THE RELATIONSHIP BETWEEN SUPERVISION AND SUPPORTING CHILDREN'S BEHAVIOUR

KNOWING THE CHILD AND BEING ATTUNED

> Being attuned is "being fully aware and responsive to children and young people, comprehending their feelings and embodied communication such as through their facial expression, vocalisations, body gestures and eye contact."
>
> **(My Time Our Place V2).**

IN SUPPORTING CHILDREN'S BEHAVIOUR NEEDS, CONSIDER...

- Basic needs and physical wellbeing: Children (and adults) can be impacted by stressors in this domain such as feeling hunger, illness, hormonal changes, tiredness etc.

- Attachment: How are consistent and warm, nurturing relationships provided within the OSHC Program? Trusting relationships enable children and young people to feel safe and secure.

- Environmental stressors: Are there elements in the learning and care space that may pose overstimulation for the child in a particular developmental area? Examples could include visual clutter, loud noise, strong scents, bright lighting.

- Sensory needs: For children and young people who may feel triggered by specific stressors in the environment, it is essential to provide spaces where they can find calmness to self-regulate.

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SUPPORT PLANS

Children may need more support to help manage their behaviour. Think about:

- consulting with families and school
- triggers
- key times to be aware of (transitions, mealtimes)
- the best way to respond to a child
- what other external support you can access, e.g.
- OT or inclusion agency.

Document this in a Support Plan or Behaviour Plan. How do you ensure educators know this?

SELF-REGULATION IS INTEGRAL TO SUPPORTING CHILDREN'S BEHAVIOUR. SELF-REGULATION IS ABOUT HOW WE RECOGNISE, MANAGE AND RESPOND TO STRESS.

Practical Strategies

Lighting
Sound
Smells
Texture
Nature
Colour
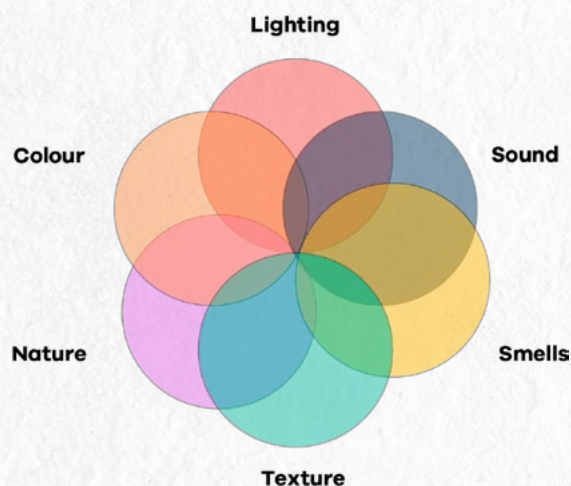
"**All behaviour is a form of communication**" and to be effective in supporting children's diverse behaviour needs, we must meet the needs that underlie challenging behaviours."