



FIVE AND UP

The Newsletter of The Out Of School Care Network
October 2015

Term 4 Courses (Auckland)

OUT OF SCHOOL WITH ASD

(TAKAPUNA) THURSDAY 5TH NOVEMBER

Practical tips and strategies for working with children with Autism Spectrum Disorder (ASD).

Tutors: Julie Timmins & Bobby Chadderton
from Oaklynn Special School

EVERY DAY WITH ADHD

(TAKAPUNA) THURSDAY 12TH NOVEMBER

This workshop offers understanding and management keys to the world of ADHD.

Tutor: Tracey Rountree

POOL SAFETY

TBC - TENTATIVE DATE: THURSDAY 19TH NOVEMBER

Learn a practical approach to pool supervision, from an experienced water safety professional. THIS IS NOT A FORMAL LIFEGUARD QUALIFICATION, but will cover essential elements of pool safety.

Tutor: Michelle Chandler

registration / information at

www.oscn.org.nz/training

OUT OF AUCKLAND WORKSHOPS

WELLINGTON: *Who's in Control (working with groups)* Tues November 3rd

In 2016 we will offer workshops in

Palmerston North / Wellington

Hawkes Bay / Rotorua

Hamilton / Whangarei

We are open to suggestions from your region - send us your feedback.

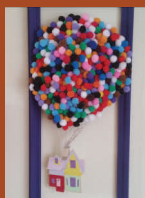
COMING IN TERM 1 2016

Holiday Programme Planning Workshops

*Core Skills: Behaviour / Safety /
Child Protection*

Older Children in OSCAR

Who's in Control (working with groups)



Behaviour guidance is everyone's job

Shaping behaviour in your programme is an on-going process of learning and practice for staff and children. As we start to expand our on-line resources in this area, here are a few up front thoughts to help everyone stay on the right track. We encourage you to share and discuss these with your team.

To guide behaviour, you first need to understand behaviour

A child's behaviour may be a sign of an underlying problem which may be happening in home, school etc. or may be caused by something that is happening in the programme. Just responding to the behaviour (without identifying the underlying problem) might not have much effect.

Your intervention might be part of the problem

Continuing from the last point... The way staff are responding to the behaviour might actually be encouraging the behaviour to continue. It is important to identify the "function" of the behaviour (attention, escape etc.) – is the behaviour achieving its goal? Then it will be repeated! Step back and re-think.

Behaviour guidance needs a programme-wide commitment

If staff members are committed to children's wellbeing and development, then they should be committed to helping children learn to behave well. All your staff should be in the "business of discipline", not just a few more senior staff members.

Early intervention is essential

It is not only easier but also more effective to step in to situations before they escalate. Particular children, waiting times and transitions: all your staff should be actively on the look-out for warning signs and ready to step in. Hoping "it will go away" or "someone else will deal with it" is not going to work.

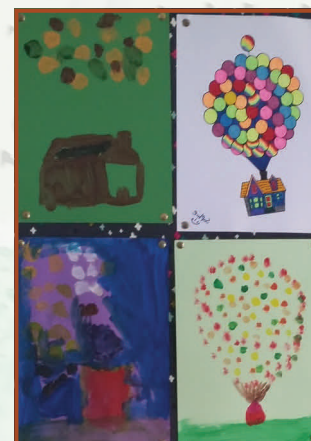
Respect is earned through practice

Often new staff want to be liked by children; they may be reluctant to be too firm ("bossy") and will try to avoid conflict. Encourage staff to get involved and remind them that there are times when children need certainty (just like a game needs a ref.) and that it is a staff member's job to "call it". A clear structure and routine will make it easier to assign staff clear roles so they can practice these skills.

Each staff member needs to find a balance

Staff who have been over-friendly and ineffective with children might swing too far into an authoritarian role, when trying to improve their discipline practices. Be ready to come alongside staff as they try to get firmer. Remind them that a simple "no", said like you mean it, can be more effective than a longer intervention, loaded with explanations or threats of punishment.

CONTINUES OVER



The theme was the Movie "Up" for The Kids at 134: part of their "Pixar" programming theme. Love it!



Behaviour guidance - everyone's job (cont.)

Look out for undermining

Even though I might be trying to help, if I take over a situation from a colleague who seems to be struggling, it deprives that person of the chance to gain their own sense of control and learn ways to make the situation work. Better that I get alongside and see what I can do to help. *Are there other ways that staff might be inadvertently undermining their colleagues?*

Keep it simple

We hope you see how these ideas all connect. We suggest you equip staff with a few simple, foundation principles such as these and then let them get on with shaping programme behaviour – theirs and the children's. By having all staff play their part at the less challenging end of behaviour guidance, your more experienced staff should have more time to help those children with more difficult behaviours.

We call it "behaviour guidance" on purpose

The task, as we see it, is not "management of behaviour" in a top down "do as we say" sense. Many effective practitioners in OSCAR would characterise themselves as working alongside children. In the role of supporter, facilitator and educator. Most of what we achieve in our programmes, we achieve with the co-operation of the children.

This doesn't mean taking the easy option, avoiding the role of disciplinarian. There needs to be compassion and flexibility, backed up by firmness and a programme-wide focus on discipline.

There is a lot more to talk about, which is probably why our behaviour guidance workshops continue to be so well-supported. If you can't get to one of our workshops, we hope you will check out the on-line resources that we have available, to help you continue the conversation at your programme.

www.oscn.org.nz/behavior-guidance.html

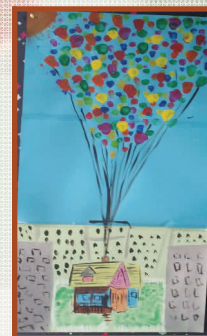
Updated Behaviour Guidance Policy / Discussion Topics / Tips for Keeping Cool / Case Studies

OSCN
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Auckland since 1990

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Thanks for support
from the
Ministry of Social
Development



Police vetting - reminders / clarifications

Page 1 of the "Request & Consent form": the primary role for OSCAR staff should be "education" (OSCAR services are not usually eligible to access the exemption to Clean Slate, under section 19.) If your form doesn't ask if the staff member is a "VCA Core Worker", then you have an out of date form. (Check the code at the top right: it should read "NZPVS-CS - 12/14".)

Page 2 of the form: note that the 2nd, 3rd, 4th boxes have "ands" between them - ALL THESE BOXES MUST BE TICKED. One form of primary ID is required - usually passport or original birth certificate. A drivers license is not a primary ID document.

Vetting Service log-in error: with some browsers an error message comes up after log-in. Use your back arrow (you will go to a new screen) and then select login using RealMe - this seems to get around the error, then click "open agency".

There is a new Memorandum of Understanding (MOU) for users of the Vetting service. Though there are no significant changes we have noticed the following:

- Employers must provide staff being vetted with "access to the result and a reasonable chance to respond to or see validation of the accuracy of the result."
- Any transfer of vetting information (including electronic messaging) must be marked "in confidence". The police can audit your workplace to check that appropriate log ins and security measures are in place.

Further info. on vetting & staff safety checking at: **www.oscn.org.nz/staff-safety-checks.html**

If you haven't seen it we strongly recommend you ask us for a copy of our previous newsletter.

