

Appendix 9 – Behaviour Slide – Response Model

1. When child shows these signs:	Anxiety <ul style="list-style-type: none"> ▶ Tears ▶ Excessive toileting ▶ Clenched teeth ▶ Rigid body ▶ Rapid breathing ▶ Fidgeting ▶ Downcast eyes ▶ Withdrawn ▶ Hair twirling ▶ Thumb sucking ▶ Clothes sucking ▶ Hoarding toys ▶ Clinging ▶ Biting fingernails ▶ Giggling inappropriately 	Agitation <ul style="list-style-type: none"> ▶ Flitting ▶ Annoying others ▶ Loud voice ▶ Running around the room ▶ Staring ▶ Destroying children's work ▶ Vomiting 	Aggression <ul style="list-style-type: none"> ▶ Yelling ▶ Swearing ▶ Throwing/abusing toys and equipment ▶ Running away ▶ Saying 'I hate you' ▶ Climbing on furniture ▶ Spitting ▶ Urinating on others ▶ Pushing 	Assault <ul style="list-style-type: none"> ▶ Biting ▶ Kicking ▶ Hitting/punching ▶ Hair pulling/scratching ▶ Forceful pushing/shoving
2. Educators respond by:	Open communication <i>Refer to Section 2</i>	Teaching/limiting response <i>Refer to Section 4</i>	De-escalation and stabilising response <i>Refer to Section 4</i>	Emergency response – BEAP <i>Refer to Section 5</i>
3. Using these strategies	<ul style="list-style-type: none"> ▶ Offer calm, understanding support ▶ Be emotionally available ▶ Name what is happening (non-judgemental) ▶ Name feelings and help the child to organise feelings ▶ Use 'You seem/sound' statements ▶ Use problem solving strategies 	<ul style="list-style-type: none"> ▶ Stay calm and speak clearly Teaching response: <ul style="list-style-type: none"> ▶ Use empathy ▶ Use positive language. Tell the child what to do, not what not to do ▶ State your expectations clearly Limiting response: <ul style="list-style-type: none"> ▶ Use the interrupt ▶ Give two options, e.g. 'you can put these away yourself or we can do it together' ▶ Avoid power struggles ▶ Offer a win:win solution 	<ul style="list-style-type: none"> ▶ Stay calm and speak clearly with minimal words Avoid an emotional response <ul style="list-style-type: none"> ▶ Use time away to calm ▶ Use L-stance ▶ Stay close to the child, but non-confrontational ▶ Assist her to return to a competent state ▶ When calm, support her to rejoin play with a new way to behave (refer to planned teaching strategies) ▶ Develop/follow an IBSP 	<ul style="list-style-type: none"> ▶ Stay calm, speak clearly with minimal words ▶ Avoid an emotional response Unforeseen: <ul style="list-style-type: none"> ▶ Remove others in danger ▶ Protect the child/others ▶ Reassure other children ▶ Document ▶ Critical Incident? ▶ Child Protection? ▶ Contact Manager for advice Part 2 – BEAP in place: <ul style="list-style-type: none"> ▶ Refer to Appendix 12 – follow BEAP ▶ Reassure other children

Adapted from Kaiser, B., & Rasminsky, J.S. 2003 *Challenging behaviour in young children: Understanding, Preventing and Responding Effectively*, Second edition, Pearson, New Jersey.