

Reflecting on Behaviour



What language is used around behaviours?

Thinking of children as having 'challenging behaviours' or needing 'behaviour management' implies children are intentionally acting out. If instead you think of their behaviours as being dysregulated then you can try and work out why they don't feel calm and supported and address their needs.



What is causing dysregulated children?

Often the reason children are dysregulated is because their needs are not being met within the curriculum. Reflecting on this takes courage because educators need to recognise their role in creating dysregulation, but it also allows for opportunities to reduce this for children.



How are individual needs responded to?

Each child has a different temperament, a different background, different life experience and different needs. A one size fits all approach is unlikely to reduce dysregulation and probably increases this for children. Consider each child's needs and how you can accommodate them.



Are children given tools to regulate?

Children do not just magically know how to calm down, or manage their emotions, or reduce their physical reactions to emotions. If you do not give children the tools to regulate themselves through resources, feedback, role modelling etc. then they cannot be expected to self-regulate.



Are expectations age appropriate?

Infants will explore everything at their disposal. Toddlers are gaining independence and testing limits. Offering safe environments and opportunities for developmentally appropriate play reduces opportunities for children to get stopped (or controlled) and in turn become dysregulated.