

Free professional learning workshops in regional and remote locations, PLUS teleconference and video resources

- Sessions are presented in face to face workshops and teleconference format.
- Teleconferences are repeated versions of the content from the face-to face workshop sessions, presented as separate modules.
- Teleconferences will be recorded and posted on our Youtube channel for any staff who are not able to attend at the scheduled times.
- In addition, leaders conferences have been scheduled to allow service leaders to network and share their PBIS implementation journeys

**Free Professional Learning
Positive Behaviour
Support in Early
Childhood**

**Training and
Teleconference Dates**

**See next page for updated
dates for workshop sessions
AND Teleconference times**

All resources - slides, handouts and videos – can be found at <https://rypple.org.au/early-childhood-pbis/>

All workshops are open for registration **(required)** at <https://rypple.org.au/early-childhood/>

Teleconferences do **not** require registration, and can be accessed freely using the Zoom conference links at <https://rypple.org.au/early-childhood-pbis/>



**Department of
Primary Industries and
Regional Development**

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Contact Us info@rypple.org.au

Workshop sessions Updated dates. Please register via
<https://rypple.org.au/early-childhood/>

Location	Phase 1	Phase 2	Phase 3
Kimberley			
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
Pilbara			
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
Gascoyne			
Exmouth	17 June	20 August	25 October
Carnarvon	18 June	2 September	25 October
Midwest			
Geraldton	7 June	21 August	31 October
Wheatbelt			
Moora	10 June	5 September	21 November
Merredin	11 June	4 September	20 November
Lake Grace	13 June	9 September	18 November
Narrogin	14 June	10 September	15 November
Goldfields			
Kalgoorlie	15 May	16 September	28 October
Leonora	17 May	18 September	30 October
Esperance	6 June	4 September	28 November
Great Southern			
Albany	20 May	2 September	25 November
Teleconferences using Zoom (no registration needed – access via links at https://rypple.org.au/early-childhood-pbis/			
Leaders forum	4pm 7 June	4pm 12 August	4pm 21 October
Module 1	11am 19 June		10:30am 21 October
Module 2	12pm 19 June	10:30am 12 August	10:30am 22 October
Module 3	12:30pm 19 June	10:30am 13 August	10:30am 23 October
Module 4	2pm 27 June	10:30am 14 August	
Module 5	2:30pm 27 June	10:30am 15 August	

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 Responding Effectively And Consistently To Behaviour

- Using effective, specific positive feedback four times more frequently than corrective feedback to improve behaviour, self-esteem and service environments.
- Active supervision to increase positive behaviour and reduce behavioural errors and violence,
- Using behavioural choice to develop positive behavioural momentum and encourage autonomy and self-regulation,
- 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
- Teaching self-regulation, and including sensory supports
- Social skills instruction for children with self-regulation needs, social difficulties and disability. Specific strategies including social skills curriculum and stay, play, talk strategy (Tier 2)
- Highly intensive individual support planning (Tier 3) utilising the Prevent, Teach, Reinforce structure for young children and how this can be used for children at risk of exclusion from the service