when they sit

Some group times are not a pleasant experience because some children wiggle and move to the point where they distract the other children. I know myself I find it difficult to sit for long periods of time, and children are the same, but their timeframe is much shorter than ours.

What could be happening?

Wiggly, fidgety children may find the pressure of the mat hard. It could feel like concrete to them and sitting hurts them. Or they may have this energy pulse that we can't see and find it difficult to explain, but it makes their nervous system move until they hold something.

Week 23, 2 - 6 August 2021- 5.2.2 Self-regulation

How to help

Identify your wiggly, fidgety children. First find a pillow for the child to sit on. This helps with the cushioning of their bottoms. It might be trial and error to get one that's the right thickness for that child. Second, look up fidget toys on the internet and see what you could make for them. Remember, not everything has to be bought.

Identify the children that may be finding it difficult to sit due to their sensors creating pain, then describe what you could do to help them.



Philosophy

There was a great French philosopher called Emile-Auguste Chartier. He was famous for dealing with annoying people by developing a formula to calm himself down. He said 'Never say that people are evil. You just need to look for the pin (sticking into them).' Of course this pin isn't real. It's a way to describe the source that drives a person to behave inappropriately. This is what we need to do with children. Stop and say, "What is the pin that is hurting them?"

Children avoid things that hurt them eg situations they can't handle or skills they don't have. From a Sensory Processing Disorder perspective we need to realise the Disorder affects their nerves and they feel and sense differently to us. For example, sitting on a chair becomes very painful, tags in clothing may seem like needles piercing their skin, they think somebody touching them is a threat or they may hate the touch of water so much they refuse to wash hands. We think art or any form of messy play just won't be possible.

Humans have 5 main senses

Our sensors include the eyes, ears, nose, skin and tongue. Additional sensors include temperature sensors, body

position sensors, balance sensors and blood acidity sensors. Identify what could be a child's 'pin' for each of the sensors.

Vision/sight	I.e. Lights too bright
Hearing	
Smell	
Touch	
Taste	
Body temperature	
Body position	
Balance	

Effectively manage conflicts by adding the sensory information they don't like to things they do like

Find something that interests the child, like cars, dinosaurs or figurines. Second, slowly introduce them to a sensory experience that very slowly exposes them to the sense (touch) that they don't like. It works best as a one-on-one experience.

Tyler loved cars but disliked things like clothing, sand and water on his skin. We used Tyler's favourite cars and stuck some double-sided tape on the roof of them, then rolled them in the sand. Tyler grabbed his car but let it go because of the sand. We slowly introduced the car again and played with other cars, showing him what to do on the car track. Eventually he held the car and played with it. We repeated this for a week, then put the car in some shaving cream. Again, he disliked it at first, but slowly he drove his car through the shaving cream. After many weeks, we had Tyler washing his car and his hands under the tap.

Eventually Tyler's outbursts were less, but every time they happened educators stopped to think just like the philosopher Emile-Auguste Chartier, "What is Tyler's pin that is hurting him?"

Always remember every child is different and the pin could be something that we take for granted.

Week 23, 2 - 6 August 2021- 5.2.2 Self-regulation

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The EYLF and MTOP says “Critical reflection involves closely examining all aspects of events and experiences from different perspectives.” Pick one of the following reflection points to complete the table below:

- Do all educators in the room/group implement consistent behaviour management strategies?
- Are all educators in the room/group familiar with the range of behaviour management strategies they could consider implementing? **(included in Improvement example)**
- Do all educators in the room/group consistently acknowledge positive behaviour or focus only on inappropriate behaviours?

Critically reflect through the eyes of:	Write your critical reflection below	What changes did you or will you make because of the reflection?
<p>a child</p>	I want to play with Aiden but he ignores me – not when I topple his construction though. That gets his attention. (Xavier)	<p>Miss Bec asked the EL for help in managing Xavier’s behaviour. The EL asked Miss Bec whether she thought Xavier may need help making friends. It was something Bec hadn’t really considered and together they decided to implement some ‘making friend’ role plays into the curriculum.</p> <p>The EL also reflected on this exchange and decided other educators may be struggling with some children’s behaviour. She made some posters for the staffroom with brief points outlining many behaviour management strategies</p>
<p>an educator</p>	Xavier is really upsetting Aiden. I’ve told him to leave Aiden alone but he just seems to be upsetting him more and more. What am I supposed to do? (Miss Bec)	
<p>your families</p>	Aiden’s coming home really upset about this kid Xavier who keeps wrecking his stuff. Not sure what’s going on but I’m going to have to say something to the educators very soon. (Aiden’s mum)	
<p>theorist and current research</p>	Albert Bandura (1977) developed the Social Learning Theory which emphasises that people learn from one another through observation, imitation, and modelling. The Theory considers how environmental and cognitive factors interact to influence human learning and behaviour.	



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Critically reflect through the eyes of:	Write your critical reflection below	What changes did you or will you make because of the reflection?
 <p>a child</p>		
 <p>an educator</p>		
 <p>your families</p>		
 <p>theorist and current research</p>		



Complete your QIP

The information you write below can go directly into your QIP or Self-Assessment Tool (SAT) (NSW ONLY)
Instructions

For a MEETING QIP and Self-Assessment Tool (SAT)	For Exceeding the QIP and Self-Assessment Tool (SAT)
<i>Please give an example of an activity where you discussed emotions, feelings, inclusion and exclusion, fair and unfair behaviour or bias and prejudice with children.</i>	<i>Please explain how you and your team implement a consistent approach to behaviour guidance so each child is always supported to regulate their behaviour, respond appropriately to others' behaviour, and effectively resolve conflict.</i>
<i>Please give an example of a discussion you've had with a child about their behaviour how it might affect others, service rules and the reasons for them, and the strategies you implemented to support the child's behaviour.</i>	<i>Please discuss the theoretical perspectives that influence the way you support children to regulate their behaviour (included in QIP strength example).</i>
<i>Please give an example of the way you model respectful behaviour, language and interactions with others.</i>	<i>Please give an example of the way you and your team use your knowledge of each family's behaviour guidance practices at home to support children's self-regulation and interactions with others.</i>
If you cannot answer these questions above the you are not meeting. This means you need to create an improvement plan and make changes to your practice	If you cannot answer these questions above the you are not exceeding. This means you need to create an improvement plan and make changes to your practice

Week 23, 2 - 6 August 2021- 5.2.2 Self-regulation



Checklist

Why are you doing the checklist?

The practices identified in the checklist are what the assessor needs to see you do so they can check you're 'meeting the NQS.' If you embed all the things in the checklist, then you are meeting the Element 5.2.2. If there's something on the checklist that you're not doing, then you need to either adjust your practice to do it, or ask for help and training to do what's on the checklist ie work with your educational leader or room leader who should teach/coach you how to do it.

The checklist keys to use.

E = Embedded I do that **ALL** the time

K = I know I need to do that, but I don't do it all the time

T = Please teach me how to do it or improve my understanding of why I need to do it.

Name Educator 1	
Name Educator 2	
Name Educator 3	
Name Educator 4	
Name Educator 5	

Do you regularly discuss emotions, feelings, inclusive and exclusive practices, fair and unfair behaviour, bias and prejudice with children?					
Do you encourage and support children to discuss these behaviours and feelings amongst themselves and to learn about them together?					
Do you always model positive language and interactions?					
Do you help children understand how others expect them to behave and the consequences of inappropriate behaviours?					
Do you encourage children to contribute to room/group rules and acceptable group behaviours?					
Do your children see you as a person they can always trust to support them through difficult feelings, interactions and conflicts with others?					
Do you confidently support the behaviour of individual children using a range of behaviour management strategies best suited to the child's personality and needs?					
Do you confidently work with families and other professionals to support a child's behaviour, including promoting consistent practice in the different settings?					
Do you ask for help in situations where you're unsure how best to manage a child's behaviour, or families have different views about their child's behaviour?					

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