

Regional Community Childcare Development Fund

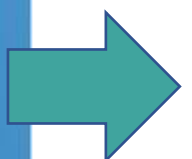
Positive Behaviour Support in Early Childhood

Phase 2 – Module 4

Provide choice in behavioural instruction

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

Phase Two Modules

1. Review of Phase 1: Introduction to Positive Behaviour Support, defining and teaching behaviour
2. Using specific behavioural feedback and effective praise - the magic 4:1 ratio
3. Active supervision
-  4. **Provide choice in behavioural instruction**
5. Responding to behaviour errors in effective and supportive ways

Links to the National Quality Standard

The National Quality Standard (NQS) recognises children as competent and capable. Supporting children's agency and involving them in decisions cuts across all seven quality areas of the NQS, with a particular focus in:



Standard 1.1: An approved learning framework informs the development of a curriculum that enhances each child's learning and development.

seven quality areas

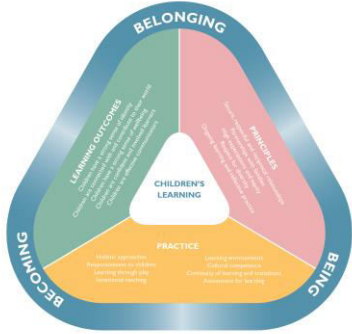
- 
- 1 Educational program and practice
 - 2 Children's health and safety
 - 3 Physical environment
 - 4 Staffing arrangements
 - 5 Relationships with children
 - 6 Collaborative partnerships with families and communities
 - 7 Governance and leadership

Agency

- Agency is defined as being able to make choices and decisions to influence events and to have an impact on one's world.
- Supporting children's agency is about recognising that children have a right to make choices and decisions, and are capable of initiating their own learning.
- When children have opportunities to make choices, to attempt tasks for themselves, and to take on increasing responsibilities, their sense of themselves as competent members of society grows.



Early Years Learning Framework



Educators promote this learning when they:

Outcome 1: Children Have A Strong Sense Of Identity

Children develop their emerging autonomy, inter-dependence, resilience and sense of agency

Provide children with strategies to make informed choices about their behaviours

Outcome 3: Children have a strong sense of wellbeing

Children become strong in their social and emotional wellbeing

Value children's personal decision-making

Why use Choice?

Choice making has been proven effective through many years of research and practical application.

Research indicates:

- Choice offers students increased control over their own learning or behaviour by allowing them to select from two or more naturally occurring options



Why is it important to give children the power to make choices?

- Choices can stop power struggles
- Invites [cooperation](#)
- The use of choices increase engagement and decrease problem behaviour
- Capitalises on kids' normal human need for power and control.



Choices for children!

- Choices allow children to develop decision-making and problem solving skills
- Making good choices is a skill that children will use for the rest of their lives.



Choices - What You Can Do!

- The key to giving children choices is to first decide what choices you will allow them to make.
- Start with a 'small number of options - ensure the choice is manageable and realistic for the age of the child



Good choices for children!

A good way to start giving children choices is to select two or three things and let the child choose from them.

- “Which book would you like to look at?”
- “Do you want to have a red blanket or blue blanket for naptime?”
- “Would you like to use crayons or paint today?”
- “Would you like vegemite or cheese in your sandwich?”



Choices - What You Can Do!



- Give children opportunities to explain their reasons for choices..

Choices - What You Can Do!

- Think out loud as you explain why you are making daily choices.
- Explaining reasons for your choice helps them learn to make their own



Limited Choices



**Choices provide small steps
in shared power.**

- 1) It is time to leave. Would you like to hop like a bunny or clomp like an elephant to the car?
- 2) If your child doesn't want to leave, kindly and firmly say: "Staying is not a choice," and repeat the two choices.
- 3) It can be empowering to add, "You decide," after giving two choices.

Quotes from the Positive Discipline books © Jane Nelsen and Lynn Lott

Choices A Caution

Don't offer choices if there aren't any.

"Come wash your hands now," rather than asking them, "Would you like to wash your hands now?"







Choice Types



This or that?

Would you like to read a book or do a puzzle?

How to do it?

Would you like to walk to the car fast or slow?

How many?

Would you like 2 or 3 pieces of fruit on your plate?

Who?

Would you like to do it by yourself or with some help today?

What colour/ shape/ size?

Would you like to have a red or a blue cup today?

Greeting Choice

Good Morning
or Goodbye

HUG



Handshake



High-Five



FIST BUMP



MORNING GREETING CHOICES



DANCE



PINKY
SHAKE



HIGH 5



HUG



VERBAL



FIST
BUMP



HANDSHAKE



WAVE



Circle Choices

CIRCLE

Story



Books on tape



Glove Play



Puppets



Flannel Board



Instruments



Song Choices



“

“Giving choices may be the single most useful tool parents have for managing life with young children. It really is almost a magic wand, at least until children are about five.”

~DR. LAURA MARKHAM

www.thisnthatparenting.com

- "Do you want to go to bed now or in five minutes? Five minutes? Ok, let's put the timer on."
- "Bedtime is at 7:30 – would you like to read a book or watch a video before then?"


- Making good choices is a skill that develops gradually over time as children mature.
- Young children need lots of modelling, support and practice when it comes to learning how to make good choices.



Planning

- Times and contexts during your day when you can build in more opportunities for choice.





Positive Behaviour Support and Trauma-Informed Practice

Phase 2: Module 4


Provide choice in behavioural instruction

Why use Choice?

Choice making has been proven effective through many years of research and practical application.


Research indicates:

- Choice offers students increased control over their own learning or behaviour by allowing them to select from two or more naturally occurring options.



Why is it important to give children the power to make choices?

- Choices can stop power struggles
- Invites cooperation
- The use of choices increase engagement and decrease problem behaviour
- Capitalises on kids' normal human need for power and control.




- Choices allow children to develop decision-making and problem-solving skills
- Making good choices is a skill that children will use for the rest of their lives.

Take a moment to record your thoughts on why is it important to provide children with opportunities to make choices?

Use the table below to plan ideas/opportunities for increasing children's choices during your day/activities.

Choice Type	Example	Ideas for increasing choice
This or that	Would you like to read a book or do a puzzle?	
How to do it	Would you like to walk to the car fast or slow?	
How many?	Would you like 2 or 3 pieces of fruit on your plate?	
Who?	Would you like to do it by yourself or with some help today?	
What colour/shape/size?	Would you like to have a red or a blue cup today?	



Department of
Primary Industries and
Regional Development

Professional development for community early childhood services in regional Western Australia. Supported by the State Government's Royalties for Regions program and the Department of Communities, Regional Community Child Care Development Fund 2019.