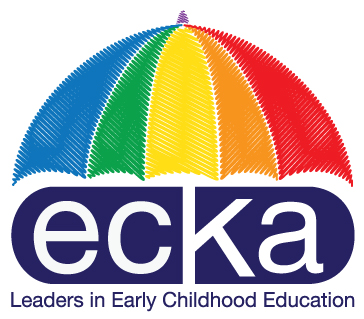
**Emotional Support Plan.**



Electronic copies can be sent on request

**Reflective Tool for Educators**

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| **Reflective Questioning** | **Educators responses** |
| Reflect on the kindergarten indoor and outdoor environments. | |
| Are there opportunities for the child to play by themselves or with another individual/s? |  |
| Are there quiet areas for relaxation and spaces that assist children to calm down? |  |
| Are there Sensory area’s that children can access both in the indoor and outdoor environment? |  |
| Does the environment change regularly? |  |
| With changes to the environment are children consulted? |  |
| Reflect on the Routines and transitions that take place throughout the day. | |
| Does the child cope with the routines and transitions? If not what would you do differently? |  |
| When do children consume food? Consider the effect of being hungry and how this impacts mood and behaviour? Do these routines need to be changed? Do individuals need to eat more frequently? |  |
| Belonging | |
| Reasons for a child’s inappropriate behaviour may include:   * a need to belong to a group * a need to gain attention * a need to gain power * a need to seek revenge * learned helplessness and assumed inadequacy * Medical reasons. * Can the child express themselves and articulate what they want and need? * Has the child experienced Trauma or experiencing vulnerability? |  |
| How does the child belong to the kindergarten group? |  |
| Has the child developed relationships with staff and children? |  |
| How does the child contribute to the group? |  |
| Can the child recognise and articulate how they are feeling? If not what strategies could you be using with the child |  |
| Can the child regulate their emotions? |  |
| Programming | |
| Are the materials or experiences you offer the children open ended or closed (end product)? |  |
| Does the program offer a range of challenges and age appropriate experiences that reflect the child’s stage of development and interests? |  |
| Mat times. Consider the length of time.  Does the content cater to the children’s interests?  Is educator’s expectations age appropriate?  Can children cope with large groups of children? |  |
| Have staff re-engaged with theory and research to assist with understanding and developing strategies? |  |
| Has staff looked for Professional development opportunities? |  |
| Self-assessment of Educators ability to redirect behaviour in a positive way | |
| When re-directing behaviour  Reflect on your:   * Tone of voice * Body Language * The type of language used * Are you standing up or getting down to the child’s level? * How is information delivered? Is it called out from the end of the room or in close proximity to the individual you are talking too? * Has the staff communicated expectations of children? * Are staff consistent? * Do Staff acknowledge desirable behaviour? * Attitude of staff toward the child? |  |
| Medical information – Please receive parental permission to engage / consult with other support agencies. | |
| Can the child Hear? |  |
| Did the child have their 3 ½ year old assessments at the health nurse? DO you need to re-engage them with the maternal and health nurse? |  |
| Do you need to discuss the child’s behaviour with an ECKA Early Education Advisor? |  |
| Does a referral to a PSFO need to be  Considered? |  |
| Do any other professionals need to be referred too? |  |

Please note you can add your own reflective questioning to guide you when developing a child’s Emotional Support Plan.