

Possible challenges in a behaviour support plan

Potential reasons	Suggestions or concerns
The workers are intimidated by the child's behaviour	<p>The centre staff may need extra help from an external support service or specialist. This will help in providing education and care staff with a larger number of strategies to apply and increase the confidence when dealing with the child's behaviour.</p> <p>There may be greater success if the supervision of this child is assigned to another worker/educator.</p> <p>Implementing a variety of stress relieving strategies prior to dealing with the behaviour of concern, e.g. taking a few deep.</p>
Concern that the child will not like the worker	<p>Children need to know their boundaries; children who know that limits are enforced have been found to feel more secure.</p> <p>Children generally understand that educators have concern for them, care about them and want them to be safe.</p>
Workers are too patient	<p>The staff may be ignoring situations that are leading up to the behaviour occurring.</p> <p>You may feel that you need to repeat requests a number of times before expecting the child to respond.</p> <p>Assertiveness is an important skill for all educators to model.</p> <p>Nagging (asking over and over again) presents a negative model to children; it teaches them that they don't have to listen and also that they don't need to take the requests or comments seriously.</p> <p>The child may already have other feelings toward you (for example, frustration or anger).</p>
Workers are not persisting in the strategies, i.e. giving up earlier than they should	<p>Some changes take longer than others; the behaviour of concern under attention for change may be ingrained into the child's normal actions or reactions.</p> <p>Continue using the strategies long enough for the plan to take effect and long enough for the staff to evaluate whether there are any positive outcomes occurring.</p>
Workers have misinterpreted the behaviour	<p>Workers may have missed some details, misunderstood something they have been told, or placed their own values on the situation.</p> <p>The child may have an undiagnosed medical condition.</p> <p>The worker may have overlooked an important aspect of the child's home life or culture.</p>

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The set goals are too challenging an objective	<p>If the plan's goals or objectives are too challenging, the child may be experiencing failure or not understanding what is happening.</p> <p>This can lead to further concerning behaviour or the workers struggling too long on one area without any success.</p>
Workers are persisting too long	<p>Some strategies just don't work. Persisting with these is useless.</p> <p>Be realistic about the planned strategies and develop a new plan with help from the supervisor.</p>
Workers have made undue allowances	<p>Some educators allow particular children to breach limits and guidelines because they feel sorry for them or think they don't need to be bothered. This is not right and damaging to all children understanding what is required.</p> <p>Examine worker motivations: are they treating a child differently because they have a developmental challenge, because the child is a 'favourite', or because the child is experiencing difficulties at home?</p> <p>Unpredictable and inconsistent limits and guidelines may cause further behaviour of concern.</p>
The alternative behaviour identified doesn't meet the child's needs or function	<p>The child will not adopt the new option as a replacement for the concerning behaviour. If the concerning behaviour succeeds in telling others they are angry, so must the alternative behaviour.</p>
The child associates authority with violence or verbal aggression	<p>The child may need to be made aware of the plan's strategies each time they are used.</p> <p>Workers may need to state openly that they will not yell, smack or hurt the child.</p>
Parts of the program are working against the plan	<p>Think about how time, space, people, materials, safety and aesthetics influence the environment.</p> <p>Consider transition times as they are the most stressful.</p>
Workers are focusing on the wrong child	<p>Make sure that workers have not missed behaviour from other children such as bullying or targeting of the child being worked on.</p> <p>A child who is stressed or frightened by the action of another child may act out as a way to protect themselves.</p>