

Appendix 8 – The Thermometer

Child's Behaviours

Response Strategies

Assault <ul style="list-style-type: none"> ▶ Biting ▶ Kicking ▶ Hitting/punching ▶ Forceful hair pulling/scratching ▶ Forceful pushing/shoving ▶ Urinating on others 	Emergency Response – Strategies <ul style="list-style-type: none"> ▶ Stay calm, speak clearly with minimal words ▶ Take a safety second ▶ Remove others in danger. Protect the child/others ▶ Reassure other children ▶ Document ▶ Critical Incident? Child Protection? Contact Manager for advice? Is a BEAP in place?
Aggression <ul style="list-style-type: none"> ▶ Yelling/swearing ▶ Throwing/abusing toys and equipment ▶ Running away ▶ Crying out “I hate you” ▶ Climbing on furniture ▶ Spitting ▶ Pushing 	De-Escalation and Stabilising Response <ul style="list-style-type: none"> ▶ Avoid an emotional response, take a safety second ▶ Stay calm, speak clearly with minimum words ▶ Use <i>The Interrupt</i> or <i>Time Away</i> ▶ Stay close to child but non-confrontational: L-Stance ▶ Assist child to return to a competent state ▶ When calm support child to re-join play with a new way to behave. Stay with child and support ▶ Develop and follow IBSP
Anxiety → Agitation <ul style="list-style-type: none"> ▶ Flitting ▶ Annoying others ▶ Loud voice ▶ Running around room ▶ Staring ▶ Destroying children's work ▶ Vomiting ▶ Flicking/scattering equipment ▶ Play and thinking becomes rigid, child is very difficult to distract ▶ Unable to turn take 	Limiting Response <ul style="list-style-type: none"> ▶ Use <i>The Interrupt</i> “Come and play a game with me” or use <i>Options Statement</i> ▶ Give two options: “Would you like to read a book or do a puzzle” ▶ Avoid power struggles. Offer a win/win solution Teaching Response Strategy <ul style="list-style-type: none"> ▶ Stay calm, get child's attention and speak clearly ▶ Show kind face ▶ Use empathy, offer calm understanding support ▶ Use positive language: tell child what to do, not what not to do. be emotionally available ▶ Name feelings, help child to organise feelings ▶ Use “You seem/ sound...” and problem solving strategies
Calm Regulated play and Interactions <ul style="list-style-type: none"> ▶ Child is playing and responding at his/her developmental level ▶ Child's play is calm and engaged ▶ Child's emotions are calm and positive 	Preventative Strategies <ul style="list-style-type: none"> ▶ Be alert for child's warning signs ▶ Be emotionally available particularly during difficult times such as transitions ▶ Anticipate child's needs ▶ Support child to follow directions/instructions by using visuals or pre-empting/repeating instructions ▶ Use prevention checklist ▶ Ensure a secure attachment with primary caregiver

Adapted from KU Behaviour Indicators – Response Model