







Addressing Behaviours of Concern

Supporting Children

Using Positive Behaviour Support at OSHC

What is Positive Behaviour Support



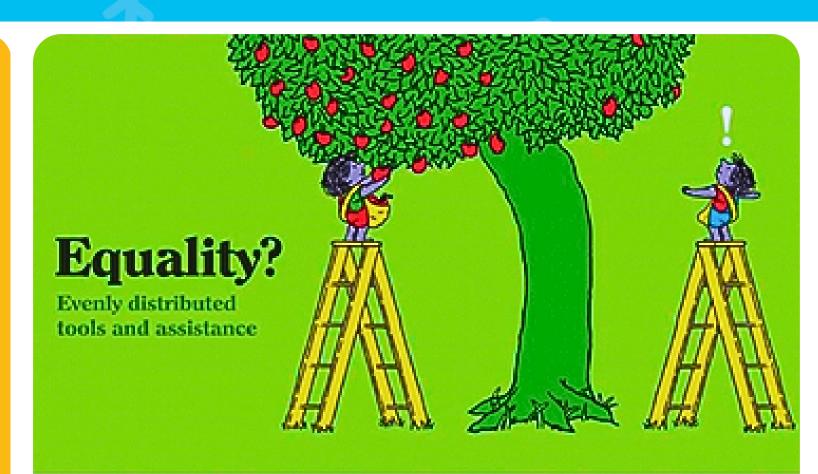
Positive behaviour support is a <u>strengths-based</u> and <u>values-based</u> means of addressing behaviours of concern.

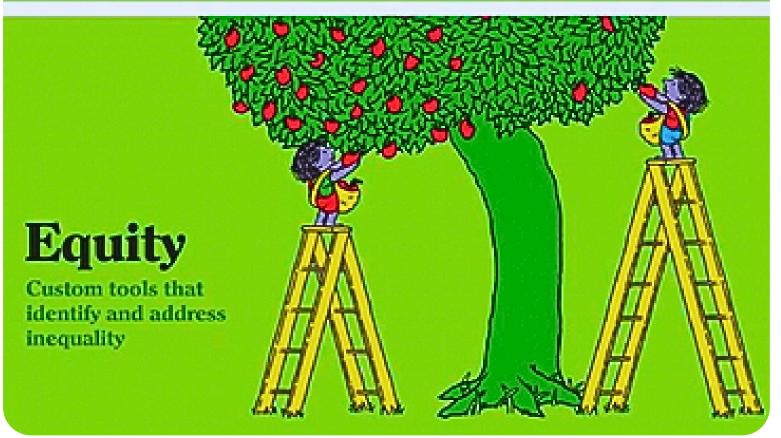
All behaviour are <u>forms of communication</u> and each behaviour has a reason or a <u>function</u>.

It is important that we see the child and <u>not</u> just the behaviour that they exhibit.

We can achieve this by making <u>reasonable adjustments</u> to our services to meet the needs of all the children in our services.

All children have their own <u>individual strengths and</u> <u>personalities</u> that make them who they are. This means that we need to take an <u>individualised approach</u> with children, My Time Our place refers to this as <u>Equity over Equality</u>.





Behaviours of Concern



What is a Behaviour of Concern?

Any behaviours posing a risk to the health and safety to a child or others around them, Examples include:

- Physical aggression
- Verbal aggression
- Property damage
- Absconding.

What is the child communicating?



- ? are feeling unwell
- ? are tired or overwhelmed
- ? have had a disruptive day
- ? have encountered conflict with peers
- ? have found it difficult to find someone to play with
- ? need a break



Proactive Strategies: Skill Development

Strengths based Skill Development

<u>Communication skills</u> - Teaching children to express their needs. This can be done through verbal or using visual supports.

Social Skills - Helping children learn how to interact appropriately with others. We can teach turn taking and social cues through active games like footie or handball, board games and card games.

Emotional Regulation skills - Mindfulness Activities like breathing exercises are useful for developing Self-regulation skills



Functions of Behaviour

Attention

Children may use their behaviour in order for others to pay attention to them. This attention can be positive or negative.

Escape

Children may use behaviour to escape from or avoid a situation, task or demand that the child finds unpleasant, challenging or upsetting.



Access

Children may use their behaviour to gain access to an item or activity.

Sensory

Children may behave in a manner that provides sensory satisfaction to them, The child is not seeking attention from others. They are simply doing what feels good to them to stimulate or de-stimulate their senses.

Proactive Strategies: Collaboration and Relationship

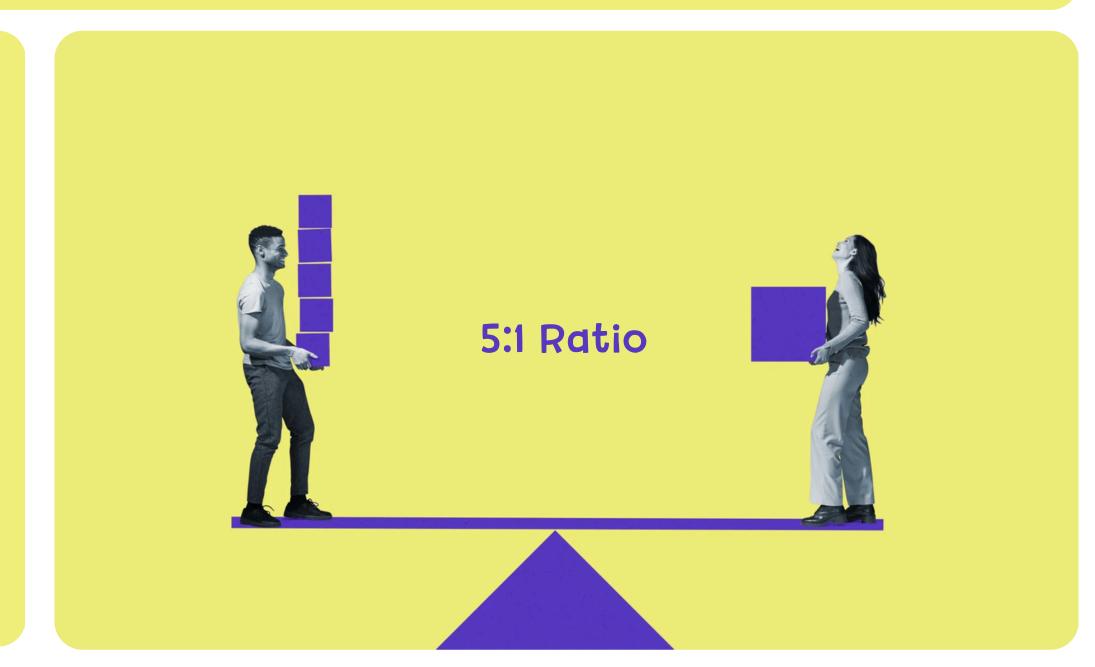
<u>Collaboration</u>: it is important to collaborate with the child's school and caregivers address behaviours of concern and see if we can implement it at our services

Relationship:

Research has shown that an empathic and respectful relationship with children led to:

- ·increased engagement
- ·reduction in behaviours of concern
- ·More likely to be respectful to others
- ·Less likely to resist rules

Use of Positive Reinforcement



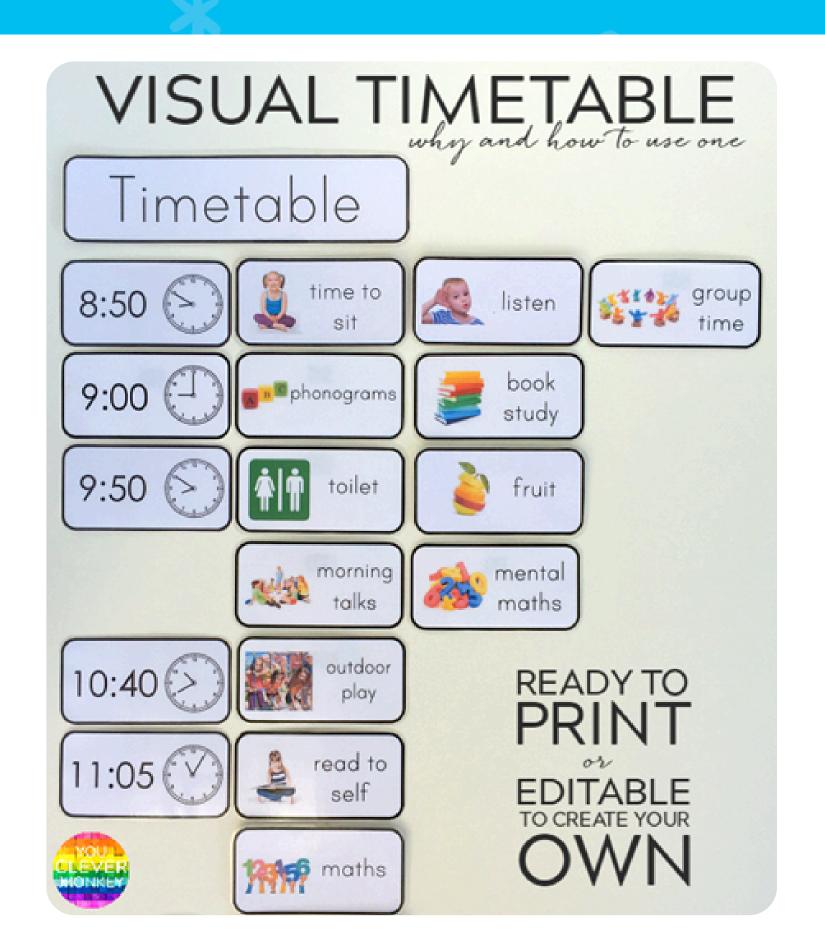
Visual Timetables

These are tools that use pictures, symbols or written words to show the schedule for the day and can support transitions and reduce behaviours of concern.

Visual timetable should be placed in a consistent location where children can see.

Personal Visual Timetable can be created for individual children.

Reinforce the timetable by give warnings before changes: "In five minutes, we're packing up



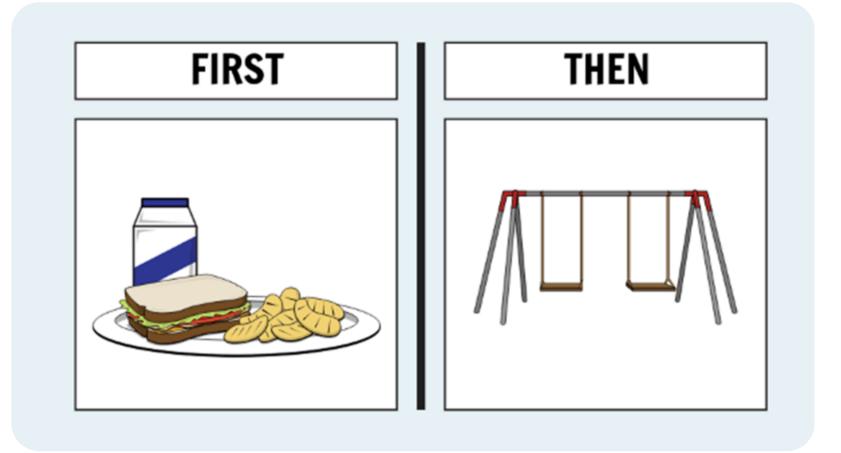
First and Then

This is a visual or verbal support that can help children's understanding of transitions.

It shows the child what they are doing now and what is happening next.

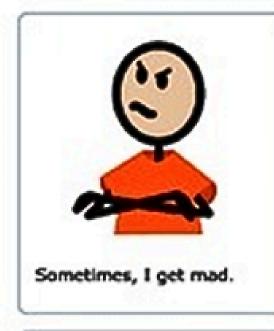
"First" is usually a required or task and "Then" is the child preferred activity.

For example if a child wants to play outside to play but it's snack time. You would then say "First we have Snack Time, Then we can play outside"



Social Stories

These are short, personalised stories to help children understand certain social situations and expectations.



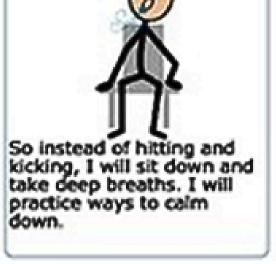


When I am mad, sometimes I want to hit or kick another person.



other person.





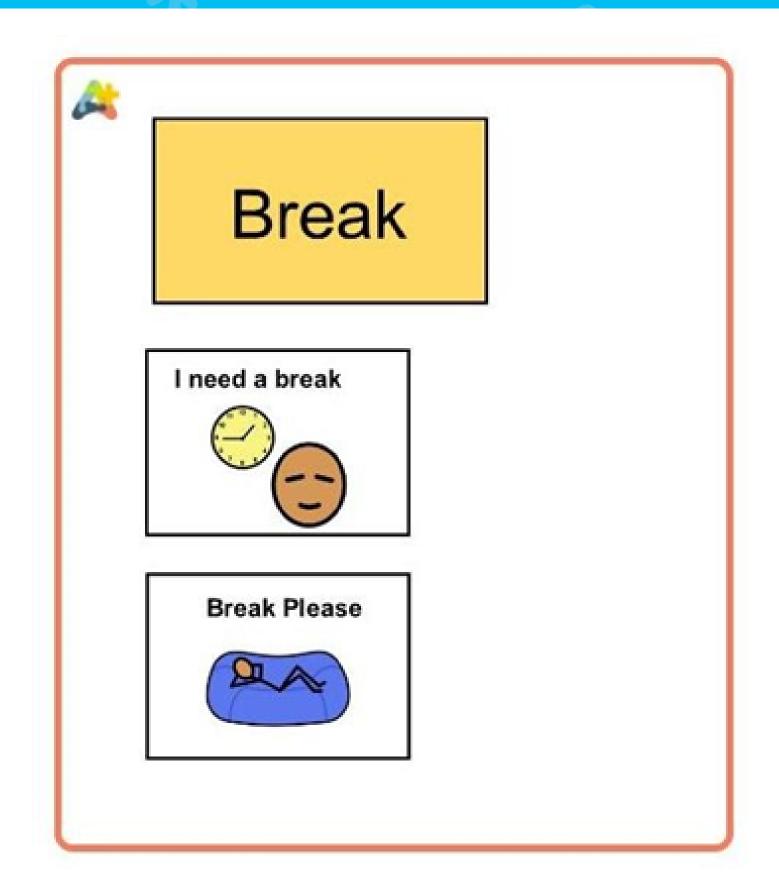


Break Cards

Teach replacement skills such as using a Break card

Show the Child the break card and explain to them that when they feel angry, frustrated or sad that they can give me this card and that tells me you need a break.

Agree what that break looks like with the child, this could be running in the playground, or it could be self-regulating with breathing techniques in the quiet corner.



Proactive Strategies: Sensory Needs

Sensory Profile

Every child has a <u>unique sensory profile</u> that describes how they perceive, process, and respond to sensory information from their environment and body:

This includes information about:

- Sight
- Sound
- Touch
- Taste
- Smell
- Balance
- Movement

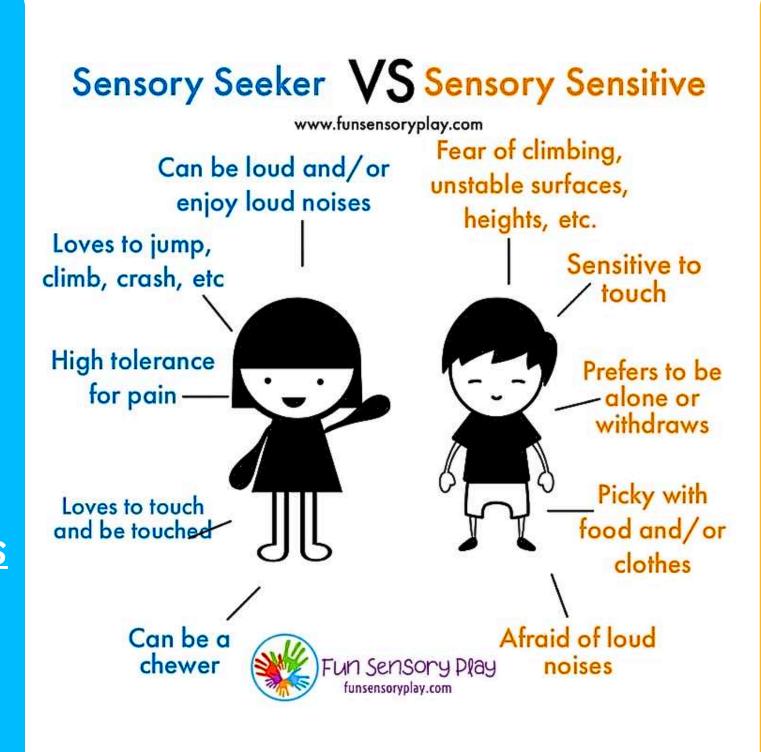


Proactive Strategies: Sensory Needs

Sensory Seeking

Is our OSHC environment is engaging for a child that is Sensory Avoidant?

Sensory activities on the fun universe, movement games, and sensory tools like fidget toys may be useful for Sensory seeking children.



Sensory Avoidant

Is our OSHC environment is overstimulating for a child that is Sensory Avoidant?

Supports like Noise cancelling headphones and sensory tents may be a good resource for children who are Sensory Avoidant.

Proactive Strategies: Sensory Needs

Can we make reasonable adjustments to our space to suit the sensory needs of our children at OSHC?

Can we create a safe/ quiet space for the child to go when they are becoming dysregulated

Can we create a sensory area with fidget toys and bean bags.

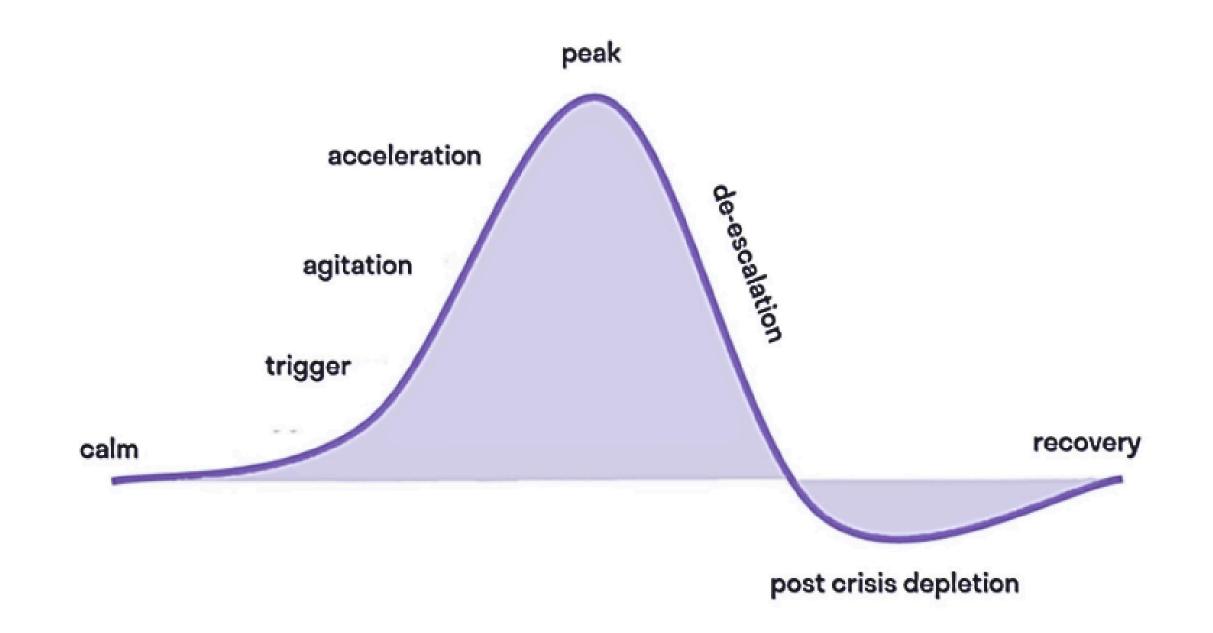
Have the children have an input in which supports they find useful – this gives them independence and engagement, and they are more likely to use the items for regulation if they have chosen them.



Reactive Strategies: Escalation Cycle



The Escalation Cycle that shows the typical pattern of a behaviour of concern. This cycle can look different for different children, sometimes it is clear when a child has become triggered at it can build towards the peak behaviours.

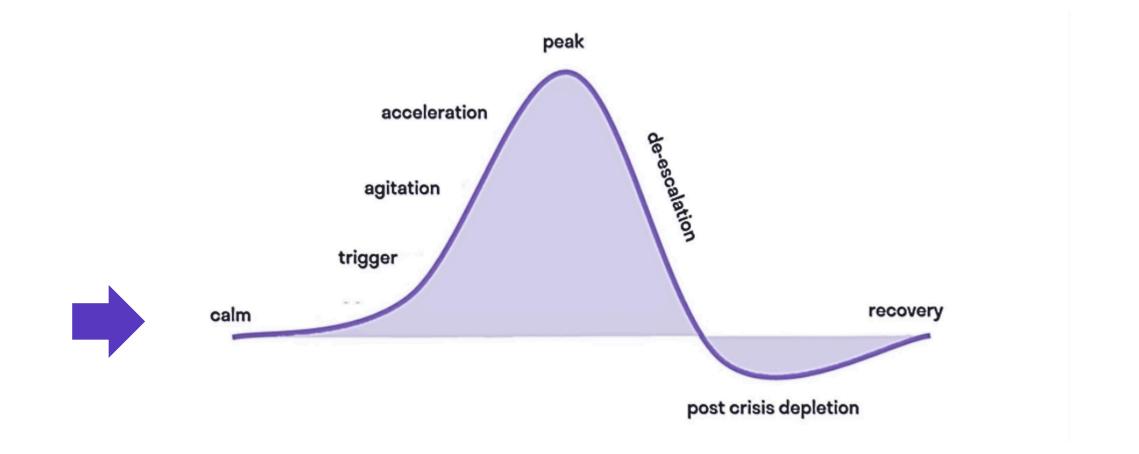


Reactive Strategies: Calm Stage



The Calm Stage looks different for everybody, but typically involves children engaging, learning new skills, having conversations and accepting corrective feedback.

- Focus on maintaining consistent environments
- Continue to build the child's Communication, Social and Emotional Regulation Skills
- Build positive relationships

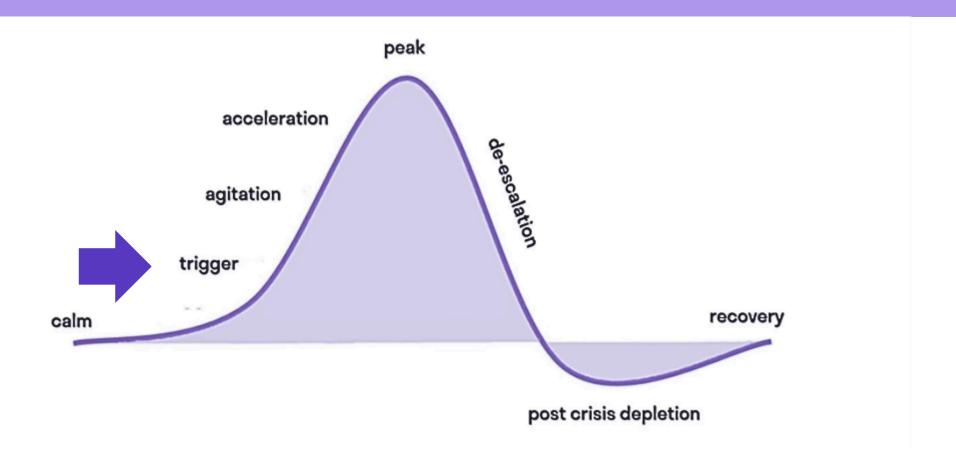


Reactive Strategies: Tigger Stage



The Trigger Stage: Each child may have different triggers but generally these are activities or events that increase anxiety and frustration.

- •Remove trigger
- •Reduce stimuli
- Use humour or distraction
- Relate to feelings
- Validate feelings

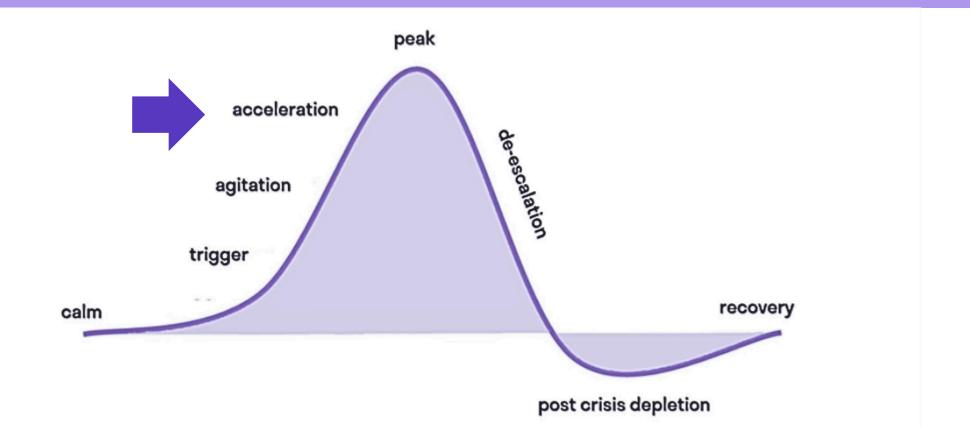


Reactive Strategies: Agitation Stage



The Agitation Stage: These are behaviours that signal disengagement, children finding it difficult to participate and can look like, flushed faces, clenched fists and moving in and out of group activities.

- Educator empathy
- Labelling and validating emotions
- Use calming strategies developed during the "calm" phase. For example, use of a fidget toy
- Re-direction to preferred activities
- Find an opportunity for the child to experience success

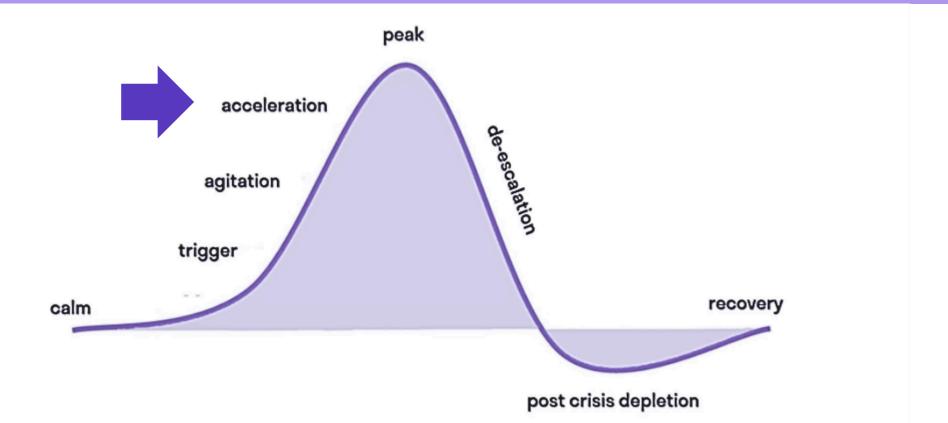


Reactive Strategies: Acceleration Stage



<u>The Acceleration Stage</u>: Behaviours that are designed to test limits and get a reaction – behaviours designed to engage in a power struggle. For example, ignoring instructions, name calling, low level destructions, refusal.

- Allow additional time to process instructions
- Disengage from power struggles
- Distraction and redirection
- Non-confrontational limit setting "I can't let you kick others" or "Toys aren't for throwing"
- "Let's" statements. "Let's play outside, Let's build a sandcastle"



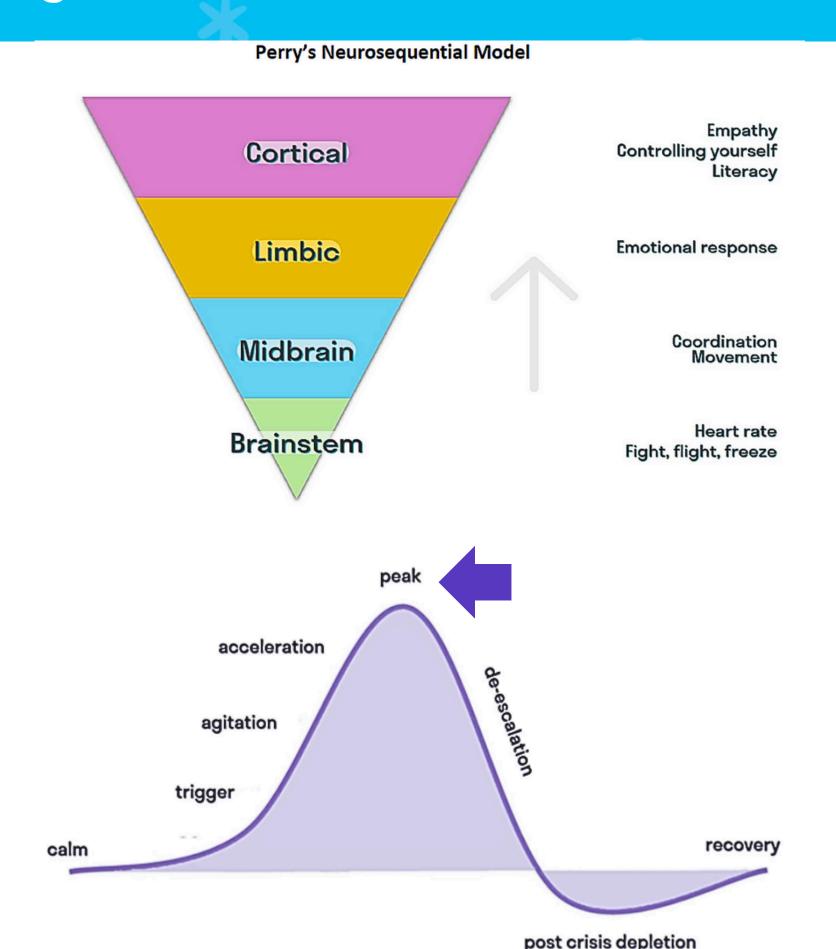
Reactive Strategies: Peak Stage



<u>Peak Stage</u>: When a child is at their peak of their behaviour of concern. Do not engage and actively supervise them during this time.

They are not using their thinking, rational brain (Cortical) and instead they are in survival mode, prioritising fight or flight responses. Some people refer to this state in different ways such as an individual using their "Lizard brain" or their Brainstem.

- Ensure that you and the children at the program are safe.
- Call for support
- Give the child time and space to self-regulate
- Continue to supervise the child from a distance
- Use minimal words and positive phrasing to avoid escalation, offer reassurance and validate their feeling (E.g "I'm here", "You're Safe" "I see that you're frustrated")

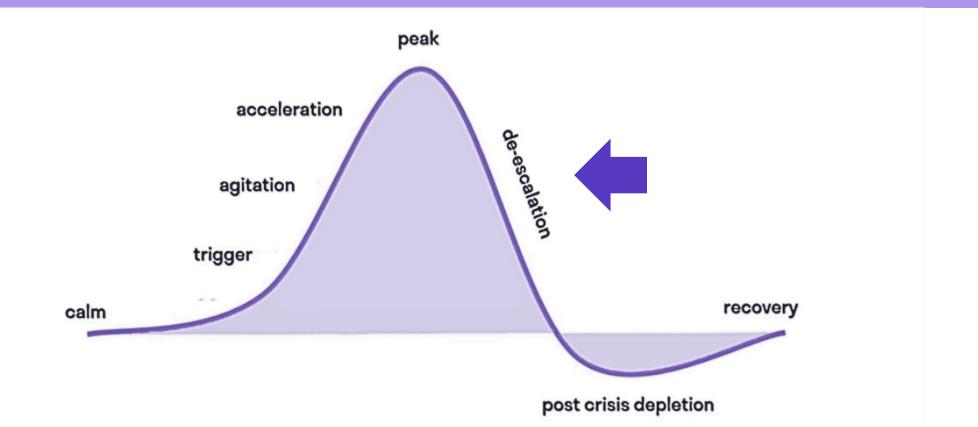


Reactive Strategies: De-Escalation Stage



The De-Escalation Stage: This is when there is a reduction in peak behaviours. Children may seem scared, confused, try to minimise the problem, may appear to be back at baseline.

- Remove excess attention
- Try and direct them to a peaceful environment like the quiet corner or a less crowded space
- Allow for additional time for the child to calm down after their peak behaviour
- Provide a calm and composed body language with a calm and non-judgemental presence
- Offer Connection and support -Invite them to participate in a calming activity like breathing techniques. Even if they do not join initially, seeing you calm can help them co-regulate

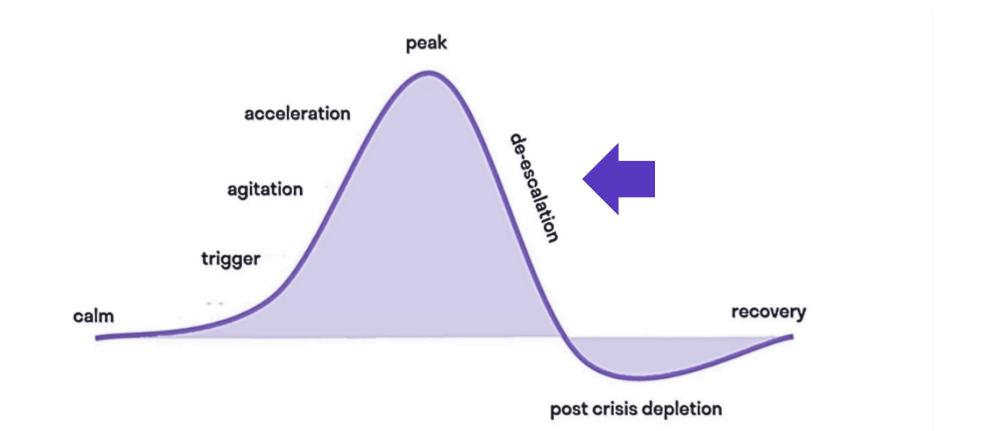


Reactive Strategies: Recovery Stage



The Recovery Stage: This looks like a return to their baseline behaviour and they may be ready to re-engage with the service, However, children at this stage may be tired or withdrawn.

- Listen to what the child has to say about how they are feeling
- Record the incident
- Re-establish the child's routine
- Continue to Reinforce positive behaviour "good job at taking deep breaths now"
- Debrief with the child as well as other children and staff that have been affected by the behaviour.



Reactive Strategies: Escalation Cycle



As Staff we should do the following at all Stages if the Escalation Cycle:

Remain calm and regulate ourselves.

Children often mirror the emotions and use a neutral tone. A calming presence can help a child self-regulate. Share your Calm. Do not attempt to argue with the child, raise your voice or show frustration as this may escalate the behaviour further.

Positive phrasing.

Provide simple, clear, and calm instructions. Setting clear expectations with positive language. Some children may escalate in behaviour if they hear "No, Stop and Don't". Instead of "Stop Running" say "Walk inside". Instead of Saying "Don't play outside" say "You can play outside after we have our snack".

Provide Choices to the child.

Offer two manageable activities that the child likes to provide the child with a sense of control and autonomy.



After the Behaviour of Concern

Debriefing Conversations: Social and Emotional Learning & Behaviour

Following an escalation, the alternative to punishment is problem solving. Punishment can cause children to stop listening as well as making it harder to build trust. Having conversations are framed around meeting needs, promoting children's social, ethical, and intellectual development rather than simply getting them to do whatever they're told. Reflecting on questions like:

- How did my action affect people?
- What kind of person do I want to be?
- What kind of support do I need?

The following questions may act as a guide to unpack the situation.

- What happened?
- How did I feel?
- What caused my feelings?
- How did I express and regulate my emotions?
- How might my actions have affected others?
- Next time how might I respond differently?



These questions support children to understand the consequences of their behaviour on themselves and others and provides an understanding of their emotions as well as empathy for others effected by their behaviours.

After the Behaviour of Concern

Debriefing Conversations: Social and Emotional Learning & Behaviour

It is important to continue supporting children understand their emotions and practise self-regulation, at all times not just after a behaviour of concern. When we are actively supervising and see some indicators that children are grappling with their emotions we should:

- 1.Attend to the emotion "I can tell that something is bothering you right now"
- 2.Name the emotion "You seem very upset and sad to me"
- 3.Listen with empathy and validate children's feelings "I understand why you might feel sad and upset. It really hurts when someone breaks something important of ours, especially when you work working hard on your bracelet"
- 4.Meet the need of the emotion If a child is upset comfort them, if they are fearful help make them feel safe
- 5. Problem solve "If you are feeling upset or when someone makes a choice that you don't like, what can you do?"

RULER is a social and emotional learning program that helps us support the 5 major emotional intelligence for children, they are:



Main Takeaways

- All behaviour are forms of communication and each behaviour has a function.
- It is important that we see the child and not just the behaviour that they exhibit.
- Positive Behaviour Support is beneficial for all children at our services.
- We can make reasonable adjustments to the environment to address behaviours of concern.
- Building Relationships is an important preventive strategy.
- "Share your Calm" when a child is heightened.
- Have Debriefing discussions after a Behaviour of Concern.