

Basic behaviour strategies

<i>Strategy</i>	<i>Level of support when prescribed in a support plan</i>	<i>When is it most suitable?</i>
Role-modelling	Basic level Used at all times.	Useful in all situations. Should be prescribed in all behaviour support plans and incorporated in daily education and care interactions.
Choices	Low level Most children can respond.	When children are capable of, or are developing the capacity to make themselves. When the worker wants the child to take responsibility for their actions or ideas. When the worker knows the child is safe making a choice.
Problem-solving	Medium level. The child needs to be at a cognitive stage capable of solving a problem. The child needs to be at the social and emotional stages of wanting to co-operate and make a decision.	When the worker wants to extend the child's thinking about what is happening, or what could happen. When the child is capable of working with the adults to solve problems. When the child can benefit from seeing things from a variety of viewpoints. When the worker wants the child to identify what the consequences of their action may be.
Consequences	Medium to high level. Most children can respond. Some children will challenge the consequence, so consistency of adult behaviour is vital. Can be effective with many types of behaviours of concern and in many types of situations.	When the child is unable to decide for themselves. When there is unsafe behaviour occurring. When the worker needs clear behaviour boundaries or outcomes. When children test boundaries.
Redirection and defusing	High level. When used in day-to-day interactions, redirection is a simple and a general practice (low level). When used as a prescribed technique, it often helps to avert dangerous situations, or stop learned behaviour before it becomes out of control. If the triggers of the child's behaviour are known, redirection can defuse this, if used in a timely manner.	When the current situation is not productive or has reached an impasse. When control is an issue. When the worker needs to move from one situation to another. When discussion or other strategies are not important. When the worker needs to stop what is occurring and there is still sufficient authority to divert children's attention away from a negative behaviour.