



Complex Behaviour Support

DELIVERY GUIDE ADDENDUM

In response to the feedback from the first Community of Practice sessions, we have developed supplementary resources to the Delivery Guide to support the rollout of the resources with educators. Educational leaders requested support in chunking the material to allow them to implement the information in shorter timeframes, i.e. re-envisioning each of the complete 2 hour sessions into a series of 15 minute sessions. We have delivered!

This is the first of the three content streams – Complex Behaviour Support in OSHC.

The others will follow over the coming weeks, with each document being uploaded as the content becomes available.

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<p>Session 1 Introduction to Behaviour Session Duration 15 min</p>	<p>Prior to undertaking this session ensure your team has</p> <ul style="list-style-type: none"> • Read: Educator Workbook Pages 3-7 • Watch: Recorded Webinar Segment 03:00 min – 13:50 min <p>Please print a copy of the Session 1 Reflection Worksheet for each educator.</p>
<p>Objective 2 min</p>	<p>Consider where your perspectives on behaviour come from? Understand how some previous ways of working with children can be detrimental to children’s learning and wellbeing. Think about how you support each child to achieve success.</p>
<p>Activity 1. 5 min</p>	<p>Take a moment to reflect on your beliefs about behaviour.</p> <ul style="list-style-type: none"> • Why does behaviour occur? • What is the educator role in behaviour guidance? • Where do your beliefs come from?
<p>Activity 2. 5 min</p>	<p>Consider Section 166 of the Education and Care Services National Law:</p> <ul style="list-style-type: none"> • What discipline do you consider to be unreasonable discipline? • Did you experience any of these as a child? • Do you still see any of these techniques used today?
<p>Before the next session Activity 3. 3 min</p>	<p>Pick a child from the service where you’ve observed escalated behaviour. Spend the week observing what they look like when they’re calm. You may like to collaborate with other educators in order to collate this information.</p> <p>The prompts below will help you to reflect:</p> <ul style="list-style-type: none"> • 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?)
<p>White board question</p>	<p>How do children learn at OSHC?</p>

Session 1 Reflective Worksheet



Please refer to the Planning Cycle in [My Time, Our Place V2.0](#)
The Framework Planning Cycle pages 30 and 31

**Observe/
Listen/
Collect
Information**

What does this child look like when they're calm?
Use the prompts from Activity 3. on page 7 of the Educator Workbook.

**Assess/
Analyse/
Interpret
Learning**

What does this tell you about what this child needs to achieve success?

**Plan/
Design**

What can you proactively do to set up environments, activities and interactions to support this child to achieve success.



Optional - Please refer to the [OSHC Professional Standards for Educators](#)

Standard 1.5 - Differentiate practice to meet the individual needs of children across the full range of abilities

Career Stage (tick 1)

- Foundation Developing
 Proficient Lead

Descriptor

Example of Practice

<p>Session 2 Relationships Session Duration 15 min</p>	<p>Prior to undertaking this session ensure your team has</p> <ul style="list-style-type: none"> • Read: Educator Workbook Pages 7-9 • Watch: Recorded Webinar Segment 14:17 min – 18:50 min <p>Please print a copy of the Session 2 Reflection Worksheet for each educator.</p>
<p>Objective 1 min</p>	<p>Consider the importance of relationships, the types of qualities needed to forge trusting, secure, safe, respectful and reciprocal relationships and the equity of your relationship development.</p>
<p>Activity NEW 7 min</p>	<p>Watch the following video by TED – Rita Pierson: Every Kid Needing a Champion: https://www.youtube.com/watch?v=SFnMTHhKdkw</p> <p>Share one thing that stood out to you.</p>
<p>Activity 4. 5 min</p>	<p>Which teachers made the biggest positive impact on you? What qualities did they have? Which teachers had a negative impact on you? Why?</p>
<p>Before the next session Activity 5. 2 min</p>	<p>Consider <i>The Magic Ratio</i> for relationship building - 5 positive interactions for every 1 negative.</p> <ul style="list-style-type: none"> • Are you meeting this ratio for all children? • Are there any relationships that need work? • Are there any children that are getting more negative interactions than positive? • Have you considered the impact of the cumulative toxicity of failure?
<p>White board question</p>	<p>What do children need from us as educators?</p>

Session 2 Reflective Worksheet



Please refer to the Planning Cycle in [My Time, Our Place V2.0](#)
The Framework Planning Cycle pages 30 and 31

Plan/ Design	What relationships will you work on and how?	
Implement/ Enact	Implement your relationship building strategies.	
Evaluate/ Critically Reflect	Who is advantaged and disadvantaged in the way I develop relationships?	



Optional - Please refer to the [OSHC Professional Standards for Educators](#)
1.3 - Children's diverse linguistic, cultural, religious and socioeconomic backgrounds

Career Stage (tick 1)

Foundation Developing

Proficient Lead

Descriptor

Example of Practice

<p>Session 3 Strengths-Based & Basic Needs Session Duration 15 min</p>	<p>Prior to undertaking this session ensure your team has</p> <ul style="list-style-type: none"> • Read: Educator Workbook Pages 9-11 • Watch: Recorded Webinar Segment 18:50 min – 21:23 min <p>Please print a copy of the Session 3 Reflection Worksheet for each educator.</p>
<p>Objective 1 min</p>	<p>Consider how you are meeting children’s basic needs and identifying and using children’s strengths in the program.</p>
<p>Activity 6. 7 min</p>	<ul style="list-style-type: none"> • 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? <p>How do you learn about children’s strengths from:</p> <ul style="list-style-type: none"> • The child • Your colleagues • The child’s family
<p>Activity 7. 5 min</p>	<p>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?</p>
<p>Before the next session 2 min</p>	<p>Create a holistic picture of a child’s strengths. Make sure your understanding of their strengths comes from:</p> <ul style="list-style-type: none"> • Observations • The child • The child’s family • Your colleagues
<p>White board question</p>	<p>What’s a strength you’ve seen a child demonstrating this week?</p>

Session 3 Reflective Worksheet



Please refer to the Planning Cycle in [My Time, Our Place V2.0](#)
The Framework Planning Cycle pages 30 and 31

**Observe/
Listen/
Collect
Information**

Talk to children about their strengths. These may be a particular skill set (soccer) or a character strength (kindness).

**Assess/
Analyse/
Interpret
Learning**

Do these differ from your observations? What have these conversations highlighted about children's understandings of their strengths?

**Plan/
Design**

Develop a plan to provide opportunities for children to understand and use their strengths in the program.



Optional - Please refer to the [OSHC Professional Standards for Educators](#)
1.2 - Understand children's preferences, learning, needs and interests

Career Stage (tick 1)

- Foundation Developing
 Proficient Lead

Descriptor

Example of Practice

<p>Session 4 The Environment & The Program Session Duration 15 min</p>	<p>Prior to undertaking this session ensure your team has</p> <ul style="list-style-type: none"> • Read: Educator Workbook Pages 11-13 • Watch: Recorded Webinar Segment 21:42 min – 24:54 min <p>Please print a copy of the Session 4 Reflection Worksheet for each educator.</p>
<p>Objective 1 min</p>	<p>Consider “why” behaviour might be occurring. What role does the environment play? How do you uphold children’s right to be active participants?</p>
<p>Activity 8. 7 min</p>	<p>Are there any behaviour “hot spots” at your service? These are locations or instances where challenging behaviour regularly occurs.</p> <p>What can you identify in these environments or routine schedule that may be escalating behaviour?</p> <p>Consider:</p> <ul style="list-style-type: none"> • Noise levels, lighting, textures, temperature, humidity • Competition, timeframes, urgency • Not enough opportunities for movement and activity
<p>Activity 9. 5 min</p>	<p>Australian children consider Article 12 of the United Nations Convention on the Rights of the Child (UNCRC) to be one of their least upheld rights. Consider:</p> <ul style="list-style-type: none"> • Would children at your service feel that adults listen to them? • Would all children feel like they are an active participant?
<p>Before the next session 2 min</p>	<p>Talk to children about their “favourite” places to play, both in OSHC and other environments. In OSHC, ask them what their favourite space is. What is their least favourite space and why?</p>
<p>White board question</p>	<p>Print out or draw a map of the service environments – inside and out. Make observations about each space.</p> <p>Which is the most popular space? Does this vary between age groups, at different times of day?</p> <p>If children are becoming escalated in particular spaces, also jot this down.</p>

Session 4 Reflective Worksheet



Please refer to the Planning Cycle in [My Time, Our Place V2.0](#)
The Framework Planning Cycle pages 30 and 31

**Observe/
Listen/
Collect
Information**

Which environments do you typically observe the most escalated behaviour in?

**Assess/
Analyse/
Interpret
Learning**

What is it about these environments that is making it difficult for children to participate?

**Plan/
Design**

What changes might you make and how will you do this?



Optional – Please refer to the [OSHC Professional Standards for Educators](#)
4.1 – Support child engagement

Career Stage (tick 1)

- Foundation Developing
 Proficient Lead

Descriptor

Example of Practice

<p>Session 5 Routines, Transitions & Skill Development Session Duration 15 min</p>	<p>Prior to undertaking this session ensure your team has</p> <ul style="list-style-type: none"> • Read: Educator Workbook Pages 13-14 • Watch: Recorded Webinar Segment 25:02 min – 28:56 min <p>Please print a copy of the Session 5 Reflection Worksheet for each educator.</p>
<p>Objective 1 min</p>	<p>Consider how inclusive the routines and transitions are at the service. How can we support children to develop skills that will support them when they encounter challenging situations?</p>
<p>Activity 10. 7 min</p>	<p>Are there any routines or transitions that are challenging for children to participate in? Who is advantaged and disadvantaged by these current procedures?</p>
<p>Activity 11. 5 min</p>	<p>What age appropriate skill development can we support in OSHC? How do we ensure that it still respects children’s cultural, linguistic, neuro-diversity and their overall identity?</p>
<p>Before the next session 2 min</p>	<p>Talk to children about a routine in the service. E.g.</p> <ul style="list-style-type: none"> • Sign in/out • Afternoon tea • Pack up time • Prep roll call etc. <p>What do they like about it? What would they like to change?</p>
<p>White board question</p>	<p>What are children learning about their behaviour at our service? How are we supporting this learning?</p>

Session 5 Reflective Worksheet



Please refer to the Planning Cycle in [My Time, Our Place V2.0](#)
The Framework Planning Cycle pages 30 and 31

**Implement/
Enact**

Implement the transition strategies as outlined in the Educator Workbook.

**Evaluate/
Critically
Reflect**

How did your understanding of each child influence which transition strategy you used?

What were you challenged by in implementing these strategies?

How (if any) will children and young people benefit from working in this way?



**Optional - Please refer to the [OSHC Professional Standards for Educators](#)
2.2 - Program design and organisation promoting learning opportunities**

Career Stage (tick 1)

Foundation Developing

Proficient Lead

Descriptor

Example of Practice

<p>Session 6 Emotional Regulation Session Duration 15 min</p>	<p>Prior to undertaking this session ensure your team has</p> <ul style="list-style-type: none"> • Read: Educator Workbook Pages 16-21 • Watch: Recorded Webinar Segment 29:41 min – 36:33 min <p>Please print a copy of the Session 6 Reflection Worksheet for each educator.</p>
<p>Objective 1 min</p>	<p>Consider how do you identify signs of dysregulation and what strategies can you use to respond?</p>
<p>Activity KC 5 min</p>	<p>Access the Knowledge Check and complete Part A of the Dysregulation Checklist for a child at the service.</p>
<p>Activity KC 6 min</p>	<p>Access the Knowledge Check and complete Part B “emotion coaching”.</p>
<p>Before the next session 3 min</p>	<p>Implement the emotion coaching strategy as per Session 6 Reflective Worksheet.</p> <p>Take note of the type of emotions children are experiencing (anger, sadness, embarrassment etc) and the frequency they are experiencing these.</p> <p>Notice if you find it difficult to identify what emotion particular children are experiencing.</p> <p>Notice if children find it difficult to identify what emotion they are experiencing.</p>
<p>White board question</p>	<p>What strategies do children have available to them to regulate their emotions in our OSHC service? How do you collaborate with children to identify effective regulation strategies?</p>

Session 6 Reflective Worksheet



Please refer to the Planning Cycle in [My Time, Our Place V2.0](#)
The Framework Planning Cycle pages 30 and 31

Plan/ Design	Use your completed Knowledge Check “emotion coaching” template to plan how you could implement these strategies in the service.	
Implement/ Enact	Implement the emotion coaching strategies.	
Evaluate/ Critically Reflect	When you worked this way who was advantaged or disadvantaged? How will children and young people benefit?	



Optional - Please refer to the [OSHC Professional Standards for Educators](#)
1.1 Holistic development of children

Career Stage (tick 1)

- Foundation Developing
 Proficient Lead

Descriptor

Example of Practice

<p>Session 7 Responding to Escalated Behaviour Session Duration 15 min</p>	<p>Prior to undertaking this session ensure your team has</p> <ul style="list-style-type: none"> • Read: Educator Workbook Pages 19-21 • Watch: Recorded Webinar Segment 36:37 min – 41:09 min <p>Please print a copy of the Session 7 Reflection Worksheet for each educator.</p>
<p>Objective 1 min</p>	<p>Consider what role the brain plays when children experience strong emotions or stress. Identify how to respond to escalated behaviour using an understanding of brain development and neurological approaches to regulation.</p>
<p>Activity NEW 5 min</p>	<p>How do you typically respond to stress?</p> <p>What helps you regulate?</p> <p>What is really unhelpful during these moments?</p>
<p>Activity NEW 7 min</p>	<p>Discuss or Reflect</p> <ul style="list-style-type: none"> • Is emotional regulation about suppressing your emotions? • How do you validate children’s emotions? (Note – this is different than validating behaviour) • Do current educator responses allow for emotional expression or expect emotional suppression?
<p>Before the next session 2 min</p>	<p>Think of an example of when a child has been dysregulated. How did you respond? Would you change anything using the steps of regulate, relate & reason?</p>
<p>White board question</p>	<p>Split the whiteboard into three sections - Regulate, Relate & Reason. Write an example of how you’ve implemented each of these steps this week.</p>

Session 7 Reflective Worksheet



Please refer to the Planning Cycle in [My Time, Our Place V2.0](#)
The Framework Planning Cycle pages 30 and 31

**Observe/
Listen/
Collect
Information**

What behaviours do you typically find challenging?
Which really push your buttons?

**Assess/
Analyse/
Interpret
Learning**

What is it about these behaviours that you find challenging?

How does your understanding of the brain explain why these behaviours may be occurring?

Will this new understanding influence the way you respond?

**Plan/
Design**

Create a “toolbox” of regulate, relate and reasoning strategies you can draw upon during these moments.



Optional - Please refer to the [OSHC Professional Standards for Educators](#)
3.5 - Use effective communications

Career Stage (tick 1)

- Foundation Developing
 Proficient Lead

Descriptor

Example of Practice

<p>Session 8 Escalation Cycle Part 1 Session Duration 15 min</p>	<p>Prior to undertaking this session ensure your team has</p> <ul style="list-style-type: none"> • Read: Educator Workbook Pages 21-25 • Watch: Recorded Webinar Segment 41:09 min – 47:40 min <p>Please print a copy of the Session 8 Reflection Worksheet for each educator.</p>
<p>Objective 1 min</p>	<p>Consider what your understanding of the “anatomy” of an escalation is. Can we make responding to escalation more predictable?</p>
<p>Activity NEW 4 min</p>	<p>Read the case study of <i>Mystery OSHC</i> in the Educator Workbook beginning on page 23.</p>
<p>Activity NEW 9 min</p>	<p>Draw the escalation cycle for a child at your service.</p> <p>Use previous observations to jot down this child’s experience at each stage of the cycle.</p> <p>For example:</p> <ul style="list-style-type: none"> • What does “calm” look like for this young person? • What does peak look like? • Have you observed any triggers?
<p>Before the next session Activity 14. 1 min</p>	<p>Consider:</p> <ul style="list-style-type: none"> • How do you regulate your own emotions when responding to children’s emotions?
<p>White board question</p>	<p>Consider:</p> <ul style="list-style-type: none"> • Have you ever, unintentionally escalated a situation? • How could you better regulate your own emotions when responding to children’s emotions?

Session 8 Reflective Worksheet



Please refer to the Planning Cycle in [My Time, Our Place V2.0](#)
The Framework Planning Cycle pages 30 and 31

Plan/ Design	Think about how you can talk with children about what helps them feel calm and safe when they encounter a challenging situation. What helps you feel safe when you're scared? What helps you feel calmer when you're angry?	
Implement/ Enact	Find an opportunity to facilitate the conversation and document it here.	
Evaluate/ Critically Reflect	What are our understandings of each child, their culture and their context? How do we build a child's funds of knowledge? (Refer to MTOP V2.0 Glossary if needed)	



**Optional - Please refer to the [OSHC Professional Standards for Educators](#)
4.3 - Manage and support challenging behaviour**

Career Stage (tick 1)

- Foundation Developing
 Proficient Lead

Descriptor

Example of Practice

<p>Session 9 Escalation Cycle Part 2 Session Duration 15 min</p>	<p>Prior to undertaking this session ensure your team has</p> <ul style="list-style-type: none"> • Read: Educator Workbook Pages 21-25 • Watch: Recorded Webinar Segment 41:09 min – 47:40 min <p>Please print a copy of the Session 9 Reflection Worksheet for each educator.</p>
<p>Objective 1 min</p>	<p>Consider how you can predictably draw upon appropriate strategies at each stage of the escalation cycle.</p>
<p>Activity NEW 12 min</p>	<p>Return to your mapped out escalation cycle from the previous session.</p> <p>At each stage, plan appropriate “regulate, relate or reason” strategies you can draw upon during even phase.</p> <p>This should take into account children’s input into helpful strategies (captured in the above plan, implement and evaluate).</p>
<p>Before the next session 2 min</p>	<p>Consider:</p> <ul style="list-style-type: none"> • How have you included children and young people’s views in mapping out this cycle? • Is there any more information you need? How will you get this information?
<p>White board question</p>	<p>How do we share behaviour guidance learnings and successes with our colleagues?</p> <p>How do we add to each other’s understandings of children’s needs?</p>

Session 9 Reflective Worksheet



Please refer to the Planning Cycle in [My Time, Our Place V2.0](#)

The Framework Planning Cycle pages 30 and 31

Assess/ Analyse/ Interpret Learning

Analyse the data collected in Session 8 regarding the children's regulating strategies.

How do children's answers fit into the categories of regulate, relate and reason?

How will this understanding of children's views shape your responses to dysregulation or behaviour?

Plan/ Design

Write an action plan or script that outlines your verbal and non-verbal responses at each stage of the escalation cycle. Be sure to draw upon children's suggestions from Session 8.



Optional - Please refer to the [OSHC Professional Standards for Educators](#)

5.3 Make informed and purposeful decisions

Career Stage (tick 1)

Foundation Developing

Proficient Lead

Descriptor

Example of Practice

<p>Session 10 Debriefing Conversations Session Duration 15 min</p>	<p>Prior to undertaking this session ensure your team has</p> <ul style="list-style-type: none"> • Read: Educator Workbook Pages 26-30 • Watch: Recorded Webinar Segment 47:40 min – 53:49 min <p>Please print a copy of the Session 10 Reflection Worksheet for each educator.</p>
<p>Objective 1 min</p>	<p>Consider how you support problem solving and learning following an escalation. How do you support children’s social and emotional development?</p>
<p>Activity NEW 5 min</p>	<p>Read the conflict resolution case study in the Educator Workbook beginning on page 29.</p>
<p>Activity KC 9 min</p>	<p>Complete the Knowledge Check at the end of the Educator Workbook.</p>
<p>White board question</p>	<p>What is the goal of your behaviour guidance strategies?</p>

Session 10 Reflective Worksheet



Please refer to the Planning Cycle in [My Time, Our Place V2.0](#)
The Framework Planning Cycle pages 30 and 31

Plan/ Design	How will you facilitate a debriefing conversation with a child? Refer to the RULER approach for potential questions.	
Implement/ Enact	Implement the above strategies.	
Evaluate/ Critically Reflect	Who is advantaged/ included when we work in this way? Who is disadvantaged, excluded or silenced? How will children and young people benefit?	



Optional - Please refer to the [OSHC Professional Standards for Educators](#)
3.3 - Use appropriate pedagogies/ characteristics of effective practice

Career Stage (tick 1)

- Foundation Developing
 Proficient Lead

Descriptor

Example of Practice