



Assess your practice first.

Read the below description and evaluate it in relation to your practices.

Exceeding – Family and Community Links. Using family behaviour guidance practices to support self-regulation: Educators use their knowledge of each family's behaviour guidance practices at home to support children's self-regulation and interactions with others. For example, we incorporate strategies from the new Behaviour Guidance Policy Folder 7, such as ignoring negative behaviour while ensuring safety and praising positive behaviour. We use simple, clear directions and allow time for understanding, use child-friendly terminology, help children reflect on their actions, and ask questions to guide behaviour rather than giving direct orders.

If you are doing similar practices to the example, use the below question to help you write your '**exceeding practice for families and community connection** description so you can add it to your QIP or SAT (NSW only).

For **Exceeding** the QIP and Self-Assessment Tool (SAT)

Families and community links

Please give an example of the way you and your team use your knowledge of each family's behaviour guidance practices at home to support children's self-regulation and interactions with others.

If you and your educators need to learn how to achieve exceeding – families and community, proceed here and do below.

Week 17, 3 to 7 June 2024 – 5.2.2 Self-Regulation

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The following section outlines the steps to ensure you are exceeding in families and community. If you have already successfully completed the previous section demonstrating how you are exceeding in families and community, you do not need to complete this section.

Look at the words in detail to identify what is exceeding.

Please give an example of the way you and your team use your knowledge of each family's behaviour guidance practices at home to support children's self-regulation and interactions with others.

Please give an example of the way you and your team use your knowledge of each family's behaviour guidance practice.

Educators demonstrate cultural sensitivity, adapting strategies to respect diverse practices and beliefs related to behaviour regulation. Through collaborative problem-solving, they work with families to address behavioural challenges, seeking input to develop strategies aligned with their values.

... children's self-regulation and interactions with others... self-regulation refers to their ability to manage and control their thoughts, emotions, and behaviours in various situations. It involves skills such as impulse control, emotional regulation, attentional focus, and problem-solving. Self-regulation enables children to adapt to their environment, handle challenges, and engage in appropriate behaviour. It involves monitoring and adjusting their own actions, emotions, and thoughts to achieve desired outcomes and maintain a sense of balance and well-being.

Now that we have examined the words in detail, we can start exploring what these concepts could look like for you. It is important to ensure that we make it very clear how these concepts have **created change** in your service.

Please give an example of the way you and your team use your knowledge of each family's behaviour guidance practices at home to support children's self-regulation and interactions with others.

Practice Examples: Using Family Behaviour Guidance Practices

Consistent Language: We communicate with families to understand the specific language they use for behaviour guidance at home. For example, if a family uses phrases like "gentle hands" and "calm voice," we incorporate these terms into our classroom language to provide consistency and familiarity for the child.

Collaborative Behaviour Plans: When a child has specific behaviour challenges, we work with the family to create a tailored behaviour plan. For instance, if a child uses a "calm down jar" at home to manage frustration, we ensure a similar jar is available at the centre. This consistency helps the child feel secure and understood.

Routine Sharing: Understanding the family's daily routines, such as bedtime and meal times, allows us to align our schedule to support the child's needs. For example, if a child has a specific routine for transitioning to nap time at home, we replicate this routine at the centre to ease the child into rest time smoothly.

Positive Reinforcement: We learn about the reward systems used at home, such as verbal praise or other forms of positive reinforcement and implement similar systems in our environment. For example, if a family uses verbal praise to acknowledge good behaviour, we ensure to use similar encouraging words and recognition in the classroom to reinforce the same positive behaviours.

Cultural Practices: We respect and incorporate cultural practices from home into our behaviour guidance strategies. For example, if a family values certain cultural rituals or practices, such as greeting elders with respect, we integrate these practices into our daily interactions and teach them to all children.

Parent-Teacher Meetings: Regular meetings with parents help us stay informed about any changes in behaviour guidance at home. For example, if a family starts using a new method to address tantrums, such as a specific breathing technique, we adopt this method in our approach to maintain consistency.

Personalised Support: When a child exhibits specific behaviours that are managed uniquely at home, we tailor our approach to match. For instance, if a child

uses a favourite toy for comfort when upset at home, we ensure that the toy is available and accessible at the centre during times of distress.

Sharing Resources: We provide families with resources and strategies that align with our behaviour guidance practices. For example, if we introduce a new self-regulation technique like mindfulness, we share information and resources with families so they can support the practice at home.

Your example. Select a point from above and break it down into the subsections.

Please give an example of the way you and your team use your knowledge of each family's behaviour guidance practices at home.

... support **children's self-regulation and interactions with others.** (Remember, you must show how the families or community contribution has made a change)

Week 17, 3 to 7 June 2024 – 5.2.2 Self-Regulation