

Positive Behaviour Support and Trauma-Informed Practice



Session 3: Defining Expected Behaviours as a Care Community – Consistent Language and Expectations

A clear set of 3-5 service wide behaviour expectations provides consistency in:

- language
- what to teach
- what to recognise
- what to correct

The cornerstone for everything else you will do related to PBS

Expectations:

- defines the kind of people that you want your children to be (e.g., respectful, responsible, etc.)

Specific Behaviours/Rules:

- describe the behaviours that we want children to do to meet the service-wide expectations

What is my picture of a successful child?

My preferred behaviour expectations are:

Who else do we need to ask about behaviour expectations?

Making specific rules for places in our service – a **Behaviour Matrix** (teaching curriculum):

Expectation:	Place: Classroom	Outside	Toilets	

Specifically identified behaviors should be:

- Observable – Behaviors we can see
- Measurable – We can count occurrences
- Positively Stated – What we do to be successful
- Understandable – Child-friendly language
- Always Applicable – The same everyday

Procedure to Routine Planner

- When we provide clearly defined routines and procedures, children know what to expect.
- Reducing the stress of unknown helps children to operate in a state of calm.

Step	Picture Cue	Actions

Procedures need to be taught, and reinforced to become routines:

- Teach children the procedure, using modeling and picture prompts (posters)
- Follow the procedure consistently, re-teaching each time you use it
- Encourage and acknowledge children who are using the picture prompts
- Encourage and acknowledge children who start to demonstrate independence at performing some of the steps of the procedure
- When changes to the routine are necessary, prepare children ahead of time
- Provide children who have difficulty with following the procedure with individualized support

Dear Parents and Caregivers,

We are starting our journey of implementing Positive Behaviour Support (PBS) for our service.

We start by working out what behaviours are important to our community, so we can focus on teaching these.

We imagine how we would like all children to be and behave.

At our first training, we chose:

What do you think? What would you like our behaviour expectations to be? Please give us your thoughts and we will use these to develop our service behaviour expectations.

If you have any questions about PBS you can ask _____ and they will be able to give you some more information.

Many thanks, The team at _____.