

Behaviour Support Toolkit

The Behaviour Support Toolkit is designed for staff in education, early childhood and care services.

IT WILL HELP STAFF TO:

- identify behaviours of concern
- assess the likely purpose of behaviour
- understand the factors that may contribute to behaviour
- work collaboratively with others to develop behaviour support plans
- provide positive behaviour support
- review and monitor interventions

TOOLKIT COMPONENTS

This toolkit comprises 6 parts:

1. Introduction
2. Behaviour Categories – categories of behaviour and the factors that may be contributing to behaviour.
3. Behaviour matrix – specific and observable behaviours for different age groups of children and young people along the continuum of behaviour including developmentally appropriate, concerning and serious behaviour.
4. Strategies – examples of classroom strategies, differentiated curriculum and teacher practice that support positive behaviour.
5. Behaviour Checklist – provides items for consideration to ensure consistency and completeness in developing responses to behaviours of concern.
6. Additional Resources – resources used in the development of the toolkit and sources of further information.

Green (developmentally appropriate) – behaviour represents expected responses to developmental challenges and is infrequent, transient or minor. Behaviour responds to universal school and classroom wide strategies.

Amber (concerning) – behaviour indicates that the child or young person is experiencing challenges that are difficult for them to manage on their own. Behaviour is problematic due to the severity, frequency, duration or impact. Behaviour responds to targeted interventions at the individual level or small groups.

Red (serious) – behaviours are a significant barrier preventing the child or young person from learning. Behaviour may be severe, of high frequency and/or extended duration and may be unsafe for the child/ young person and/ or others. Individualised, intensive and specialised supports are required.

Educators and carers work every day to support positive behaviour for children and young people in early childhood, education and care settings.

Children and young people’s behaviour ranges from:

- Positive, inclusive and respectful behaviours
- Low-level, developmentally appropriate behaviours that test boundaries
- Challenging behaviours that raise more concern due to their severity, frequency or duration
- Complex and unsafe behaviour.

The relationship between a child/young person and a caring adult is the fundamental basis of all behaviour support. Children and young people are most likely to behave in a positive, inclusive and respectful manner when they are supported by a caring adult who models this behaviour, and who teaches, guides and supports the child/young person to do the same.

All behaviours have a purpose. Behaviours may help a child seek or avoid something that is internal or external to the child / young person. A behaviour can serve more than one purpose. For example, a child might learn to cry during class to avoid completing academic tasks and also cry in the playground to seek attention and signs of care from teachers.

Effective behaviour support involves:

- Understanding the purpose of a child / young person’s behaviour. This is sometimes referred to as “Functional Behaviour Assessment”
- Helping a child / young person to achieve that purpose in a safe and positive way.

	Internal	External
Seeking	Behaviour provides an internally pleasing sensation/positive sensory experience e.g. child rhythmically rocking	Behaviour results in social attention or reaction from others. Behaviour functions to obtain a tangible item or gain access to a desired activity e.g. child disrupts class with jokes to gain laughter and approval from peers
Avoidance	Behaviour removes an internal sensation that is a negative sensory experience e.g. child doesn’t go to the toilet to avoid the sensation of relieving themselves	Behaviour serves to escape demands, delay something or avoid something altogether e.g. child leaves to the classroom to avoid a difficult task

IMMEDIATE RESPONSES

Immediate responses for safety are an initial step in addressing behaviour. They are different from longer term planned responses that are developed to support the child/young person to be safely included.

If immediate medical or police intervention is required, call emergency services on 000. For police assistance call 131 444.

Concerns of child abuse or neglect, including harmful sexual behaviour, should be reported to the Child Abuse Report Line on 131 478.

Relevant policies and procedures should be followed; see Behaviour Checklist for detail.

