

## MODULE 1 ASSESSMENT

This topic has been developed with Kate Silverton, a leading broadcaster and child psychologist. This course will support your understanding of the science behind certain behaviours in young children and equip you with tactics aimed at helping children to regulate their emotions, and deal with behaviours such as tantrums.

The following assessment will support you in reflecting on your current practice. You will be able to demonstrate that the information you have listened to has been embedded, and your answers will help you to take a more empathetic approach to the behaviour of the children in your setting.

### QUESTION 1

Why is reviewing the learning environment important to support children's behaviour and regulation?

### QUESTION 2

Tantrums are not naughty and children should not be put on a naughty step and punished because tantrums are a...

## MODULE 1 ASSESSMENT CONTINUED

### QUESTION 3

The fundamental principles of good mental health start with emotional regulation why is this?

### QUESTION 4

In the heat of the moment please explain the simple calming metaphor Kate discussed to support practitioners, parents and/or carers?

### QUESTION 5

We have reviewed children having a stress response but as educators and parents we also have stress responses. Why is it important to reflect on our stress responses to ensure our responses and reactions are not impacting the children?

## MODULE 2 ASSESSMENT

### QUESTION 1

In the podcast Kate explains that a stress response is essentially the nervous system and brain signalling that something is not safe, this then creates a fight or flight response that children have no control over. As educators and parents when children have a stress response what must we do?

### QUESTION 2

As an educator and/or parent managing stress responses effectively encourages children in being resilient and supports their development, could you please summarise how modelling strategies in the Early Years will support children in their later years?

### QUESTION 3

In the podcast Kate discussed primitive instincts, could you please briefly summarise the reference made to the following animals:

Baboon

Lizard

Owl

## MODULE 2 ASSESSMENT CONTINUED

### QUESTION 4

Could you please summarise the effect that labelling a child as naughty could have?

### QUESTION 5

The concept of being 'naughty' doesn't exist, when children show an action which can be perceived as naughty what are they actually demonstrating?

## MODULE 3 ASSESSMENT

### QUESTION 1

In the podcast episode Kate discussed a wisdom circle, could you please summarise what is meant by the term 'Wisdom Circle'

### QUESTION 2

Building a strong parent partnership is key and practitioners could become part of a parent's wisdom circle, what would the benefit be to the parent by having a practitioner as part of their circle?

## MODULE 3 ASSESSMENT CONTINUED

### QUESTION 3

A bonding bench was discussed throughout the podcast episode, could you please explain what a bonding bench is and how this can support children, parents and practitioner?

### QUESTION 4

Why is it important to give children time to explore a new setting with their parent and have regular settling sessions before starting?

### QUESTION 5

Following on from the last question, why is it important for the parent/carer to spend time in the setting whilst their child builds confidence and security rather than dropping them off and disappearing quickly?

## MODULE 4 ASSESSMENT

### QUESTION 1

The Prefrontal cortex (owl) starts and finishes developing at what ages?

### QUESTION 2

Rather than looking at behaviour as naughty how should behaviour be viewed?

### QUESTION 3

What are some top tips an educator or parent should implement when a child is in a stress response?

## MODULE 4 ASSESSMENT CONTINUED

### QUESTION 4

Could you please give examples of how you could model empathy to children?

### QUESTION 5

Kate explains in the podcast a simple yet effective way to step in and regulate children, could you please summarise what this was and why it is effective?





## REFLECTION SECTION

*From listening to all 4 episodes and completing all assessments as part of this module, it is now time to highlight the key takeaways and knowledge you have gained from this Continuous Professional Development module.*

**Key areas to reflect on:**

- *What have you learnt and how this will impact your practice?*
- *What changes you intend to make in your setting from the knowledge you have gained from this module?*
- *What is the desired impact of the changes you intend to make for the children?*

*Please also ensure to give a copy of this assessment including your reflection section to your senior leader, this is a key part of Ofsted 3 I's when reviewing, reflecting and making changes and will support you in your next inspection.*





REFLECTION SECTION CONTINUED

A large, empty rectangular box with rounded corners and a thin green border, intended for reflection notes.



# ANSWER SHEETS

## MODULE 1 ASSESSMENT

### QUESTION 1

Answer 1 (Please note, the below are examples and answers may vary)

Why is reviewing the learning environment important to support children's behaviour and regulation?

- If the environment feels stressful children will react to this in an intense and stressful way, if the environment is calm then it supports children and their emotions therefore supporting their regulation.
- The physical and emotional environment is key to children development, behaviour and regulation therefore reviewing this is important.

### QUESTION 2

Answer 2 (Please note, the below are examples and answers may vary)

Please complete the below sentence –

Tantrums are not naughty and children should not be put on a naughty step and punished because tantrums are a....

- Tantrums are a stress response and children should be supported with their emotional regulation rather than punished.

## MODULE 1 ASSESSMENT CONTINUED

### QUESTION 3

Answer 3 (Please note, the below are examples and answers may vary)

The fundamental principles of good mental health start with emotional regulation why is this?

- Emotional regulation is a fundamental principle of good mental health because emotional dysregulation is at the root of the majority of psychiatric disorders.

### QUESTION 4

Answer 4 (Please note, the below are examples and answers may vary)

In the heat of the moment please explain the simple calming metaphor Kate discussed to support practitioners, parents and/or carers?

- Stop Snot
  - Stop (gives you pause for breath)
  - Snot Personal
  - Observe what's going on
  - Think what can I now do about that
- After the above steps you can then review and analyse the cause of the behaviour and respond to the behaviour in a calm manor rather than a stress response.

### QUESTION 5

Answer 5 (Please note, the below are examples and answers may vary)

We have reviewed children having a stress response but as educators and parents we also have stress responses. Why is it important to reflect on our stress responses to ensure our responses and reactions are not impacting the children?

- Being aware and managing our own stress responses is key as children will feed off our energies therefore pausing, thinking and staying calm will encourage the same response from children.
- If an adult has a fizzy moment this is going to create more fizz among the children

## MODULE 2 ASSESSMENT

### QUESTION 1

Answer 1 (Please note, the below are examples and answers may vary)

In the podcast Kate explains that a stress response is essentially the nervous system and brain signalling that something is not safe, this then creates a fight or flight response that children have no control over. As educators and parents when children have a stress response what must we do?

- As an educator and/or parent it is important to react empathetically and calmly, supporting children to regulate and rebalance the nervous system as this supports children to build resilience as having tantrums/stress responses/meltdowns and learning how to manage these is an important part of development.

### QUESTION 2

Answer 2 (Please note, the below are examples and answers may vary)

As an educator and/or parent managing stress responses effectively encourages children in being resilient and supports their development, could you please summarise how modelling strategies in the Early Years will support children in their later years?

- Modelling appropriate strategies, reactions and responses will educate and support children in learning how to manage their feelings, behaviours and responses when situations arise as they have been taught the tools to overcome challenges and respond calmly through the modelling they have observed.

### QUESTION 3

Answer 3 (Please note, the below are examples and answers may vary)

In the podcast Kate discussed primitive instincts, could you please briefly summarise the reference made to the following animals:

Baboon

Lizard

Owl

- Baboon – Reaction/behaviour response, out of control emotional chaos.
- Lizard – Immediate stress response, primitive part of the brain in fight or flight response.
- Owl – The calm, wise big picture approach from a safe adult to calm the situation and above reactions, reset the child's balance and regulation.

## MODULE 2 ASSESSMENT CONTINUED

### QUESTION 4

Answer 4 (Please note, the below are examples and answers may vary)

Could you please summarise the effect that labelling a child as naughty could have?

- When children are seen and/or referred to as 'naughty' then this impacts the child's view of themselves and their peers' responses and view of them.
- When children are viewed as different by educators then subconsciously, they can be given different opportunities, and different possibilities and ultimately could have different outcomes due to this.

### QUESTION 5

Answer 5 (Please note, the below are examples and answers may vary)

The concept of being 'naughty' doesn't exist, when children show an action which can be perceived as naughty what are they actually demonstrating?

- When children do an action it is to articulate something that they cannot verbally articulate therefore they communicate through emotion, behaviour and/or physicality.

## MODULE 3 ASSESSMENT

### QUESTION 1

Answer 1 (Please note, the below are examples and answers may vary)

In the podcast episode Kate discussed a wisdom circle, could you please summarise what is meant by the term 'Wisdom Circle'

- Parent support system.
- Community created by parent.
- A nurturing network and culture of support.

### QUESTION 2

Answer 2 (Please note, the below are examples and answers may vary)

Building a strong parent partnership is key and practitioners could become part of a parent's wisdom circle, what would the benefit be to the parent by having a practitioner as part of their circle?

- When parents are feeling overwhelmed, being supported by a practitioner and having a sense of coming together to support each other and finding solutions together will help the parent and practitioner to feel supported and ultimately benefit parent, practitioner and most importantly the child.
- Sharing best practise, what works and what doesn't work with parents is important and to ensure no judgement, no shaming and blaming just support.
- Practitioners can provide advice to the parent that gives them strategies for putting something in place that's going to support them and their child.

### QUESTION 3

Answer 3 (Please note, the below are examples and answers may vary)

A bonding bench was discussed throughout the podcast episode, could you please explain what a bonding bench is and how this can support children, parents and practitioner?

- A bonding bench placed outside the setting can create a transition spot helping children to manage their emotional responses and build their well-being and resilience.
- A bonding bench also gives parents a place to pause either before transition with their children to support them or afterwards.
- Could create a safe space for parents to communicate with practitioners.
- Practitioners could join parents and children to support transition and be in a partnership with parents in a safe space before children enter the setting.



## MODULE 3 ASSESSMENT CONTINUED

### QUESTION 4

Answer 4 (Please note, the below are examples and answers may vary)

Why is it important to give children time to explore a new setting with their parent and have regular settling sessions before starting?

- Allowing the children to feel for themselves that this new environment is safe and to give the parent time to really guide them through the environment in a thoughtful way, giving them time and reassurance will support the child in feeling safe and secure in the setting.
- Communicating with the parent and ensuring provisions are made to ensure the parent can be available and stay in the setting to support settling if necessary especially for the first week of starting at a setting.
- The more time a parent spends in the setting modelling that they are relaxed and happy there the child will feel this and begin to feel more comfortable this is key for a successful transition.

### QUESTION 5

Answer 5 (Please note, the below are examples and answers may vary)

Following on from the last question, why is it important for the parent/carer to spend time in the setting whilst their child builds confidence and security rather than dropping them off and disappearing quickly?

- For younger children it is really difficult to leave mum, dad or primary carer - If time is not invested in that first week, then more time will need to be invested further down the line.
- If you get the transition right, then you don't risk getting anxiety later because the child feels safe and parents engaging and being present are key to this process.
- A tricky transition is building a wobbly foundation to child's education journey which could have a profound impact on the child's wellbeing and development.
- Building a solid and strong parent partnership from the start is vital to children feeling safe and secure.

## MODULE 4 ASSESSMENT

### QUESTION 1

Answer 1 (Please note, the below are examples and answers may vary)

The Prefrontal cortex (owl) starts and finishes developing at what ages?

- The Prefrontal Cortex starts developing in children at age 3 and finishes when the child is in their 20's.

### QUESTION 2

Answer 2 (Please note, the below are examples and answers may vary)

Rather than looking at behaviour as naughty how should behaviour be viewed?

- Instead of looking at behaviour and thinking this is naughty behaviour instead think this is behaviour driven by a child who's got a very primitive brain that's driving it. And that brain is mostly focused on safety and security. If it doesn't feel safe, the behaviour won't be safe.

### QUESTION 3

Answer 3 (Please note, the below are examples and answers may vary)

What are some top tips an educator or parent should implement when a child is in a stress response?

- Once the child feels safe the behaviour will be safer
- Use very few words with simple language
- Get down to their level to have eye contact
- React calmly and empathetically showing the child you want to understand them, and you are trying to help them not challenge and punish them.

## MODULE 4 ASSESSMENT CONTINUED

### QUESTION 4

Answer 4 (Please note, the below are examples and answers may vary)

Could you please give examples of how you could model empathy to children?

- Sharing activities between children, managing sharing between peers or groups is a fantastic way to model empathy and explain why taking turns and sharing is important, this is also easy to implement in the moment if children are squabbling over resources by explaining why sharing is important, how the other person may feel and model how to take turns and play with each other.
- Using visual cues and emotion resources to help children discover, understand and manage their emotions and learn the correct language to communicate how they feel.
- Encourage empathy through stories
- Children learn empathy both from watching us and from experiencing our empathy for them.

### QUESTION 5

Answer 5 (Please note, the below are examples and answers may vary)

Kate explains in the podcast a simple yet effective way to step in and regulate children, could you please summarise what this was and why it is effective?

- Physical activity, using star jumps, singing, chanting, drumming, stomp around, being really loud, silly noises, growling etc these are all really effective and instant ways to step in and encourage children to engage which in turn will regulate them.