NOSHSA

Outside School Hours Care
Strategic and Collaborative Inclusion Project

DELIVERY GUIDE

The National Outside School Hours Services Alliance (NOSHSA) has been funded under the Australian Government Department of Education's Strategic and Collaborative partnerships to deliver a program to promote and enhance inclusive practice within Outside School Hours Care (OSHC). The program includes resources and training to support the managers and leaders of OSHC services to build the confidence and capacity of their educator team within the areas of:

- complex behaviour support
- neurodiversity affirming practice
- trauma informed practice

The program includes a comprehensive suite of resources (including this Delivery Guide) that can be accessed via the NOSHSA website.

 Throughout this guide, educational leaders (or relevant person/position within your service) will find tips and strategies for:

- Planning Sessions
- Delivery Options
- Managing Time
- Facilitating Critical Reflection
- Adult Learning in the Workplace
- Building on Educator's Skills, Knowledge and Strengths
- Assessing Educator's Knowledge and Competence in the Workplace

Some of the guidance in this resource is specifically contextualised to the delivery of the content for each of the topics (refer to tables), while other guidance is more broad and relevant to the delivery of any educator learning and development opportunities facilitated within the OSHC workplace.

Planning Sessions

How you plan and prepare for sessions will be influenced by several factors including:

- Group size
- Location
- Time
- Learning method
    - o Group workshop
    - o Team meeting
    - o Mentoring/coaching

When preparing for the session, it is helpful to ensure that you have all the materials prepared in advance. The resource materials have been developed to be flexible and adaptable allowing for multiple ways of delivering the content. This is important given the unique context of educator learning in OSHC and the dynamic of having an educator team who work typically short, split shifts on either side of the school day. (We recognise that development opportunities are further restricted during Vacation Care due to the extended hours of operations and different dynamics with that style of program.)

Delivery Options

Traditional Workshop Delivery

The traditional workshop delivery will work best if you have a reasonable block of time (e.g. 2 hours) to work through the content with the team of educators and provide opportunities for group discussions and critical reflection. For the traditional workshop delivery you may consider preparing for the session following these steps:

- Notify the team of the session time, date and content to be covered
- Print or provide electronic access to the workbooks
- Decide whether you will use the slide deck (and speak to the content yourself) or use the pre-recorded webinar for the session or a combination of both
- Prepare yourself with the content to be delivered so you have confidence in the topic being discussed
- Familiarise yourself with the reflective discussions and learning activities

Hybrid Delivery

The hybrid delivery is often useful when the time available for the team to come together needs to be maximised. Hybrid delivery can involve a mix of online delivery and workshopping. In this way, you might have an expectation that educators download the workbook and watch the pre-recorded webinar available prior to the team meeting or group training that you hold.

Customised Delivery

Customised delivery can include using a hybrid method of delivery but generally refers to any customisation that the facilitator makes to the learning to be delivered. There are many reasons why it may be beneficial or necessary to customise how content is delivered in the workplace. This includes:

- Grouping educators by their level of skill and knowledge
- Partnering educators with a more knowledgeable and experienced colleague to support their learning
- Chunking the content into segments for delivery at different times

Managing Time

When delivering sessions, the facilitator is responsible for the management of time. This means ensuring that there is enough time allocated to deliver the session content appropriately balanced with opportunities for educators to explore, analyse and reflect on the content as it relates to their understanding and their practice. The slide deck contains guidance notes for facilitators and each slide includes a recommended timeframe to follow to ensure that the content can be delivered within an approximate timeframe of 1.5 hours.

It is not always easy to adhere to the recommended timeframes as particular areas of content may trigger deeper insights and discussions. As the facilitator it is important to know when and how to direct and redirect the conversation without limiting opportunities for deep exploration. Strategies for managing time may include:

- Gently redirecting everyone back to the session content and workbook if the conversation has veered off topic;
- Offering to come back to the section/topic with an individual who needs more time for exploration. This may be done as follow up coaching or mentoring;

It is always helpful when introducing the session to inform participants how much time is allocated to the session and that you will be working with the group to manage the flow of the content as well as their engagement and participation. Inform the group of any scheduled breaks and how best they may contribute to ensure the time allocated is maximised for the purpose of the session.

Facilitating Critical Reflection

When facilitating individual and collaborative critical reflection it is important to maintain an open, unbiased lens and perspective. Critical reflection can be both difficult and confronting for many educators and the facilitator plays an important role in helping individuals with their courage to share what can be very deep and personal feelings about issues. To do this well, facilitators should keep an open mind, avoid judgement, listen carefully and respond with sensitivity.

There are some tips for communication that facilitators can generally apply to support effective individual and group critical reflection. These are:

- Ensure the relationship among the group is conducive to effective sharing.
- Recognise any barriers to effective sharing such as mistrust or confidence and work to acknowledge these matters and create a safe space for sharing. This may be achieved by establishing some ground rules with the group for safe sharing and discussion. For example:
    - There is wisdom and knowledge within the group;
    - Listen without interruption when others are speaking;
    - Clarify for understanding;
    - All questions are welcome;
    - Comments and feedback should be respectful and helpful;
    - We are here to learn together.
- Actively listen when others are speaking and ensure other participants (if a group session) are listening too (or at least not interrupting).

Adult Learning in the Workplace

As an educator of children, you will be familiar with the term 'pedagogy' which is the art and science of teaching children. There are many theories and ideas relevant to the teaching of primary school age children in both formal and informal learning environments such as OSHC.

As an educator, it is also important to be self-aware of your learning preferences as an adult learner. Just as there are numerous theories to help educators understand children's learning, there are also a number of theories which seek to explain the adult learner.

Andragogy is the term developed by Malcom Knowles in 1968. As pedagogy is to children, andragogy is to adults. Andragogy however, positions adult learners differently to children and proposes that adult learners are:

- Better suited to direct their own learning
- Able to use their own knowledge base and life experience to aid in their learning
- More likely to be engaged, present and ready to learn when the material is of immediate relevance such as in their job
- Wanting to be able to apply new information to immediately solve problems e.g. developing tools to positively guide and influence children's behaviour
- Needing to have a voice in both the planning and evaluation of their learning experience

Those involved in training and teaching adult learners need to create a space that welcomes collaboration along with materials relevant to the adult learners needs. Adult educators must be able to demonstrate why the information is important to learn and use real world examples of how the concepts will be valuable and relevant to the learner. The learning should come through doing.

Experiential learning is another, complementary approach to adult learning. David Kolb is the thought leader behind experiential learning in the 1970's and describes this as an active process which engages the learner rather than a passive process that happens to the learner. In 'experiential learning' the experience provides the platform for learning, whilst the careful analysis and reflection of the experience develops the learning.

Building on Educator's Skills, Knowledge and Strengths

Many organisations take thoughtful approaches to adult learning in the workplace. On-the-job learning specifically is the consolidation of three types of learning activities. These are:

1. Informal on the job activities such as work experiences, stretch assignments, special projects, group tasks, temporary assignment to another role, job shadowing, practice etc
2. Relationship-based development such as feedback from managers, feedback from peers, coaching, mentoring, networking etc
3. Formal training including reading, short courses, professional conferences, external seminars etc

It is also helpful to understand your educator cohort as adult learners. Learning preferences can play a significant role in effectiveness of on-the-job learning.

Individual plans to support learning and development should incorporate a variety and balance of these on-the-job learning activities and tasks which together support adult educators to consolidate their knowledge and apply it effectively to practice.

Assessing Educators Knowledge and Competence in the Workplace

Educational leaders play an important role in the acquisition of skills and knowledge among their team members. This is a critical part of the educational leader's role to ensure that all the educators they work with are participating effectively in the implementation of the educational program and assessment and planning cycle.

Inclusive practice is vital to the active participation and engagement of all children in OSHC and therefore the principles and values of inclusive practice must be embedded in the implementation of the educational program as well as the assessment and planning cycle.

The National Quality Standard (NQS) provides the sector with the benchmark against which quality practice is monitored, assessed and rated. Whilst the principles of inclusive practice are critical to all quality areas, standards and their underpinning elements, this guide maintains a specific focus on those elements that relate specifically to developing the knowledge and skills of educators to effectively implement inclusive practice. This is important for educational leaders to understand as in order to effectively support others to develop knowledge and skills in the workplace, they must understand the practice of adult learning and competency development and how to effectively assess competence through the day to day work and practice of educators.

This suite of resources includes Knowledge Checks for each focus area, allowing you to capture and evidence the learnings of educators. Throughout the facilitator's guide, assessment benchmarking has been offered as a guide to practice standards for the sector.

Activity Facilitation

Across the three sessions facilitators will encounter a few different activity types, these are indicated by a specific icon in the Educator Workbooks and/or on the PowerPoint slides.

The different activity types are outlined in more detail below.

Activity Type	Explanation	Facilitator notes
Reflection	Educators to reflect on a question or series of questions posed in the workbook. Allowing educators to consider their thoughts and apply these ponderings to their own service/practice.	Additional prompts provided to the facilitator to offer assistance in guiding individual, collaborative or whole group guided reflection. The facilitator should be willing to share their thoughts if others in the group are hesitant, to model and create a safe space for sharing.
Group Activity	Educators to form groups and complete the allocated activity.	If there are not enough staff for multiple groups, work with the entire team to complete the activity. Often these groups will need to re-form multiple times across the session, so consider room layout and seating. If time permits, the facilitator may choose to have each group share one key point from their reflection with the larger group.

Complex Behaviour Support

	Activity Type	Activity's Purpose	Instruction for Educators	Workbook Page no.	Slide no.	Additional Notes
1.	Reflection	To get educators reflecting on previously held beliefs about behaviour and questioning where these have come from. This lays the foundation for shifting perspectives across the session.	Take a moment to reflect on your beliefs about behaviour. Consider: • Why does behaviour occur? • What is the educator role in behaviour guidance? • Where do your beliefs come from?	3	5	If educators need support to reflect on this activity additional prompting questions are: • How did adults respond to your behaviour as a child? • What are our goals in guiding children's behaviour? • Has your perspective on behaviour changed since working in OSHC? • Is your perspective on behaviour influenced by how you were raised? • Or how you've chosen to raise your own children? • Or your study etc?
2.	Reflection	To support educators to understand that best practice has evolved over the years and behaviour strategies used in the past may now be considered inappropriate and not compliant with the law.	• What discipline do you consider to be unreasonable discipline? • Did you experience any of these as a child?	4	8-9	You may like to facilitate an open discussion rather than self-reflection for this activity.

3.	Group Activity	This supports educators to shift their focus from behaviour to understand when children are achieving success. By being proactive in creating these sorts of environments, interactions and activities, we minimise the need to use reactive strategies.	In a group consider a child in your service where you've observed escalated behaviour. The prompts below will help you to reflect: • What does this child look like when they're calm? • When is the behaviour NOT occurring? • What environment/s do they like to play in? • What activities do they prefer? • Who do they like to spend time with? • Other relevant information (have they had afternoon tea? a good night's sleep? a good day at school?)	7	12	This activity can be done in small groups. Depending on the number of groups, it may be beneficial for each group to focus on a different child and share their thoughts at the end of the activity.
4.	Reflection	The purpose is to get educators to consider the types of qualities they should be bringing to relationship development.	• Which teachers made the biggest positive impact on you? • What qualities did they have? • Which teachers had a negative impact on you? Why?	8	14	Note – Educators may remember a teacher or adult that made a negative impact through use of shaming, judgement etc. This is common. The goal is to reflect on the types of adults we enjoyed learning from as a child.
5.	Reflection	Support educators to consider the "equity" in the relationships they build. Are there some children that don't	The Magic Ratio - 5 positive interactions for every 1 negative: • Are you meeting this ratio for all children?	8	15	Prompt educators to reflect on children that they regularly offer corrective feedback to ask them if/how they manage to find opportunities for positive interactions?

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		have this same access? What changes do the educators need to make in this space.	• Are there any relationships that need work?			

6.	Group Activity	Support educators to think deeply about children's strengths and interests and consider how they learn about these.	• How do you recognise and develop children's strengths?
			
			• Could you name a strength for every child in the program?
			
			• Are there further observations required?
			
			• How do you learn about children's strengths from:
			  • The Child
			  • Your Colleagues
			  • The Family
				10	16	If time permits, invite each group to identify a child they COULD NOT name a strength for, see if any other group can think of a strength.
						
						Ask the educators to think of the child they've been reflecting on throughout the session. What are their strengths? Are they actively using these strengths in the program? Do we need to find out any more information about this child's strengths and interests?

7.	Group Activity	Support educators to think about "why" behaviour might be occurring – what role does their basic needs play?	Can you think of any examples of when meeting children's basic needs has changed that child's behaviour and the course of their morning/afternoon at OSHC?	11	17	
8.	Group Activity	Support educators to think about "why" behaviour might be occurring – what role does the enviornment play?	• Are there any behaviour "hot spots" at your service? i.e., are there locations or instances where behaviour regularly occurs?	12	18	Break educators into their groups again and encourage them to discuss the prompts page 12. Prompt them to think of their child again and consider if the environment seems to be impacting their behaviour? Remember earlier

			• What can you identify in these environments that may be escalating behaviour? Consider:
			
			  • Noise levels, lighting, textures, temperature, humidity
			
			  • Competition, timeframes, urgency
			
			  • Not enough opportunities for movement and activity
						these groups outlined which environments they were NOT seeing the behaviour in. This time, ask them to think about WHERE they usually see the behaviour.

9.	Group Activity	Support educators to think about the way they uphold children's rights and the role this plays in behaviour.	Australian children consider Article 12 of the UNCRC to be one of their least upheld rights. Consider: • Would children at your service feel that adults listen to them? • Would the child you're thinking about feel like they are an active participant?	13	19	If time permits, invite each group to share their thoughts.

10.	Group Activity	Support educators to think about "why" behaviour might be occurring – what role do transitions and routines play?	• Are there any routines or transitions that are challenging for children to participate in?
			
			• Who is advantaged and disadvantaged by these current procedures?
				14	20	If helpful, allocate a routine or transition to each group –
						
						  • Sign in/out
						  • Afternoon tea
						  • Pack up time
						  • Prep roll call etc.
						
						If time permits have each group share their thoughts briefly at the end.

11.	Group Activity	Support educators to think about "why" behaviour might be occurring – what role does skill development play?	• What age appropriate skill development can we support in OSHC? • How do we ensure that it still respects children's cultural, linguistic, neuro-diverse (and their overall) identity?	14	21	Examples of skill development may be – learning to recognise emotions, learning when and how to take a break etc. Remind educators that skill development must be age appropriate and must be accompanied by creating inclusive environments. It is not inclusive to say this child needs to learn how to regulate their emotions in an environment that is incredibly challenging for them; this would require that child supress their emotions to comply with adult expectations.
12.	Group Activity	Understand the complex interconnected nature of behaviour. View behaviour as communication of **unmet needs** and consider what proactive strategies can be used to support this child's participation.	Complete the reflective behaviour audit for a child at your service. For each area answer " yes or no" and write your observations about what is occuring in this space for the child. You may find you need to spend more time making observations. If necessary, develop an action item to further support this child's participation.	14-16	22	Additional Provocations: If the answer is no, ask the group to think about what's making relationship building so challenging, what support this child needs and if the educators need to adapt their practice to support the development of positive relationships?
13.	Reflection	Consider and implement the emotion coaching process.	Jayden was playing a game of Go Fish. You witnessed him throw the cards and he is now crying at the card table. The other children say he's sad because he lost the game. Consider how you'd implement the following steps:	19	32	Educators may like to reflect on a more meaningful scenario that has occurred at the service.

			• Attend to the emotion • Name the emotion • Listen with empathy and validate children's feelings • Meet the need of the emotion • Problem solve and pinpoint decision making			
14.	Reflection	Support educators to understand their own obligation to regulate in order to support children.	• Have you ever, unintentionally escalated a situation? • How do you regulate your own emotions when responding to children's emotions?	25	43	

KNOWLEDGE CHECK

Complex Behaviour Support

Factors Influencing Behaviour

Read the following scenarios and identify what factors are influencing behaviour (i.e. what is this behaviour communicating). Consider what proactive, preventative strategies you could use to minimise the occurrence of this behaviour. Refer to the examples in the Educator Workbook for support.

Scenario	Additional Information	Factors Influencing Behaviour	What strategies could you use to prevent this behaviour?
The OSHC service has recently started using the computer lab. This becomes a very busy environment with lots of social interaction, music, the sound of chairs wheeling back and forward and the educator calling out to get people's attention. Victor loves playing on the computer so the educators were surprised when they started seeing behaviour in this space. Victor has begun pushing people off chairs, yelling "BE QUIET" to everyone and having meltdowns when he can't concentrate on his game.	Educators have been asked to observe Victor and this is the only environment that they have noticed this behaviour.	*Environment – noise levels.*	*Adapt expectations – headphones in if listening to music or playing noisy games. Walk over to people if you want to communicate. Provide Victor with noise cancelling headphones.*
Penny has been pushing other children and throwing their bags at afternoon tea. This behaviour has only started in last two weeks.	Penny's dad has travelled inter-state for work. He left several weeks ago and will be away for the next month.	*Hungry/Tired*	*Support Penny to access afternoon tea in a quiet space so she can transition into OSHC.*

Jack is five years old and is new to the school and the OSHC program. He has been following around a group of children in his grade. He has been taking their toys and breaking their creations and then running away laughing.	Jack's teacher reports that Jack has found it difficult to make friends in his classroom. Educators have observed that other than these instances they don't see Jack interact with other children.	*Social & Emotional Skills*	*Educators could introduce Jack to his peers and support his entry into games. They could be on hand to offer social support.*
Shiva has been running into the school grounds when educators try to talk to her. There is only one educator that she appears to respond to in these instances.	Shiva has told her mum that none of the educators like her and that they only talk to her when she's in trouble.	*Relationships/Sense of Belonging.*	*Focus on building relationships.*

Preventive Strategies

For each of the below factors influencing behaviour, list one (1) preventative strategy.

Factor Influencing Behaviour	Preventative Strategy
The environment is too noisy and overwhelming.	*E.g. Create quiet spaces for children to access.*
The child hasn't made any friends.	*E.g. Educators to support the child to enter into play and model social skills.*
The child isn't hungry at afternoon tea time, but their behaviour changes later in the afternoon if they don't eat.	*E.g. Ask this child to choose food to put on a plate which they can access later in the afternoon.*

Dysregulation Checklist

Complete Part A, an observation on a child who exhibits signs of dysregulation using the template below. Be mindful that Part B of this task requires you to outline your response to this child.

Part A

Child: **Age:**   **Date Observed:**

Summary of behaviour:

Answers should be consistent with the information in the Educator Workbook.

e.g. Julien swiftly escalates when his peers don't follow his instructions during the game. When this occurs he screams at them and attempts to destroy or remove any item they are playing with. Occasionally this has escalated to physical aggression.

Did the behaviour involve any of the below signs of dysregulation? **(Tick as many as apply)**

        ☐ Excessive crying – lasting longer or more intense than the situation calls for

        ☐ Swift escalation of behaviour

        ☐ Meltdowns

        ☐ Anxiety and fear

        ☐ Challenges resolving conflict

        ☐ Challenges in making and maintaining friends (due to emotional regulation)

        ☐ Challenges complying with requests

        ☐ Extreme anger

        ☐ Impulsivity that can result in harmful risk-taking

Part B

Plan your response to the behaviour identified above using the self-regulation steps outlined in the Educator Workbook. Your response may include a "script" of what you would say or an outline of how you will implement each step.

Attend to the emotion	" Julien, I can see something's bothering you."
Name the emotion	"It looks like you're angry. Is that right?"
Listen empathically and validate children's feelings	"It makes sense that you're angry. I think you might also be disappointed. It's disappointing when people don't play the game the way we'd like."
Meet the need of the emotion	"Let's go for a walk then you can teach me the game." "First we'll go for a walk, then we'll pick up the Lego, then maybe we can build a spaceship."
Problem solve and pinpoint decision making	When Julien is calm "When you were feeling angry, you threw the toys" "When you were disappointed, you yelled at your friends?" "What are some other things you could do when you're disappointed or angry?"

Practical Application Checklist

Provide an example of when you have done the following:

Organised spaces, resources and routines within scope of own responsibility that reduced potential for stress or frustration in children.

Educators should give examples consistent with the Educator Workbook. E.g.

Last week when it was raining, I intentionally used the undercover space for an obstacle course. This was to meet the needs of the children who require lots of movement. This changed the behaviour and noise levels in the hall as well, as children had access to different spaces.

Showed genuine interest in, understanding of, and respect for, all children.

I take the time to get to know each child and have conversations with families at drop off and pick up. I created the "all about me" sheet to send home with new families. I respect each child's individual preferences and try not to have "blanket" approaches of responding to children's needs. Last week, when Michael was turning the lights on and off, I knew how to respond because of my knowledge of his sensory needs.

Modelled gentle and calm behaviour and provided reassurance even when children strongly expressed distress, frustration or anger.

Last week when Riley was on the oval, he began yelling, he took my sunglasses off my head and threw them in the dirt. He was unhappy with a decision I had made in the soccer game. I was able to remain calm and allow Riley time to regulate before intervening. I watched from a distance and approached when he seemed calm. When he raised his voice at me, I continued to respond gently and this helped me de-escalate.

What additional information do you need to help you improve these practices?

Neurodiversity Affirming Practice

|	Activity Type	Activity's Purpose	Instruction for Educators	Work book Page no.	Slide no.	Additional Notes
1.	Reflection	Support educators to broaden their definition of diversity. Neurodiversity is a "newer" consideration in the diversity space.	Take a moment to note down your beliefs about diversity: • What does diversity mean to you? • What elements of diversity are considered within your service (e.g., gender, religion)? • Has your service considered diversity in ways of thinking and processing?	3	5	Educators may be able to reference what they know about the different learning styles of children. Ask them how they use this in their practice. Have a conversation about why having a range of "different brains" should be valued in the work we do.

2.	Group Activity	Support educators to reflect on how their expectations are/are not inclusive. How necessary are these expectations? Where do they come from?	• Consider the expectation "Whole Body Listening" (looking eyes, listening ears, hands in lap, legs crossed).
			• Who does this advantage?
			• Who does this disadvantage?
				6	7	Other expectations may include
						  ○ Eye contact
						  ○ Only sitting on the ground at group time
						  ○ No toys from home

3.	Reflection	Get educators thinking about valuing lived experience. Research is important, but not always reflective of the preferences or needs of neurodivergent individuals. Being child-centred means seeking	We often consider the currency of the information we draw on to ensure practice is reflecting contemporary theory and research but this can still be problematic if silencing lived experience. Ask the group: • Where their information on Autism and ADHD comes from?	7	8	**Note:** There may be some educators in your service who are neurodivergent. They are welcome to discuss their own experiences if they feel safe to do so. **Never disclose somebodies' diagnosis or make them feel obligated to share if they are not comfortable.** If there are neurodivergent educators who have different experiences than those listed

		to amplify and learn from their experiences.	• Who does it come from? • What might be the problem with relying on information from these sources (if any)?			in this workbook – that's ok! Each neurodivergent person is different. Validate their experience.
4.	Group Activity	Support educators to reflect on their differing sensory needs/experiences. Recognise that other people can experience things differently to them, and that doesn't make it any less valid.	• I avoid some foods because of the texture. I would rather go hungry than eat a mushy banana. • I add spice to my food. • I hum, whistle, sing or make other noises frequently. • I become frustrated when trying to find something in a crowded drawer or messy room .	N/A	15	Educators may recognise that they've developed strategies to cope when sensory environments or experiences are not meeting their needs. Remember "The dress" – is it blue and black, or white and gold? This is just one example of people looking at the exact same thing and experiencing it differently. Sensory needs are just like that.
5.	Reflection	Support educators to reflect on "relaxing" and "alerting" inputs and how this may differ between them.	Complete the sensory needs tables in the workbook.	13	16	If time permits, get educators to compare answers and use this to continue talking about the information on page 13 – we all have different sensory "cups".
6.	Group Activity (Multiple parts)	This activity is to support educators to consider the sensory component of the OSHC service and consider how they meet children's individualised needs. This may mean making modifications to the environment, or routine. It may mean	Explain to the group that they are going to complete some reflective exercises to consider and potentially modify the sensory components of their OSHC service. Step 1: Observe Have educators work in groups to complete the two activities on page 13. Explain that it's ok not to know all the information and that if there are	13-17	17 - 20	You may choose to show the video here Remind educators that just because they like a particular environment, there may be others who have a different experience.

| | | considering individualised strategies for children. | blanks this gives an idea of what further observations and collaboration needs to occur.

Step 2: Identify a strategy
Part A. With their groups get them to complete the reflection on page 15 "considering the spaces in your service". After discussion, prompt participants to move onto the next activity on page 16 "choose one environment at your service and address the following questions". If time permits, facilitate a time of group sharing and collaboration.

Part B: Introduce a tool, resource or visual support. Read the information under Part B on page 17. Ask the educators if they can think of any children who currently use individual sensory strategies? What calming resources and areas are available in the service already?

Step 3: "Consider Routines".
Share the Case study on page 17. Pause for the activity. This activity can be done as a whole group or in smaller groups/pairs. | | | |

7.	Reflection	To get educators to refelct on the skills that get taken for granted that support them during the day.	After the example of "Emily", ask the group if they can think of how executive functioning skills apply to their role as educators?	18	21	Starting and stopping activities for children, pausing to resolve a conflict, sequencing tasks for craft or sport, calling parents etc.
8.	Group Activity	Educators are to consider the differences in executive functioning skills to add a different "lens" to behaviour. Maybe this child isn't "defiant" or isn't "ignoring you", consider the possibility that they need support with these skills.	Pause and ask educators in groups/pairs to think of a neurodivergent child in the service and identify if they've noticed any differences in executive functioning. The list of skills can be circled, highlighted or coloured in the workbook.	19	21	If educators become "caught up" in talking about some of the behaviour this child has demonstrated, help re-direct them to consider what skills this child hasn't developed yet that could lead to this behaviour.
9.	Group Activity ***Additional Resource Required***	Educators are to consider the differences in executive functioning skills to add a different "lens" to behaviour. Maybe this child isn't "defiant" or isn't "ignoring you", consider the	***Additional Resource Required*** Provide the freely downloadable worksheet from TeacherspayTeachers "Neurowild Executive Functioning" here and ask educators to complete in groups.	19	22	As part of the resource, educators may be prompted to consider if these executive functioning skills change day to day. Remind educators that children do well when they can – so when do they find it difficult to do well with their executive functioning skills?

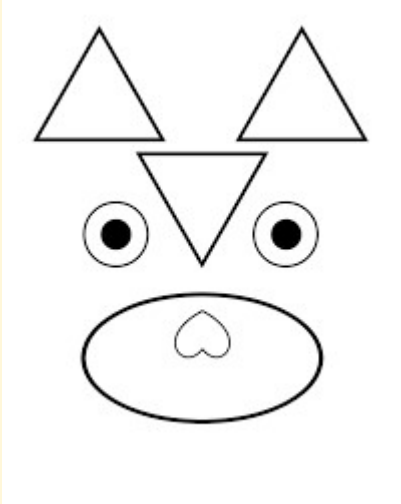|		possibility that they need support with these skills.				
10.	Reflection	Educators are to consider any bias they may have towards neurotypical communication and unpack where these expectations come from and how they can be adjusted.	With the educator group consider neurotypical "expectations" when it comes to socialising. Eye contact is given as an example in a workbook. Other examples may be body language, facial expressions, tone, the type of information shared etc. Examine where these beliefs and expectations about social interactions come from.	23	24	Some educators may still assert that eye contact is necessary for communication (or other expectation). This can be unpacked by exploring what value these things hold? Why they may not work for everybody (e.g. different cultures have different beliefs about eye contact and respect) etc.
11.	Group Activity	The purpose of this activity is to consider what happens when there is a communication "mismatch" or "breakdown". Whose fault is it? (Nobodies!) This is to consider if we're placing the onus on children to change but not reflecting on our own role in the communication exchange.	Communication Game: Tell the group that they need pens and an A4 piece of paper. Explain that you are going to give them instructions and they need to follow them. They are not allowed to ask any questions. Look at drawing A.	N/A	25	If educator's drawings do not look the same as the picture, tell them that they are "defiant" and deliberately chose not to follow the instructions. They may thoroughly disagree and say that it was the quality of the instructions that meant they couldn't achieve success. Explain how easy it is for there to be a communication mismatch. SO often the onus is put on the child, particularly a neurodivergent child to change. We need to consider our own role in supporting children to achieve success. Maybe we need to change our own communication style.

Picture A.
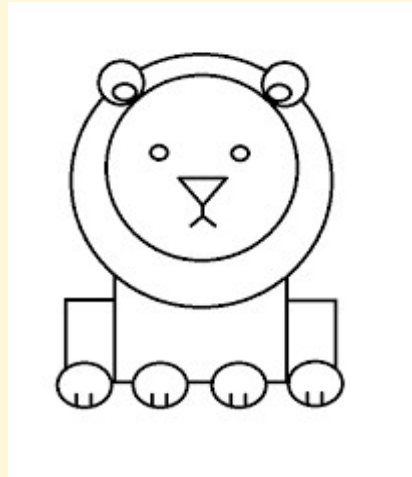
Begin to provide step by step instructions to the group on how to draw the picture. For example " In the middle of your page, draw a large triange".

*Note you cannot say the names of body parts "eyes, tail, legs" etc. Stick to describing the shapes.

Continue to deliver the instructions until you have explained the drawing.

Show the group what their drawing should look like.

Ask for a volunteer to deliver the next set of instructions.

Picture B.

| 12. | Group Activity | Support educators to consider what makes play meaningful and what (if any) their role is in supporting neurodivergent children to play. | Ask educators if they've noticed any differences in the way children play and learn? Facilitate a group reflection on what makes play meaningful.
Ask educators what makes their leisure activities/pursuits meaningful to them? Notice if these pursuits are the same among the whole group – probably not. Ask educators how they best learn. Notice if these are the same among the whole group – probably not. | 27 | 26 | Use this to emphasis the individual nature of play and learning. Reinforce this by asking educators to reflect on how they'd feel if someone told them that was the WRONG way to enjoy their leisure time and they needed to change and do what everyone else was doing. |

| 13. | Group Activity | Support educators to apply their new knowledge of meltdowns and supports to a child at the service. Get them thinking about what they already know and what additional information they might need. | Ask educators what they know about a child in your services'
• Triggers?
• Preferred regulation strategies?
• What makes it worse? | 30 | 27 | Encourage educators to think about what the behaviour is communicating. Is there an unmet need here? How can we be proactive at meeting this need?
You may need to pause and reflect on whether this child is really just "angry"? Or if this emotion is masking something else e.g. anxiety. |

Neurodiversity Affirming Practice

Individual Support

Complete the below template to identify how you're supporting a child in your service in a neurodiversity affirming way.

Child's Name:

Communication Needs:	Educators can support this by:
Appears to respond well to visual communication particularly about emotions. *Enjoys communicating on topics of interest.* *Can find it difficult to communicate in overwhelming sensory environments.*	*Put visuals around environment of key expectations.* *Have visuals on hand to support conflict resolution and emotional regulation.* *Get attention before delivering instructions.*
Sensory Needs	**Educators can support this by:**
Dislikes noisy environments but enjoys lots of movement activities. This can be difficult to facilitate in quieter environments. *Enjoys quieter play in the later part of the afternoon after meeting his movement needs.* *Asks people around them to stop singing or stop speaking so loudly.* *Face becomes flushed and fists clenched when finding it difficult in an environment.*	*Noticing the non-verbal signs of sensory overload and prompt to access preferred spaces or resources.* *Provide opportunities for outdoor play in quieter areas like tennis court or undercover zone. Ensure undercover zone used on rainy days.* *Support to develop ways of asking other children to respect their sensory needs. Support other children to understand sensory needs.*
Executive Functioning	**Educators can support this by:**
Finds it easier to follow simple instruction. Needs ongoing prompting for multi-step instructions. *Needs support with problem solving and negotiation.* *Needs support with organisational tasks, like packing up bag for school, remembering to take water bottle, hat, shoes etc. when they leave.* *Doesn't appear to have a solid concept of time and may need lots of reminders prior to transitioning.*	*Provide multiple warnings before transitions, sometimes a visual timer can help.* *Be on hand to offer support with conflict resolution and problem solving, particularly explaining how other people may be feeling.* *Provide checklist of "how to pack bag" and offer support at pack up time. Check in to see how they're progressing.*

Strengths & Interests:	Educators can support this by:
Enjoys dinosaurs. *Signs up for the cooking activity each afternoon.* *Prefers to be in quieter indoor environments.* *Enjoys imaginative play.* *Likes to interact with peers of their choosing.*	*Making sure resources are available in an area that meets sensory needs.* *Use interests to support opportunities to achieve success and share knowledge with peers.* *Share strengths and interests with new educators to support their relationship development.* *Use interests in resource development – dinosaur bag packing checklist (make it meaningful).*
Regulating Strategies:	**Educators can support this by:**
Quiet Areas *Dinosaur fidget toy, Dinosaur book, Dinosaur colouring in* *Talking about preferred interests* *Opportunities for repetitive movement – swinging, rocking, jumping*	*Checking in across the afternoon.* *Noticing signs of dysregulation and providing prompts to access resources.* *Ensuring all Educators are able to support regulation.* *Conversations when calm asking for feedback about support.*

What is likely to lead to a meltdown?	What can Educators do proactively?
Unexplained changes in routine. *Other children "interfering" with play/resources without being invited in.* *Loud, busy environments.*	*Remind which environments can be accessed if they need a break. Ensure there is a quieter area available each afternoon.* *Provide advanced warning before transitions or routine changes.* *Be on hand to offer support to both children when peer interaction is occurring.*

What can Educators do to respond?
Provide child's preferred calming resources – dinosaur fidget toy, dinosaur book, dinosaur colouring in. *Reduce sensory stimuli - direct to a quieter area if possible.*

Where has this information come from? *Tick all that apply.*

- ☐ The Child
- ☐ Parents
- ☐ OSHC Educators

- ☐ Teachers
- ☐ Allied Health Professionals
- ☐ Other _____

How have we involved the child in considering the type of support provided?

Child has been involved in creating a "calm box" with preferred resources.
Asked child about preferred spaces to go to when needing to calm down.

What other information is required?

Continue involving child in feedback about strategies and educator support.

Practical Application Checklist

Provide an example of when you have done the following:

Provided individualised support to a child to facilitate their participation in the OSHC program

I have begun walking a child to class ten minutes earlier (agreed on by teacher) so they can settle in to class earlier and avoid the busy sensory environment outside of the classroom when other children arrive. This was decided upon by the child and other members of their support team.

Conducted support activities in a way that is neurodiversity affirming (i.e. allows this child to be themselves, sees children as individuals, does not impose unfair expectations)

A child wanted to participate with their friends but did not like the idea of the messy finger painting activity. I placed paint brushes on the table without drawing attention to it and noticed the child began participating. During group time one of the children stood at the back and did not sit on the ground. I understood that this supported their participation and sitting on the ground was hard for them.

Implemented child-centred practice and involved children in developing support strategies

A child diagnosed with ADHD and on Ritalin was escalating when the Ritalin wore off in the afternoon. I had a conversation about that where I raised my concerns and asked about what was happening. They said they were getting frustrated with their friends at that point in time. We decided that they could have a 15 minute break in the office to eat their afternoon tea and listen to music before re-entering the program.

Recognised the differences that accompany neurodivergence

One of the children does not make eye contact when they talk to you. Other educators have commented on this but I understand this to be a deeply uncomfortable sensation for them and actually makes it harder for them to listen, so I support them to listen in their own way.

What additional information do you need to help you improve these practices?

Trauma Informed Practice

	Activity Type	Activity's Purpose	Instruction for Educators	Work book Page no.	Slide no.	Additional Notes
1.	Reflection	To encourage educators to apply a trauma lens to behaviour. If behaviour is communication, could this child be communicating their response to earlier traumatic experiences.	Take a moment to think about the role trauma might play in some of the behaviours you have witnessed in OSHC.	3	5	Additional provocations: • When you witness an escalated or challenging behaviour, do you always have the full picture of what is going on? • Can you tell who has experienced trauma, just by looking at them? • Why do you think the groups above are at higher risk of victimization and trauma?
2.	Group Activity	Support educators to reflect on how children have experienced the pandemic and the role this might play in their behaviour.	Consider the potential impact COVID-19 had (is having) on children's exposure to ACE's. Several statistics are included below to guide your reflection.	6	10	Additional provocations: • What is the likelihood of children in our service having experienced ACE's? • Have you noticed a change in children's behaviour pre and post covid? • What are the implications if the parents experienced the ACE's when they were children?
3.	Video	Provide educators with additional information on the autonomic nervous system (fight, flight, freeze responses).	Watch the following video https://www.youtube.com/watch?v=ZdIQRxwT1I0	8	14	N/A

4.	Group Activity ***Additional Resource Required**	Support educators to reframe their perspective of behaviour to understand how children are responding through the survival part of their brain.	***Additional Resource Required*** Complete the Australian Childhood Foundation's Trauma Expression and Connection Assessment for a child at your service with a history of trauma. Click [here](). ***** The TECA is an assessment process which shapes the understanding of trauma expressions which a child or young person may be displaying. It helps to make sense of how their trauma history is impacting them in their behavioural and relational presentations.	9 15	If educators are unable to identify a child with a prior history of trauma, have them look through the list of behaviours and identify which ones they see frequently from the children at the service.
5.	Reflection	Support educators to understand how trauma effects memory and reward systems.	Think about what this means for children's ability to learn and develop new strategies: • Are we becoming frustrated as educators because we're having the same conversations and revisiting the same strategies? • Does this make sense when you consider trauma and the brain?	10 16	
6.	Group Activity	Support educators to understand why traditional responses to	Consider why traditional behaviour management techniques may be ineffective for a child who has experienced trauma:	13 19	Additional Provocations: • Why do we find it easier to respond with empathy to certain people than others?

		behaviour are not effective for trauma; in fact are harmful.	• an adult raising their voice • being ignored when they're experiencing big emotions • being made to feel vulnerable and shamed in front of their peers			• Is it due to our traditional view on how children "should behave" and how we as educators should be responding?
7.	Group Activity	Support educators to apply a trauma lens to behaviour they may see from children	Identify the stress trigger, stress response and trauma adaptation for the case study.	15	19	Educators may be able to make parallels to some of the children they support. If time permits, you may choose to consider the stress trigger, stress response and trauma adaptation for a child in your service.
8.	Group Activity	Support educators to apply a trauma lens to behaviour they may see from children	Consider the labels that adults have traditionally used to describe chilren's behaviour; - Manipulative - Lazy - Attention Seeking - Defiant - Disrespectul - Clingy - Unresponsive - Sore Loser	17	24	There may be educators in your service who have used the following words to describe children's behaviour in the past. Before starting the activity indicate that this is not to shame anyone's practice but to encourage us to think about things differently. With an open mind, and a willingness to challenge our perspectives, our practice will grow.

			• What's likely to happen if we use these labels to describe children's behaviour? • Use your understanding of Trauma to consider what else could be going on to explain this behaviour? • How could you meet the need of each of these behaviours?			
9.	Reflection	Support educators to consider why traditional behaviour management practices can be re-traumatising for children and why we need to move away from this.	Consider the behaviour management strategies list. How could these inappropriate practices, trigger re-traumatisation of children with trauma histories?	18	25	Many of these practices are inappropriate and unreasonable – not compliant with the law. Other practices may prompt more of a debate. For example; • Applying rigid policies or rules without considering the impact on children • Discrediting or minimizing children's responses "quit crying" or "you're fine"
10.	Reflection	Support educators to consider the different domains of safety and their role in facilitating these for the children in their care.	Provide an example of how you support children in OSHC to feel safe in the following areas: • Personal safety • Environmental safety • Interpersonal safety • Cultural safety	20	27	Safety is an individual feeling and looks different for every child. The educators may reflect on the differences they've noticed between children.

11.	Group Activity	Support educators to reflect on and identify expectations that need to be reviewed or discussed amongst the team. Why do these expectations exist? What's the barrier to implementing these consistently and how does this impact children?	Are there any expectations that are not "consistent" in your service? • Are these expectations essential? • How do we communicate these to children? • How do we become consistent?	20	28	There may be disagreement between particular expectations. For example, one educator may identify that it's fine for children to climb trees and others may disagree. This is to be expected. Always refer to your risk assessments and policies prior to implementing changes.
12.	Reflection	Support educators to recognise that the OSHC environment may be difficult for some children to be in due to the number of triggers. Educators should consider how these triggers impact behaviour.	What triggers might exist in your OSHC environment for children who have experienced trauma?	21	29	Educators may have noticed different triggers for different children. Encourage educators to share this information as it supports the whole team to be able to support these children and be on the lookout for triggers.
13.	Reflection	Support educators to recognise the qualities that support trusting relationships and consider the role of these in their own life.	Consider the relationships that you have with others. What do those people do to establish trust?	21	30	Different educators may value different things in relationships but look for the commonality between these.

14.	Reflection	Support educators to recognise the qualities that support trusting relationships and the successes and difficulties in the OSHC environment.	• What strategies do you use to build trust and foster healthy, supportive relationships with children? • Do you ever have difficulty maintaining unconditional positive regard and separating the child from the behaviour?	21	30	Educators may notice that they have different relationship building strengths and different relationships with different children. This is natural. If we have consistently challenging interactions with a child, it can make it difficult to maintain positive regard. As a group, help to share success stories and a-ha moments. Remember if we look at the roll for the afternoon and go "oh no, it's going to be a difficult afternoon because _____ is here" – we're not setting ourselves up to build positive relationships and expect success from this child.
15.	Reflection	Support educators to consider the way they provide choices to children across the service. How much choice do children really have?	What ways do you empower children with control, choice and autonomy in your OSHC practice?	22	31	Additional Provocations: • Are there instances where children don't have a choice? Why/Why not? • Have you noticed children who seek to exercise control over situations and respond well to being given choices (as opposed to a direct instruction)?
16.	Reflection	Educators to reflect on the role of collaboration in supporting children.	• When have you collaborated to support children? • Who is helpful to collaborate with? • Are any stakeholders more difficult to collaborate with than others?	23	34	Additional Provocation: Remember if a child has limited access to their thinking brain, do you think having different strategies between school, home, and OSHC will be helpful?

17.	Reflection	Support educators to consider the current implications of colonialisation and widespread discrimination in Australia for minority groups.	Why is cultural safety particularly important in trauma informed care for First Australians? How might gender diversity, neurodiversity and cultural diversity influence your engagement with children and families?	23	35	What happens if the school or home is implementing a strategy that doesn't fit with the way we work in OSHC (e.g. time out)?
18.	Group Activity ***Additional Resource Required***	Support educators to understand different mechanisms for supporting regulation of the body's stress response system – bottom-up regulation.	***Additional Resource Required*** Revisit the TRAUMA expression and connection you completed earlier. At the end of this document there are bottom-up regulation strategies to support regulation for "fight, flight or freeze". Which strategies could you trial in your service?	25-26	41	***Additional Resource Available*** Some strategies are designed for use in the home environment (e.g. a foot massage). Additional "Brain Stem Calmers" can be found on the Beacon House website. Click here. Prompt educators to think about professional boundaries.
20.	Group Activity	Support educators to reflect on how they respond to behaviours of distress by regulating their own emotions and behaviour.	Discuss the provocations on CAPPD.	28	44	You may like to invite feedback on each of the provocations if the team are happy to share. Some team members may have strategies or examples that are helpful to others.

Trauma Informed Practice

Trauma Informed Care Principles

Read the case studies below and identify which trauma informed care principle is missing from the educator's approach to supporting children. Choose from Safety, Choice, Trustworthiness, Empowerment, Diversity, and Collaboration.

Outline how the educator could have responded to apply the missing principle.

Scenario	Missing TIC Principle	How to apply these principles
Hannah is supporting a child whose birth mother has recently come back into their life. Hannah has developed a visual schedule collaboratively with the child to create predictability about routines and transitions. This has been working very effectively. The teacher wants to call a meeting to identify what's working well to support this child as they are experiencing a lot of behaviour at school , but Hannah feels that's the schools' problem not hers.	*Collaboration*	*Facilitate the meeting with the school and share information with permission.* *Already developed resources can be shared with the school to support consistency for this child.*
Josh experienced physical abuse when he was younger and has strong reactions in environments with loud raised voices. Josh is visibly feeling unsafe in the environment, but the educator continues to raise their voice to get his attention, becoming frustrated that he isn't listening.	*Safety*	*Understand what safety feels like for Josh. He feels safe in quiet, calm environments. Before delivering instructions, consider the environment he is in. Support Josh to identify spaces and resources to help him get back to a feeling of safety.*
Marissa is autistic and has experienced trauma associated with formal schooling. The educator group are aware of this. When Marissa is beginning to escalate one of the educator's says to her " I only help people who sit on the chair and look at me when they ask for help"	*Diversity*	*Consider different ways of learning, thinking and processing. Why is there only one way to demonstrate listening? Or to ask for help?* *Help Marissa to communicate in whatever way works for her. Offer help proactively before Marissa escalates.*

When asking Benji what strategies will be helpful to support him OSHC, Benji suggests a 15-minute break on his iPad during times of transitions. The educator says "Don't be cheeky, you just want the iPad. What would be far better for you is if you used a colouring book instead."	*Choice*	*Support children to make meaningful choices. Validate children's agency and help find ways to support their choices across the program.*
Ronan says that he'd like to try and start walking himself to school. Previously, an educator walked with Ronan as he was likely to encounter triggers on the way to class. Ronan expressed that he'd like to develop this skill. One of the educators says she doesn't feel comfortable letting him do that or teaching him to do that as he needs adults to make the decisions for him.	*Empowerment*	*Work with Ronan and his support team to scaffold the skills of walking to school independently. This can be done over a period of time to ensure his safety. Affirm and empower Ronan in his choices and involve him in developing a plan to achieve his goals.*
One of the educators, Kye, is going through a stressful time and is having difficulty regulating themselves in OSHC. One of the children, Greta has experienced trauma and relies on educators to help her regulate. Greta used to go to Kye regularly for support. Sometimes Kye supports calmly and other times he raises his voice and tells her to "stop being silly" and " it's not a big deal".	*Trustworthiness*	*Kye needs to call for support if he is unable to regulate himself to provide support.* *He needs to be consistently calm or point Greta in the direction of someone who is, to maintain her trust.*

Case Studies

Read the case studies below and identify the stress trigger, stress response and show your understanding of the trauma adaption. Reference the examples in the Educator Workbook for additional guidance.

Case Study: One of the educators has got a new job and will be leaving the OSHC. They've developed a really positive and respectful relationship with Yousif. Yousif experienced neglect from a young age and became used to not having his needs met. When he arrived at OSHC he found it difficult to develop relationships with adults, as he had not had the opportunity to do so in the past.

Yousif has had several different foster carers over the past 6 months and struggles with feelings of abandonment and insecurity. His feelings seem to overwhelm him and in these moments, he appears disconnected from everything around him.

During his favourite educators last shift he becomes distraught. He sits on the ground and is unresponsive. No attempt to engage him in conversation is successful.

Stress Trigger:

"Loss" or "Abandonment". The loss of a stable support system in OSHC has triggered Yousif's stress response.

Stress Response:

Yousif has gone into "freeze" response, shutting down in order to protect himself. This is demonstrated by sitting on the ground and not responding to any conversation.

Trauma Adaptation:

Yousif enters into the freeze response as a protective measure in the face of a perceived threat. Due to many people coming in and out of his life, Yousif may feel abandoned and without a support person. Potentially this educator was one of the only people who helped him feel safe in this environment. Moving between foster carers comes with a sense of loss – loss of a home, loss of a support network, potentially a loss of feeling safe.

Case Study: Aria is 6 years old and has just started in the program. Her family have recently moved from overseas. During Vacation Care the army reserves come to visit and run some activities with the children. Aria sees the men in uniform arrive and runs upstairs to hide under a couch. When Aria's parents were informed, they let the OSHC staff know that in the country they were from, there was civil unrest and the presence of the army meant great danger for the community.

Stress Trigger:

Encountering people in a familiar uniform (the army officers).

Stress Response:

Aria entered into the flight response – running upstairs and hiding.

Trauma Adaptation:

Aria has learnt to associate members of the armed forces with unrest and danger. She responded by drawing upon a strategy that may have worked for her in the past – running away and hiding.

Helpful Observation of Needs

Consider the traditional labelling of behaviour below. Using a " trauma lens" consider alternate explanations for this behaviour e.g. maybe this child isn't defiant, instead they might be feeling out of control.

Once you've identified the alternate explanation, consider how to meet that need.

Traditional Labelling of Behaviour	Alternate Explanation	How to Meet the Need
Manipulative	*This child is getting their needs met in whatever way is possible. Doing whatever has worked for them in the past.*	*Support the child to communicate their needs.* *Proactively meet needs.* *Develop help-seeking strategies with the child.* *Children will need time to experience that in this environment their needs are consistently met.*
Lazy	*This child might be overwhelmed, still developing the skills needed to participate in the program.*	*Understand what skills need to be explicitly taught.* *Allow additional time to process and follow instructions.* *Scaffold tasks and offer support.* *Create opportunities for peer interaction, supported by educators.*
Attention - Seeking	*This child is seeking connection. They might be feeling disconnected, alone or ignored by others.*	*Focus on relationships with this child.* *Provide responsibility and recognition of strengths.* *Praise effort over achievement.*
Defiant	*This child might be mistrustful of others. They might be trying desperately to cling to control when much of their life to date might have been out of their control.*	*Provide guidelines & limits with consideration of fair consequences.* *Provide strategies and opportunities for children to appropriately meet need for freedom.* *Consider children's need for privacy and autonomy and find opportunities to embed these in the program.*

Disrespectful	*This child might be feeling threatened or out of control. They are looking to establish control, when maybe much of their life has been out of control until now.*	*Provide guidelines & limits with consideration of fair consequences.* *Provide children with choices and allow them to exercise control over matters that impact them.* *Consult with children regularly.* *Model respectful communication and relationships – learning how to be equal with others, reciprocal in relationships, turn-taking.*
Unmotivated	*This child may be unsure of where to start, how to initiate play, how to ask for help. They may not have had many opportunities for play, rest and relaxation in the past. They might be worried about failure, anxious about starting something and being overwhelmed by challenges.*	*Encouragement to play, be creative and spontaneous, modelled by educators.* *Permission to rest and relax without expectations.* *Develop strategies to support the child to express emotions – without the fear of judgement.* *Develop help-seeking strategies.* *Create a culture where it's ok to be imperfect and make mistakes.* *This can be modelled by educators.*
Sore Loser	*This child may not have had a lot of opportunities to achieve success, particularly if school is challenging for them. OSHC might be there one opportunity to experience success and the disappointment of losing is overwhelming.*	*Praise effort over achievement.* *Notice strengths.* *Provide positive feedback regularly and phrase corrective feedback positively.* *Model making mistakes and perseverance – learning from setbacks.* *Have conversations that normalize different capabilities and support needs.*

Clingy	This child may not have had stable relationships with adults (attachment theory). They might feel like they are the cause of this instability, unsure about how to develop appropriate relationships, feeling unworthy of acceptance and love. They might find the environment overwhelming and looking for guidance and support to navigate OSHC.	Meet the child's need for relationships and connection. Establish appropriate boundaries while still being nurturing and supportive. Don't personalize behaviour – allow the child to express themselves without fear of abandonment. Ensure the child feels safe in the environment. Be consistent.
Unresponsive	This child may be unsure of how to relate to others and develop relationships. They might need support to navigate emotions and feelings, in the "freeze" response of fight, flight or freeze.	Develop strategies that support emotional expression. Validate feelings and needs as normal. Identify strengths, interests, and preferences. Support to develop relationships with peers. Provide freedom for the child to express themselves without fear of retaliation. Respond predictably and supportively to children's emotions.