

## MODULE 1 ASSESSMENT

This topic has been developed with Samantha Dholakia, renowned Behaviour and Oracy Specialist, Consultant Trainer, and Creator of The Balance System ©. This course will support your understanding of the importance of emotional regulation, co-regulation, and modelling to aid in behaviour management with young children.

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 support children in your setting to manage their emotions in an effective way.

### QUESTION 1

Could you please identify why it is crucial to implement a positive behaviour management strategy, appropriate for the child's stage of emotional development?

### QUESTION 2

Please give an example of an inappropriate behaviour management strategy and the impact a strategy such as this could have on the child(ren)?

## MODULE 1 ASSESSMENT CONTINUED

### QUESTION 3

Following on from the previous question, could you please now identify some of the potential impacts incorrect behaviour management could have on child?

### QUESTION 4

Please explain how you could support a child in developing positive behaviour and self-regulation?

### QUESTION 5

In the podcast episode Samantha discussed why it's important to shift your practitioner lens to support children's behaviour, could you please explain what Samantha meant by this?

## MODULE 2 ASSESSMENT

### QUESTION 1

Could you please summarise what Samantha meant by the term 'Emotional Intelligence' when discussing the importance of this in the podcast episode?

### QUESTION 2

How do children's self-awareness skills link to their ability to self-regulate?

### QUESTION 3

Following on from the previous question, why is it important as educators to review the vital link between self-awareness and regulation when managing behaviour?



## MODULE 2 ASSESSMENT CONTINUED

### QUESTION 4

Meeting disruptive behaviours before escalation is important, how in a class/group of many can you do this for each individual child?

### QUESTION 5

Please summarise how you could set up the environment to ensure it meets the emotional and regulation needs of the whole class/group?



## MODULE 3 ASSESSMENT

### QUESTION 1

As educators we support children to be self-aware and emotionally regulated, why is it equally as important that we are also self-aware and emotionally regulated?

### QUESTION 2

Please summarise what is meant by the term Co-Regulation?

## MODULE 3 ASSESSMENT CONTINUED

### QUESTION 3

As educators we often ask children to keep physically still for example...hands on knees, fingers in the air, bottoms on the carpet etc to gauge the class/groups attention. What negative impact could stopping children's instinctive movements have on them?

### QUESTION 4

The foundation of all learning is emotional regulation, as an educator if you are not taking into account a child's emotional state, physiology and engaging in coregulating what effect could this have on learning?

### QUESTION 5

In the podcast episode Samantha advises that to support the children in your class/setting you should start your day in what way?

## MODULE 4 ASSESSMENT

### QUESTION 1

In the podcast episode Samantha discusses the benefits of having regular energy release opportunities during the day, could you please identify some suitable energy release activities to implement:

### QUESTION 2

In the podcast episode, Samantha discusses regular 'check ins' with children, could you please summarise what the purpose and benefits of these 'check ins' are?

### QUESTION 3

In the Early Years children are learning to manage their proprioception, could you please identify what the term proprioception means?

## MODULE 4 ASSESSMENT CONTINUED

### QUESTION 4

Children's development of gross motor skills affects their learning and development. In the podcast episode Samantha explains that the development of gross motor skills can prevent children from doing what?

### QUESTION 5

It is important that the indoor environment is not focused on sedentary only activities, could you please identify changes you could make to the indoor provision to allow physical movement and exploration?





## 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

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# ANSWER SHEETS



## MODULE 1 ASSESSMENT

This topic has been developed with Samantha Dholakia, renowned Behaviour and Oracy Specialist, Consultant Trainer, and Creator of The Balance System ©. This course will support your understanding of the importance of emotional regulation, co-regulation, and modelling to aid in behaviour management with young children.

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 support children in your setting to manage their emotions in an effective way.

### QUESTION 1

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

Could you please identify why it is crucial to implement a positive behaviour management strategy, appropriate for the child's stage of emotional development?

- Implementing a positive behaviour management strategy is crucial as it improves wellbeing and ensures positive outcomes for the children. Positive behaviour in the early years involves using strategies that focus on prevention, support, and skill development. Behavioural expectations of children should not be higher than what is developmentally appropriate for their stage of development and should be consistent with their level of understanding.

### QUESTION 2

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

Please give an example of an inappropriate behaviour management strategy and the impact a strategy such as this could have on the child(ren)?

- Moving 'names' (pegs/pictures) onto sun or rain clouds to identify behaviour or a traffic light system. These have been common behaviour management strategies for many years but actually can be taken as a form of public humiliation for a child and it doesn't take into account the child's level of emotional development, emotional regulation or dysregulation.
- These examples of behaviour management strategies also identify a child as good or bad in their own minds and in the eyes of their peers which can have a hugely negative impact and have a child labelled as 'naughty'.

## MODULE 1 ASSESSMENT CONTINUED

### QUESTION 3

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

Following on from the previous question, could you please now identify some of the potential impacts incorrect behaviour management could have on child?

- Anxiety
- Stress
- Anger
- Blame
- Shame
- Guilt
- Negative view of themselves
- Negative perception of education

### QUESTION 4

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

Please explain how you could support a child in developing positive behaviour and self-regulation?

- Role modelling is key, demonstrating to children how to communicate, negotiate, what it is to share.
- Modelling positive responses, supporting children with coping and calming strategies.
- Encouraging and praising positive behaviour and always reacting with understanding and empathy will support a child to develop positive behaviour and self-regulation.

### QUESTION 5

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

In the podcast episode Samantha discussed why it's important to shift your practitioner lens to support children's behaviour, could you please explain what Samantha meant by this?

- By switching your practitioner lens and focusing on development rather than disobedience you switch your perspective and understanding of children's behaviour therefore encouraging self-reflection and a different approach to behaviour which will in turn give you a different response from the child.

## MODULE 2 ASSESSMENT

### QUESTION 1

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

Could you please summarise what Samantha meant by the term 'Emotional Intelligence' when discussing the importance of this in the podcast episode?

- Childrens behaviour, emotions, responses, interactions, social skills are all influenced by their level of Emotional Intelligence as Emotional Intelligence and understanding impacts and informs everything we do.

### QUESTION 2

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

How do children's self-awareness skills link to their ability to self-regulate?

- Children in the Early Years have not fully developed self-awareness skills, self-awareness links to regulation as children are unable to fully self-regulate without having self-awareness.

### QUESTION 3

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

Following on from the previous question, why is it important as educators to review the vital link between self-awareness and regulation when managing behaviour?

- As educators it is important to understand regulation is achieved through self-awareness in relation to managing children's behaviour as this will support educators in switching the lens and reviewing behaviour from a different perspective therefore encouraging self-reflection and a different approach to behaviour which will in turn give you a different response from the child.
- It is part of an educator's role to support children in developing self-awareness to therefore ensure they can then manage and regulate their own behaviour with the self-awareness skills they have learnt.

## MODULE 2 ASSESSMENT CONTINUED

### QUESTION 4

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

Meeting disruptive behaviours before escalation is important, how in a class/group of many can you do this for each individual child?

- Meeting the emotional needs of many is challenging but can be achieved by adopting a whole class/setting teaching approach/ethos.
- Creating an environment that facilitates behaviour regulation is also key.

### QUESTION 5

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

Please summarise how you could set up the environment to ensure it meets the emotional and regulation needs of the whole class/group?

- Set up the environment within a behaviour balance system using behaviour balance zones including activities, areas, resources and collections that calm the nervous system or generate energy where necessary in the separate zones. This will encourage children to develop self-awareness and regulation skills which in turn will manage and deescalate behaviour.

## MODULE 3 ASSESSMENT

### QUESTION 1

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

As educators we support children to be self-aware and emotionally regulated, why is it equally as important that we are also self-aware and emotionally regulated?

- If we're dysregulated as adults, that is going to feed into the dysregulation of the children around us because they are little mirrors and reflect our feelings and the feeling of the environment which as educators we create.

### QUESTION 2

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

Please summarise what is meant by the term Co-Regulation?

- Co-regulation supports children to develop the ability to soothe and manage distressing emotions and feelings through connection with nurturing and reliable adults.
- Co-regulation involves positive reinforcement and a good support system to help a child learn to self-regulate their emotions and behaviour.



## MODULE 3 ASSESSMENT CONTINUED

### QUESTION 3

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

As educators we often ask children to keep physically still for example...hands on knees, fingers in the air, bottoms on the carpet etc to gauge the class/groups attention. What negative impact could stopping children's instinctive movements have on them?

- For many children movement is the way that they pay attention. Stopping this could stop children from being attentive and taking them into a space where they're having to regulate everything, their muscles, their bodies, their brains, their core. It all becomes about the regulation and not about what's going on around them therefore encouraging them to disengage.

### QUESTION 4

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

The foundation of all learning is emotional regulation, as an educator if you are not taking into account a child's emotional state, physiology and engaging in coregulating what effect could this have on learning?

- If a child's emotional state is not taken into consideration and coregulation is not implemented, then it does not matter the learning taking place as the child cannot engage and listen as they are too busy trying to regulate their internal world to engage in their external world.

### QUESTION 5

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

In the podcast episode Samantha advises that to support the children in your class/setting you should start your day in what way?

- Fostering a space, an atmosphere and relationships of positive emotional engagement and interaction so when the doors open the children are greeted with positivity and enthusiasm.

## MODULE 4 ASSESSMENT

### QUESTION 1

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

In the podcast episode Samantha discusses the benefits of having regular energy release opportunities during the day, could you please identify some suitable energy release activities to implement:

- Dancing
- Running, skipping, hopping, balancing
- Musical instruments
- Change of environment such as moving outdoors.
- Resources, games or activities.
- A calming box or sensory collection to engage with such as fidget.
- A distraction such as a song or story.
- Most physical activities whether indoors or outdoors are a great way to release energy and support regulation.

### QUESTION 2

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

In the podcast episode, Samantha discusses regular 'check ins' with children, could you please summarise what the purpose and benefits of these 'check ins' are?

- Regular check ins are important as they support coregulation.
- Initial check ins would be getting to the know the individual child such as: what makes them feel good, scared, angry, excited, etc. After the initial check ins, regular check ins are easier to identify and implement when needed as you will have a better understanding of the child and their behaviours. This will enable you to spot and support, such as offering a deregulation activity when you can see signs that the child needs support.

### QUESTION 3

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

In the Early Years children are learning to manage their proprioception, could you please identify what the term proprioception means?

- Proprioception is an awareness of the position and movement of the body.

## MODULE 4 ASSESSMENT CONTINUED

### QUESTION 4

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

Children's development of gross motor skills affects their learning and development. In the podcast episode Samantha explains that the development of gross motor skills can prevent children from doing what?

- Children's stage of gross motor development prevents them from sitting down for long periods of time, such as to sit on a chair and then do a sedentary activity. Active breaks are crucial to support children's physical and emotional development.

### QUESTION 5

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

It is important that the indoor environment is not focused on sedentary only activities, could you please identify changes you could make to the indoor provision to allow physical movement and exploration?

- Children naturally need space to move, learn and think so ensuring continuous provision allows these explorations.
- Creating physical action zones or movement zones giving children a space indoors that allows them to move freely.
- Climbing frame indoors or other physically encouraging apparatus and/or resources.
- Ensuring regular active breaks in the day, practitioner initiating and participating such as a dance or music break to support children in their regulation.