

## Behaviour Management (2) Nominated Supervisor

NQS Element 5.1.1 Positive educator to child interactions

NQS Element 5.1.2 Dignity and rights of the child

NQS Element 5.2.2 Self-regulation

Name of the person conducting the checklist: \_\_\_\_\_ Date: \_\_\_\_\_

Are group <b>rules</b> displayed visually?	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> NA
Are rules stated positively: what you want the children to do, rather than what the children should not do? <i>"When you are inside you walk". "Keep the sand in the sandpit". "Inside we use quiet voices".</i>	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> NA
Are the rules <b>communicated frequently</b> ?	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> NA
Are <b>limits set</b> , for example, the number of children who can be in specific play areas, especially where the amount of equipment and space is limited? For example, music area?	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> NA
Are <b>boundaries defined</b> ? For example, the space in which mobile toys can be used, a sand- timer to define the end of a turn?	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> NA
Do educators assist children who are not <b>settling to play</b> by:	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> NA
• giving choices	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> NA
• assisting them to start and complete activities	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> NA
• inviting another child to assist?	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> NA
Do educators <b>refocus or redirect</b> play that is getting unruly or out of hand?	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> NA
Are educators alert to <b>warning signs</b> , such as tensed muscles, statements such as <i>"I might knock that down"</i> ?	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> NA
Do educators redirect a child before behaviour escalates?	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> NA
Does the service use <b>visual cues</b> , for example, traffic lights: <i>"Stop", "Think", "Do"</i> to help children self-monitor, that is understand when their behaviour is getting out of control?	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> NA
Do educators teach <b>conflict resolution</b> skills at the child's language level?	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> NA
Do educators prompt children to <b>use words rather than physical contact</b> , for example, <i>You need to tell Nathan: 'It's my turn'?</i>	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> NA
Do educators establish <b>consistency</b> in behaviour management strategies with other educators (and with the family if possible)?	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> NA
Do educators acknowledge the child's feelings and firmly <b>follow through</b> with expected behaviour, for example, <i>"I know you're feeling cross, but I can't let you knock down Jane's building"</i> ?	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> NA
Do educators only state a consequence they are prepared/able to follow through?	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> NA
Do educators <b>phrase requests as choices</b> when they want the child to take a specific action. For example, do not say <i>"Would you like to come inside to eat now?"</i> if eating outside is not an option?	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> NA
Do educators build children's <b>skills</b> in: communication, social and play skills, for example, how to ask for help, request a turn, wait, take a turn, enter a group, join in play, use friendly talk?	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> NA
Do educators comment frequently and specifically when children are behaving appropriately, eg <i>"Thanks for putting away the tractor, Ben". "That will be a great painting to take home to mum, Nicole"</i> ?	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> NA



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Do educators have an **agreement** on the language that will be consistently used to give children warnings and feedback on their behaviour, for example, *“That’s not OK”*, or *“That’s not appropriate”*, or *“Settle”*?  Yes  No  NA

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Do educators state that the child is making a choice, then calmly follow through the **logical consequences?** - *“If you throw sand you are choosing to play somewhere else”*?  Yes  No  NA

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Actions required