

**FREE  
Professional Learning for  
Early Childhood Services  
in Regional Western  
Australia**

We are delighted to offer professional learning for early childhood educators and service leaders in regional Western Australia through funding support from the Department of Communities, and the State Government's Royalties for Regions program.

The content of this professional learning is specifically designed for Early Childhood Services in regional areas and focusses on implementing Trauma Informed Practices and Positive Behaviour Supports.

The training will be delivered in three phases of one day workshops, which build on each other.

It is recommended that staff attend all three sessions, however we welcome everyone to come to what sessions they can.

# Save The Date



There are no limits on how many of your staff can attend so please send as many as you can!



This training series offers attendees both direct training and also provides participants with a capability to share this learning with services teams in future years.



Training resources will be provided which will facilitate participants to extend this professional learning for staff who are not able to attend.



**Department of  
Primary Industries and  
Regional Development**

*Supported by the State  
Government's Royalties for Regions  
program and the Department of  
Communities.*



**Contact Us** [info@rypple.org.au](mailto:info@rypple.org.au)

Details of venues and times will be finalised shortly and sent in a separate email to early childhood services in each region.

Location	Phase 1	Phase 2	Phase 3
<b>Kimberley</b>			
Broome	25 March	31 July	14 October
Derby	30 April	9 August	15 October
Fitzroy Crossing	1 May	8 August	16 October
Halls Creek	7 May	7 August	17 October
Kununurra	3 May	5 August	21 October
<b>Pilbara</b>			
Newman	1 April	1 July	20 September
Tom Price	5 April	2 July	23 September
Karratha	8 April	4 July	25 September
Port Hedland	9 April	5 July	26 September
<b>Gascoyne</b>			
Exmouth	17 June	20 August	5 November
Carnarvon	18 June	19 August	4 November
<b>Midwest</b>			
Geraldton	7 June	12 August	31 October
<b>Wheatbelt</b>			
Moora	10 June	5 September	21 November
Merredin	11 June	6 September	20 November
Lake Grace	13 June	9 September	18 November
Narrogin	14 June	10 September	15 November
<b>Goldfields</b>			
Kalgoorlie	15 May	16 September	28 October
Leonora	17 May	18 September	30 October
Esperance	23 May	5 September	28 November
<b>Great Southern</b>			
Albany	20 May	2 September	25 November
Mt Barker	21 May	3 September	26 November



The training and the resources to support staff in your services have been designed carefully around supporting services to use the information and strategies to demonstrate how they are exceeding the National Quality Standards.

We would be grateful if you could forward this on to anyone you think would be interested, and look forward to meeting you all soon!

You can register online at

[www.rypple/org.au/events](http://www.rypple/org.au/events)

### Phase 1

#### Positive, Consistent Environments To Support All Children

-  Trauma and brain development, and how this has significant effects on behaviour,
-  Philosophy of Positive Behavioural Interventions and Supports, and international Context (how other Early Childhood Services worldwide are using this model to support children),
-  Defining expected behaviours as a care community – consistent language and behaviours
-  Pre-corrections and frequent Interaction as effective problem prevention strategies – preventing problem behaviour and increasing pro-social behaviour
-  Teaching expected behaviour to all children to prevent problems occurring.

### Phase 2

#### Preventing And Responding Effectively And Consistently To Behaviour Errors

-  Using specific behavioural feedback and effective praise to help children be behaviourally and socially successful,
-  Using positive feedback four times more frequently than corrective feedback to improve behaviour, self-esteem and service environments.
-  Active supervision to reduce behavioural errors and violence, provide choice in behavioural instruction (eg its sleep time, do you want this pillow or that?)
-  Responding to behaviour errors in consistent, effective and supportive ways including redirection and re-teaching, to grow children's social wellbeing

### Phase 3

#### Individual Planning And Highly Intensive Support Strategies For Children With Exceptional Needs

-  Additional strategies for supporting children with trauma backgrounds, disability or problem behaviour
-  Including sensory supports into group and individual plans to help with self-regulation
-  Social skills instruction for children with self-regulation needs, social difficulties and disability. Specific strategies including social skills curriculum and stay, play, talk strategy
-  Highly intensive individual support planning: Prevent, Teach, Reinforce structure for young children and how this can be used for children at risk of exclusion from the service