

Re-setting the scene

Early Childhood Education and Care (ECEC) is often a child's first formal setting in which they interact with others outside their family groups.

As children learn to navigate these new social settings, challenging behaviours are a common and normal part of their experiences.

Re-setting the scene involves revisiting and reflecting on challenging situations after they occur. These strategies have an important role in preparing for and supporting a

child's engagement and positive interactions in the future.

This tip sheet describes strategies related to 're-setting the scene' through revisiting and reflecting on behaviours and responses. It is part of a **set of tip sheets** that provide strategies to support educators to proactively anticipate and avert challenging behaviours in ECEC settings for children aged between 2-5 years. It has been developed from findings of a **systematic review** of the best available Australian and international research.

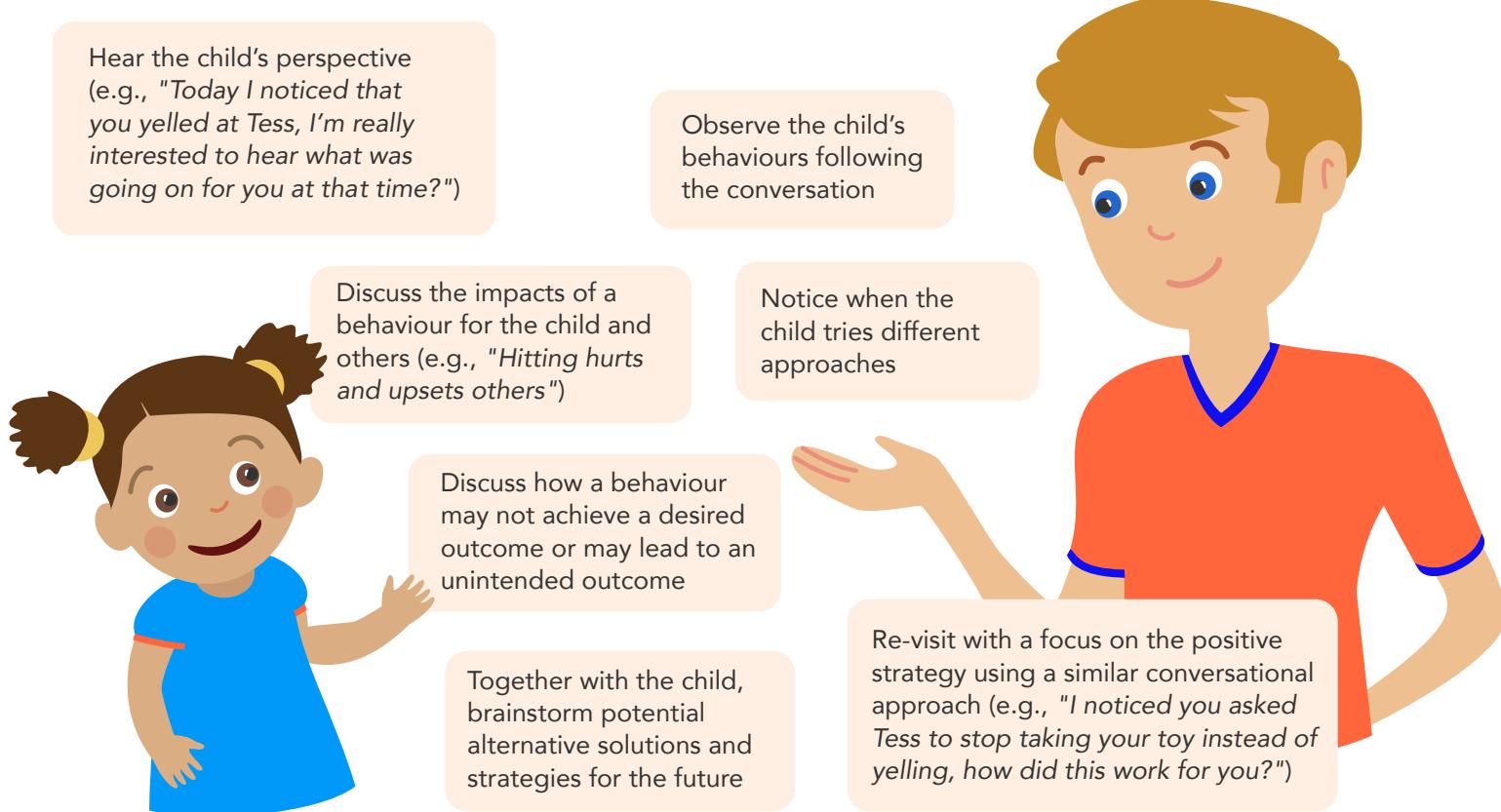
Revisiting

While strategies for redirection and reinforcement typically occur during or immediately following a challenging behaviour or event, these times are not always suited to extended discussions regarding the behaviour and its consequences. Evidence shows that engaging children in conversations outside the moment of challenge can support children's pro-social and positive behaviours.

Practices to try

Find a time to have a one-on-one conversation to re-visit a behaviour that is challenging. Ensure it is at a time that you and the child are calm and settled (consider: location, activity, and potential distractions).

Use the conversations as an opportunity to



Supporting behaviour: Re-setting the scene

Reflecting

Creating opportunities to reflect on challenging behaviours is important to enable responsive practices. Responsive practices consider individual differences in explaining why a challenging behaviour may occur, the contexts in which it occurs, and potential strategies that might be most appropriate to respond to the challenges identified.

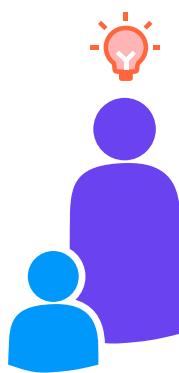
Knowledge is key

Research evidence indicates that not all strategies work for all children. Therefore, knowledge about the child and context is key.

Educator knowledge about an individual child is important to guide next steps in terms of supporting behaviours and engagement in everyday activities. This knowledge includes understanding of:

- The child's personality, preferences, and sensitivities
- The environment around the child (e.g., expectations, settings, and family circumstances)
- The group dynamics (personalities of peers and educators in the group)

Research evidence also indicates that different strategies are effective in responding to some, but not all types of challenges presented within the context of ECEC. Educator knowledge of a range of strategies that can be drawn on to address different challenges is important to guide responses and application.



Reflective prompts

Reflecting on the type of challenge that is being addressed, the individual context of child and environment and prior responses to application of strategies is an important consideration in tailoring a response to suit a child's needs.

Some questions for reflection:

- What behaviour have you observed that is challenging?
- Is the behaviour specific to a particular situation, time, activity and/or child?
- What are your goals or expectations? Are these realistic or achievable?
- What insights might colleagues, families or other professionals have about this challenge?
- What strategies have you tried? What has been the response?
- What strategies have other team members or families tried? What has been the response?
- Have you involved the child/children in problem solving of solutions to address this challenge?
- Do you need to seek external support or guidance?

Tools not rules... The behaviour support approaches identified in these tip sheets are not intended to be a formula or a 'one-size fits all' approach, rather they are possible tools that can inform decision making.

Key references

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