

Challenging Behaviour – Implementing the Behaviour Support Plan

Summary

What is Implementing the Behaviour Support Plan, anyway?

- Educators, as members of the team, follow through by using the strategies as outlined in the support plan.

What's the Point?

- When educators are consistent in following through with agreed upon strategies, the child's learning and well-being is supported.
- Modifying the environment and implementing strategies into the daily routines creates a safe and secure environment.
- Supporting the child's learning of new ways to communicate allows their needs to be better understood and met.
- Educators learn new ways to respond to children that support their learning and participation in daily routines.

How Do I Do This?

- All team members (including family members) have access to and review the behaviour support plan regularly.
- Educators ensure materials/visuals are prepared and available to implement strategies.
- Educators ensure that changes are made to the daily routine, transitions and environment as recommended in the plan.
- Educators implement preventive strategies such as maintaining close proximity to the child during challenging times of the day to co-regulate and offer support.
- Educators intentionally plan activities to teach new skills in small and/or large group times.
- Educators are mindful of their responses to the child and their interactions with children to ensure they are following the plan.
- All team members share information about child's efforts and successes.

How Will the Children Participate in This Practice?

- Children, with adult support, will practice new skills.
- Children can learn how to use new skills and materials to support each other.
- Children and families can be involved in making some of the materials.

Checklist

Task	Complete?
All team members (including family members) have access to and review the behaviour support plan regularly.	
Educators ensure materials/visuals are prepared and available to implement strategies. (visuals should be visible and easily accessible to adults and children, rather than stored away where they may be forgotten)	
Educators ensure that changes are made to the daily routine, transitions and environment as recommended in the plan. (posting a visual, extending free play time in schedule, adjusting a transition routine, creating a quiet zone in the classroom...)	
Educators implement preventive strategies such as maintaining close proximity to the child during challenging times of the day to co-regulate and offer support. (being aware of potential triggers and removing them, staying close to help guide an interaction with a peer, having supportive visuals on hand to use when needed.)	
Educators intentionally plan activities to teach new skills in small and/or large group times. (introduce a feeling wheel or scripted story during group time, pairing children together during a game to support peer interactions)	
Educators are mindful of their responses to the child and their interactions with children to ensure they are following the plan. (if child is learning how to ask for a turn and grabs a toy, educator will redirect child to ask for the toy and gives them a toy when the child asks appropriately)	
All team members share information about child's efforts and successes. (Educator communicates with child's family to share examples of child's progress)	

A practice of relationships describes the complex and dynamic role of the educator within multiple relationships that can contribute to the well-being and sense of belonging for each child and family in the early childhood community.

Makovichuk, Hewes, Lirette & Thomas, 2014, p. 50

Flight: Alberta's early learning and care framework.

Retrieved from www.flightframework.ca

