Student Assessment Workbook

CHCECE020 - Establish and implement plans for developing cooperative behaviour

Student Name:	JEEVIKA MATTOO
Student ID No:	S10972
Start Date:	18/4/2018

Student Declaration:	Signature: _____JEEVIKA MATTOO _____
1. I declare that the work submitted is my own, and has not been copied or plagiarised from any person or source, with the exception of where I have listed or referenced documents and no part of this assessment has been written for me by any other person. 2. I have retained a copy, of this assessment for my records.	Date: __2/5/2018__/_____/_____

(This section to be filled in by the trainer/assessor)

For Theory Tasks Please attach the following documentation to this form:		**Result** S = Satisfactory NS = Not Satisfactory NA = Not Assessed
☐ Assessment Task 1		S | NS
☐ Assessment Task 2		S | NS
☐ Assessment Task 3		S | NS
☐ Assessment Task 4		S | NS
☐ Assessment Task 5		S | NS
☐ Assessment Task 6		S | NS
Final Assessment Result for this unit		**C / NYC**

Feedback:

_____

_____

_____

_____

_____

_____

For Workplace Tasks	Result
	S = Satisfactory

Please attach the following documentation to this form:		NS = Not Satisfactory NA = Not Assessed
☐ Assessment Task 1		S | NS
☐ Assessment Task 2		S | NS
☐ Assessment Task 3		S | NS
☐ Assessment Task 4		S | NS
☐ Assessment Task 5		S | NS
Final Assessment Result for this unit		**C / NYC**

Feedback:

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Assessor Declaration:

1. I declare that the assessment tasks were deemed current, sufficient, valid and reliable and I have conducted a fair, valid, reliable and flexible assessment with this Student. I have provided appropriate feedback. I also declare that I have done the plagiarism and authenticity check.
2. I can confirm workplace tasks were completed by the above-named student, in a regulated children's service. These tasks were completed in accordance to organisation policy and procedures.

Name:

_____

Signature:

_____

Date: ____/_____/_____

Administrative use only

Student Database Management system updated	_____ *Date*	_____ *Initials*

CHCECE020

Establish and implement plans for developing cooperative behaviour

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Purpose of Assessment

Assessment is the process of gathering and judging evidence in order to decide whether the student has achieved a standard or objective and it is a competency based assessment. The competency-based assessment is the method of gathering and judging of evidence in order to decide whether the student has achieved a standard of competency.

The assessment tasks within this unit provide you with the opportunity to demonstrate evidence of the required knowledge and skills to Establish and implement plans for developing cooperative behaviour.

Successful completion of assessments will contribute to the attainment of the following unit of competency: **CHCECE020 - Establish and implement plans for developing cooperative behaviour**

Application

This unit describes the skills and knowledge required to support both individual and group plans for developing cooperative behaviour.

This unit applies to educators working in a range of education and care services.

The skills in this unit must be applied in accordance with Commonwealth and State/Territory legislation, Australian/New Zealand standards and industry codes of practice.

Internet link to unit

https://training.gov.au/Training/Details/CHCECE020

Methods of assessments

There are two types of tasks in this assessment

    a.   Theory tasks

    b.   Workplace tasks and Workplace Simulation

The following methods are used for assessing competency for theory tasks in this unit:
- Analysis of responses to case scenarios
- Responses to Written questions

The following methods are used for assessing competency for workplace tasks and Workplace Simulation in this unit:
- Analysis of responses to written questions, activities and case scenarios

- observation at workplace by trainer / assessor and supervisor

Principles of Assessment

The four principles of assessment are followed in assessment of each Student's evidence of competence.

The four principles are:

- Validity

- Reliability

- Flexibility

- Fairness

Validity:

- assessment against the unit(s) of competency and the associated assessment requirements covers the broad range of skills and knowledge that are essential to competent performance;

- assessment of knowledge and skills is integrated with their practical application;

- assessment to be based on evidence that demonstrates that a Student could establish these skills and knowledge in other similar situations; and

- Judgment of competence is based on evidence of Student performance that is aligned to the unit/s of competency and associated assessment requirements.

Reliability: Evidence presented for assessment is consistently interpreted and assessment results are comparable irrespective of the assessor conducting the assessment.

Fairness: The individual Student's needs are considered in the assessment process. Where ever appropriate, reasonable adjustments are applied by the KAL to take into account the individual Student's needs. KAL informs the Student about the assessment process, and provides the Student with the opportunity to challenge the result of the assessment and be reassessed if necessary.

Flexibility: Assessment is flexible to the individual Student by:

- reflecting the Student's needs;

- assessing competencies held by the Student no matter how or where they have been acquired; and

- Drawing from a range of assessment methods and using those that are appropriate to the context, the unit of competency and associated assessment requirements, and the individual.

Rules of evidence

There are four rules of evidence that guide the collection of evidence. The learner's work must demonstrate the rules of evidence e.g.:

- **Valid** – The assessment task must cover the required skills and knowledge

- **Sufficient** – it must be enough to satisfy the competency

- **Current** – skills and knowledge must be up to date

- **Authentic** – it must be the learner's own work and supporting documents must be genuine.

Competency/Submission Details and Instructions

For you to achieve competency in this unit, you are required to complete the following tasks and submit according to your proposed training plan or else as negotiated with trainer. The Student instructions for each task have been mentioned before the start of each task. You must achieve satisfactory ratings on all tasks and all completed assessment tasks must be submitted in form hard copy.

- The submission of answers (theory assessment tasks), should be typed using software suite like Microsoft Office and submitted in printed form.

- Reports / templates where provided (workplace assessment tasks) should be completed by hand and submitted along with printed documents.

- At each submission of your assessment, the Student must declare that the work submitted is his/her own and has not been copied. Failure to do so will result in the assessment work being returned for completion thus delaying the assessment.

- Make sure you have read all supporting resources prior to commencing and completing any of the questions and activities in this assessment workbook.

- If you are unsure of the requirements of any assessment task – please contact your trainer/assessor, for clarification. Reasonable adjustment options are available however this must be arranged with the Training Department prior to assessment.

- You must ensure that you have attempted and completed all assessment tasks in this Student Assessment Workbook prior to submitting for assessing.

- Written questions require in-depth responses and answers must be correct, sufficient and in acceptable form of quality and standard

- All the above items must be adhered to. Failure to do so will result in your work being returned to you, delaying the assessment of your tasks.

Understanding the assessment grading system

Assessments for qualifications are competency based, which means Students are assessed against the unit of competency requirements. Assessment results are recorded as follows:

- Satisfactory (S) result: The Student's submitted work satisfies the learning requirements and competency standards for the Task.
- Not Satisfactory (NS) result: The Student's submitted work does not demonstrate the understanding of competency standards in the Task.
- Competent (C) result: Once a Student receives a satisfactory result for all required assessment Tasks, as per the learning requirements and all competency standards for the unit (in accordance with the unit of competency details at National Register www.training.gov.au), C outcome will be awarded for the entire unit.

- Not Yet Competent (NYC) result: If any of the Tasks in unit is NS, a Student will receive NYC outcome. He/she will receive written feedback from a trainer/assessor, clearly outlining where the gaps are. The Student will then be required to rectify these gaps and re-submit his/her assessment for marking.

Re-assessment

If the result of your Unit Assessment is "Not yet Competent (NYC)", you will be given an opportunity for re-assessment. Each Student has three (3) attempts to achieve a competent outcome, including two re-submission attempts. You will only work on the component(s) of the Task(s) that were marked "Not Satisfactory". The re-assessment must be completed within 14 days of assessment feedback given to you by your facilitator/assessor. Please note that KAL will provide two (2) chances for re-assessment at no cost.
If you are not able to achieve competency with all of these opportunities, you are required to repeat the unit at your own cost which will also impact on your extension of study period.

Plagiarism and Collusion

Plagiarism and collusion are both forms of cheating. It is taking and using someone else's ideas, writings or information and representing them as your own. Plagiarism is a serious act and may result in a participant's exclusion from a unit or a course. When you have any doubts about including the work of other authors in your assessments, please consult with your trainer/assessor and refer to the KAL Student Handbook. In case you need further information about plagiarism and collusion, please ask KAL staff to provide you with the copy of plagiarism and collusion policy and procedure. The following list outlines some of the activities for which a participant can be accused of plagiarism:

- Presenting any work by another individual as one's own unintentionally
- Submitting assessments copied from another Student
- Presenting the work of another individual or group as their own work
- Submitting assessments without the adequate acknowledgement of sources used, including assessments copied totally or in part from the internet

Referencing your work

The Students are required to use the right sources in their work. By doing proper referencing, you are acknowledging that you have used someone else's information or work. KAL encourages its Students to use APA 6th referencing Style. You can visit http://guides.lib.monash.edu/citing-referencing/apa for the style information or visit https://www.refme.com/au/referencing-generator/apa/ for APA style references generation. You must reference all sources that you use in your assignment, including words and ideas, facts, images, videos, audio, websites, statistics, diagrams and data.

There are two parts to every referencing system:
- In-text reference - a reference to a source of information placed within the body of the work.
- The reference list - a list of all sources referred to in the work, located at the end of the work.

Please ask your trainer if you do not know how to reference your evidence. Ensure your work is referenced to prevent plagiarism. For more information on plagiarism and referencing, refer to the Student Handbook.

Appealing a decision

Where a Student disagrees with a decision made by KAL regarding outcome of unit, plagiarism or cheating, he/she may pursue appeal proceedings in accordance with the KAL complaints and appeals process given in Complaints and Appeals procedures, as you have the right to appeal the final decision. More information about this process can be found in the Student Handbook or can be obtained from the Student Support Services.

Reasonable Adjustments

If you have special needs or disabilities, reasonable adjustment will be organised in accordance with the organisation assessment process of policy and procedures manual of KAL.

This may include but not limited to:

- visual difficulty; we can assist by making adjustments such as larger print of documents, assessment tools and forms
- physical disabilities; assessment may be broken down into shorter/longer lengths of time, where applicable
- sick or have medical condition, due date extension may be provided
- LLN Support

Examples of reasonable adjustment in assessment may include but not limited to:

- Submission of an oral assessment task for a written one
- Provision of extra time
- Use of adaptive technology

The requirements for special needs must be established and an appropriate record must be kept of the efforts made to establish special need and the outcomes of these efforts.

Elements and performance criteria

Elements	Performance Criteria
1. Establish and apply limits and guidelines for behaviour	1.1 Initiate strategies, which are consistent with children's abilities, to support them to manage their own behaviour
	1.2 Establish guidelines in consultation with families that are relevant to the culture and background of the children and policies of the service
	1.3 Develop guidelines in collaboration with children according to their ability to do so
	1.4 Decide how to respond to incidents in a timely manner and implement response clearly, consistently and calmly
2. Identify and review behaviour as required	2.1 Gather information from all those involved in caring for the children
	2.2 Reflect on the wide range of variables that can impact on behaviour
	2.3 Observe and analyse behaviour to identify triggers or consequences which are maintaining the behaviour
	2.4 Scan environment and curriculum for possible influences on behaviour

Elements	Performance Criteria
	2.5 Facilitate an analysis of children's behaviour with all involved in caring for the children
	2.6 Seek advice from appropriate authorities as required
	2.7 Discuss incidents causing concern with families and colleagues as appropriate
	2.8 Include families and colleagues in discussion about options for response
	2.9 Discuss needs and concerns of other children who may be affected by the behaviour
3. Develop a plan to guide a particular child's behaviour where required	3.1 Identify long-term and short-term objectives in the plan
	3.2 Clearly identify more acceptable alternative behaviours
	3.3 Develop the plan in accordance with the service philosophy and policies
	3.4 Develop goals of the plan consistent with child's abilities, age and developmental stage
	3.5 Ensure that the plan is realistic and that resources are available
	3.6 Establish plan in consultation with colleagues, family members and others who may be caring for the child
	3.7 Ensure plan considers relevant cultural practices for responding to behaviour
	3.8 Liaise with appropriate authorities and referral bodies as necessary
4. Implement and monitor behaviour plan	4.1 Support the child to understand specific expectations for behaviour
	4.2 Inform all those involved in implementing and reinforcing the plan of its rationale, limits and strategies
	4.3 Minimise as far as possible, factors that may lead to or maintain inappropriate behaviour
	4.4 Support colleagues to implement the plan effectively and consistently
	4.5 Review child's behaviour against the plan and modify where necessary in consultation with colleagues, family members and others caring for the child

Foundation Skills

- Oral communication – in order to facilitate a range of collaborative discussions with children, families and other educators.

The remaining foundation skills essential to performance are explicit in the performance criteria of this unit.

Performance Evidence

The candidate must show evidence of the ability to complete tasks outlined in elements and performance criteria of this unit, manage tasks and manage contingencies in the context of the job role. There must be demonstrated evidence that the candidate has completed the following tasks:

- observed and analysed children's behaviour, on at least three occasions, in a range of situations and contexts
- created, implemented and measured the effectiveness of at least one plan, including:
- developing long-term and short-term goals and objectives
- establishing a baseline for the behaviour
- clearly outlining alternative behaviours
- communicating expectations with children
- supporting and communicating with colleagues to implement the plan
- revisiting the plan and reflecting on its effectiveness
- developed positive relationships with children, respected family expectations and their cultural values, and acted within the service policy
- interacted with children and involved them in decision-making and planning.

Knowledge Evidence

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role.

These include knowledge of:

how to access:

- the National Quality Framework
- the National Quality Standards
- the relevant approved learning framework
- how to interpret the relevance of framework and standards documents in guiding work in this unit of competency
- stage of development/age-appropriate expectations of children's behaviour
- appropriate and inappropriate behaviours – review of own stance and reflection on own values
- different family styles of discipline and beliefs about behaviour in different cultures and social groups
- relationship-based strategies to help children learn about behaviour
- possible contributing factors to behaviours of concern, i.e. recent events, child's history, actions of others, or developmental or emotional reasons
- code of ethics
- United Nations Conventions on the Rights of the Child
- organisation standards, policies and procedures.

Assessment Conditions

Skills must be demonstrated in a regulated education and care service.

In addition, simulations and scenarios must be used where the full range of contexts and situations cannot be provided in the workplace or may occur only rarely. These are situations relating to emergency or unplanned procedures where assessment in these circumstances would be unsafe or is impractical.

Simulated assessment environments must simulate the real-life working environment where these skills and knowledge would be performed, with all the relevant equipment and resources of that working environment.

Assessment must ensure use of:

- National Quality Framework for Early Childhood Education and Care
- the relevant approved learning framework under the National Quality Framework for Early Childhood Education and Care.

Assessors must satisfy the Standards for Registered Training Organisations (RTOs) 2015/AQTF mandatory competency requirements for assessors.

Required Readings

In order to complete this unit of competency you are required to access the following key resources.

Textbook

- Kearns, K. (2017). *Birth to Big School: Working in Early Childhood Education and Care Series* (4th ed.). Victoria: Cengage Learning Australia.

- Kearns, K. (2017). *Frameworks for Learning and Development: Working in Early Childhood Education and Care Series* (4th ed.). Victoria: Cengage Learning Australia.

Core Documents

- *Code of Ethics.* (2014). Early Childhood Australia. Retrieved from:_ http://www.earlychildhoodaustralia.org.au/wp-content/uploads/2014/07/code_of_ethics_brochure_print_2010.pdf (Accessed April 2017)

- *Educators' Guide to the Early Years Learning Framework for Australia*. (2010). Canberra: Australian Government Department of Education, Employment and Workplace Relations. Retrieved from: https://docs.education.gov.au/system/files/doc/other/educators_guide_to_the_early_years_learning_framework_for_australia.pdf Accessed April 2017)

- *Guide to the Education and Care Services National Law and the Education and Care Services National Regulations 2011.* (2016). Australian Children's Education and Care Quality Authority. ACT: Commonwealth of Australia. Retrieved from: http://files.acecqa.gov.au/files/National-Quality-Framework-Resources-Kit/NQF02-Guide-to-ECS-Law-and-Regs-130902.pdf (Accessed April 2017)

- *Guide to the National Quality Standard*. (2017). Australian Children's Education and Care Quality Authority. ACT: Commonwealth of Australia. Retrieved from: http://files.acecqa.gov.au/files/National-Quality-Framework-Resources-Kit/NQF03-Guide-to-NQS-130902.pdf (Accessed April 2017)

Additional Readings for this Unit

- *A summary of the rights under the Convention on the Rights of the Child.* (2014). Australia: UNICEF. Retrieved from: http://www.unicef.org/crc/files/Rights_overview.pdf (Accessed April 2017).
- Department of Education and Children's Services. (2004). *Supporting and managing children's behaviour: An early childhood resource.* Produced by DECS Publishing R2196/2.

- Kearns Education. (2014). *Working with families.* Newcastle, NSW: ICCC.

- Mosier, W. (2009). *Developmentally appropriate child guidance: Helping children gain self-control.* Texas Child Care / Spring. Retrieved from: http://www.childcarequarterly.com/pdf/spring09_selfcontrol.pdf (Accessed April 2017).

- Ruffin, N. J. (2009). *Developing Responsibility and Self-Management in Young Children: Goals of Positive Behaviour Management.* Virginia Cooperative Extension, Virginia Tech, Virginia State University, Publication 350-052. Retrieved from: https://www.pubs.ext.vt.edu/350/350-052/350-052.html (Accessed April 2017).

Rationale for Workplace Simulation: Respecting the Rights and Privacy of Children and Families.

This unit has been assessed using a combination of theory tasks, workplace tasks and workplace simulation. To honour the rights of the child and the family to privacy some aspects of the workplace task are designed as a simulation. This decision reflects two key foundations of the National Quality Framework for Children's Services:

- The National Quality Standard:

- *QA5 Relationships with children: 5.2.3 The dignity and rights of every child are maintained at all times.*

- *QA6 Collaborative partnerships with families and communities: 6.1 Respectful supportive relationships with families are developed and maintained.*

- The Education and Care Services National Regulations 2011

  PART 4.5—RELATIONSHIPS WITH CHILDREN

  155 Interactions with children

  An approved provider must take reasonable steps to ensure that the education and care service provides education and care to children in a way that—

  c) maintains at all times the dignity and rights of each child;

The rights of the child are also reflected in the ECA Code of Ethics:

  I. *In relation to children, I will:*

  1. *Act in the best interests of all children.*

  2. *Respect the rights of children as enshrined in the United Nations Convention on the Rights of the Child (1989) and commit to advocating for these rights.*

  II. *In relation to families, I will:*

  10. *Maintain confidentiality and respect the right of the family to privacy.*

Addressing behaviour issues is a sensitive task which requires working with both the child and the family over a long period of time. In this instance a simulated workplace task can provide sufficient evidence of the learner's skills and knowledge to meet the performance evidence requirements.

THEORY ASSESSMENT TASKS

Assessment Objectives

The student will demonstrate the knowledge for how to Establish and apply limits and guidelines for behavior, Identify and review behaviour as required, develop a plan to guide a particular child's behaviour where required and Implement and monitor behaviour plan.

The student will also demonstrate knowledge of:

- the National Quality Framework
- the National Quality Standards
- the relevant approved learning framework
- how to interpret the relevance of framework and standards documents in guiding work in this unit of competency
- stage of development/age-appropriate expectations of children's behaviour
- appropriate and inappropriate behaviours – review of own stance and reflection on own values
- different family styles of discipline and beliefs about behaviour in different cultures and social groups
- relationship-based strategies to help children learn about behaviour
- possible contributing factors to behaviours of concern, i.e. recent events, child's history, actions of others, or developmental or emotional reasons
- code of ethics
- United Nations Conventions on the Rights of the Child
- organisation standards, policies and procedures.

Deliverable specifications

The student must deliver answers to all the questions. The answers should be correct, sufficient and in acceptable form of quality and standard.

If you have been asked to explain or describe, provide your answer in sufficient words or as per instructions for individual question. If you have been asked multiple choice question, you must choose the appropriate answer in the given choices. If you think more than one of given choices are correct, in that case you can choose as many as you think are appropriate.

Assessment Task 1: Behaviour and the Early Childhood context

Question 1

It is important to establish guidelines for children's behaviour so that all educators are consistent. These guidelines must also be compatible with the cultural and social context of the families and community within which the service operates.

Complete for the following table by providing the aim of the Regulation or Standard.

Regulation or Standard	Specific section/ item
National Regulations.	Regulation 155. Interaction with children
National Regulations.	Regulation 168. Education and care services must have policies and procedures
National Quality Standards.	QA 6.1. Respectful and supportive relationships with families are developed and maintained.
National Quality Standards.	QA 6.2. Families are supported in their parenting role and their values and beliefs about childrearing are respected.
Code of Ethics.	In relation to families, I will: • Support families as children's first and most important teacher and respect their right to make decisions about their children Ÿ • Listen to and learn with families and engage in shared decision making, planning and assessment practices in relation to children's learning, development and wellbeing • Develop respectful relationships based on open communication with the aim of encouraging families' engagement and to build a strong sense of belonging Ÿ • Learn about, respect and respond to the uniqueness of each family, their circumstances, culture, family structure, customs, language, beliefs

	and kinship systems Ÿ • Respect families' right to privacy and maintain confidentiality
Early Years Learning Framework.	Outcome 1. Children have a strong sense of identity • 1.1 Children feel safe, secure, and supported. • 1.2 Children develop their emerging autonomy, inter-dependence, resilience and sense of agency. • 1.3 Children develop knowledgeable and confident self-identities. • 1.4 Children learn to interact in relation to others with care, empathy and respect.
Early Years Learning Framework.	Outcome 2. Children are connected with and contribute to their world • Children develop a sense of belonging to groups and communities and an understanding of the reciprocal rights and responsibilities necessary for active community participation • Children respond to diversity with respect • Children become aware of fairness • Children become socially responsible and show respect for the environment
United Nations Rights of the Child.	Article 2 (Non-discrimination). Non-discrimination (Article 2): The Convention applies to all children, whatever their race, religion or abilities; whatever they think or say, whatever type of family they come from. It doesn't matter where children live, what language they speak, what their parents do, whether they are boys or girls, what their culture is, whether they have a disability or whether they are rich or poor. No

	child should be treated unfairly on any basis.
United Nations Rights of the Child.	Article 3 (Best interests of the Child). The best interests of children must be the primary concern in making decisions that may affect them. All adults should do what is best for children. When adults make decisions, they should think about how their decisions will affect children. This particularly applies to budget, policy and law makers

Question 2

a) **Educators need to be aware of a diverse range of factors that contribute to and shape children's behaviour. List *seven* factors that contribute to, or influence behaviour.**

ANSWER:-

1. Age
2. Peers
3. Family
4. Teachers
5. Culture
6. Gender

b) **Using the factors from part a) identify the contributing factor to the following scenarios.**

Scenarios
Arianne is 2.3 years of age. She constantly takes toys from other children, saying "Mine!" The other children get upset and cry when she comes near them. Early childhood environment/program or **age appropriate behaviour**
Maria is 3.6 years of age. She has spent considerable time in hospital because of extreme asthma. Her parents are very worried about her and tend to be 'over-protective'. Maria cries if not being given one-on-one attention when in the service. home/**family** environment
Luke (4.6 years) is an only child and often described as active and curious. At childcare, Luke is disruptive, noisy, attention-seeking, and often says he's 'bored'. He will interrupt other children's games, group times and routines. community and **culture**
Tom (3.9 years) lives with his parents and four older brothers in an area of town where violence and abuse occur frequently. Tom becomes angry very quickly, displaying temper and aggression towards

other children, educators and/or equipment. His language includes several swear words and 'put downs'.

physical environment or
educator practice

c)   **Children can also demonstrate behaviour in response to factors. List *six* of these behaviours.**

a)   Age:- Child showing separation anxiety/ Contingencies, uncertainty, and attachment

b)   Peers:- Child bullying the younger child & Relationship at home with family and with their siblings.

c)   Family: - Feeling superior to others

d)   Physical environment/Teachers or educator practice:-

e)   Culture:- Single parent child showing aggressive behaviour/ attention seeker

f)   Gender:- Boy playing with barbie dolls is an example of gender behaviour

Question 3

Ruffin (2009) writes on the developmental stages of children's social development. This knowledge should influence how educators establish and apply limits and guidelines for behaviour.

Complete for the following table by providing Educator best practice.

Stage of social development
Newborn – 18 months.   Attachment/ New born: Baby settles when parent comforts; toddler seeks comfort from parent, safe-base exploration   **0-4 months-** During the first few month's infants learn to identify and respond to their own needs and feelings, developing trust and creating a bond with parents and their new family. Infant's social and emotional development increases by becoming more aware of other people that are around them.   • smiles and laughs   • makes eye contact when held with face about 20cm from face of adult looking at them   • May sleep most of the time   • alert and preoccupied with faces   • moves head to sound of voices   **4-8 months:**   • Responsive to social stimuli; facial expressions of emotion.   • Reacts with arousal, attention or approach to presence of another baby or young child   • Responds to own name   • Smiles often and shows excitement when sees preparations being made for meals or for bath

- Recognises familiar people and stretches arms to be picked up

8-12 months: A strong connection between an infant and their family makes them feel safe and secure. This provides a solid foundation for infants to build social relationships with others and helps to develop their trust in others. Physical love plays a large part an infant's social and emotional development too. Infants enjoy receiving cuddles from family and familiar people. The closeness, the warmth and the body contact is very special for your infant. By bonding this will contribute on its own way with their social and emotional development.

- Socially interactive; plays games (i.e., pattycake) with caretakers.

- Stranger anxiety; separation anxiety; solitary play.

- shows definite anxiety or wariness at appearance of strangers

One year – Mid 2's.

- Begins to cooperate when playing.

- May play alongside other toddlers, doing what they do but without seeming to interact (parallel play)

- Curious and energetic, but depends on adult presence for reassurance.

Mid 2's – Mid 4's.

- Plays with other children

- Simple make believe play

- May prefer same sex playmates and toy

Mid 3's – 5 years.

- Enjoys playing with other children

- May have a particular friend

- Shares, smiles and cooperates with peers

- Jointly manipulates objects with one or two other peers

- Develops independence and social skills they will use for learning and getting

Mid 4's – 6 years.

- Are empathetic, They're beginning to see things from other perspectives.- Make interactions feel more "social," even if the kids aren't actually communicating with others.

- Have an intense curiosity about the world. They're very interested in learning new ideas, activities, and skills, but may become frustrated when that learning takes longer than they would like. Set attainable goals for the tasks and activities you create. Provide context-based help and support so kids have easier time processing information.

- Are easily side-tracked, they sometimes have trouble following through on a task or activity. Keep activities simple, short, and rewarding. Provide feedback and encouragement after milestones.

- Have wild imaginations, They prefer to create on their own rather than following strict instructions or step-by- step directions.:- Make "rules" for play/engagement as basic as possible and allow for a lot of invention, self-expression, and storytelling.

Question 4

Developmentally, children under the age of six years are still learning about social norms and expectations. List and detail the seven **basic principles for guiding behaviour.**

ANSWER:-

1. Increasing will power and self-control – They are better able to wait, share stop, sit, still be in a group for extended hours of time.

2. An increased understanding of appropriate and acceptable behaviour

3. The ability to make judgement about the context or situation and which behaviour I appropriate to this.

4. He ability to communicate what they want and express their feeling in words.

5. A reduced need to be "hands on" and the ability to stand back and watch without touching.

6. Improved memory

7. The ability to respect the needs and rights of others better.

Assessment Task 2: Establishing Limits and Guidelines

Question 1

Site behaviour code: In the reading, 'A site behaviour code supports positive outcomes for children, families, educators and the community' in the management of children's behaviour.

a) How does the reading define a site behaviour code?

To promote and ensure the safety and wellbeing of children by supporting them to solve conflicts in peaceful ways and discourage violent or hurtful behaviour.

b) List *six* ways the site behaviour code supports positive outcomes for children, families, educators and the community.

ANSWER:-

1. Planning for and providing an environment that promotes a sense of belonging, being and becoming and provides enhanced opportunities for learning through play.
2. Supporting children to engage appropriately and at depth with experiences by playing alongside children, demonstrating and facilitating appropriate engagement and behaviour.
3. Providing quiet as well as active play spaces to support emotional self-regulation.
4. Providing an enriching and engaging program, with a balance of quiet and active experiences that enable each child to experience success, and gives opportunities to express feelings through sensory and other forms of play.
5. Demonstrating empathy and sensitivity to each child, being mindful of the variety of factors that influence behaviour.
6. Planning enabling opportunities for the development of skills including resilience, agency, entry and exit skills when playing, appropriate risk taking, conflict resolution, independence, leadership, respect for others and communication.
7. Valuing children as individuals within their family and cultural context.
8. Encouraging open two way communication with families to ensure that each child's rights are met.
9. Informing families about the behaviour guidance policy upon enrolment and seeking information from families about the behaviour guidance strategies used at home.

c) List *eight* points of reflection that the educator, families and community can consider in regard to the behaviour code (policy/procedure).

ANSWER:-

BELIEFS ABOUT BEHAVIOUR

Language influences how we interpret what is going on around us. Conversations are the means by which beliefs and ways of seeing the world become established. The way we talk about children and their behaviour determines how we think about it, which in turn suggests what we do about it, especially in the longer term. Such discourses can become powerful in a group and make it hard to challenge less helpful interpretations of behaviour

1. Different ways of understanding
2. Seeing the child as the problem
3. Blaming the family
4. Interactive perspective
5. Solution and strengths based perspectives

6. The problem is the problem

BEHAVIOURAL GOALS FOR MY SITE
a) Identify the challenging behaviour
b) Setting strategies to improve on the behaviour
c) Making children and staff understand the rules and regulations and policies
d) Making children understand what behaviour is acceptable and what is not.
e) Discussing with parents and school about the child behaviour and routine with them at home and at school.
f) Planning for and providing an environment that promotes a sense of belonging, being and becoming and provides enhanced opportunities for learning through play.
g) Supporting children to engage appropriately and at depth with experiences by playing alongside children, demonstrating and facilitating appropriate engagement and behaviour.
h) Providing quiet as well as active play spaces to support emotional self regulation.
i) Providing an enriching and engaging program, with a balance of quiet and active experiences that enable each child to experience success, and gives opportunities to express feelings through sensory and other forms of play.
j) Demonstrating empathy and sensitivity to each child, being mindful of the variety of factors that influence behaviour.
k) Planning enabling opportunities for the development of skills including resilience, agency, entry and exit skills when playing, appropriate risk taking, conflict resolution, independence, leadership, respect for others and communication.
l) Valuing children as individuals within their family and cultural context.
m) Encouraging open two way communication with families to ensure that each child's rights are met.
n) Informing families about the behaviour guidance policy upon enrolment and seeking information from families about the behaviour guidance strategies used at home.

Question 2

a) **Why is it important to involve the children in developing guidelines and rules for behaviour and how does this practice support moral reasoning and clarify expectations?**

ANSWER:-

Ideally rules are not teacher dedicated, they must evolve from the ideas discussed with and agreed upon by the children. By encouraging children to participate in setting rules we are laying a foundation for the community of learners who follow rules, not because they will be punished by the teacher if they don't, but because they feel a part of that which they help to create. Using a democratic group process helps children to develop moral reasoning.
   Creating rules helps clarify behaviour expectations. If children are to know what behaviour is expected, the guidelines must be stated as positive actions. Help children with wording that says what they are expected to do, not what they can't do.
For example, instead of a rule that says "No running," the rule would read "Running is an outside activity. I walk inside." Other examples:

  "I touch people gently."
  "I talk in a quiet tone of voice."

"When I finish with an activity, I put it back where I found it."
"I place trash in the wastebasket."
Once the rules have been established, create opportunities to practice them. During the first few weeks of the year, reinforce the class rules through role playing, singing songs, and reading children's books about the rules.
In addition, you must model the rules and socially competent behaviour in general. Children best learn rules by seeing them practiced by the adults in their lives. Modelling pro-social behaviour demonstrates how human beings should interact with one another. It reinforces behaviours that are respectful of others.

Source:- http://www.childcarequarterly.com/spring09_story1a.html

b) **How can you involve 3 year olds in a cooperative approach to developing guidelines and rules for behaviour?**

ANSWER:-

a) Make him involve in packing up
b) Make him/ her involve in helping house hold chores/ table manners.
c) Make him / her involve in helping their sibling or mother/ teachers.
d) Involving them in interactive play where they talk and play with common materials

With 3-year-olds, we may need to propose two or three simple rules,

1) Explain the reasons behind them, and

2) Invite their cooperation. By the time they turn 4, most children will be able to propose rules and discuss them.

c) **Explain the process for involving 4 year olds in a cooperative approach to developing guidelines and rules for behaviour.**

ANSWER:-

- Involve the children in cooperative play It is in this stage where children can work cooperatively toward one particular goal (i.e., building a fire station)—
- Use role play for children to explore feelings and practise conflict resolution
- Allow plenty of opportunities to make their own choices and decisions.
- Be guided by children's interests and encourage ideas.
- Provide plenty of social experiences to assist children to learn social skills (e.g. turn taking, dividing and sharing resources, working cooperatively, preventing conflict and reading and understanding another's feelings).
- Include group experiences. Refrain from competition.
- Emphasise skill building and working cooperatively with others as a basis of establishing positive peer relationships.
- Show interest in and praise all efforts.

d) Room rules can be reinforced through role playing, singing songs, and reading children's books about the rules. Research *one* song or rhyme that you could use with 4 year olds to reinforce assisting with packing away. Provide the name, words and suggested implementation of the song or rhyme.

ANSWER:-

SONG 1

"It's time to pack away,
It's time to pack away.
Finish what you're doing,
It's time to pack away."

SONG 2

Everybody packing up, packing up, packing up

Everybody packing up.. Just like….. (Name of the child who started taking the initiative of packing up).

After an activity is finished I will one of the above packing up song with children, and pack along with them. This will give them this idea whenever I sing this song I do packing up activity, so they can correlate the song with my physical activity and whenever I will sing this song they will automatically come to know it's time for pack up.

Question 3

a) List *seven* reasons why the use of time-out does not consider the social and cognitive development of young children.

ANSWER:-

a) When a child is excluded from interacting with others (time-out), they are effectively *ostracised* **(isolated from relationship)** by those more powerful than them – parents and teachers.

b) **Timeouts make kids see themselves as bad people.:-** You confirm what she suspected – she is a bad person. Not only does this lower self esteem, it creates bad behavior, because people who feel bad about themselves behave badly.

As Otto Weininger, Ph.D. author of Time-In Parenting says:

"Sending children away to get control of their anger perpetuates the feeling of 'badness" inside

them...Chances are they were already feeling not very good about themselves before the

outburst and the isolation just serves to confirm in their own minds that they were right."

c) <u>**Timeouts don't help kids learn emotional regulation:-**</u> The fastest way to teach kids to calm themselves is to provide a "holding environment" for the child, giving him the message that his out of control feelings are acceptable and can be regulated. When you send him off to his room by himself, he'll calm down eventually -- but he's no closer to learning to manage those emotions next time. That doesn't mean you need to physically hold your child when he's upset; he probably won't let you. A "holding environment" might also mean staying close and calm, saying very little, but reassuring him that he's safe and you're there with a hug when he's ready.

(Why "safe"? Because emotional dysregulation sends the child into "fight, flight or freeze" which means by definition that an upset child feels unsafe. That's why he fights you as if you're his mortal enemy instead of his beloved parent. So your goal when your child is upset is to restore safety, before you can teach appropriate behavior.)

d) <u>**Timeouts work through fear, as a symbolic abandonment:-**</u> Banishing an upset child is pushing her away just when she needs you the most. Worst of all, she only calms down and becomes more "obedient" because you've triggered the universal childhood fear of abandonment.

e) Timeouts don't help kids with their upsetting emotions, which makes more misbehavior likely.

f) Instead of reaffirming your relationship with your child so she WANTS to please you, timeouts fuel power struggles.

g) Timeouts, like all punishment, keep us from partnering with our child to find solutions since we're making the problem all theirs.

b) **List *three* reasons why educators should not use time-out.**
<u>**ANSWER:-**</u>

- Ruptures the relationship between the child and the educator.
- Will not help child develop social and emotional life skills.
- Child may lose self-esteem, if being timed-out in front of his peers.

c) **Explain the practice of 'self-time-out' and how it can be used to assist a child to develop self-regulation and learn how to manage and control his/her emotions.**

ANSWER:-

SELF TIME OUT :- Positive time out or self-time out provides time for children to enhance their innate ability to self- soothe instead of having this ability extinguished by parents and teachers who overprotect or punish. Positive time-outs are intended to interrupt problem behaviors and to help children calm down and gain self-control. When children are young the time-out both teaches them how to do this and gives them an opportunity to exercise those new skills. As the child gets older, time-out is both a reminder to the child to regain control over himself and a push to do so

Self-regulation is a child's ability to manage their behaviour and includes the ability to focus and to control impulses. The capacity to regulate emotional responses is a skill that needs to be learned. It is not present at birth, and occurs as part of the healthy growth and ongoing development in a child. This development is dependent on the formation of secure attachment with a primary caregiver which begins with early parent-infant interactions. When a parent/carer is protective, available, attuned and responsive to the child, secure attachment develops.

- Accept the child's emotional outbursts as a form of communication, recognising that the behaviours are not intentional nor a deliberate attempt to make parenting hard for you.
- Provide stability and consistency as much as possible, such as predictable routines and clear household rules.
- Model self-control and self-regulation in your words and actions.
- Try to learn what the triggers are for the child, for example, parent being late; aggressive voices; particular smells; being told "No"; chaotic environments. This will help you to be prepared and find alternatives and also help your child to understand their triggers.

Question 4

- **Gathering information in relation to the child's behaviour contributes to holistic planning to support the child and family in managing behaviour. Using the reading, list *ten* points that families have identified as ways to work together to manage the child's behaviour.**

ANSWER:-

- Value each other's knowledge of each child
- Value each other's roles in each child's life
- Trust each other
- Communicate freely and respectfully with each other
- Share insights and perspectives about each child and engage in shared decision making.
- Involving families in decision making
- Inviting families to participate in events at the service

- Building a sense of community by helping families feel comfortable talking with staff and educators.
- Increasing family–educator collaboration in planning of quality outcomes for children.

- **Within the reading families highlight six ways that educators can be being sensitive to their needs and building relationships. List these *six* considerations.**

    ANSWER:-

- Recognises that the constant in the lives of most children and young people is their family and that most children and young people are better off when living safely within their own family;
- Provides the best opportunity to enhance a family's capacity to feel empowered and make positive changes;
- Recognizes that the family is integral to improving the safety, welfare and wellbeing of the child or young person;
- Ensures that services are coordinated around the family's needs;
- Ensures that relevant organizations are involved in the assessment, planning and delivery of services;
- Reduces the likelihood of families being caught up in a repetitive cycle of assessment and referrals

Question 5

It is essential that educators respond to emerging challenging behaviours in a timely and appropriate manner.

List the six **ways educators can fulfil this responsibility.**

    ANSWER:-

- Understanding of the underlying factors influencing behaviour
- An understanding of the immediate triggers for its occurrence.

- Assessing the behavior, focusing on its influences, triggers and function (ie what purpose it serves). This should involve observation and talking with the student, their family and relevant wellbeing professionals.

- Developing a behaviour support plan and/or individual education plan

- Considering if any environmental changes need to be made, for example changing the classroom set up

- Explicit teaching of replacement behaviours (recognize students will need time to practice these before they become habit)

- Engaging appropriate support services, such as a student welfare coordinator, student support services or community agencies to undertake assessments and/or provide specialist support

- Establishing a student support group to establish the student's needs and supports required

- Implementing appropriate disciplinary measures that are proportionate to problem behaviours

- Considering alternative learning or behaviour management options such as student development centres or re-engagement programs.

Assessment Task 3: Mistaken Behaviour

Question 1

Accurately list the ten **levels of the Guidance Continuum that educators can use to support children while managing behaviour.**

1 = least intervention   10 = most intervention

 ANSWER:-

1. Ignore: Let children sort it out for themselves.
2. Listen and watch: Make sure you hear what the children are saying. Become aware of the issues. Make sure children see you are watching and available.
3. Act as reporter: Say what you notice and hear. 'It looks like there's a problem here.' 'I see two children fighting.' 'There are three children and one bike.' 'I'm hearing shouting/whinging/crying.'
4. Step in/set limits: Protect physical or emotional security. 'Stop the hitting.' 'We use words, not our hands.' 'I can't let you hurt her feelings.' 'Running inside causes accidents – wait until you go outside.'
5. Ask questions: 'Is there a problem?' 'How do you feel about that?' 'What is happening here?'
6. Brainstorm: Encourage the child to say what to do. 'How could we solve this problem?' 'Who has a good idea?' 'What could you do so that you will both be happy?' 'What could you do instead of pushing?'
7. Offer ideas: 'You could get another hammer and work together.' 'Maybe you need to play alone for a while.' 'Perhaps you could join your roads together.'
8. Offer a choice: 'These are the two things that need to be done. You may choose which you will do first and which you will do second. You can put your things away now and hear our story, or you can put them away during story and miss hearing it.' This strategy is particularly effective for children who are disorganised and disruptive.
9. Take action alongside: The practitioner takes the lead and directs the child by guiding, prompting and modelling. 'Here's what we'll do together.' 'Let's talk about what you can do so this won't happen again.'
10. Do it you: Take command and tell the children what to do. 'It seems too difficult to play

here. You need to go and play somewhere else.' 'You have to do something to make him feel better. Go and ask Annie for a wet washer.

Question 2

Explain the concept of 'Mistaken Behaviour' developed by Gatrell (2004).

ANSWER:-

"Mistaken behavior reminds us that the child is just at the beginning of a lifelong learning process, which we also are undertaking, and that in the process of learning we all make mistakes" (Gartrell, 2004, p. 7). Through misbehavior, children feel labels as they are punished negatively. Through mistaken behavior, children are understood as developmental learners in need of guidance. "Through methods and curriculum, educators need to accommodate the developmental and experiential circumstances of each child" (Gartrell, 2004).

Question 3

Scenario A: Swearing

Georgie (2 years 5 months) is trying to stack some blocks which keep falling over. After the third attempt he says, *"Damn buddy bugger blocks!"*

    i. Is Georgie's reaction mistaken behaviour or unacceptable behaviour?
ANSWER:-
I would also say it's mistaken behaviour and he is verbally reacting to the blocks that are falling over and may not understand the meaning of the words, except that in a frustrating circumstance he uses it.
    ii. Using the guidance continuum select the level of intervention you would apply as an educator.
"I would say 3- Act as a reporter"
OR

This behavior can be ignored

    iii. Give reasons for your answer.

"Because the behavior needs to be addressed and replace it with a positive one. And explain if he struggles he needs to ask for help"

OR

Educator should discuss with Georgie about how he may be feeling e.g. frustrated, angry

Scenario B: Name Calling

29

Mitchell (2 years 11months) desperately wants to play with 'big boys'. He tries to join in their activities but invariably falls or trips. Today he fell while the boys were running, cutting his knee. He cried loudly when he realised his knee was bleeding. The leader of the group, Tom (3 years 5 months), began to chant: "*Cry baby Mitchell*, *Cry baby Mitchell*." The 'other big boys' joined in the chant.

i. **Is Tom's reaction mistaken behaviour or unacceptable behaviour?**

ANSWER:-

Unacceptable behaviour

ii. **Using the guidance continuum select the level of intervention you would apply as an educator.**

1) Ask questions: 'Is there a problem?' 'How do you feel about that?' 'What is happening here?'

iii. **Give reasons for your answer.**

The educator should discuss with tom and make him understand it's an unacceptable behaviour, seeing his age it's a age appropriate behaviour, but is unacceptable, need to discuss and make him understand how other person feels by this behaviour

Scenario C: My Teddy!

Ellis (22 months) and Ava (21 months) are playing in the toddler's outdoor play area. Ellis is pulling a wagon along and stops occasionally to talk to the two dolls and teddy that he has in the wagon. Ava spots the teddy, and takes it out of the wagon. Ellis shouts at her, grabs back the teddy and pushes Ava, who falls backwards and begins to cry.

i. **Is Ellis displaying mistaken behaviour or unacceptable behaviour?**

It's a mistaken behaviour

ii. **Using the guidance continuum select the level of intervention you would apply as an educator.**

Act as reporter & Ask questions

iii. **Give reasons for your answer.**

At 22 months, children don't understand sharing or waiting or asking for what they want. So, with the above scenario, Ava wants the teddy so she grabs it. She doesn't know to ask for it...

Scenario D: Bully?

Imran (4 years 7months) has excellent gross motor skills and enjoys playing with balls kicking, throwing and catching. However, Imran has poor language skills and because of this he tends to be a loner. The educator has noticed that Imran often pushes the younger children, causing

them to fall. It appears that Imran does this for no apparent reason.

i.   **Is Imran displaying mistaken behaviour or unacceptable behaviour?**

Unacceptable behaviour

ii.   **Using the guidance continuum select the level of intervention you would apply as an educator.**

Take action along side

iii.   **Give reasons for your answer**

The Educator takes the lead and directs the child by guiding, prompting and modelling: 'Here's what we'll do together', 'Let's talk about what you can do so this won't happen again'.

In above scenario Imran is big enough to understand the situation and react accordingly, but because of his poor language skills he is not able to gel along with other kids but that doesn't mean that he will push other children, so educator need to take action alongside in this situation.

Assessment Task 4: Conflict Resolution

Question 1

Define the skills and abilities required by children to manage conflict.

Conflict resolution skills
The ability to respect the rights of others: Property Rights - not taking what someone else owns or is using. Space Rights - not moving into someone else's space unless invited or accepted. Safety Rights- the right to feel safe both emotionally and physically and not endangering someone else by our actions.
The ability to control expressions of anger: Anger is a valid emotion and should not be suppressed. It is however, important that the expression of anger doesn't hurt anyone else or damage property. Young children need to be supported, their anger acknowledged and to be given legitimate outlet for their anger, e.g. punching bag, dramatic play props, role play scenarios, puppets etc and teaching children to express their feelings of anger, by using their words
The ability to assert themselves in a socially acceptable manner: If children can learn to assert themselves, they will be more confident to take some control of situations. For example; please don't push me...I don't like it...and.....you can have this toy when I'm finished with it etc
The ability to share one's own ideas and to listen to those of others: Learning that each person has a useful contribution to make, takes time but role modeling this behavior can make a big difference. Developing effective listening skills and taking time to both listen to others and to make contributions are vital ingredients in solving conflicts..

Question 2

Using the five finger formula suggested by Gatrell (2004), describe how you would assist the children to apply a conflict resolution strategy to resolve the following scenario so that there is a win/win outcome for the children.

> **Scenario: The Dinosaurs**
>
> Paki and Lewis (4 years) have been busy in the sandpit. They have used palm fronds and large rocks to create a landscape.
> Paki: *"I know, let's go get the dinosaurs. This can be their home!"*
> Lewis: *"Yeah!"*
> The boys race off and bring back a box containing various dinosaurs.
> Paki: *"I'm having the Tyrannosaurus Rex."*
> Lewis: *"No, it's my turn. You always get to have it. It's not fair."*
> Paki: *"It was my idea so I get to choose first. You can have the Brontosaurus."*
> Lewis: *"No, I'll have the Brachiosaurus."*
> Paki: *"No, I'm having that one too."*
> The argument becomes heated with both boys yelling at each other.

ANSWER:-

POINTER

If I have to handle the situation I will use the pointer situation, will discuss and come to an agreement about what the problem is. Will make sure each child has their "time" without anyone interrupting to explain (in their words) what happened. If there was hitting or fighting, will briefly talk about how that will NOT work and focus more on what they could have done instead. Will do not harp on what they did wrong; concentrate more on a corrective behavior. The only time the adult should be interjecting is to stop any interruption of turns, to help the children with their words if they are struggling and to invoke an agreement of the problem. (Ex: "So Lewis, you're upset because you wanted to use that toy and Paki wouldn't give it to you. Paki, you're upset because you were not finished playing with the toy and Lewis too want the same toy you're playing with, is that sound ok to both of you?"

Question 3

> **Scenario: What Happened?**
>
> Inaam, Jipla and Carrie (4 years 7 months) are playing in home corner. The girls have taken on roles as mother, baby and daughter. The play continues happily for around 20 minutes and then the girls begin to argue about the direction of the play. Inaam (mother) wants the daughter (Carrie) to go to the shops to get food while she puts the baby (Jipla) to bed. Jipla wants to go to the shops with Carrie. They all begin to argue. Jipla announces that she is *"not playing any more"* and pushes past Inaam who stumbles backwards and knocks over two chairs. *"Now look what you made me do!"* she screams at Jipla.
> The educator turned when she heard the crash and rushed over.
> *"What's going on here? Who knocked over the chairs?"*
> Jipla points at Inaam, *"She did."*
> *"Inaam get up and go and sit on the mat by yourself and think about your behaviour."*
> Inaam walks towards the mat crying. *"It wasn't me."*
> *"Jipla and Carrie tidy up this mess and go and find something else to do. You have all been extremely silly and I am very annoyed!"*
> Fifteen minutes later the educator approaches Inaam. *"Well Inaam what have you got to say for yourself?"*
> Inaam bows her head and says *"Sorry."*
> Educator: *"Right, you can go and find something else to do away from the other girls."*

a) **Suggest why the educator's intervention was inappropriate.**

The educator didn't listen to the counterpart (Inaam) to justify the situation or let her peak for herself.

The edauctor instead should have said to the children in below manner

'What's going on here? Who knocked over the chairs?' - Educator should make sure the children are safe, ask what has happened rather than blaming a child for knocing over the chairs etc.

b) **What do you think the girls 'learnt' from the educator's handling of this disagreement? (It may not be 'positive' learning.)**

Jipla must have thought that blaming others is the right way to escape from the situation.

Inaam must have thought that as I was knocked down and educator saw me falling, also Jipla reported first, so basically who ever will report first to educator will listen to them only.

The children are not encouraged to try and problem solve the issue. They are just told to leave to find something else to do. This can cause a negative effect for the children as they just move away if a problem arises rather than discuss it...

    c) **Applying Gatrell's (2004) five finger formula list the steps the educator should have used to guide the children in conflict resolution.**

POINTER

Assessment Task 5: Functional Assessment

Question 1

Educators can identify behaviours of concern through functional assessment.

What is a functional assessment and what is the process?

ANSWER:-

Functional behavioral assessment (FBA) is a variation on procedures originally developed to ascertain the purpose or reason for behaviors displayed by individuals with severe cognitive or communication disabilities (e.g., individuals with mental retardation or autism).

OR

A functional assessment is an approach to figuring out why your child acts a certain way. It uses a variety of techniques to understand what's *behind* inappropriate behaviors. This includes looking at non-academic factors that might be contributing to your child's frustration with learning.

PROCESS OF FUNCTIONAL ASSESMENT TEST

During a functional assessment, the team gathers information and uses it to create a plan to help your child behave in more appropriate ways. Here are the steps the team takes.

Step #1: Defining the inappropriate behavior.

Using vague words to describe your child's behavior can make it harder to gather the best information. Saying that your child is "disruptive" doesn't give enough information. And it could mean different things to different people.

Instead, it's important to describe the behavior in an objective, specific way. For example, you or a teacher might say that your child "rips up, throws work papers and is argumentative when asked to show work in math class."

Step #2: Collecting, comparing and analyzing information.

This is several steps rolled into one. Team members work to pull together information from your child's records, interviews and questionnaires. Their goal is to answer questions like:

- Where is this behavior happening?

- Where is it not happening?

- How often is the behavior occurring?

- Who is around when it occurs?

- What tends to happen right before and right after the behavior?

- What is a more acceptable behavior that can be used as a replacement?

An ABC chart is a tool that's frequently used in this step. *A* stands for Antecedent (what happens before), *B* is for Behavior (the action or reaction), and *C* is for Consequence (what happens after).

Your child can help provide this information, too. Only he can tell you *how he feels* in these situations. Asking him to try to keep track of what he is feeling—and when—could help the team.

Step #3: Hypothesizing reasons for the behavior.

A hypothesis is a best guess based on the information you have. The team works together to figure out what your child's behavior is telling them. What does he get out of ripping up his paper and being disruptive? It's the team's job to figure out what he is escaping, avoiding or getting from the behavior.

Step #4: Developing a plan.

Once the team has an idea of the reasons behind your child's inappropriate behavior, the team works closely with the behavior specialist or psychologist to find ways to see if the hypothesis is right. This means changing something in the environment to see if it changes the behavior.

To do this, they create a behavior intervention plan (BIP). A BIP is a plan that's designed to teach and reward positive behaviors. This can help prevent or stop problem behaviors in school. For example, it might be helpful to see how your child acts when he's asked to explain the steps of a math problem out loud—but not in front of the whole class. Or he could show his work on *some* of the problems but not all of them. Suggestions in the plan may include:

- Changes to the physical environment

- Changes to the way information is taught or presented

- Changes to your child's routine or events that happen before the inappropriate behavior

- Changes to the consequences for a behavior

- Teaching different, more appropriate behaviors that serve the same purpose (such as asking for help or taking a break when frustrated with math)

Before putting a plan into place, the team has to make sure your child understands the expectations. They have to be sure he can control the inappropriate behavior and is motivated to change. This is where information from a comprehensive evaluation is helpful.

Question 2

Information on behaviour is gathered from observations which must be reliable, valid and free from bias.

a) **Define reliable, valid and free from bias in the context of educator's observations of children's behaviour.**

ANSWER:-

Reliability refers to the consistency of the assessment results. It is the degree to which student results are the same when they take the same test on different occasions, when different scorers score the same task, and when different but equivalent tests are taken at the same time or at different times. Reliability is about making sure that different test forms in a single administration are equivalent; that retests of a given test are equivalent to the original test; and that test difficulty remains constant year to year, administration to administration.

b) **Choose the *four* behaviour descriptions which are reliable, valid and free from bias.**

- He is always naughty.

- She never listens.

- He has difficulty joining play situations with peers.
- She finds it hard to control her emotions, particularly anger.
- He's spoilt and selfish.
- She uses language that insults, hurts other's feelings and ends interactions.
- He's aggressive.
- He will physically hit, push or kick if not able to have his way.

Question 3

Information gathered in relation to a child's behaviour can be used when analysing the child's behaviour and/or when communicating or liaising with those people who care for the child or when making referrals.

List five **stakeholders who could read the child's documentation.**

ANSWER:-

Stakeholders are people who hold interests within the service, which includes:

- Children
- Educators
- Families
- Management
- Government Bodies (ACECQA)

Question 4

There are six steps in a functional assessment.

Complete for the table by explaining how each step is implemented – i.e. what actions do the educators need to apply?

Steps in Functional Assessment
During a functional assessment, the educators gather information and use it to create a plan to help the child behave in more appropriate ways. Here are the steps the educator takes.

1 Identify challenging behaviour.
 	
Using vague words to describe the child's behavior can make it harder to gather the best information. Saying that the child is "disruptive" doesn't give enough information. And it could mean different things to different people.
 	
Instead, it's important for the educator to describe the behavior in an objective, specific way. For example, educator might say that the child "rips up, throws work papers and is argumentative when asked to show work in math class."
 	
Target behaviors/patterns of behavior in observable, descriptive, and operational terms.
 	
The following questions also may be helpful when deciding which behavior should be the target for intervention:
  -   Is the behavior dangerous to the learner or others?
  -   Does the behavior interfere with learning (e.g., academic, social)?
  -   Does the behavior interfere with socialization or acceptance from peers?

- Is the behavior disruptive or intense on a frequent basis?
- a. Identify the behavior & define it in terms that are:
  -specific
  -observable
  -measurable See "Behavioral Recording" or Activity #1
  orf "DR" (article) or "DRO" (video: scroll down to "Differential Reinforcement") for explanation and practice

  b. Identify:
  -times when the student is:
  -most likely to engage in the behavior
  -least likely to engage in the behavior
- -factors or events that seem to contribute to student's problem behavior
  -specific immediate events/triggers (the stimulus that sparked the behavior)
  -"setting events" (events that happened before the behavior of concern, and lowered the student's
  ability to handle the situation...e.g. missing the bus, being threatened on the way to school)

---

2 **Select observation strategies.**

Conduct systematic direct observations in natural settings
(guided by an analysis of the indirect information that was obtained)
-behavioral recording
-frequency recording
-duration/momentary time sampling
See behavioral recording article or video
-scatterplots
-A-B-C sequencing (listing the antecedent/stimulus, behavior/action, and consequences)
For more information, see the article or the video
-running logs (continuous commentary on events being witnessed)

- Teachers/practitioners use direct observation methods that generally include: a. using A-B-C data charts. A-B-C data charts help team members determine what happens right before the behavior (the antecedent), the behavior that occurs, and what happens directly after the behavior (the consequence). These data provide insight into why the learner may be engaging in a particular behavior. The following is an example of an A-B-C data collection chart.

---

3 **Identify your present explanation for the behaviour.**

- Educator do observation on child and notices his daily routines and what is triggering the child the most to get into that behavior
- Educator will review the present and previous records
- Educator get involve with the parents to know the family background and the behaviour of the child at home.
- Conducting formal and informal interviews with school staff, family members.

behavior's function/purpose
-factors (immediate & setting events) affecting the behavior
-physical environment variables

-curriculum, instruction & work demands -social interactions & individuals involved -biological contributors (wearing off of medication, ADHD, etc.) -state of mind/emotional influences (recent illness/death of loved one, divorce of parents, moving into homeless shelter, etc.)
4   Describe present corrective attempts. What are you doing now in response to the behaviour? ■   Making a behavioral intervention plan including parents and other educators **Develop a realistic plan of action** -set goals and objectives -describe direct interventions -identify prescribed responses to displays of problem behaviors -list replacement behaviors and how they will be taught **to the student** -note any changes in services provided -note any change in placement/setting
5   Generate a new explanation for the behaviour. Come to a conclusion why the child is behaving in that manner, whether it's a mistake behavior or unacceptable behavior, what actions can be taken to improve.
6   Change how you respond. Based / depending on the need of the child, will change our respond towards him/ her, keeping in mind the guidance continuum

Question 5

Once a functional assessment has been completed, you would need to share your findings with all those involved with the child and gather information from them too.

Who would you want to include in this process?

ANSWER:-

- Teachers
- Counselors
- Student
- Community members
- Parents
- Administration
- Phycologist

Question 6

List the ten **key points that the educator must take into account when discussing behaviour concerns with parents.**

ANSWER:-

In summary the key points that the educator must take into account when discussing behaviour concerns with parents include:

1) Acting in a professional and sensitive manner - balance concerns with some positives about the child the message should be one of concern but also offer a positive pathway forward

2) Being prepared for a wide range of reactions - defensive, blaming educator, angry with the educator or child, embarrassed, upset or dismissive the concerns as unfounded.

3) Being well prepared - provide parents with written observations of the child's behaviour

4) Explain the consequences of the behaviour as it relates to the child – e.g. the child becomes isolated from peers and has few friends, the behaviours become entrenched and habit forming, the child is missing out on valuable social and play experiences. In addition, educators should:

5) Allow plenty of time for parents to take on board the educators concerns and be aware that the parents may want to meet again for further discussion

6) Be prepared to respond to parents questions/concerns

7) Ask questions to clarify parents understand your concerns

8) Emphasise that the child needs support and encouragement rather than punishment to change of modify his/her behaviours

9) Have in mind some strategies for working with parents to set gaols to address the child's behaviour

10) Consider what to do should the parents refuse to acknowledge that there are behaviour issues.

Assessment Task 6: Behaviour Plan

Question 1

Identify the five **key steps in a behaviour plan and the explanation of how each step would be implemented.**

Behaviour Plan Steps
Step 1: **Defining behaviours that cause concern.** The Act outlines the need for a positive behaviour support approach, not just where restrictive practices are required. Central to this approach is a positive behaviour support plan, which is informed by an assessment and: • outlines strategies that respond to the person's needs and the causes of the challenging behaviour; • reduces or eliminates the use of restrictive practices; and

- Improves the person's quality of life.

Any clients with challenging behaviours should have positive behaviour support plan and one must be developed before considering, or applying for approval or consent for the use of restrictive practices.

The Centre of Excellence for Clinical Innovation and Behaviour Support (The Centre) will provide information and support to service providers to implement positive behaviour support in their organisations including the development of positive behaviour support plans. This includes:

- Guidelines and a model plan for positive behaviour support plans.

- Guidelines on the types of actions which require approval as a restrictive practice, with a number of scenarios and examples.

- Specific educative resources about restrictive practices for family members, carers and members of the person's support network.

Behaviour that cause concerns:-

a) Misbehaving with peers and educators

b) Hitting/ Kicking / Pushing

c) Not following rules and regulations

d) Biting

e) Bullying

Step 2:

Setting goals and objectives.

Once the Behaviour is defined and known, educators set long term and short term goal for the particular child to improve up, for this they do a meeting the other educator do go in more detail about the child behaviour, other educators also keep their view about the child

Step 3:

Selecting activities and strategies.

After gaining all information about the child from other resources like educators, parents, school teacher, environment, old records, and educators set strategies and activities where the child can be involved and kept busy keeping in mind his interest.
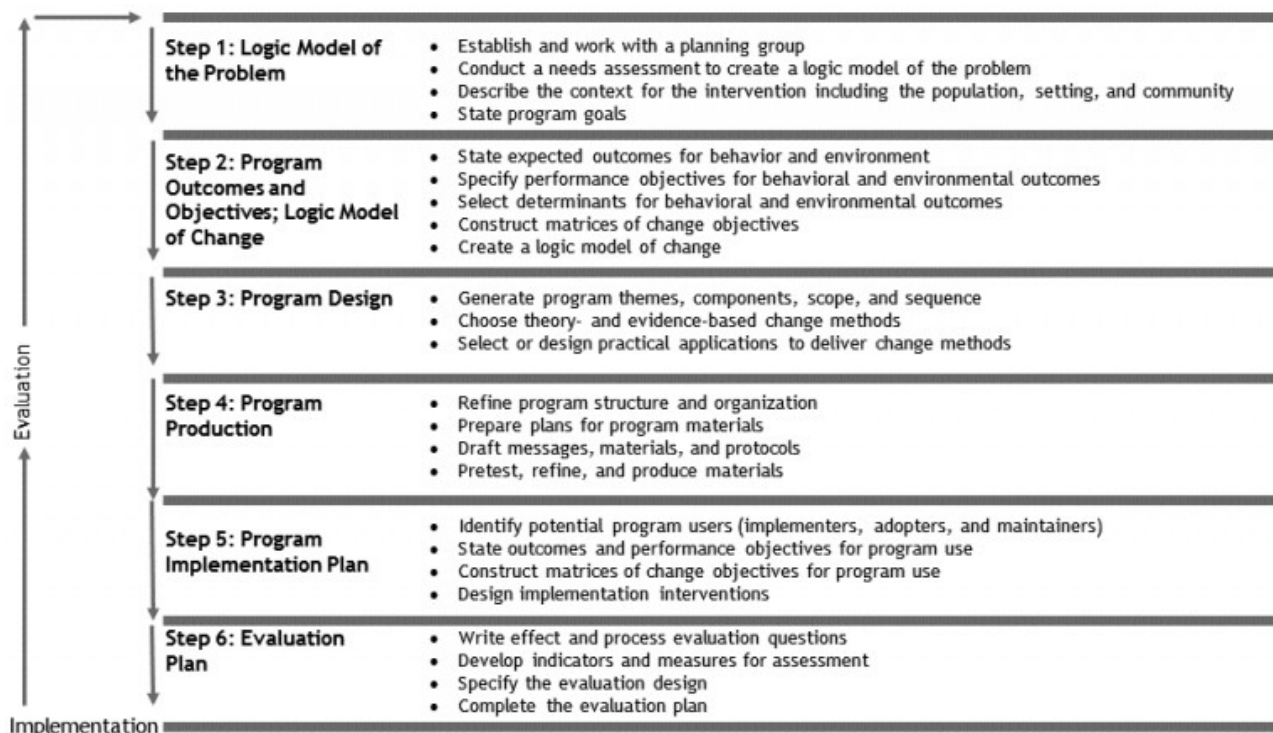
41

Step 4: **Implementing the plan.** Once the strategies and activities are planned, then the behaviour plan is implemented on the child, educators follow those activities and strategies with the child so he can diver t and change his mind and the situation will not occur which triggers him/her for that behaviour
Step 5: **Monitoring and reviewing.** Once the plan is implemented after few months the coordinator along with the educator and parent will review the plan and the results based on the objectives and strategies set for the particular child

Step 1: Logic Model of the Problem
- Establish and work with a planning group
- Conduct a needs assessment to create a logic model of the problem
- Describe the context for the intervention including the population, setting, and community
- State program goals

Step 2: Program Outcomes and Objectives; Logic Model of Change
- State expected outcomes for behavior and environment
- Specify performance objectives for behavioral and environmental outcomes
- Select determinants for behavioral and environmental outcomes
- Construct matrices of change objectives
- Create a logic model of change

Step 3: Program Design
- Generate program themes, components, scope, and sequence
- Choose theory- and evidence-based change methods
- Select or design practical applications to deliver change methods

Step 4: Program Production
- Refine program structure and organization
- Prepare plans for program materials
- Draft messages, materials, and protocols
- Pretest, refine, and produce materials

Step 5: Program Implementation Plan
- Identify potential program users (implementers, adopters, and maintainers)
- State outcomes and performance objectives for program use
- Construct matrices of change objectives for program use
- Design implementation interventions

Step 6: Evaluation Plan
- Write effect and process evaluation questions
- Develop indicators and measures for assessment
- Specify the evaluation design
- Complete the evaluation plan

Evaluation (vertical label, left)
Implementation (bottom left)

Question 2

a) **Explain the difference between Short Term Objectives and Long Term Goals. Give *one* example of each for Sam who is in the 4 – 5year room learning to share through turn-taking.**

ANSWER:-

Long Term Goals are the behaviour that we would hope the child can achieve over time. Short Term Objectives are more specific and are designed to help the child achieve the long term goal.

Example for Sam 4-5 years old

Short term goals:- Teach child that sharing is caring

Long term goals:- Child will understand the concept of sharing team work, taking turns and will share and take turns in his play long term.

b) Selecting activities and strategies - How would you decide the activities/actions/experiences that would be the focus of your plan for this child?

ANSWER:-

Activities/ actions and experiences can be decided by doing observation on child. By observing the child and his activities on daily basis we will come to know what's the child interest in and how can we extend his learning keeping the same concept and involving him in similar kinds of activities.

c) How would you decide the strategies/consequences/rewards to be used?

ANSWER:-

Help build the child's self-esteem and encourage good behaviour doing following things:

- **When you feel good about the child, say so.** Give the child some words of encouragement every day. The small things you say can build up over time to have a big effect on the child.
- **Try to praise more than you criticise.** As a guide, try to praise the child six times for every one time you say something negative.
- **Look for little changes and successes.** Rather than waiting until the child has done something perfectly to give a compliment, try to praise any effort or improvement.
- **Accept that everyone's different.** Praise the child for her unique strengths and encourage her to develop and feel excited about her particular interests. This will help her develop a sense of pride and confidence.
- **Surprise the child with a reward for good behaviour.** For example, 'Thanks for picking up the toys – let's go to the park to celebrate'.
- **Praise effort as well as achievement.** Recognise and praise how hard the child is trying – for example, 'You worked really hard on that essay' or 'Thank you for remembering to hang your coat on the peg'.
- **Try to make your praise dependent on the child's behaviour**, rather than your feelings. You might find that the more you look for good behaviour to praise, the more positive you'll feel (and the more good behaviour you'll see).

Question 3

Choose the seven **appropriate strategies for educators to use when implementing a behaviour plan.**

- The objectives and goals are clearly explained to everyone involved.

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- Not all educators agree that there is a problem.
- The child has been supported to understand the expectations of the behaviour plan.
- The child's parents have been included in the discussion and planning.
- The regular Room Leader will be away for the next six weeks on Long Service Leave.
- Printed copies of the behaviour plan have been distributed to all educators, Director and the child's parents.
- The environment has been organised to minimise the potential for inappropriate behaviour.
- Not all educators have been informed of the behaviour plan.
- A date has been set for a review meeting.
- Educators know what observations and comments to record and where to record them.

Question 4

Explain why it is important to monitor and review the effectiveness of the behaviour plan.
ANSWER:-

- To know whether teaching strategies are working on the child.
  - Goals are being achieved and improvement is happening.
  - Therefore positive behaviour and child is engaged in play and easily transition through routines.
- Is any change is happening in child based on that plan, or the plan has to revise f no improvement is seen, that's why kits important to review and monitor the plan time to time

WORKPLACE ASSESSMENT TASKS

Evidence collection agreement with supervisor for workplace tasks
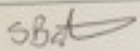
Assessor Statement	Tick appropriate	
I have provided clear instructions to the supervisor regarding the type and the quantity of evidence to be collected and reported on.	☐Yes	☐No
The supervisor has been given an observation checklist	☐Yes	☐No
We have agreed on:		
• the tasks to be observed	☐Yes	☐No
• the environment in which the work tasks will be performed	☐Yes	☐No
• the questions that might be asked to collect knowledge evidence	☐Yes	☐No
• the period over which evidence collection will take place	☐Yes	☐No
• a meeting schedule	☐Yes	☐No
Assessor name		
Assessor Signature	**Dated**	

Evidence collection agreement with supervisor for workplace tasks

Assessor Statement	Tick appropriate	
I have provided clear instructions to the supervisor regarding the type and the quantity of evidence to be collected and reported on.	☐Yes	☐No
The supervisor has been given an observation checklist	☐Yes	☐No
We have agreed on:		
• the tasks to be observed	☐Yes	☐No
• the environment in which the work tasks will be performed	☐Yes	☐No
• the questions that might be asked to collect knowledge evidence	☐Yes	☐No
• the period over which evidence collection will take place	☐Yes	☐No
• a meeting schedule	☐Yes	☐No
Assessor name		
Assessor Signature	Dated	

Supervisor	Tick appropriate	
I have received clear instructions about the evidence collection process and my role with regard to evidence collection.	☑Yes	☐No
I understand:		
• the type of evidence that should be collected and reported on	☑Yes	☐No
• the amount of evidence I need to collect	☑Yes	☐No
• type and the quantity of evidence to be collected and reported on	☑Yes	☐No
• the number of performances I should observe	☑Yes	☐No
• the questions I might ask to collect knowledge evidence	☑Yes	☐No
• the time frames and performance standards applicable to the participant's work performance	☑Yes	☐No
The assessor, the student and I have met to agree on:		
• the tasks to be observed	☑Yes	☐No
• the environment in which the work tasks will be performed	☑Yes	☐No
• the period over which evidence collection will take place	☑Yes	☐No
• a meeting schedule	☑Yes	☐No
I am able to regularly and consistently observe the Student's work performance	☑Yes	☐No
Supervisor name SHENNAN BAXTER		
Supervisor signature SBd	Dated 2|5|18	

Student	Tick appropriate	
I have received clear instructions about the observation, the evidence collection process and the roles of the assessor and the supervisor.	☑ Yes	☐ No
I understand what will be required of me and I understand the required performance standards.	☑ Yes	☐ No
Student's name JEEVIKA MATTOO		

Student's signatures	Dated	2/5/18

Important Information

1. ALL workplace assessment tasks MUST be completed within a regulated children's service. Workplace supervisors must authenticate that these tasks have been completed, under supervision and to an acceptable workplace standard according to organisation's policies and procedures.

2. You must get observation consent form signed by parents of the children involved (Form annexed as annexure 1 or you can use the form provided by the organisation)

3. Please ensure that the parent/guardian returns the consent form prior to commencing the assessment tasks. The completed consent forms must be submitted with your assessments.

4. You should consult with your workplace supervisor when selecting your focus children. Consideration should be given to:
   - Selecting children that attend the service 3- 5 days per week.
   - Selecting children who do not have any known additional needs or behaviour challenges.

5. Work place observation check list will be filled up with detailed observation comments and signed by the supervisor and Trainer/Assessor on his visits to centre to observe you.

Methods of assessments

The following methods are used for this part of the assessment to assess competency in this unit:

- Analysis of responses to written questions/ scenarios
- observation at workplace by trainer / assessor and supervisor

Assessment Objectives

The student will demonstrate the skills and knowledge for how to Establish and apply limits and guidelines for behavior, Identify and review behaviour as required, develop a plan to guide a particular child's behaviour where required and Implement and monitor behaviour plan.

The student will also demonstrate skills to

- observe and analyses children's behaviour, on at least three occasions, in a range of situations and contexts
- create, implement and measure the effectiveness of at least one plan, including:
    - o developing long-term and short-term goals and objectives
    - o establishing a baseline for the behaviour
    - o clearly outlining alternative behaviours
    - o communicating expectations with children
    - o supporting and communicating with colleagues to implement the plan
    - o revisiting the plan and reflecting on its effectiveness
- develop positive relationships with children, respect family expectations and their cultural values, and act within the service policy
- interact with children and involve them in decision-making and planning

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Assessment Task 1: Determining Behaviour

Activity 1

This task requires you to research the service policies and observe practices in relation to managing children's behaviour. You need to:

- Access the services Behaviour Management Policy.

- Discuss with your supervisor the services definition of acceptable and unacceptable behaviour.

You will also need to:

- Identify what services or agencies are used when referral or additional support is needed for a child with challenging behaviour.
- Observe **three** occasions when children are in a group situation to identify acceptable and unacceptable behaviour noting how the educator responded.

Documentation Required:

a.   Discuss with supervisor the services definition of acceptable and unacceptable behaviour.

b.   Discuss with your supervisor the services definition of acceptable and unacceptable behaviour relevant to the age of the children you are working with.

c.   Observe the children you are working with in a group situation on **three** occasions to identify acceptable and unacceptable behaviour.

d.   Identify the strategies that the educator used to respond to the behaviour.

Document your answers on the 'Managing Children's Behaviour' template.

Workplace Task 1 – Activity 1
Managing Children's Behaviour

Access the services Behaviour Management Policy and discuss with your supervisor the services definition of acceptable and unacceptable behaviour relevant to the age of the children you are working with.

I have discussed with my coordinator for the behavioural management policy, there was only one policy assigned (2.6) for behavioural management in our service but that was particularly for the educators and coordinator to follow for the children, no where there are rules laid down for acceptable and unacceptable behaviour.

Age Group – For all children coming in our care 5-11 years	*Age Group -* For all children coming in our care 5-11 years
Behaviour – Acceptable	*Behaviour – Unacceptable*
- Follow the rules and standards set for the children - Once in our care they have to be in discipline - No bullying - No pushing/ hitting or kicking - No screaming while playing - No running inside the room - Maintain healthy relation with other peers. - Listening to educators and coordinators	- Not listening to educators - Screaming or yelling in the room - Pushing knocking down other peers - Breaking rules

Identify what services or agencies are used when referral or additional support is required for a child with challenging behaviour/ behaviours of concern.

Have checked with my coordinator and she said they will use inclusion services if required, right now they don't have any particular one as we don't have any ISS child requirement. We ca use the following website to find the nearest inclusion services in our area/ suburb

www.education.gov.au/inclusion-support-programme.

Student Assessment Workbook
CHCECE020 - Establish and implement plans for developing cooperative behaviour

In mu opinion as there is no set behaviour (acceptable or unacceptable), below should be followed in the services

Behaviour	Appropriate	Inappropriate
Language	• encouraging/ positive words and a pleasant tone of voice • open and honest communication	• insults, criticism or name calling • bullying, swearing or yelling • sexually suggestive comment/ jokes
Relationships	• positive role modelling • relationships based on trust • empowerment of children	• favouritism or giving gifts • being alone with a child out of sight of others (unless absolutely necessary) • having contact with children outside working hours (including physical, email, phone, social media) • bullying or harassment • "grooming" of children or young people
Physical Contact	• allowing for personal space • touching due to medical emergency or protecting from physical harm • non-threatening touch as part of an activity	• violent or aggressive behaviour including hitting, kicking, slapping or pushing • kissing or touching of a sexual nature • helping with personal tasks that children *can* do for themselves, such as changing clothes or toileting
Other	• modest clothing suitable for the person's role • use of internet/ mobile phone for work-related purposes only • use of images or video of children only for official purposes by agreement with parents	• use of alcohol or illegal substances before or during work • inappropriate clothing • sending inappropriate emails • use of personal photographic equipment (e.g. smartphones) to take photos of children)

BELOW IS THE POLICY COLLECTED FROM THE SERVICE

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2.6 Behaviour Support and Guidance Policy

OSHClub supports the provision of positive relationships with children based on mutual trust and respect. Management and guidance of children's behaviour is a critical part of providing quality programs. OSHClub is committed to providing a safe, positive and stimulating environment, which encourages responsible and constructive behaviour in all children.

Behaviour management strategies will always respect the child's self-esteem and rights, whilst at the same time being appropriate to the individual child's stage of development.

Team Members will provide a consistent approach to the guidance of the child's behaviour.

Every child has the right to be able to attend an OSHClub program, however in some situations where a child's behaviour is such that they can no longer attend the program, exclusion may be enforced. This is a last resort and should only occur when all other means have been executed or the child's behaviour has put Team Members or other children at risk.

All children have the right to be free from bullying. Any form of bullying is contrary to OSHClub philosophy and will not be tolerated.

Relevant Laws and other Provisions

The laws and other provisions affecting this policy include:

- Education and Care Services National Regulations and Law 2012
- Education and Care Services National Law (Transitional) Regulations 2012 (Western Australia)
- 'My Time, Our Place' Framework for School Age Care
- NQS Area: 1.1.5, 1.1.6; 2.1.1; 2.3; 4.1; 4.2.1; 5.1; 5.2; 6.1.1, 6.1.3; 6.2; 6.3.2, 6.3.3; 7.1.2, 7.1.4, 7.1.5; 7.2.2; 7.3.1, 7.3.2, 7.3.4, 7.3.5.

Procedures

All OSHClub Team Members are trained to respond to various developmental stages of the differing ages of the children who attend the Program. All Team Members will apply appropriate behaviour support and guidance techniques which will be consistent with the Philosophy Statement of the Program.

Team Members are required to:

- ensure routines and guidelines are clear, child focused and easy to understand;
- display routines and guidelines at the program;
- include Children in the process of outlining the guidelines of the program. These will be reviewed and updated every term;
- model appropriate behaviour, including using positive language, gestures, facial expressions and tone of voice;
- monitor children's play, pre-empting potential conflicts or challenging situations;
- constantly and consistently use positive guidance strategies when reinforcing the program behaviour expectations;
- support children to make choices, accept challenges, manage change, cope with frustration and to experience the consequences of their actions;
- acknowledge children through encouragement when they make a positive choice in managing their own behaviour;
- intervene to prevent inappropriate behaviour including bullying, offensive language and/or gestures and behaviour that are likely

- communicate and work with the child/ren displaying inappropriate behaviour to understand and discuss the issues and if appropriate redirect the child/ren to an alternative experience;
- document regular observations of children to assist with identifying triggers, signs of frustration and support techniques that assist the child;
- communicate regularly with other Team Members to ensure a consistent approach in managing difficult behaviours;
- ensure limits to behaviour are clearly expressed in positive terms and reinforced consistently in a developmentally appropriate way;
- seek assistance as required. OSHClub have training available to all Team Members on guiding children's behaviour.

Where necessary, children may be asked to spend time reflecting on their behaviour. This reflection will remain positive and developmentally appropriate for the age of the child. Team Members will discuss the issue with the child to discuss alternative strategies and endeavour to assimilate the child back into activities.

If an unacceptable behaviour continues, the Coordinator of the program will be notified of the issues and the incident will be documented on the child incident form. The parent/guardian, on collection of the child, will be informed of the situation by the Responsible Person in Charge and asked to sign the child incident report.

OSHClub understands that there may be times when Team Members are required to intervene in play to ensure the health and safety of the children and themselves. When intervening in children's behaviour to prevent injury, Team Members must ensure that they do not use physical force, verbal or emotional punishment. Please refer to 2.8 Including Children with Additional Needs for our procedures regarding funded children.

If at any time a child's behaviour places them, another child or a Team Member in danger, OSHClub reserve the right to immediately suspend or exclude the child. The Coordinator must consult with the Area Manager before suspending or excluding any child.

If a child consistently displays unacceptable behaviour, Team Members will ensure:

- the expectations of the child's behaviour are realistic and appropriate to their developmental level;
- the coordinator will communicate regularly, and where appropriate contact the parent prior to collection;
- the child understands the limits;
- the child's needs are being met;
- events at the program have not encouraged the behaviour;
- consequences of the behaviour do not encourage it to persist;
- Strategies are consistently followed by all persons in contact with the child.

If the Coordinator requires further support they are to contact their Area Manager for further support.

The Area Manager will work in consultation with the relevant school authority, i.e. teacher/Principal to source strategies that may be implemented at school that can be used in OSHC program.

Behaviour Guidance Plan

A Behaviour Guidance Plan (Appendix) can be implemented if a child continually displays inappropriate or challenging behaviour.

The Coordinator will arrange a time to meet with the Area Manager and the parent to implement a Behaviour Guidance Plan and discuss strategies to move forward. It will also be explained that if the behaviour continues to occur that the child may be excluded from the program.

Behaviour Guidance Plan will be implemented if deemed necessary by the Area Manager. If necessary, the Coordinator may seek assistance from appropriate professionals or agencies with the permission of the parent. Support plans will be developed collaboratively with the Coordinator, parent/guardian, child and other health/educational professionals as required.

Families may be offered assistance where possible in respect to the behaviour or participation in the program.

Families who wish to discipline their own children whilst in the service will not at any time use any form of corporal punishment or use unacceptable or inappropriate language.

Date of Development	Date Ratified	Date of Review
December 2011	April 2015	April 2016

Observing group situations - *Acceptable / Unacceptable Behaviour*
Observe the children in the following group situations and from your observation identify behaviours that are acceptable and unacceptable for the age group you are working with.
Age Group:5-7 years of age

Free play	Group time	Transition
Observation- Sophie was using the art and craft table and was making a flower on an A4 sheet; Emily joined in and started looking in her sheet. Sophie replied, "Stop it, That's none of your business." Don't try to copy me.	*Observation-* Jack, Ethan and Elliot were playing with bay blades, Jack asked Ethan can I use your other bay blade to take turn, Ethan replied, "NO, that's mine, again Jack said, " But I need just for my turn, then will return back. But continuously Ethan replied " No, No, No" Jack is having an aggressive behaviour, he couldn't take Ethan's NO and pushed him down on the floor, where Ethan got hurt on his elbow	*Observation-* Lara was playing with Lego just after having her afternoon tea. She was building a house and was being the Lego basket on her lap to find the pieces she wanted for her house. I approached Lara and said, lot of Lego pieces are dropping on the floor, once you are finished pack up the area. Lara after sometime decided to go outside to play in playground with equipment's. She went out side and grabbed the vest. I approached her and said, Lara you need to pack that area before you go outside, She replied, "It wasn't me, John and Jared was playing after me you ask them to pack up.

Behaviour – Acceptable	*Behaviour – Acceptable*	*Behaviour – Acceptable*
Emily Behaviour was acceptable f she would have asked Sophie first can she look In her sheet.	Jack requested and asked for Bay blade, acceptable behaviour	Behaviour was acceptable if Lara would have packed up her Lego pieces away and then walked outside for play
Educator Response:	**Educator Response:**	**Educator Response:**
I told Emily, You should have asked Sophie before you peep in her sheet, If you want to make a flower I can help you with that or can give you some flower designs options	Jack I appreciate you asked Ethan and requested him if you can use his bay blades, but when Ethan replied you No, you should have respected it.	I approached Lara and asked her to pack up the area
Behaviour – Unacceptable	*Behaviour – Unacceptable* Pushing Ethan on the floor by Jack	*Behaviour – Unacceptable*
Sophie was but rude to Emily.		Lara Lied to me and said other people were using that space and now it's their job to pack up
Educator Response:	**Educator Response:**	**Educator Response:**
I approached Sophie and said, Your saying Stop it and that's none of your business have made Emily very upset, Instead of that you could have said Emily, You can have a look, but don't copy exact.	I understand, Ethan continuously said no to you which made you upset, but that doesn't mean you will knock him down on the ground, If he didn't wanted to give you his bay blade fair enough, you should have respected it. I made Ethan understands too, sharing and taking turns is much better way to play together or in a team.	I replied Lara, Right now I can't see anyone playing there and I asked you beforehand once you finish your play then you need to pack up the area; this is how we play here. So whatever pieces you have used or you see are on the floor where you were playing should go back in the Lego basket.

Activity 2

This task requires you to complete a Behaviour Plan for **one** child aged 3 – 6 years who is identified by your workplace supervisor as displaying challenging behaviours, but who does not have a diagnosed disability or condition.

You must follow the service's procedures for approval to observe the child. With guidance from your workplace supervisor you will collaborate with the work team to observe the child, gather information and to develop a Behaviour Plan, implement the Plan with the assistance of the work team and evaluate the Plan.

Carefully read the following information and work step-by-step through the task.

It is important to use the format provided where appropriate.

Documentation Required:

    a   Consult with your workplace supervisor to identify a child who is displaying challenging behaviour and seek written permission from their parents to observe the child and to develop a Behaviour Plan.

b   Conduct a functional assessment. Document all information on the attached format.

i   Write a brief description of the challenging behaviours based on the information provided by your workplace supervisor and your own observations if possible.

    c   Observe the child in **different settings for each observation**; for example free play, transitions, group time, outdoor play, mealtimes.

        i   Use the Anecdotal Record, Event Sample, ABC Record and Jottings section of the proforma to document the behaviour causing concern.

ii   In collaboration with the room team *analyse the information* to identify an explanation for the behaviour.

iii   Describe present corrective attempts.

iv   Generate a new explanation.

Document your answers on the 'Functional Assessment', 'Observation' and 'Analysis of Observation' templates.

Workplace Task 1 – Activity 2	
Functional Assessment	
Child's Name: MICHAEL	**Age:** 6 years and months
Student: JEEVIKA MATTOO	**Date**: 24/4/2018

Description of challenging behavior: *(short outline of the exact behavior including definition)*

'Challenging behaviour' describes negative behaviour that is often complex, erratic, unpredictable, and difficult to work with and/or control. Some types of behaviours that are considered to be challenging for workers, and/or problematic for a client's functioning include:

- Self-harming

- Aggression and violence

- **Harming others**

- Passive aggression

- Suicidal behaviour

- Prolonged depression

- Hyperactivity

- Withdrawal

- Learned helplessness

- Forceful refusal to co-operate

- Severe lack of motivation/ procrastination

- Harassment (e.g. sexual advances**, bullying**, racism, stalking).

Michael is not a well-disciplined child, he comes to or care and doesn't listen to educators in one go, he has tendency to bully his peers and the children younger to him. Michael makes his own rules in games and involve his peers and younger children in WWE pretended fights but pushes and kick them hard making them feel hurt and bullied

corrective attempts:

- Have completely stopped WWE pretended fight plays at our service, as to lot of kids Michael have punched hard and have given reasons it was by accidents.

- Have tried to involve Michael in leadership roles to distract him from bullying/ hitting nature

Workplace Task 1 – Activity 2
Observation: Anecdotal Record

Child:	MICHAEL	**Age**:	6	**Date:**

25/4/2015

Location:	PLAY GROUND	**Student:** JEEVIKA MATTOO

Time: - 3.42pm, Michael was playing with his peers in the playground (equipment area). He was dressed up as a robot; he was wearing big long gloves in his hand, which he pretended as boxing gloves. Michael called Lincoln, "Come let's do fight WWE".

Time:- 3.50pm, Michael knocked down Lincoln to the floor and went on top of him, making a punch action sing (though pretended), he said to Lincoln , " Here comes my final punch and you are gone".

Time:- 3.57pm:- When Michael gave the final punch to Lincoln he said to Jared his other friend, "Yay Jared, I won and I am the super hero".

Time:- 4.01:- Jared and Lincoln you guys need lot of practice to do this, you won't be able to knock me down any time, "Michael laughed and made fun of his peers".

Workplace Task 1 – Activity 2
Observation: Event Sample

Child:	MICHAEL	**Age:**	6		**Date:**
Location:			Student: 24/4/2018		

Day (Monday/ Tuesday/ Wednesday/ Thursday & Friday)

Indoor play:- Michael is always been seen with his friends Lincoln and Jared , but sometimes he plays on Lego table with Jack, Lara, Mason, Luca.

Morning snack time:- Michael/ Lincoln

Outdoor play:- Michael/ Jared/ Lincoln/ Mason

Afternoon snack time:- Michael loves to have his afternoon snacks along though not **sitting, always standing and wanted to take the second go of snacks asap.**

Toilet / wash routines:- Lincoln, sometimes Jared

Free play:- Lincoln and Jared

Quiet time:- Lincoln and Jared in book reading area, but usually there are throwing pillows on each other, instead of reading books.

Workplace Task 1 – Activity 2
Observation: ABC Record

Child: MICHAEL	**Age:** 6	**Date:** 21/4/2018
Location: PLAYGROUND		**Student:** JEEVIKA MATTOO

Antecedent	Behaviour	Consequence
Michael, Lincoln and Jared was playing WWE on the playground equipment area, Michael hits Lincoln on his back and knocked him down.	Michael hit Lincoln	Seeing Michael hitting Lincoln, Jared too hit Lincoln.
Coordinator asked everybody they can go outside for the morning fit bit outside, before they go they need to grab vest and finish there breakfast. Coordinator asked Michael, "Did you have breakfast today?" Michael was bit unsure as he was not feeling hungry at that time. He said no… then immediately said yes I did. Coordinator goes to know he is telling lie and asked him to have some cereals or toast. Michael said, when I said I have already eaten, you are not my boss to force me for another breakfast.	Michael being rude to the coordinator and not listening to the instructions	Michael was held back in the class by the coordinator and rest were allowed to go outside for the fit bit session.

Workplace Task 1 – Activity 2
Observation: Jottings

Child: MICHAEL	**Age:** 6	**Date:** 22/4/2018
Location: DESS UP AREA		**Student:** JEEVIKA MATTOO

Jotting 1	*Jotting 2*	*Jotting 3*
Michael was playing with dress up material and was and wanted to have the material which Jared was wearing, he snatched from Jared hands	Michael Punched Lincoln on the back while playing WWE	Michael being rude and misbehaving with the coordinator

Interpretation/Comments: All the time Have seen Michael bullying his younger peers and tries to involve them in WWE games, so that he can easily knock them down, and through pretended plays he actually get chance to hit them in real.

Michael also misbehaves with coordinators and educators showing his unacceptable/ rude behaviour.

Michael watches WWE at home and that has influenced him so much that he is accepting and following that behaviour in school too, He hits other peers and marking to educators it was an accident. His behaviour towards peers is rude/ aggressive/ hitting/ Harming peers.

Workplace Task 001 – Activity 2
Analysis of Observation

When and where does the behavior occur: *(include day, educators or children, times of day, routines and activities that may impact on this behavior?*

Time: - 3.42pm- date 21/4/2018 (Children involved) Michael was playing with his peers in the playground (equipment area). He was dressed up as a robot; he was wearing big long gloves in his hand, which he pretended as boxing gloves. Michael called Lincoln, "Come let's do fight WWE".

Michael usually goes outside in the playground to play with his peers WWE pretended fight. He loves hitting and knocking down kids and feels pride while knocking everyone done younger/ junior to him

Time:- 3.50pm, date 21/4/2018   Michael knocked down Lincoln to the floor and went on top of him, making a punch action sing (though pretended), he said to Lincoln , " Here comes my final punch and you are gone".

Time:- 3.57pm:- date 21/4/2018   When Michael gave the final punch to Lincoln he said to Jared his other friend, "Yay Jared, I won and I am the super hero".

Time:- 4.01:- date 21/4/2018   Jared and Lincoln you guys need lot of practice to do this, you won't be able to knock me down any time, "Michael laughed and made fun of his peers".

Time :- 3.57pm date:- 22/4/2018 Michael was playing with dress up material and was and wanted to have the material which Jared was wearing, he snatched from Jared hands

Michael is always been observed getting involved himself in pretended fights with dress up materials, or sometimes without dress up materials or sometimes he uses cricket wicket to do pretended fights, he always try to harm other people by punching them or knocking down on floor, also on asking Michel why he always get involved in fights, he has only one reply, I love watching WWE at home and want to become a fighter once I grow up, so I am practicing from this age.

Possible reasons for the behaviour: *(include reference to mistaken or deliberate, age appropriateness, temperament, personality, stress levels and cultural practices)*

- Watching WWE at home , instead of watching children ABC channel

- Michael pushes and knocks down Lincoln on the ground, and when asked why he did it, he replied it was an accident he only wanted to pretend but accidently it hit him hard.

- At Michael's age he wants to bully his peers and friends junior to him and showing them he can fight with everyone, no one can defeat him.

- Michael is short tempered, doesn't listen to educator in one go

- He disrespect coordinators and has a habbit to reply back in counter.

Impact on environment, program and other children:

- Michael's Behavior is encouraging people specially boys to involve in pretended fights and in result they end up hitting each other purposely.

- His peers and juniors are scared of him and Jared has stopped playing with him. He told me Mason and I don't like to play with Michael as he fights and punches us on the back.

- Children feel bullied and don't want to play with Michael

Assumed reasons for the behaviour:

- Watching WWE Fights at home, which he is inculcating in his behaviour

- At home if he is behaving in the same manner, disrespecting not listening then no body is stopping him and correcting him in right direction.

- Michael's Age

Activities and experiences enjoyed by the child:

- Making lego maze

- Spend time in pretended fights

- Tennis I after care on Thursday

- Sometimes cricket

Activities, experiences and routines which pose a challenge for the child:

- Michael due to his behaviour doesn't like packing up stuff, he involves himself in playing Lego and when it's the time to pack up he tries to escape from the situation and blame other peers who out of Michael fear has to finally pack up the area.

- Michael often has been observed on the breakfast table, while preparing his breakfast he will hold and handle the cereal box so roughly that all the rice bubbles goes down on the floor and on the table and on top of that he squeezes honey all over the table and drops the spoon in the clean-up basket from a distance. When asked to clear and wipe the mess from the table and floor he finds it hard and he has to be warned that will report to his parents for not listening then things work smoothly.

- Michael when gets involved in art and craft activities he find it bit challenging as he can't sit and concentrate for a longer time

Assessment Task 2: Planning Goals, Objectives and Strategies

Activity 1

This task requires you to plan goals and strategies based on the information gathered in the previous task. In consultation with your workplace supervisor and colleagues you are required to:

- Develop **one** long term goal and **two** short term goals.
- Identify and discuss appropriate strategies to support the goals.
- Discuss practical strategies that you and the other team members will use, for example, redirecting, modelling and problem-solving.
- Write a reflection about the strategies you have developed.

Document your answers on the 'Behaviour Plan' template.

Workplace Task 002
Behaviour Plan

Child's Name: MICHAEL	**Age:** *6* years and months
Student: JEEVIKA MATTOO	**Date**: *24/4/2018*

Long Term Goal:- MICHAEL TO IMPROVE ON HIS NATURE AND PLAY PEACFULY WITH HIS PEERS AND JUNIORS/ NO BULLY*ING*

Link to ELYF:

- Children are connected and contribute to their world.

Short Term Goal 1:- MICHAEL TO PACK UP THINGS WITH HIS PEERS

Link to ELYF:

- Children have a strong sense of identity
- Children are connected and contribute to their world.

Strategies: Include resources required.

- Time to time reminding children to packing up stuff.

- Setting goals for the week to keep our environment neat and clean.

- Giving him leadership roles so he can make sure his peers including himself I doing the job properly

- Diversion/ distraction

- Modelling (Be a good example)

Short Term Goal 2 :- PLAY WITH PEERS IN TEAM AND COOPERTAION WITHOUT HITTING AND BULLYING

Link to ELYF:

- Children have a strong sense of well being
- Children are confident and involved learners

Strategies: Include resources required.

a) Involving Michael in physical activities to drain out his potential energy in something relevant and specific to his interest.

b) Can give him opportunity to use soft balls for pretended play and can lead to dodge ball play which involves hitting with ball, in that case his needs are fulfilled, but in a polite way and right way.

c) To deal with Michael behaviour, we will set warnings and reminders and as he gets on line when we tell him of complaining to his parents, so we ca use that strategy with him

d) Will use a range of communication strategies

Will the plan be discussed with the child? ☐ No   ☐ Yes

NO

Discussion with the child. (What will happen?)

- The child will feel offended

- Can be more stubborn

- Will hide things from parents

- Will lower is self-esteem/ morale

- Will lower is confidence (as may be the child is actually not aware of his behavior being wrong)

- Wil hide thing from the educators as he will know everything will be reported to parents

Discussion with other educators. (How will other educators support the Behaviour Plan?)

- As the plan will be discussed by the other educators they will be aware of the strategies to follow with child to improve on his behaviour.

- The implementation of the program will be far more effective by all those involved in the program demonstrating an awareness of the goals and cooperating, as there will be shared responsibility.

- Work together as a team and have the same goal to improve child behaviour

- Will do lot of observation jottings on the particular child to understand his behaviour

How does the plan reflect the services philosophy, policies, procedures and relevant cultural practices?

This Philosophy statement provides the foundation for all activities, policies and procedures of the service. Wherever there is uncertainty as to the service's policy or procedures on any issue, the service uses these principles and philosophies to help resolve the issue. The written policies and procedures of the service have been developed, and will be monitored and reviewed with these values in mind. We value: · Children's physical, emotion and social needs are met in a safe, caring and supportive environment; · The best interests of the child

are the paramount concern;

Date to commence: 15/4/2018

Date of first review meeting: 10/5/2018

Date of second review meeting: 15/7/2018

Assessment Task 3: Implementing, Monitoring and Reviewing the Plan

Activity 1

This task requires you to implement, monitor and review the strategies outlined in the behaviour plan from the previous task. You must ensure that all members of your team have been involved in this process. For this task you need to:

- Implement the strategies outlined in the behaviour plan (developed in previous task) on at least **one** occasion.
- Analyse the child's response to the strategies and record any modifications.
- Note ideas for follow-up strategies.
- Discuss information that may be shared with the family.
- Reflect on the skills **and** knowledge you have developed throughout this process.
- Conduct a team meeting to monitor the strategies of the behaviour plan.

Document your answers on the 'Implement, Monitor and Review Behaviour Plan' and 'Monitor and Review: Team Meeting Notes' templates.

Workplace Task 003	
Implement, Monitor and Review Behaviour Plan	
Child's Name: MICHAEL	**Age:** 6
Student Name: JEEVIKA MATTOO	**Date:** 30/4/2018

Analysis of the child's progress towards the goals and strategies:

How did the child respond to the behaviour plan strategies? (Were they effective? Do they require modification?)

I introduce some packing up strategy with for Michael, became myself a role model for him, Also made him leader for packing away things and Michael had to make sure everybody packs up too, while giving him leadership quality his mind got distracted from doing some disruptive things and made him focused/ involved in one activity and at the same time he got engaged in proving himself that he can be a leader in this job too apart from his role play and pretended fight plays.

At the moment I don't think so any modification is required.

Review: *Outline any changes you would make to the plan/strategies.*

No changes as such, may be after first review meeting can know the viewpoints of other educators and then can decide whether we require any change or not.

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Follow-up: Where to from here?

Once the follow-up will be done we can decide for Michael what changes we can do within the behaviour plan or if some strategies need to be changed then we can decide from there.

What information could you provide to the child's family?

- About Michael Behaviour and daily routines in the service

- His bullying with peers

- Not listening to instructions of educators and coordinators.

Professional Reflection:

Reflect on the skills **and** knowledge you have developed including:
- How did you support the child to understand the expectations of the behaviour plan strategies?
- What you have learned?
- How you have managed any challenges?
- Was the experience positive/negative? Why?
- What changes, if any, would you make?

- I made Michael involved in packing up strategy and had given him leadership roles, due to his bossy attitude/ behaviour. I also involved Michael in Different role plays which doesn't involve hitting, and told him to prepare an act with his friends and we and other peers will behave like audience and will watch your play, that gave Michael again a leadership role, so he doesn't get involve in destructive behaviour any more.

- How to Observe Chid/ Setting long term goal and short term goal

- Jotting down the behaviour

- ABC record

- Making behavioural implementation plan

- Setting objectives and strategies

- Reviewing / monitoring it with other team members and child's parent.

- Involving Michael in Packing up activity was bit hard; he usually tries to escape from the situation. But giving him leadership role solved the purpose.

- Overall I have seen improvement in Michael as we gave him lot of role/ activities which will make him busy and focused at the same time maintain his bossy/ leadership behaviour/ attitude.

- At the moment I don't think the plan needs any change, may be if we can get few more information about the child from parent about his routines at home. His behaviour towards other home friends/ siblings, parents etc. would give us help to know Michael better

Supervisor Comments:

Supervisor Comments: Jeevika created a thorough behaviour plan that she implemented, monitored and review for Michael. It was clear she has great understanding of behaviour management.

Workplace Task 003	
Monitor and Review: Team Meeting Notes	
Behaviour Plan for: MICHAEL	**Date:** 1/5/2018

Those Present: SHANNEN BAXTER, MADHAVA, JEEVIKA, LYNDSEY

Comments on implementation of behavior plan to date: 1/5/2018

- Michael is little bit improved in overall behavior

- He has started helping his peers in packing up

- He is now getting involved in other activities which involve leadership roles.

- Though we have to still work on his behaviour on respecting peers and educators, as he is still relying in a rude manner.

Recommendations – modifications/adjusts/continue as per plan:

- Involve Michael in Pretended role plays and give him leadership to organise a play including his peers.

- Need to get more feedback from Michaels parents about his behaviour at home.

- Rest will continue as per plan

Would there be any consideration of referral to outside agencies?

□ **No**

□ **Yes**

NO, as Michael doesn't have additional need requirement

What services?

If in case it is required then will refer inclusion agencies

Supervisor Comments:

Would there be any consideration of referral to outside agencies?

☐ No

☐ Yes

NO, as Michael doesn't have additional need requirement.

What services?

If in case it is required then will refer inclusion agencies

Supervisor Comments: Jeevika involved herself well in the team meeting, focussing on Michael. She listened to other educators and contributed to the teams decisions.

Assessment Task 4: Journal Task: Responding to Challenging Behaviours

Activity 1

There will always be children who present with a range of challenging behaviours. Often these behaviours can be quickly addressed but there will be occasions when the behaviour persists over a long period of time and will require patience and an ongoing commitment to implement and maintain consistent management strategies. There will also be children who not only present with challenging behaviour but who will also challenge your skills as a professional.

Over the period of your Diploma training you will be required to reflect on your skills, knowledge, practices, attitudes and values. Developing the skills to effectively manage challenging behaviour requires professional input, experience and reflection.

Journal Entry 1

Reflect on behaviours that you find difficult to manage or personally challenging.

- *How do the behaviours make you feel?*
- *How do you respond when these behaviours arise?*
- *What strategies could you put in place to help you manage your own feelings/reactions in the future?*

Journal Entry 2

Reflect on your practices.

Over a period of time (two weeks to a month) record situations where you successfully applied strategies to manage challenging behaviour – what did you do to achieve positive outcomes?

REFLECTIVE BEHAVIOUR JOURNAL	
Date	**Entry**
16/4/2018	I Went to Luca as he was involved in making some art and craft on the table, I asked him what are you doing, he replied " It's none of you business"
How it made me feel	I was shocked hearing this from Luca, was not expecting this reply from him.
My Respond	I understand what you are making is not my business, but I can see a beautiful art is created that's why I get curious to know what you are making. But the way you responded back was not an acceptable behaviour; do you behave same with the teachers too?
Strategies to put	I would rather not straight away ask questions to Luca knowing his nature he won't reply straight to me, as he thinks I am interfering in his work

REFLECTIVE PRACTICES JOURNAL	
Date	**Entry**
19/4/2018	Face challenging behaviour in before school care morning time. The challenge was the transition behaviour of preppies to come to school from kinder/ child care. They were crying Not feeling like entering the room Not leaving mom Separation anxiety
How distracted them	I asked them following to distract them from their parents I am working on activity planner, would you be able to guide m what activity I can plan for next week Do you know we are making dream catchers today on art n craft section, do you want to try making that Or by asking do you want to play flash cards or any board game, let's give it a try.

Assessment Task 5: Jonty – Simulated Behaviour Plan

Question 1

Read the attached observations about Jonty and then answer the following questions.

Name: Jonty (3 years 6 months)   D.O.B: 12.7.xx

Background Information

Jonty attends the service **Monday - Thursday**. Fridays are spent with his grandparents.

Jonty lives with his mother, Jenny and father, Roy, a brother, 16 years and a sister 14 years. Mr & Mrs Jones own and operate a large and busy plant nursery. Roy usually starts work at around 6.00 am and works six days per week. Jenny works at the nursery on Tuesdays, Thursdays, Saturday and Sundays. On the weekends Jonty is usually at the nursery, at home with his brother and sister or with his grandparents. Jonty looks forward to his time with his grandparents as they play games with him, take him fishing and to the park.

Educators Comment

Jonty has been attending the service for 12 months. Once a co-operative, quiet child, Jonty is becoming increasingly difficult. He has outbursts of aggression towards the other preschool children in care, is easily frustrated and lately he has become very negative towards himself. He often refuses to attempt tasks, saying *"I can't do it, it's too hard"*.

Jonty tends to be a loner. He rarely engages in play with his same age peers, preferring instead to play with infants and toddlers. He is particularly fond of Tom (8 months). He also likes Sophie (9 years) who comes to the service for after school care. Despite his poor relationship with his peers, Jonty appears to enjoy his time at the service even though he often tells the educator that he doesn't like being at child care.

At times, Jonty can be aggressive to others. Jenny (mother) is concerned that Jonty is being neglected by herself and Roy but she feels unable to do anything to change the situation because of the demands of the business. She feels that the family "baby" Jonty too much when they do spend time with him and as a result she feels that Jonty is not "acting his age".

Jonty is a bright boy who displays language and cognitive skills well above what might be expected for his age. He is particularly interested in dinosaurs, insects and sea life. He often brings books from home, which he will sit and look at for long periods of time. Jonty's fine motor skills are poor and he finds most art and craft frustrating. He prefers to play outdoors and has well-developed gross motor skills (climbing, jumping, running, kicking etc).

Developmental Summary

Child's Name: Jonty J Age: 3.6 years Date of Birth: 12.7.xx

Attendance Pattern: Mon – Thurs, 8:30am – 5:30pm

Family Background:	**Child's Interests:**
• Parents both work – long hours/nursery. • Grandparents – local – care for Jonty on Fridays. • Brother 16, sister 14 – care for Jonty at weekends. • Mum anxious about lack of time with Jonty.	Enjoys: • Dinosaurs. • Sea life. • Books. • Fishing with Pop. • Younger children.

Physical Development:

Jonty's gross motor skills are developing appropriately; his fine motor skills are generally poor and contribute to his frustration and poor self-esteem.

Fine Motor:	**Gross Motor:**
• Poor scissor skills. • Uncontrolled use of brush. • No dominant hand. • Poor eye hand co-ordination. • Stacks blocks.	• Climbs, runs, jumps, kicks ball with skill. • Agile – runs around objects. • Good balance. • Catches big ball.

Self Help Development:

Independent, refuses adult help, poor co-ordination and fine motor skills influencing development of self-help skills– likes to help with babies/toddlers care.

• Difficulty with cutlery – uses fingers.

• Independent – refuses help.

• Dresses self appropriately.

Social Development:

Jonty's behaviour has changed, he has difficulty relating in positive ways with his peers, is often unco-operative with educators. His self-esteem is poor and separation from Mum is difficult.

• Expresses feelings in inappropriate ways.

• Prefers interactions with younger children or playing alone.

• Outburst of anger expressed physically and verbally – negative body language.

• Easily frustrated.

• Can be un-cooperative.

• Poor self-esteem – "I can't".

• Behaviour has changed.

• Separation problem with Mum.

Language Development:

Jonty's language development is above average for his age. He needs to use positive language with peers and to express his feelings verbally.

- Uses language during play to describe actions and intentions.

- Uses well-constructed sentences.

- Uses personal pronouns.

- Interested in books.

- "Writing" his name.

Cognitive Development:

Jonty is curious and interested in the physical world, he shows appropriate understanding and cognitive development for his age. His knowledge of maths concepts could be used to extend his problem solving strategies e.g. using puzzles. His cognitive skills could be used to build his self-esteem. He needs opportunities to express his ideas creatively.

• Concentrates well on self-selected tasks.	• Matches shape/colour.
• Curious-investigates e.g. water and sand.	• Matches one to one.
• Uses symbols e.g. "writes" name.	• Counts to ten.
• Uses trial and error to solve puzzle.	• Concepts – same/different.
• Good memory – facts about dinosaurs, recalls stories.	• Sorts objects.
	• Plays guessing games.

Observation 1: Running Record

Name: Jonty Jones   **Date:** 22nd March

On arrival Jonty appears very sullen - he clings to his mother and starts to cry when she leaves. His mother tells Jonty *"not to be silly"* and leaves looking rather harassed. The educator asks Jonty if he would like to sit and look at some books with her and the other children. Jonty looks at the educator and then looks at the floor. He walks over to the dough table and sits with his back to the others. The educator makes no further comment and begins to read to the others. Kate (3 years) approaches and sits opposite Jonty. *"Hi Jonty, wanta play with me?"* Jonty does not answer but immediately tries to grab all of the play dough and cover it with his arms. Kate says *"Give some to me!"* Jonty places his head on his arms, further covering the dough. Kate attempts to pull some of the dough away from Jonty and his response is to hit her.

Observation 2: Anecdote

Name: Jonty (3 years 6 months)

Date: 24th March

Jonty has been unco-operative for most of the day. He made no attempt to play with the other children and on two occasions when approached by children he pushed them away. He spent long periods playing with Tom on the floor, rolling a ball, talking to Tom and making him laugh. He wanted to be involved in feeding Tom his lunch and was very gentle with him. When the educator commented, *"Jonty, you are so gentle with Tom"* Jonty smiled at her and replied, *"Tom likes me."*

Jonty played alone with the blocks and built several towers that he knocked down with "an angry dinosaur" and then rebuild. At the collage table Jonty attempted to cut circles from a sheet of coloured paper, however, his hand eye-co-ordination and fine motor skills did not match this task. When cutting Jonty swapped the scissors from one hand to the other. The educator offered assistance and a different pair of scissors but Jonty said *"No!"* After a short time, he became frustrated and gave up. *'These are stupid scissors!"* He then went to the easel, and used the felt pen to "write" his name.

Jonty used long sweeping strokes to cover the paper with paint. Each time he took the brush from the paint pot paint dripped to the floor.

At the puzzle table Jonty selected a ten piece inset puzzle of farm animals. He removed each piece one at a time, naming the animals as he went. He then attempted to return the pieces and used a great deal of trial and error before the puzzle was successfully completed.

At lunch time Jonty began using his fork and spoon but gave up and used his fingers. He overfilled his cup with juice and accidentally knocked it over when he was reaching for a piece of bread. When the educator asked him to wipe up the spill he replied angrily *"No, I can't do it! You do it"*, and started to cry.

Observation 3: Anecdote

Name: Jonty (3 years 6 months)

Date: 29th March

Setting: Sandpit

Other children present in sandpit: Kate (3 years 5 months)

Jonty used the scoop to dig in the sand, first with his right hand and then with his left hand. He looked at Kate and said, *"I'm digging a lake for fishing and you can't help."* Kate did not respond but continued with her play.

Jonty continued to dig and then announced that he needed some water for his lake. He took a bucket and went to the water trough, where he scooped some water into the bucket. He then ran back to the sandpit and tipped the water into his hole. He watched the water soak into the sand and said to himself, *"More water"*. He then returned to the water trough and again ran back to the sandpit.

Kate, who had been watching Jonty, had moved to the hole and was digging out the wet sand. Seeing Kate, Jonty became enraged, crying and yelling *"Get out of my lake"*. When she did not move, Jonty hit her with the bucket.

Kate began crying, *"I hate you"*, and threw a handful of sand at Jonty. Jonty was about to retaliate when the educator arrived.

Simulated Behaviour Plan – Question 1
Interpretation of Observations

When and where the behaviour occurs: *(include day, educators or children, times of day, routines and activities that may impact on this behaviour)*
Suggested answer for trainer: 22nd March- running record- "Jonty hits Kate" as he didn't wanted to share his play dough with her.(hitting and harming others behaviour shown here)   24th March:- Because of lack in fine motor skills, jonty became frustrated and said, " These scissors are stupid as he was not able to cut the paper.   29th march:- Jonty became engraved when Kate started scooping the wet sand out ad he hit Kate by bucket, Kate in return threw sand on Jonty

Possible reasons for the behaviour: *(include reference to mistaken or deliberate, age appropriateness, temperament, personality, stress levels, cultural practices)*
22nd March- running record- "Jonty hits Kate" as he didn't wanted to share his play dough with her.(hitting and harming others behaviour shown here), I would say his behaviour was age appropriate as children at this age are very particular about the stuff they are using and don't want to share it with anybody else till they feel comfortable.   If I see Jonty with his family then he has elder sisters with a massive age gap, possibly Jonty didn't get a chance to face this situation at home, no body touches or snatches his toys because of least interest due his sister age   24th March:- Because of lack in fine motor skills, jonty became frustrated and said, " These scissors are stupid as he was not able to cut the paper. This behaviour is too age appropriate/ temperament/ stress levels

May be at home the grandparents are giving Jonty time but are involved in

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29th march:- Jonty became engraved when Kate started scooping the wet sand out and he hit Kate by bucket, Kate in return threw sand on Jonty, I would say here its mistaken / age appropriate behaviour.

Impact of the behaviour on the environment, program, other children:

- It will impact on other peers, as they will stop respecting each other the way jonty is doing.
- Due to Jonty's nature, he will not be able to make friends
- Other children will take advantage of the behaviour and can start disrespecting peers.
-

Assumed reasons for the behaviour:

- Jonty not getting enough attention from parents
- Good age gap between siblings, so chances of less sharing
- Lack of fine motor development at home.
- Frustration, unable to share, upset when something is taken away from them etc

Activities and experiences enjoyed by the child:

- Playing in sand pit
- Paying with small age group kids like Tom.
- Enjoys on art and craft table section but gets frustrated when unable to use scissors

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Activities, experiences, routines which pose a challenge for the child:
■ Using scissors
■ Sharing toys with peers

Question 2

Use all information provided on Jonty to complete the following behaviour plan.

Simulated Behaviour Plan – Question 2 99	
Behaviour Plan	
Child's Name: JONTY	**Age: 3 years 6 months**
Student: JEEVIKA MATTOO	**Date**: 30/4/2018

Who would you consult with to develop the behaviour plan and goals for Jonty? Are there any cultural factors to consider?

    a) I will consult first with Jonty's parents

    b) Yes there are cultural factors to be considered

  -   Parents not giving enough time

  -   Most of the times Jonty spending time with grandparents.

Long Term Goal:

Jonty to control on his anger and avoid hitting

Short Term Goal 1:

Jonty to involve with peers and start sharing

Activities and strategies: Include any resources required.

    a) Involving him in group plays

    b) Giving him craft activities which involves fine motor development (holding paint brush, cutting with scissors)

    c) Get him involved in packing up things

    d) Peers helping and sharing

Short Term Goal 2:
To develop his fine motor skills

Activities and strategies: Include any resources required.
- Involve in loads of craft activities - Painting activities - As he is good in outdoor play (gross motor skills), can build his hand and eye coordination with ball games.

Will you communicate the behaviour plan expectations to Jonty? If yes how will this be achieved?
- I will not communicate the entire plan with Jonty; will just convey the expectation in terms of what behaviour is expected from him at the service. - Will provide him with reward on his achievements (will set standards first and will provide with reward once achieved)

How would you inform and communicate with other colleagues in regard to the plan and alternative behaviour strategies?
- Will do a staff meeting with colleagues or other educators

Date for monitoring and review: 3/6/2018 **Who would attend:** ALL THE EDUACTORS AND PARENTS

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This observation checklist is to be filled in detail and signed by the assessor and supervisor for the workplace assessment tasks and will also be signed by student to agree upon the outcome of the assessment.

CHCECE020	
Establish and implement plans for developing cooperative behaviour	
Student name JEEVIKA MATTOO	**Date and time of visit:**
Name of Centre ST THERESES SCHOOL ESSENDON	**Address of Centre** 31 EDWARD STREET, ESEENDON , VIC 3040

This observation checklist is to be filled in detail and signed by the assessor and supervisor for the workplace assessment tasks and will also be signed by student to agree upon the outcome of the assessment.

CHCECE020		
Establish and implement plans for developing cooperative behaviour		
Student name		**Date and time of visit:**
Name of Centre		**Address of Centre**

Essential skills and performance Did the student	**Evidence confirmed by Trainer/Assessor** Trainer/assessor must confirm that the student has met all requirements to a satisfactory standard Trainer/assessor must add comments against each of the criteria/observable behaviours.	**Evidence confirmed by Supervisor of regulated education and care service.** Supervisor must confirm that the student has met all requirements to a satisfactory standard Supervisor must add comments against each of the criteria/observable behaviours.
Submit the completed work as per instructions		Yes, Jessika has completed all assessments as required.

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Essential skills and performance Did the student	Evidence confirmed by Trainer/Assessor Trainer/assessor must confirm that the student has met all requirements to a satisfactory standard Trainer/assessor must add comments against each of the criteria/observable behaviours.	Evidence confirmed by Supervisor of regulated education and care service. Supervisor must confirm that the student has met all requirements to a satisfactory standard Supervisor must add comments against each of the criteria/observable behaviours.
observe and analyses children's behaviour, on at least three occasions, in a range of situations and contexts		Jeevika did very well observing the children's behaviour within the service. She thoroughly analysed the situations and documented them appropriately.
create, implement and measure the effectiveness of at least one plan, including: • developing long-term and short-term goals and objectives • establishing a baseline for the behaviour • clearly outlining alternative behaviours		Jeevika understood and completed the behaviour management plan for Michael with great detail. She developed solid goals and objectives. She clearly outlined alternative behaviours and strategies

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Essential skills and performance	Evidence confirmed by Trainer/Assessor	Evidence confirmed by Supervisor of regulated education and care service.
Did the student	Trainer/assessor must confirm that the student has met all Requirements to a satisfactory standard. Trainer/assessor must add comments against each of the criteria/observable behaviours.	Supervisor must confirm that the student has met all requirements to a satisfactory standard. Supervisor must add comments against each of the criteria/observable behaviours.
• communicating expectations with children • supporting and communicating with colleagues to implement the plan • revisiting the plan and reflecting on its effectiveness		She also communicated and participated well in the team meeting to form a plan for Michael. She revised the plan and reflected on its effectiveness.
Demonstrate Foundation Skills for: • language, literacy, numeracy and employment skills that are essential to performance • Oral communication – in order to facilitate a range of collaborative discussions with children, families and other educators.		Jeevika shows great written and verbal communication skills. She fits well within the service and facilitates a range of discussions with staff, children and families.

Assessment Requirements

Assessment Requirements

Assessor to comment how the workplace assessment requirements were confirmed:

Workplace Supervisor to comment how workplace assessment requirements were confirmed

Jeevika has thoroughly contributed to the service and program development , she was able to identify the child, observing him in detail , deciding on Short term and long term goals/ strategies to improve on the behaviour. Jeevika has a good understanding & knowledge and completed the behaviour management plan for Michael with great detail. She clearly outlined alternative strategies and behaviours

Assessment Outcome

Is the performance evidence valid, sufficient, current and authentic in relation to the students' knowledge and skills?   Yes ☐   No ☐

   Is the evidence sufficient to demonstrate the students' ability to complete and manage tasks and manage contingencies (dimensions of competency) in the job role context?   ☐Yes   ☐No

- The student has demonstrated a satisfactory standard as expected in the workplace (and the rules of evidence are met)
- The student has not demonstrated a satisfactory standard as expected in the workplace.

Trainer/Assessor name		Trainer/Assessor signature		Date:
Supervisor name	Shennan Baxter	Supervisor signature	SB	Date: 2/5/2018
Student Declaration:				

☐   I acknowledge that I have been given the feedback by the assessor and I agree with the assessment outcome.

☐   I don't agree with the assessment outcome and would like to appeal the outcome of the assessment. (Please contact your trainer/assessor or call on 1800 244 438 for further assistance)

   Student name: JEEVIKA MATTOO   Student signature: Jeevika mattoo   Date: 2/5/2018

*Note to Assessor: If the performance evidence shows the student has **not demonstrated a satisfactory standard**, be specific in your feedback, identifying further tasks to be assessed by the assessor in the workplace.*

Annexure 1

Consent Form for child observation

CONSENT FORM FOR CHILD OBSERVATIONS

INSTRUCTIONS

Student must discuss their proposed observation with their Supervisor and receive signed approval before approaching parents for permission.

Supervisor name	Supervisor signatures	Date

This letter confirms (*student name*) _____ is a student of KAL Training, undertaking assessment in relation to observing and planning for children.

As a student s/he is required to learn about individual child development and complete observations. I would like to request permission to observe your child (*name*)_____. Please complete the section below and return it to the student.

CONSENT

As the parent/Guardian of (*Child's Name*) _____, I give consent for observations and photos of my child to be collected as part of the assessment process. I understand that any information collected will be treated confidentially by the student and staff of the college. I also understand that I have read the assessment tasks prior to commencement of observations and that neither my child nor my family will be identified by last name in the assessment.
(*Student's Name*) _____ has my permission to observe
(*Child's name*) _____ for the purpose of his/her study.

Parent/Guardian name	Parent/Guardian signatures	Date