

# BEHAVIOUR IN EARLY CHILDHOOD

## Understanding, Recognising & Supporting Children in the Early Years



### 2 HOUR: ONLINE ON-DEMAND COURSE

In this course Sue shares tips and strategies to understand why you often get behaviour and what to do. This course will help you know what to do when you see a behaviour and why, providing proven strategies and tips.

#### You will learn about:

- Neurodiversity & behaviour understanding
- Communication
- Sensory differences
- Executive functioning
- Generalising & transferring skills
- Choice making
- Anxiety
- Emotional Regulation
- Routines, repetition & visuals
- Transitions
- Practical strategies that work in busy settings

#### Who should do the course?

This course is for Early Childhood Educators, Directors, Teacher Assistants and Parents/Carers. It is also for anyone supporting a young child with big behaviour, diagnosed or undiagnosed.

#### What's included?

- ✓ Online On-Demand
- ✓ 2 Hours
- ✓ Certificate
- ✓ Handout
- ✓ Transcript
- ✓ IT Support
- ✓ Bonus access to Sue's Behaviour Library

### HOW TO REGISTER

Register at: [elearning.suelarkey.com.au](https://elearning.suelarkey.com.au)

Group Discounts Available.

Schools and other Organisations wishing to register groups of Staff or for use in Staff Meetings for Professional Development please email [support@suelarkey.com.au](mailto:support@suelarkey.com.au)



**Sue Larkey**  
Teacher

# UNDERSTANDING, RECOGNISING & SUPPORTING CHILDREN IN THE EARLY YEARS

## 2 HOUR COURSE: LESSON OUTLINE

### LESSON 1 Understanding Neurodiversity + Insights into Behaviour

- What is Neurodiversity?
- Why many children don't have a diagnosis yet
- Understanding how communication, emotions, sensory processing, generalising and executive functioning impact behaviour in the early years.
- Understanding how ADHD, Autism, PDA and ODD look in young children

### LESSON 2 Understanding That Behaviour Is a Form of Communication

- How behaviour is used to communicate wants, needs, or reactions
- Why children use behaviour when they lack other ways to express themselves
- Using observations to decode what the purpose of the behaviour is and what skills need to be taught

### LESSON 3 Generalisation, Adaptability & Choice Making

- Skills taught in one setting may not transfer to new environments
- How to use visual supports and practice to aid generalisation/transferring skills
- Why making choices can create behaviour and what to do

### LESSON 4 The Impact of Executive Functioning on Behaviour

- The 8 key executive functioning skills and why they impact on behaviour
- Why impulse control problems can look like 'not joining in' or 'not following directions'.
- What is time blindness in the early years and key strategies that can help

### LESSON 5 Behaviour & Anxiety

Anxiety is often a major cause of behaviour. Learn to:

- Recognise signs of anxiety
- Regulating anxious states
- Ease Anxiety: Connection before correction

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✓ 2 Hours ✓ Certificate

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## 2 HOUR COURSE: LESSON OUTLINE

### LESSON 6 Behaviour Strategies

- Reasons your behaviour strategies and plans may not be working
- 11 Key Behaviour Strategies to try

### LESSON 7 Creating a Behaviour Plan

- Key tips for creating a positive behaviour plan
- The 6 key foundation skills children need to reduce behaviour
- Why one or two goals at a time is more effective
- A practical framework for turning an observed behaviour into a plan for support

### LESSON 8 Applying Lessons to Common Behaviours

Strategies and solutions for a child who is:

- Not joining in circle time
- Hiding and running away
- Difficulty leaving an activity they like doing
- Calling out
- Resistant to trying new activities

### LESSON 9 Conclusion

- Behaviour is a second language
- How to meet each individual child's needs to reduce behaviour
- Bonus videos

### Bonus Access to Sue's Behaviour Library

Learn what to do:

- When you have a child with PDA
- When you have a girl on the spectrum
- When you have a child that doesn't know how to ask for help
- When you have a child that struggles to start tasks (Autistic Inertia)
- The Difference between Meltdowns and Tantrums

