

# Understanding behaviour

## What can educators do?

We need to critically reflect on our practice individually and with our team

### Knowledge and beliefs



- ▶ What do I know about each child?
- ▶ What do I know from my relationship with each family?
- ▶ How do my values impact on the way I view a child's behaviour? (e.g. do I see behaviour as being curious, communicating a need or 'naughty'?)
- ▶ How can my knowledge of typical child development help me to understand challenging behaviours?

### Interactions



- ▶ What is my connection with each child?
- ▶ How am I being available to support children's emotional needs?
- ▶ Do I respond in a supportive way rather than react? (i.e. my body language, voice, what I say and the tone I use)
- ▶ What are the barriers or stressors and how can we limit or remove these?

### Environments



- ▶ How does the physical environment promote positive behaviour?
- ▶ Does the environment support all children's needs? (e.g. access, sensory, resources)
- ▶ What opportunities do we provide for independence and agency, in both the outdoor and indoor spaces?
- ▶ How am I communicating positive behaviour expectations with each child?

### Routines and transitions



- ▶ How do our routines provide predictability, but also allow flexibility?
- ▶ Do my group times allow choice and support every child's needs?
- ▶ Are transitions child focussed, not educator (time) focussed?

### Where can I access support?

Talk with your Inclusion Professional.

Phone 1800 703 382 Visit [www.inclusionagency.nswact.org.au](http://www.inclusionagency.nswact.org.au)

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