

Supporting Behaviour in the Early Years

An Educator's Role

If a child is displaying behaviour that is disruptive to themselves and/or others, you may wish to use some of the following strategies.

Interact with the child in a calm manner and remain calm.

Ensure that the child helps to tidy up any mess made as a result of their behaviour.

Provide a quiet area where the child has an opportunity to self-regulate.

Sensitively point out to the child what they are doing and offer support to modify their behaviour.

Engage themselves in the activity and avoid talking to the child.

Repeat the strategy for the behaviour to support the child to learn from the experience.

Ensure the child has a chance to self-regulate.

Engage with the child to support them to learn from the experience.

Consider strategies to help support self-regulation and calmness.

Use a calm voice and avoid talking to the child in a way that is punitive or humiliating.

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Supporting Childrens Learning In The Early Years

Jane Page, Collette Tayler



Supporting Children's Learning In The Early Years:

Supporting Children's Learning in the Early Years Linda Miller, Jane Devereux, Carrie Cable, Gill Goodliff, 2014-12-05
Supporting Children's Learning in the Early Years is aimed at early years practitioners who are developing their knowledge and understanding of professional practice through studying at undergraduate level. The book encourages readers to consider their professional development as reflective practitioners building on and supporting the government agenda to provide quality provision for young children and their families. Combining theory and practice and bringing together current research and thinking in a broad range of areas, the book covers Learning environments, young children as learners, assessment of learning, well-being and children's rights, diversity and inclusion, Learning and development, children's development including social and emotional development, literacy and mathematical development, the potential of ICT, fostering creativity, musical development and knowledge and understanding of the world, Reflective practice, the learning environment, safeguarding and well-being, the reflective practitioner. Throughout the contributions in this book encourage the reader to consider the diverse range of experiences which young children bring to early years and early primary settings and suggest ways in which they can be supported. The book will also be a valuable and unique resource for training providers of a range of courses at further and higher education level that prepare people to work with and lead in early years settings in the UK.

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Supporting Children's Learning in the Early Years Linda Miller, Carrie Cable, Gill Goodliff, 2010

Supporting Pedagogy and Practice in Early Years Settings Shirley Allen, Mary E Whalley, 2010-07-02
To achieve EYPS candidates must understand the Early Years Foundation stage (EYFS) and how to put it into practice. This text

supports those on all EYPS pathways to extend their knowledge and understanding of effective pedagogy within the context of the EYFS It begins by looking at effective practice in the EYFS and how research has informed recent initiatives It goes on to cover children's learning and development safe and stimulating environments and the role of the adult The text considers how EYPS can support others in their practice to improve the delivery of learning throughout their setting

The Early Years Foundation Stage Ioanna Palaologou, 2009-10-29 Organized around 14 chapters Section One looks at policy pedagogy and key issues in practice surrounding the implementation of the Early Years Foundation Stage EYFS and Section Two looks at the areas of learning and development in EYFS Ways to plan implement observe and evaluate activities for young children from Birth to 5 are discussed a range of theoretical perspectives is built upon and different ways of delivering the EYFS are explored By combining sound theoretical underpinning with practical case studies this book offers a critical approach to the implementation of EYFS It takes its inspiration and examples of best practice from projects based in a range of early years settings and considers the role of the practitioner and the holistic development of the child

Supporting Children's Well-Being During Early Childhood Transition to School Tatalović Vorkapić, Sanja, LoCasale-Crouch, Jennifer, 2020-10-23 Life transitions differ concerning the intensity of the change and the intensity of the child's reaction to that change For most children the first and most significant transition is from the family home to an institution of early care and education which includes preschool These transitions can also include children's passage from kindergarten to elementary school However the intensity of the child's reaction is related to the size of the change that is happening and also to who or what is involved in that change and the importance a child attributes to that someone or something Supporting Children's Well-Being During Early Childhood Transition to School is an essential scholarly publication that examines evidence based practices and approaches that fully support a child's well-being during transition periods in early childhood It serves as a resource to rethink contemporary transition theoretical models research studies and applied practices Featuring a wide range of topics such as emotional competency language learners and professional development this book is ideal for academicians psychologists early childhood educators daycare centers curriculum designers policymakers researchers education professionals and students

Assessment for Learning in the Early Years Foundation Stage Jonathan Glazzard, Denise Chadwick, Anne Webster, Julie Percival, 2010-02-17 Are you struggling with the complexities of assessment Demystifying the process of assessment for learning in the Early Years Foundation Stage EYFS this book explains in straightforward language how to put principles into practice Looking at models of assessment the book draws heavily on examples of real assessments from practice and the relevant theory is explained in context Lessons from research are applied to best practice and issues covered include self assessment and peer assessment collecting evidence as a basis for making judgements how to track the child's development in the six areas of learning using assessment to inform future planning summative assessment in the EYFS involving parents and carers in the assessment process using assessment to support

children with additional needs moderation Throughout the book there are plenty of practical examples from a range of early years settings with case studies for the Birth to Five age range Students teachers teaching assistants and those working towards Early Years Professional Status EYPS will find this an invaluable guide *Supporting Children's Social Development* Jennie Lindon,2012-05-22 This book offers practical examples and informed advice about how even very young children form close relationships with each other the ways that observant adults can nurture possible friendships understanding social play and skills from the children s perspective young children who may have special difficulty over making friends and leading best practice for promoting friendships and realistic social skills in early childhood *Special Needs in the Early Years* Rebecca Crutchley,2017-10-23 Fully up to date with the SEND Code of Practice this book explores all the key contemporary issues relevant to supporting children with special needs in an early years context Combining theory with practice it demonstrates how to ensure children s individual needs are at the heart of early years provision Key topics covered include The history and current climate of SEN provision Working with Parents Models of special needs provision Leadership and inclusion Professional ethics Multi agency working Early intervention International perspectives This core textbook is an essential read for early years students at all levels and early years practitioners who wish to gain a greater understanding of the core issues affecting special needs provision **How Children Learn - Book 4** Shirley Allen,Peter Gordon,2017-02-21 The comprehensive guide to the most influential theorists and their ideas on how children with special educational needs learn and develop **Achieving Early Years Professional Status** Denise Reardon,2012-12-31 Additional resources available online Encompassing the Teaching Agency 2012 new era EYPS standards this new edition provides up to date advice and guidance grounded in current reading research and government policy for all those training to achieve Early Years Professional Status EYPS The new edition features the Teaching Agency 2012 EYPS national standards the new era EYPS assessment process explicit information on the new era EYPS national requirements ideas and examples of early years leadership and practice more on how to manage change The book offers support to those on all four pathways to achieve EYPS Undergraduate Entry Pathway UEP Undergraduate Practitioner Pathway UPP Graduate Entry Pathway GEP Graduate Practitioner Pathway GPP Each chapter includes case studies photographs illustrating practice reflective practice tasks and suggested further reading and useful Websites Journal articles linked to each chapter are available to read online via the SAGE website at www.sagepub.co.uk Reardon2e Denise Reardon is Early Years Professional Status EYPS Programme Director at Canterbury Christ Church University Denise s second edition of *Achieving Early Years Professional Status* is every bit as readable and useful as its forerunner Updated to reflect both the 2012 EYPS Standards and current government policy including on safeguarding this book offers us a menu of engaging explanatory accounts and insights that both support and challenge aspiring and existing Early Years Professionals so that they can better reflect on their own and others practice and take positive actions to improve the life chances of our youngest children Maureen Lee

Programme Leader for EYPS and Director of Early Years Best Practice Network Supporting Inclusion in the Early Years
Caroline Jones, 2004-03-16 This accessible text provides guidance on the inclusion of young children with special educational needs or disabilities in a variety of early education settings The author highlights the complexity of early identification and assessment of children described as having special educational needs Practitioners are encouraged to consider make exclusion visible and consider important questions relating to the language and values underpinning the early years policy and practice The emphasis is on inclusion as a process aimed at supporting young children and their families in order to enable all children with SEN or disabilities the opportunity to participate in activities available to all children in an inclusive learning environment The author promotes the development of inclusive early years cultures where inclusion of all children is regarded as a right rather than an option The text has implications for the teaching and learning of all young children not only those perceived as having special educational needs The theoretical perspectives are supported by examples based on concerns and experiences of parents children and practitioners It is essential reading for those working or intending to work with young children **Healthy Living in the Early Years Foundation Stage , Learning and Teaching in the Early Years**

Jane Page, Collette Tayler, 2016-09-13 Learning and Teaching in the Early Years provides a comprehensive contemporary and practical introduction to early childhood teaching in Australia A strong focus on the links between theory policy and practice firmly aligns this text with the Early Years Learning Framework Written for students of early childhood programs this book covers learning and development as well as professional practice in teaching children from birth to eight years In recognition of the evolving role of educators topic areas include learning teaching working with families leading advocating and researching Each chapter contains learning objectives key terms and reflection points Detailed case studies document the intersection between research policy and practice enhancing pre service and practicing educators appreciation of how a policy aligned approach reinforces learning and development in the early years This text draws on the latest research to present children s learning as a dynamic and active process requiring specific intentional teaching behaviours

Enabling Environments in the Early Years Liz Hodgman, 2012-05-21 This title focuses on how to ensure your setting s physical space and equipment provides the most challenging and interesting environment for children in your care This book covers Assessing and improving the learning environment making the most of your outdoor space and inclusive settings

Meeting the Mental Health Needs of Young Children 0-5 Years Marie Potter, Samuel Stones, 2025-02-28 The mental health of children is a current concern and this applies even to the earliest years of a child s life This book supports trainees and practitioners working in early years contexts to understand the risk factors which can result in the development of mental health needs in children from birth to 5 It argues that high quality early years provision can mitigate against some of these risk factors and provides clear evidence informed guidance around government policy transitions attachment and working with parents or carers **Supporting Boys' Writing in the Early Years** Julie Cigman, 2014-05-30 Julie Cigman

uses a vast range of personal vignettes to explain best practice when encouraging boys to write The theory is brought to life with these recollections making this a very informative and enjoyable book to read The ideas for working together with boys are beautifully simple and are tried and tested This book would support both experienced practitioners and those who are just starting out because it is so accessible and uses examples in such a delightful way Kathy Brodie Early Years Consultant UK Early Years Consultant UK Julie Cigman has given us a practical and principled way forward in supporting boys writing This book is shot through with rich examples of effective practice and deserves to be widely used Young boys writing is brought alive for us in these pages and the groundedness in practice demonstrates how boys achievement in writing can be appropriately supported from an early age This is a book for everyone interested in promoting early literacy development An excellent read and a practical compendium Professor Cathy Nutbrown School of Education The University of Sheffield How do we give young children a writers voice and allow them to become creative and inspired writers Supporting Boys Writing in the Early Years shows you how you can help boys to become confident and capable writers by supporting them to write in ways that make sense to them on the move outside and inside in dens in bushes in mud or sprawled on the floor dressed as superheroes Drawing on four boys writing projects involving over 80 practitioners the book reveals that a playful child centred approach can allow boys and girls to develop a writers voice and raise attainment in writing as well as enhancing all aspects of young children s development With a strong focus on observation led assessment and planning the book is full of practical ideas to improve the writing environment and provide writing opportunities that will be enjoyable and motivating for children Featuring a wide range of case studies it covers the stages that children move through in learning to write how you can change and develop your learning environments to give children inspiring resources and opportunities to write helping children to find a purpose to write through their play practical ways to create a partnership with parents that builds on their strengths as educators at home This book will help you to create a truly enabling environment for writing and is essential reading for all those that want the children in their setting to become confident motivated and creative writers

Supporting Children and Families Through Investments in High-quality Early Education United States. Congress. Senate. Committee on Health, Education, Labor, and Pensions, 2015 *Supporting Children's Mental Health and Wellbeing* Jean Barbre, Ingrid Anderson, 2022-02-22 The emotional lives of young children are growing increasingly more complex There is growing interest in understanding early mental health and wellbeing and how early childcare providers can support children birth to age five who have experienced traumatic events and learn strategies to promote children s social and emotional development Supporting Children s Mental Health and Wellbeing A Strength based Approach for Early Childhood Educators incorporates strength based child care strategies to foster positive reciprocal relationships between caregiver and young children and strengthen children s resiliency and wellbeing Strategies include building on children s mental health and resiliency identifying protective factors and indicators of risk promoting healthy attachment and scaffolding social and

emotional development within the context of family relationships and culture Supporting Children s Mental Health and Well being covers Introduction to national statistics on the growing concerns regarding early mental health and trauma The impact trauma has on the developing brain The impact of children s behavior on the workplace and teacher burnout Stages of typical social emotional development Strategies to collaborate with families public school systems and community services Outlining practices to build resiliency in children and teachers Creating psychologically safe spaces for children and adults Building a toolkit of resources and strategies

EBOOK: ICT in the Early Years Mary Hayes,David Whitebread,2006-12-16

This thought provoking book demonstrates that the application of technology in the delivery of the curriculum is so much more than this and should give early year s educators confidence and encouragement to develop their own ideas in using ICT in innovative and imaginative ways Lynn Kennington Early Education newsletter How can computers and other ICT applications be most effectively used to support learning in early years settings Why is it important that young children use ICT in ways which are playful creative and explorative What research has been carried out about young children using computers and ICT and what does this tell us ICT in the Early Years carefully considers the potential of ICT to provide opportunities for young children to learn through playful and creative activities examining research and practice in relation to the educational uses of ICT with young children The book raises important issues about teaching in the early years using ICT such as giving pupils control co operative working access and assessment In addition it Recounts recent research evidence Provides practical ideas for early years teachers Provokes debate about the future of ICT in early years education The book s focus is on research outcomes viewed through discussion of practical classroom approaches with the pupil viewed as a competent learner and assessor Emphasis is placed on creative and playful aspects of ICT with the child as an active agent authoring experimenting and creating rather than passively receiving ICT in the Early Years is essential reading for teachers and teachers in training and is also of use to other associated professionals such as classroom assistants home educators and nursery teachers Parents with an interest in the use of technology in education will also find the book of genuine interest

The Enigmatic Realm of **Supporting Cildrens Learning In The Early Years**: Unleashing the Language is Inner Magic

In a fast-paced digital era where connections and knowledge intertwine, the enigmatic realm of language reveals its inherent magic. Its capacity to stir emotions, ignite contemplation, and catalyze profound transformations is nothing lacking extraordinary. Within the captivating pages of **Supporting Cildrens Learning In The Early Years** a literary masterpiece penned with a renowned author, readers attempt a transformative journey, unlocking the secrets and untapped potential embedded within each word. In this evaluation, we shall explore the book is core themes, assess its distinct writing style, and delve into its lasting impact on the hearts and minds of those that partake in its reading experience.

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