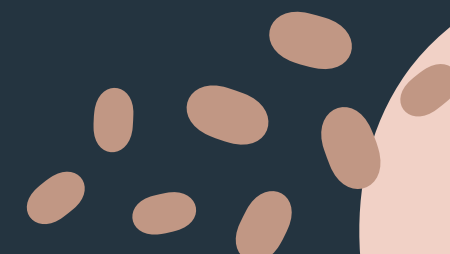


# Early Years COMMUNITY of PRACTICE

February 13<sup>th</sup> 2024

**Session 1: Understanding the causes and experience of  
children with complex behaviours – multiple causes and  
Child lens**





# We ACKNOWLEDGE

the **Ngunnawal** people, the traditional owners of the land where we live and work. We pay our respects to the elders past and present and extend our respects to all Aboriginal and Torres Strait Islanders across the nation.

Understanding  
**THE CAUSES of COMPLEX  
BEHAVIOUR:**

multiple causes and child lens

**Cate Hilly – MAppSci (Occ Thy), BAppSci (Occ Thy), PhD Candidate**

**Jonathan Ramke MOcc Thy, PhD Candidate**

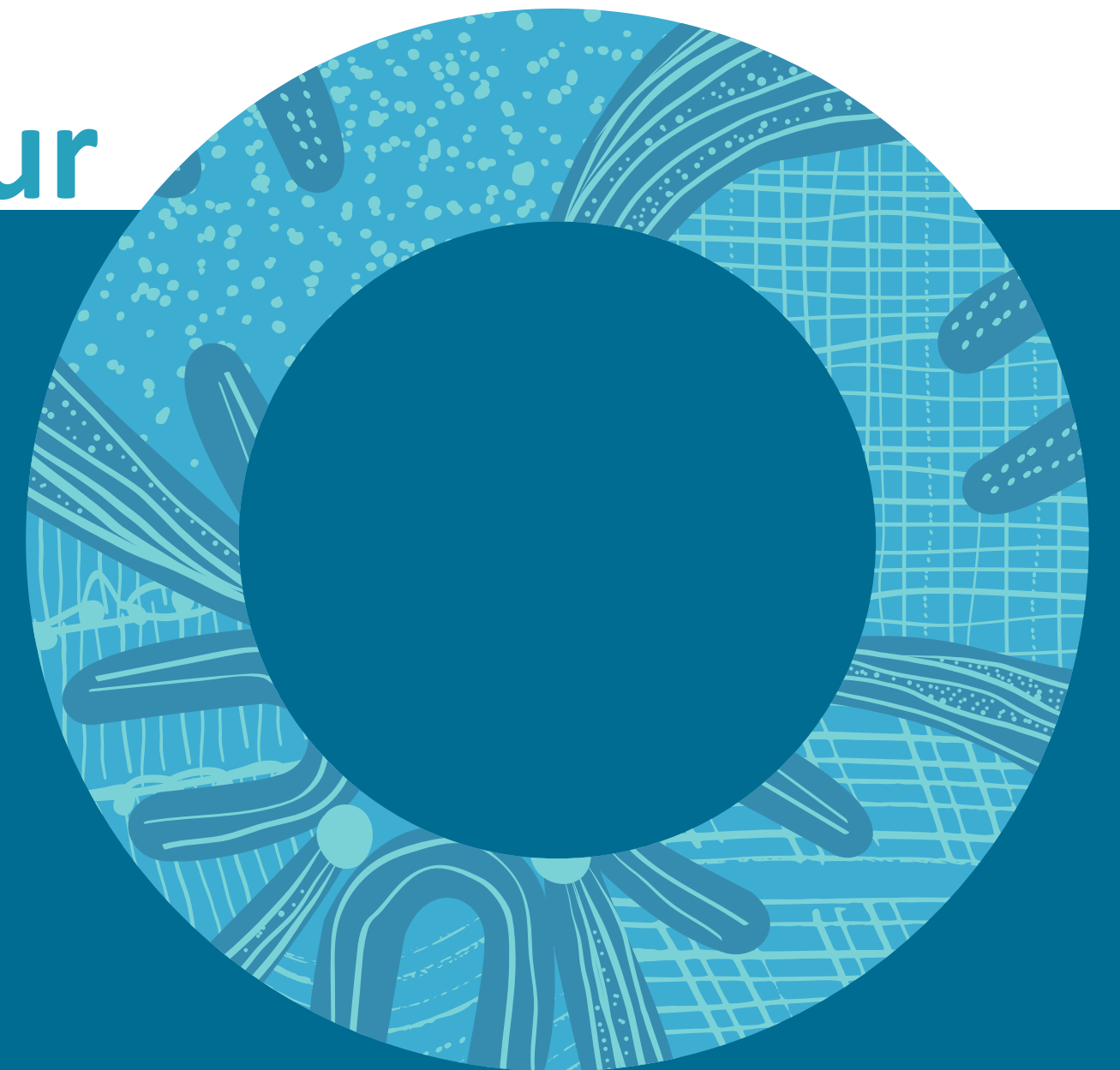


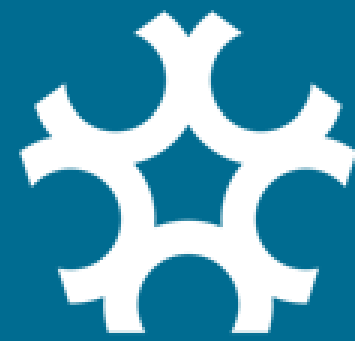
# Understanding a Child's Behaviour

- Supporting children's participation in early childhood and community settings.

Cate Hilly MAppSci (Occ Thy), BAppSci (Occ Thy), PhD Candidate  
Jonathan Ramke MOcc Thy, PhD Candidate

A Good Start in Life project.





# UNIVERSITY OF CANBERRA

The University of Canberra acknowledges the Ngunnawal people, traditional custodians of the lands where Bruce Campus is situated. We wish to acknowledge and respect their continuing culture and the contribution they make to the life of Canberra and the region. We also acknowledge all other First Nations Peoples on whose lands we gather.



# Table activity

Discuss and record queries and scenarios from your experience on the paper on your table for discussion at the end

# Objectives

Facilitate a personal **REFLECTION** on how we as educators support children who may present with 'challenging' behaviours.

**CONSIDER** who experiences the challenge. Ourselves?  
The child? The family?  
Other children? Everyone?

**EXPLORE** how we can unpack behaviour and **NEW APPROACHES** that support all children's participation in early childhood and community settings.



# Influences on Behavioural Responses - Diagram

Behavioural responses in a classroom can include 3 key domains:

## Child & Family:

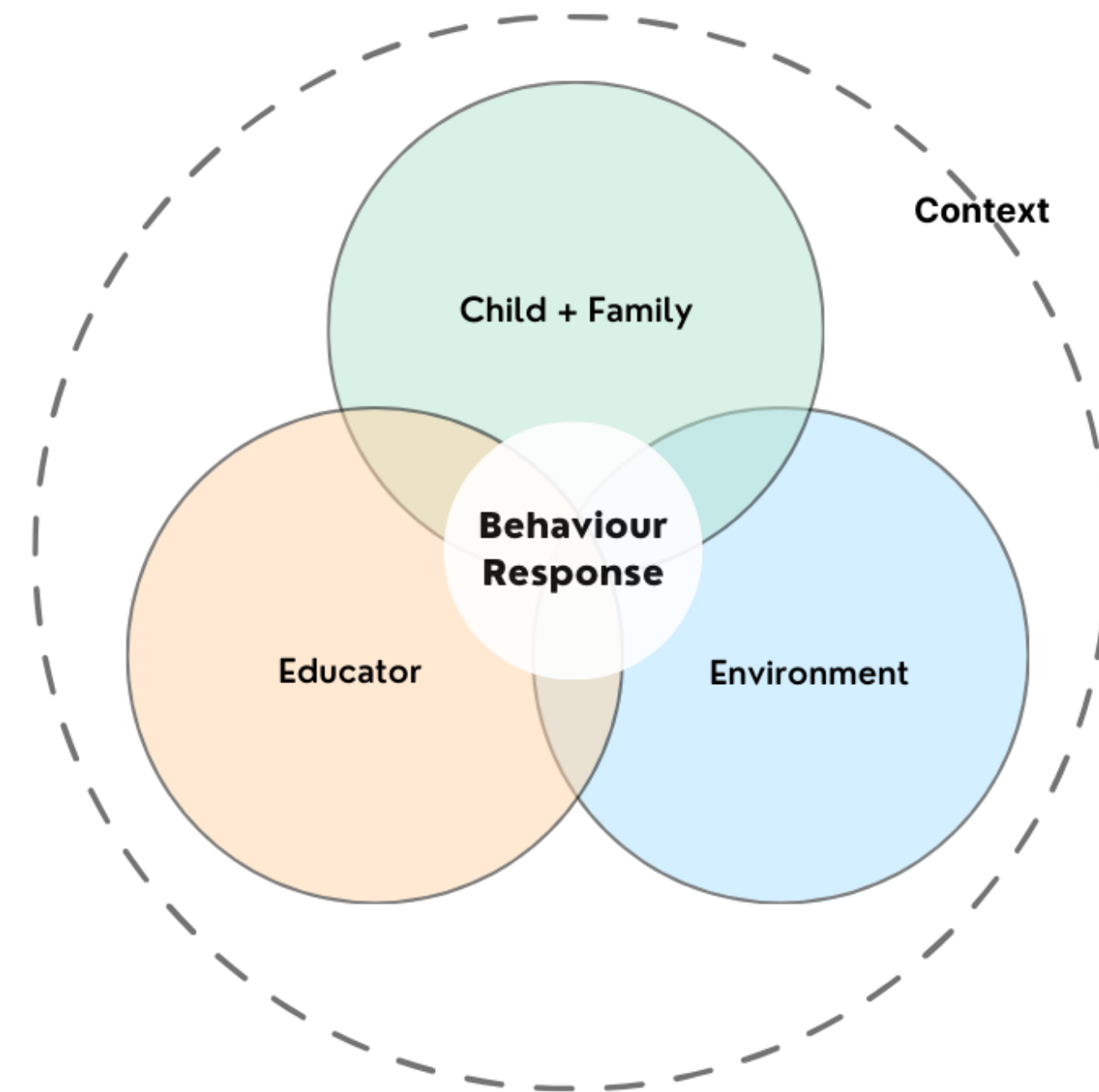
- Individual Differences
- Attachment and Regulation

## Environment:

- Sensory Environment
- Predictability and Routine

## Educator/adults:

- Individual Experiences
- Connection and Relationship





# Consider the Individual Child's Perspective

In their early stages of development, children are individuals with:

## Ideas:

- Diverse Perspectives
- Unique Thought Processes

## Feelings:

- Emotional Variances
- Subjective Emotional Responses

## Actions:

- Behavioural Choices
- Individual Responses



# Gaining Insight into a Child's Behaviour Through Perspective Taking

## Considering stepping back from the immediate behaviour:

- Go beyond surface-level behavior.
- Avoid assumptions and judgments.

## Understand what is happening for the children in that moment:

- Consider context, background, and emotions.
- Gain insights for a more nuanced understanding.



# Understanding a Child's Behaviour Through Perspective Taking

## **Avoid pathologising:**

- Refrain from quick labelling or diagnoses.
- Recognise underlying causes for behaviour.

## **What does the child need now:**

- Prioritise immediate needs.
- Focus on empathy and responsiveness.

## **Individual child focus, not one approach for everyone:**

- Acknowledge and respect individual differences.
- Tailor approaches to unique characteristics and needs.

## **Bottom-Up:**

- Address foundational aspects first.
- Begin with emotions, needs, and context before managing behaviour.





# Table activity

**Reflect on a recent experience where you have supported a child experiencing difficulties with their behaviour and participation.**

**Consider the factors that have influenced this behaviour?**

# Our Impact on a Child's Behaviour: Co-Regulation

## Co-Regulation overview:

- Co-Regulation is a dynamic process where adults guide children in managing their emotions and behaviours.

## Building trust for effective co-regulation:

- Is pivotal in shaping the adult-child relationship for successful co-regulation
- Is needed to adapt strategies to address each child's unique emotional and behavioural needs

## Impact on Child Behavior:

- Co-regulation practices are connected to observable improvements in a child's behaviour.
- There are lasting impacts of positive co-regulation on a child's emotional well-being and behaviour.

# Building a Co-regulation Relationship

- **Establishing connection:** Develop a strong relationship with the child to interpret their cues effectively.
- **Cultivating trust:** Create an environment where the child recognises you as a secure base for co-regulation.





**Afternoon tea and network  
time – back in 20 minutes**

# Understanding Behavior: Antecedents, Behaviours, and Consequences

<b>Time/Date</b>	<b>A</b> <i>(Antecedents)</i>	<b>B</b> <i>(Behaviour)</i>	<b>C</b> <i>(Consequence/What Happens After)</i>	<b>Possible Function</b>

## Observe antecedents to behaviour:

- Focus on what happens before a behavior occurs.
- Recognise triggers or situations that may influence behaviour.

## Track behaviour and context:

- Record observable behaviours and their surrounding circumstances.
- Establish patterns by looking for consistency in behavior across various contexts.

## Look for trends:

- Identify recurring patterns or themes in the child's behaviour.
- Understand if certain situations consistently lead to specific behaviours.



# Understanding Behavior: Antecedents, Behaviours, and Consequences

<b>Time/Date</b>	<b>A</b> <i>(Antecedents)</i>	<b>B</b> <i>(Behaviour)</i>	<b>C</b> <i>(Consequence/What Happens After)</i>	<b>Possible Function</b>

## **Understand the child's perspective:**

- Consider the child's viewpoint and emotional state.
- Recognise that behaviours may be a form of communication.

## **Strategies for behaviour resolution:**

- Evaluate what strategies are effective in resolving behaviours.
- Identify approaches that may not be successful and adjust accordingly.

# Engagement Through Using a Child's Interests

## **Embrace the process:**

- Encourage investment over perfection.
- Emphasise the value of being present and involved in the child's interests..

## **Follow the child's lead:**

- Tune into the child's preferences and passions.
- Adapt your approach based on their cues and interests.

## **Encourage exploration:**

- Create an environment that promotes curiosity.
- Allow the child to explore and express their interests freely.

## **Foster a connection:**

- Building a connection is more important than getting everything perfect.
- Show genuine interest and enthusiasm for what excites the child.

# Personal Exploration

Take some time for personal exploration and reflection on the last tantrum/challenging behaviour you experienced with a child.

- What could you do different next time? (Write it down)



In the next session what are going to reflect on your experiences with challenging behaviour and consider:

- What did you think?
- What did you do?
- How did you go?

# DISCUSSION/QUESTIONS

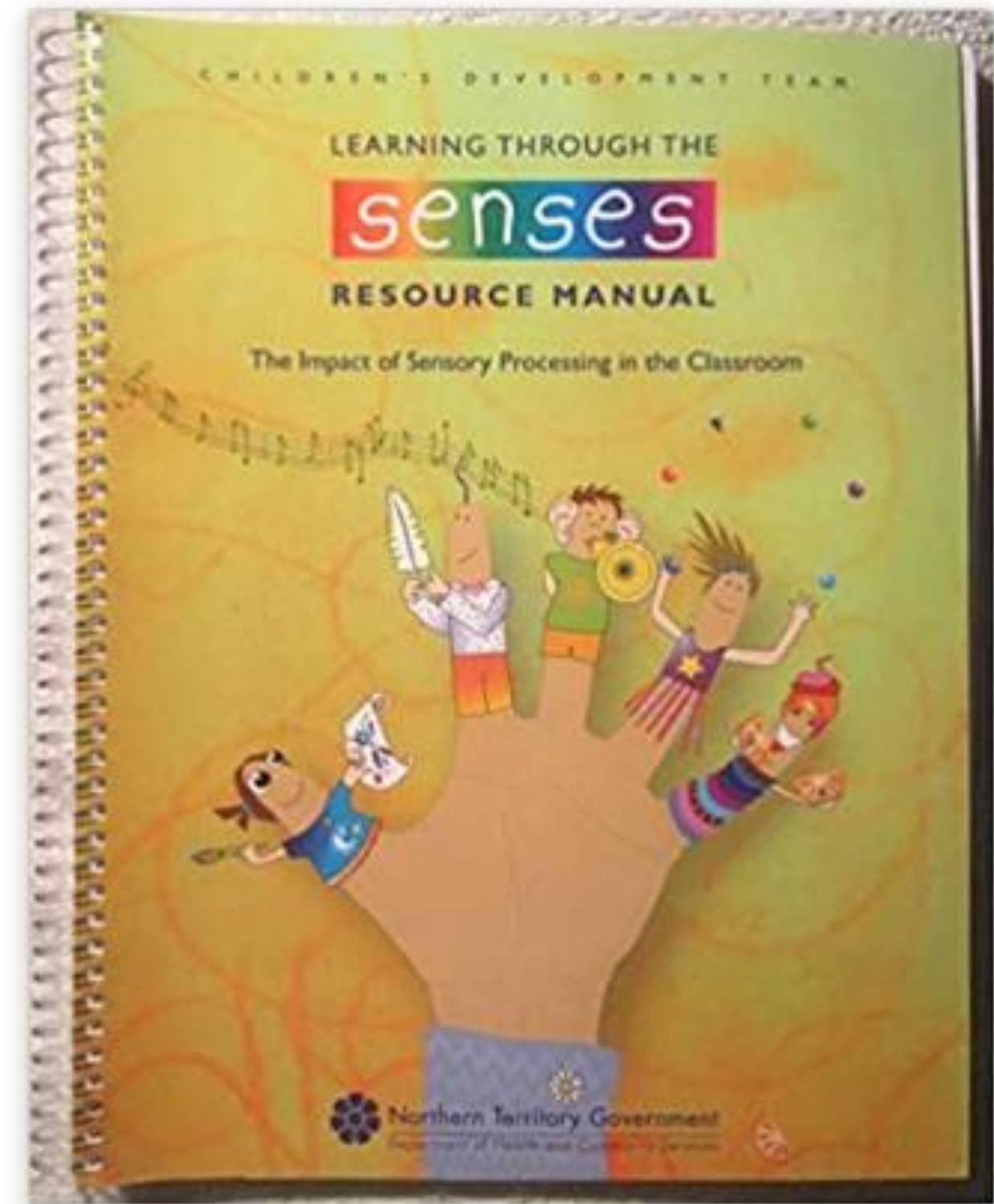


# References

- Delahooke, M. (2022). Brain-Body Parenting: How to Stop Managing Behavior and Start Raising Joyful, Resilient Kids. HarperCollins Publishers.

# Useful Resources

- Learning through the senses resource manual: The impact of sensory processing in the classroom (2006). (Department of Health and community services NT Government).
- Available through Amazon <https://www.amazon.com/Learning-Through-Resource-Processing-Classroom/dp/0761602283>
- The Alert Program (on-line training available) <https://www.alertprogram.com/need-continuing-education-units/online-course/> and FREE resources <https://www.alertprogram.com/free-resources/>
- Animal Fun [www.animalfun.com.au](http://www.animalfun.com.au)
- Webinar (Free): [Behaviour support for children with disability: working alongside parents | Australian Institute of Family Studies \(aifs.gov.au\)](http://www.aifs.gov.au)

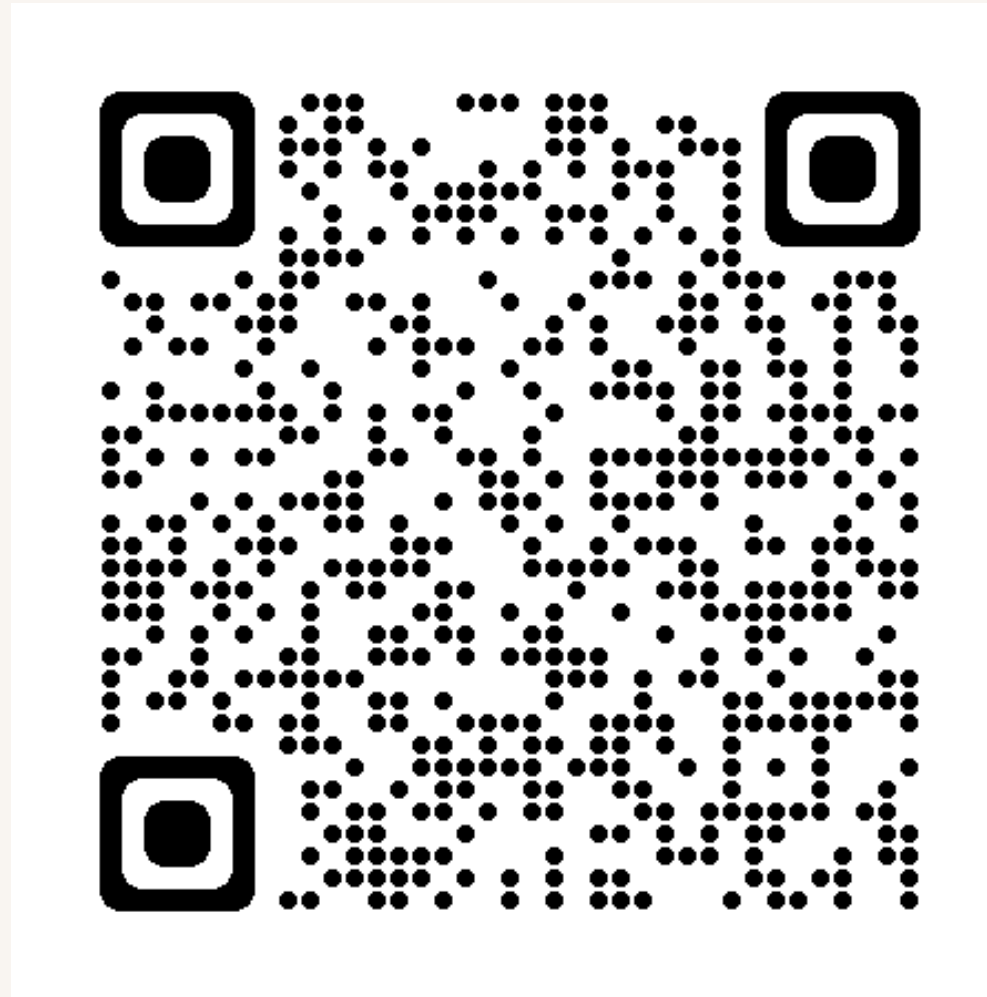


# Websites

- <https://monadelahooke.com/>
- Podcasts at <https://monadelahooke.com/podcasts/>
- Videos at <https://monadelahooke.com/videos/>

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**The next CoP will be held on  
Tuesday 26<sup>th</sup> March, 3.30 – 5.30pm**



*Thank you!*

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