

{Embrace}

Winter 2026 | Your inclusion support magazine



The real power
of visuals in
education and care
+
2 **FREE** posters

VICTORIAN
INCLUSION
AGENCY

One For All

{ Acknowledgement of Country }



The Victorian Inclusion Agency acknowledges Aboriginal and Torres Strait Islander peoples as the First Peoples of this nation and the Traditional Custodians of the land on which we work. We recognise their continuing connection to culture, land, water and community. We pay our respects to Elders past and present. We acknowledge the strength of family connection and kinship within Aboriginal and Torres Strait Islander communities and their ongoing dedication to educating and caring for children. Sovereignty of these lands was never ceded.

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Contributors

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The social and medical models of disability explained

BY AARTI SHARMA
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The social and medical models of disability are two common ways people understand disability. These ways of thinking shape how we see and treat children with disability.

Why is it important to understand the models?

Understanding these models can change our approach to working with children with disability. The social model supports meaningful inclusion by reminding us: the world is full of barriers, but together, we can remove them. By increasing our awareness of both models, we can still draw on the medical model when it is helpful for accessing supports while consciously choosing the social model to guide our everyday practice. This approach supports us to build communities where every child is valued, included and able to participate meaningfully.



By shifting the focus from 'fixing' the child to changing the environment, all education and care services have the potential to create spaces where every child is valued, included and supported to thrive.

PRACTICES TO CONSIDER IN YOUR SERVICE:

- **Inclusive story time:** Reading books with large pictures, braille or audio versions so every child can join in, no matter their abilities.
- **Play opportunities:** Swings with harnesses, ramps and sensory play zones mean all children have the chance to play together.
- **Circle time:** By using sign language and visual schedules, educators ensure routines are clear and welcoming for every child.
- **Celebrating differences:** Instead of focusing on what a child 'can't do', educators notice and celebrate each child's unique ways of learning and playing.



KEY DIFFERENCES AT A GLANCE

	Medical model of disability	Social model of disability
Disability is...	A problem inside the person. You may hear someone saying, 'something just isn't right'.	Mainly a result of barriers in society.
This model focuses on...	'Fixing' or curing the individual.	Removing barriers in the environment.
This model asks...	'How can we treat this condition?' or 'how we can help so they don't have to be this way?'	'How can we make this building or environment accessible?'
Whose responsibility is it to ensure inclusion?	The person must change or get help.	Society should adapt and make room for everyone.
What's the goal of this model?	'Normalising' the person as much as possible.	Everyone has the same rights and can participate equally.

DIFFERENCES BETWEEN THE MODELS IN PRACTICE

	Medical model response	Social model response
Child who is deaf	Focusing on hearing aids, speech therapy and 'fixing' the child's hearing.	Using sign language, visual aids and making sure all activities are suitable for all children, including deaf children.
Autistic child	Seeking support from allied health professionals to reduce or stop 'unusual' behaviours and promote more 'typical' participation.	Accepting different ways of playing, adapting routines and providing sensory-friendly spaces.
Child with cerebral palsy	Relying solely on physical therapy to improve walking or moving around.	Making sure all learning areas are accessible and organising specialist equipment, so equal participation opportunities are available to all.
Child with a visual impairment	Prioritising medical treatments or use of corrective glasses/lenses.	Providing tactile storybooks and audio resources and making changes to the room layout so the child can explore independently.
Non-verbal toddler/ pre-schooler	Trying to develop speech through intensive therapy.	Using sign language, visual choice boards or technology to help the child communicate and participate in group experiences.



More than just pretty pictures: The real power of visuals in education and care

BY ALLY WILLIAMS
Victorian Inclusion Agency,
It Takes A Village

Most of us don't realise how often we rely on visuals to support our communication, even as adults! In education and care settings, where children are only just learning how to communicate, visuals can be an invaluable tool to support learning and development.

Like many people, I use visuals every day. I look at road signs to help me stay safe, send emojis to communicate quickly, and maintain a colour-coded calendar to keep my family organised. These visuals help me process information, stay organised and navigate my day with confidence.

Visuals are embedded into many aspects of adult life, often without us even noticing. Yet children are sometimes expected to manage a range of different caregivers, busy environments, changing routines, big emotions and social expectations with limited language skills and a developing understanding of the world around them.

What do we mean when we refer to 'visuals'?

Visuals can include personalised photos, images, symbols or written information used to support communication and comprehension. They aim to present information



in a clear, consistent and accessible way, helping many children understand what is happening, what comes next and what is expected of them.

Why are visuals helpful?

Spoken language relies on two elements: receptive language, which is a person’s ability to understand what someone is saying to them, and expressive language, which is a person’s ability to communicate thoughts, needs and ideas.

For children, these skills are still developing, and understanding and expressing themselves using spoken language can be challenging.

By translating spoken language and concepts into visual representations, educators and caregivers can provide additional ways for children to understand information, build positive relationships and participate in the program. Visuals may support children to express needs, feelings, preferences and ideas, even when spoken language is still developing or is not their main form of communication. Visuals can also be used to repair communication breakdowns, giving many children extra time and tools to process information and another way to communicate.

Visuals don’t prevent speech. For some children, they can support speech development by pairing words with meaning and modelling language, helping them understand and retain vocabulary.

One of their biggest advantages is that while spoken language disappears quickly, visuals can remain available in the care environment for children (as well as adults) to refer back to as often as needed.

Visuals can help reduce uncertainty, support positive communication, and encourage children to engage more confidently – but they must be used consistently and intentionally.

How can educators successfully embed visuals in education and care settings?

Visuals are most effective when they match a child’s developmental level and communication style rather than being based solely on their age. Children develop at different rates, and inclusive practice recognises that the same message may need to be communicated in different ways for each child.



Examples of how visuals are used in one of the services the VIA supports.

Continued on next page





Partnerships with allied health professionals – particularly speech pathologists – can help guide educators in identifying children’s communication needs and embedding effective, inclusive visual supports into everyday practice.

In education and care settings, visuals can take many forms. They could look like:

- Photographs of the educators working in the room or important adults in a child’s life, to help them transition into care
- A visual schedule of the daily routine that children and educators can refer to, to help communicate upcoming changes
- A choice board with relevant images, such as a hat, drink bottle, comforter or food, to help a child communicate their needs
- A lanyard with the relevant photographs on it, for easy access while engaging with children
- Timers to support warnings before transitions or turn-taking in games
- Social stories to help teach children social concepts, understand warnings before transitions and to assist with turn-taking during games or group experiences
- Augmentative and alternative communication (AAC) supports, such as communication books or electronic devices, to provide children with an additional way to express their needs, choices and ideas when verbal language is not yet sufficient or the child is non-verbal.

Photographs of the actual learning space, educators, peers and materials can help children make stronger connections between the visual and their real-life experiences. Real-life images are often more meaningful than generic symbols, especially for younger children or children who need clear, concrete information.

As an example, a drawing of a generic drink bottle to show ‘drink’ might be confusing for some children, especially if they are still developing abstract thinking. Instead, a photo of a child’s specific drink bottle may be more easily interpreted by the child.



Tips to help embed visuals into everyday practice

- ✓ Ensure photographs are basic with a plain background so the message is clear.
- ✓ Get children involved in making visuals – they often enjoy this! For example, children can take photos, cut out laminated visuals, and stick Velcro on.
- ✓ When developing a choice board, include the word or phrase associated with the visual underneath each picture. This way, all educators use the same language when referring to the items, ensuring consistency in practice.
- ✓ Display visuals at children’s height for maximum engagement.
- ✓ Make visuals a fun part of everyday routines – refer to them often, alongside spoken language.
- ✓ Update visuals as children’s needs change.
- ✓ Meet regularly with children’s care teams to ensure consistency in practices across care environments.

When visuals are embedded into everyday practice, they can become a shared communication tool for children, educators, families and visitors. They support an inclusive environment by helping people understand what to expect, share thoughts and feelings, and participate.

The many ways visuals can benefit children



Visuals can give children more ways to understand and be understood



Visuals can be neutral and predictable



Visuals can cross language barriers



Visuals can promote independence



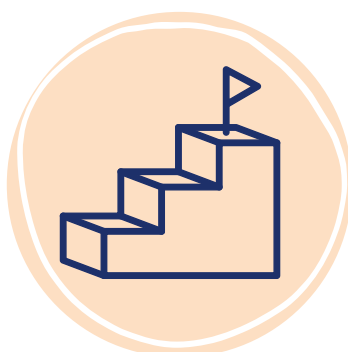
Visuals can reinforce verbal instructions



Visuals can support active participation



Visuals can support emotional regulation



Visuals can ease transitions



Visuals can help non-verbal children communicate in ways that work for them

Inclusive environments for art and play

There is no single blueprint for creating inclusive environments, but there is much we can learn from each other. This photo story offers a glimpse at how educators and leaders at Journey Early Learning Centre intentionally shaped their spaces to enable all children to make art, play and belong.

BY JOURNEY EARLY LEARNING CENTRE, EPSOM
With support from Susan Humbert,
Victorian Inclusion Agency, It Takes A Village

We are very proud of the way we practice inclusion. It has grown organically and become a natural part of the children's day, existing not only in our environments but in our approach to all elements of the children's experience with us.

Art table

Here is an example of how we set up our art table in the kindergarten space. When children experience the environment, it contains elements they could encounter every day in their own home. The table is a donation from one of our educators, the display shelf is from the op shop, and the green chair has been supplied by the Victorian Inclusion Agency's Specialist Equipment Library.

The table is at a height that can accommodate the green chair, which has arm rests, a strap and a more supportive backrest – allowing children who might not otherwise be able to sit comfortably to enjoy participating alongside their peers. Adapting the environment to children's needs enables meaningful engagement, so children who struggle with participation, social interaction or self-help skills can fully take part.



Experiences do not need to be extravagant, complex or beautiful to be meaningful. Our children simply enjoy accessing play together, and it is wonderful to witness. For us, the most inclusive environment is one where the children see no difference and just play.

Outdoor play area

We are always very excited to share our outdoor fort with children and families. It was originally a very engaging and challenging play space for our kinder children, however, over time, we became aware – through feedback with allied health, our Inclusion Professional, Susan, and educators, children and families – that not all children were able to fully access it. Some children were unable to climb the rock wall, which prevented them from accessing the slide. The rope bridge was also not accessible to all children.

Witnessing a child watch their friends enjoy the play equipment and not be able to join them was all the motivation we needed to lobby to have the play space upgraded. Our quality and compliance team were supportive of the changes and we set to work on making plans to modify the space. This was a true labour of love, involving allied health, families, educators and our Inclusion Professional.

There was not a dry eye when we unveiled the upgraded structure, and all our children were able to enjoy the space together.

One family told us, 'The modifications [...] on the fort meant that my child could enjoy all the same things as her peers. The slide is one of her favourite activities at the park, so to see her enjoying this with friends at day care was wonderful.'



Before and after: The rope bridge was changed to a wooden bridge, ensuring all children can access and enjoy the equipment safely and confidently, and move freely through each area with their peers.



Before and after: The climbing wall – which was previously the only way to access the slide – was changed to steps to allow all children to safely access the slide.





Every call counts: Phone communication for inclusion and belonging

BY JODIE SIGNORINO
Victorian Inclusion Agency,
It Takes A Village

A ringing phone can be easy to miss when service leaders are in meetings and educators are supervising and supporting children. But how a service manages phone communication is closely connected to inclusion.

In response to an increase in reports of centre phones going unanswered, Inclusion Professional Jodie Signorino explains why missed calls matter, and shares practical tips for ensuring your phone communication builds trust and belonging, even on your busiest days.

The telephone is one of the main ways families communicate with service leaders and educators. Behind a ringing phone might be:

- A newly-arrived migrant family seeking verbal clarification to understand routines, fees and procedures. Your service may be one of the first formal services they engage with in Australia, and they may speak English as an additional language.
- A parent of a child with complex medical needs calling at the only time they have available during work to share updates from medical appointments, discuss changes to medication, or check how a child is coping.
- A family from a refugee background calling to check on a child experiencing heightened separation anxiety. Due to displacement and trauma, the family may feel cautious or mistrusting about interacting with authority figures.

What does this mean for inclusion?

When Inclusion Professionals work to support the inclusion of children with additional or high support needs, one of our main considerations is responsive, reciprocal communication and information sharing between the service and families. Missed calls make it more difficult to develop trusting relationships and can undermine families' sense of belonging at a service.

As an example, poor phone communication with the family of a child with complex medical needs may cause them to lose trust that your service can adequately care for their child. Missed calls might cause significant anxiety or fear for a family of refugee background, and could lead a newly arrived migrant family to become hesitant to ask for support or raise concerns.

Whose responsibility?

Service leaders should ensure there are clear roles and procedures in place that everyone can understand and follow.

The way your service handles phone calls directly relates to Quality Areas 6 and 7:



Quality Area 6 – Collaborative partnerships with families and communities

Reciprocal communication is essential for building partnerships with families. Missed calls erode trust and create barriers to inclusion and belonging.

Quality Area 7 – Governance and leadership

Good governance and leadership involve ensuring clear roles and responsibilities, and sound policies and procedures, including timely communication with families and educators.

Tips for timely and effective phone communication



- 1 Include phone etiquette and procedures in your staff orientation.** Orientation should cover what to say when answering the phone, how to transfer a call, and procedures for returning calls and returning the phone to the dock to ensure it's always fully charged and easy to find.
- 2 Develop a script for answering calls.** Include this in your orientation and display it next to the phone. You might also like to display a tip sheet detailing your service's phone procedures as a reminder to busy educators.
- 3 Discuss phone communication regularly at team meetings.** Take note of the frequency and any interruption it is causing to the program, and adjust your approach accordingly.
- 4 Create a backup phone roster or use a phone tree system to ensure calls are always answered.** This ensures responsibility for answering the phone is shared throughout a service and can be modified at any time.

AN EXAMPLE PHONE TREE MIGHT LOOK LIKE:



NEED HELP OR ADVICE?

Our tips can support your service to develop a system where no call goes unanswered – leaving families feeling heard, reassured and respected, and strengthening inclusive practice. Contact your local Inclusion Professional on **1800 177 017** for free support today.

Affirmations

Behaviour is communication, not a problem to fix

Challenges are
chances to try
something new

When we understand the
'why', effective support
becomes possible

Children
do well
when
they can

Progress
over
perfection

Routines
help
children
feel steady

Confidence
blooms in
safe spaces

Connection
before
correction

All kinds of
communication
count

Access free inclusion support – including mentoring and resources –
from the Victorian Inclusion Agency on **1800 177 017**

www.viac.com.au

for educators

Play helps everyone learn their way

Inclusion grows when it's practised with connection

Learning has lots of paths and paces

Inclusion grows when we slow down and connect

Gentle moments create safety

Big feelings are messages worth hearing

Curiosity helps us see children clearly

Strengths sparkle when we notice them

Families bring so much wisdom

Inclusion grows when it's practised with heart



One For All



yooralla



8 reflective questions on culturally and linguistically diverse inclusion to enhance your Service Profile

BY MELISSA MALGIOGLIO & REBECCA MANGION
Victorian Inclusion Agency,
KU Children's Services

More than simply a snapshot of your service demographics, the Service Profile is an opportunity to reflect on and strengthen your inclusion practices. We take a closer look at the questions focused on culturally and linguistically diverse (CALD) inclusion and explore prompts and ideas to help you deepen inclusion and belonging for CALD children and families at your service.

What is a Service Profile?

Services are asked to complete a Service Profile when they request support from an Inclusion Professional (IP). The profile is a way for your IP to view a snapshot of the demographics of your service and how you promote inclusiveness and community outreach. We use the information to ensure the support we provide to your service is matched with the needs of the children and families that surround you and access the service.

What information does the Service Profile gather on CALD inclusion?

'Culturally and linguistically diverse' describes people from backgrounds with different languages, ethnicities, traditions and religions other than the dominant culture – this includes people born overseas in non-English speaking countries and those born in Australia who speak languages other than English at home.

The Service Profile asks questions such as the number of children enrolled from culturally and linguistically diverse backgrounds, and the number of children enrolled from refugee or humanitarian backgrounds.

Under the community outreach section, the Service Profile also asks several reflective questions, such as 'How will your service target and engage with families not accessing your services (for example, CALD and Aboriginal families)?'

We've created a series of additional reflective prompts (with example ideas) to help strengthen culturally and linguistically diverse inclusion and belonging at your service. It may be helpful to discuss these prompts and ideas with your IP.



To find your Service Profile, contact your Inclusion Professional or visit the Inclusion Development Fund Manager's website.

Reflective prompt

Ideas to get you started

1. How do you encourage CALD families to share their experiences or talk about their cultures?



Foster a safe and welcoming environment for cultural sharing through your discussions with families during orientation day or by facilitating dedicated events such as multicultural days.

2. How do you engage with families in a culturally respectful manner to support trusting relationships?



Recognise and embrace cultural norms – such as those around eye contact and greetings – and embed inclusive language in your service and program (e.g. 'family' vs 'parent', in recognition that some children from CALD backgrounds may have an extended network of caregivers).

3. How do you create accessible opportunities for families to communicate? Do you offer translation services?



Engage interpreters and translators from outside your service, or connect families with educators who are able to speak their language. Consider publishing service information in multiple languages.

4. Do you support and encourage families to contribute resources in a variety of languages to your programs?



Families may contribute to songs, visuals and storytelling in the program – they may read stories to children in their language and share photos and stories about their cultural identities and celebrations.

5. Do you work with families to understand children's interests and cultural backgrounds and use this to guide your program?



Educators can learn about family traditions, values and languages through conversation, and use these conversations to inform daily practice and program planning.

6. How do you promote a sense of belonging at the first stages of enrolment?



Educators should familiarise themselves with children's full names to ensure they are pronouncing them correctly from the beginning. Interpreters should be on hand if needed during enrolment.

7. Do you hold cultural events and encourage family and community participation?



Your service could host events, such as cultural days, welcoming both family and community members. Families could also be invited to participate in excursions.

8. How do you show families that you recognise and value their role in children's learning and development?



Educators should collaborate with families regularly – sharing information and strategies to encourage progression in children's learning and development. Through these conversations, educators can familiarise themselves with family knowledge, values and beliefs, and incorporate these into the program.

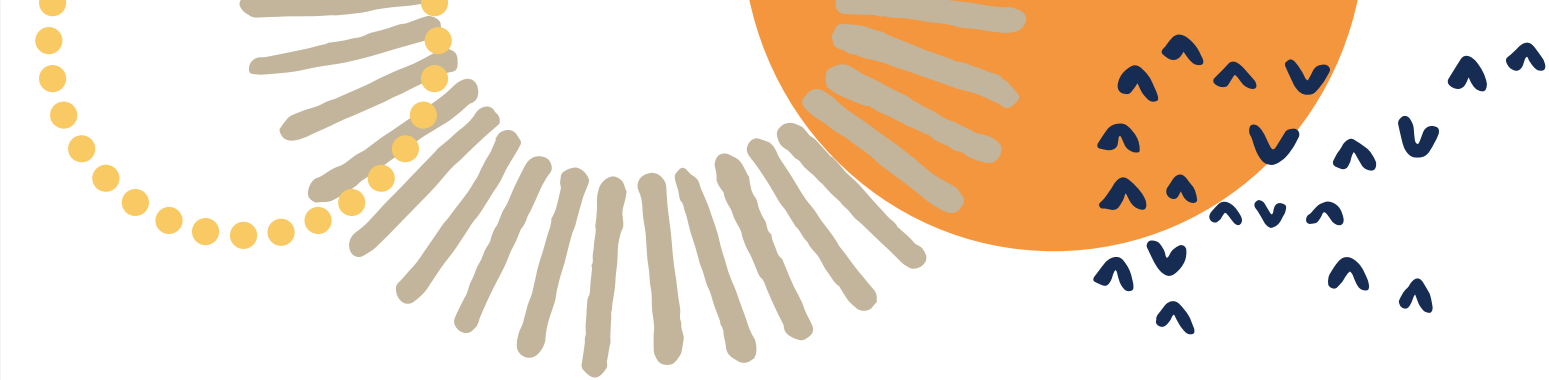


Reframing behaviour in practice: A case study with inspiring results

When educators identify the hidden factors behind behaviour and prioritise connection, communication and belonging over 'fixing', children are better positioned to participate, learn and thrive. This case study, by a Yooralla Inclusion Professional, illustrates the approach in action.

When a service asked for inclusion support for a child in the kindergarten program, their main concern was what they described as 'challenging behaviour'. The child had recently joined the room, and educators were struggling to support his participation in routines, transitions and group learning experiences.

An initial online meeting brought together educators, the room coordinator and an Inclusion Professional (IP) to unpack these concerns and get a clearer picture of the child's needs. The team reflected that their attempts to manage the child's behaviour hadn't worked – and a lot of their focus had been on what the child couldn't do in the learning environment.



Through reflective discussion and educator observations, the IP supported the team to step back and look at the broader picture. The conversation moved from a behaviour-focused lens to a more holistic understanding of the child.

Educators identified low levels of social engagement, delayed speech and communication, difficulty following instructions and significant challenges during transitions. The team also noted what was happening in the child's life outside the service – including recent changes in the child's home environment and longer days in care following a primary caregiver's return to full-time work.

Rather than positioning behaviour as something to be 'fixed', the IP guided educators to consider what the child's behaviour might be communicating, and how adjustments to the environment and educator practice could better support the child's regulation and participation. This strengths-based approach aligns with the Early Years Learning Framework v2.0 (EYLF) principle of 'High expectations and equity' and reflects inclusive education approaches used across both early learning and school settings.

The team discussed practical strategies that could be trialled and embedded in everyday routines. Together, they agreed to a number of targeted changes, including:

- Introducing visual supports to clarify routines and transitions
- Breaking instructions into smaller, manageable steps and allowing additional processing time before moving on
- Observing the child more closely to identify moments when he was ready to engage, rather than rushing transitions or group expectations.

The service also reached out to the family to gather further information, strengthen communication and build a more collaborative relationship.

When the IP followed up just one month later, the difference was obvious. Educators reported clear improvements in the child's engagement and wellbeing. He was choosing to participate in group times more often, initiating play with peers, and showing a stronger sense of belonging in the classroom. Educators also observed that peers were more accepting and inclusive, actively inviting him into shared play experiences.

The use of visual supports enabled the child to navigate transitions – including self-care routines such as handwashing – with greater independence. There was a noticeable drop in the child's distress and behavioural escalations during these times. Simplified instructions and allowing additional processing time before moving on meant the child was experiencing more success, which built his confidence and supported improvements in his communication – including increased eye contact with both educators and peers.

Educators later reflected that having time to pause, reflect and plan collaboratively – a key feature of quality practice under the National Quality Standard (NQS) – was a significant enabler of change.

After the success of their new approach, the focus turned to intentional transition planning to ensure continuity of support as the child moved into a new learning environment. Educators identified the importance of clearly communicating successful strategies to future teachers and supporting the child to maintain positive peer relationships.

Reflecting on the child's progress, one educator commented that he 'had never really been encouraged to be included', noting that raising expectations – alongside appropriate supports – enabled him to develop the confidence to 'give things a go'.

This shift in educator mindset proved just as powerful as the strategies themselves – reinforcing the importance of approaching inclusion as a shared responsibility, rather than an individual challenge.



Get free challenging behaviour resources at viac.com.au/resources/challenging-behaviours





A step-by-step guide to identifying behaviour triggers

BY WHITNEY JANE
Victorian Inclusion Agency, Yooralla

Educators often tell Inclusion Professionals, 'It feels like the behaviour comes out of nowhere.' We all know that scene – everything seems calm, then suddenly there's a meltdown, refusal or big emotional response. While it can feel random, behaviours of concern are rarely without meaning. Use this guide to identify the unseen triggers behind unpredictable behaviours.

Behaviours are a form of communication. They tell us something important about a child's experience, skills, needs or environment. When we slow down and look beneath the surface, we can begin to identify the triggers that set those behaviours in motion, and that's where real change starts.

The iceberg beneath behaviour

A helpful way to think about behaviour is the iceberg analogy. What we see – hitting, withdrawing, running away, yelling – is just the tip. Under the waterline sits everything else influencing the child:

- Unmet needs or desires
- Unlearned or unmastered skills
- Developmental differences or delays
- Sensory sensitivities
- Environmental stressors
- Emotional experiences the child can't yet explain.

When we focus only on stopping the behaviour we see, we miss the opportunity to respond to what's really going on underneath. Understanding what sits below the surface allows us to support the child rather than react to the behaviour.



Step 1: Shift the lens

Identifying triggers starts with how we view behaviour.

Instead of asking, 'Why is the child doing this?' (old lens), we shift to our new lens, which asks, 'What is this behaviour communicating?'

This small change helps us move away from judgement and towards curiosity. It reminds us that children are not giving us a hard time – they're having a hard time.

Step 2: Observe without judgement

Observation is one of the most powerful tools we have, but only when it's done thoughtfully.

When observing behaviours of concern, aim to:

- Describe exactly what you see and hear (not what you interpret or assume the behaviour means)
- Avoid labels or assumptions
- Capture the child's voice using direct quotes
- Notice tone of voice, body language, facial expressions and mood cues
- Record what actually happened, not what usually happens.

For example, rather than writing 'Sam was being aggressive', record 'Sam pushed the block tower over and shouted "no!" when another child approached.'

These details matter – they help patterns emerge.

Step 3: Look at what happens before, during and after

Using an antecedent-behaviour-consequence (A-B-C) approach can help educators clearly identify triggers.

Antecedent

What happened before the behaviour?

- A transition?
- A request from an adult?
- Noise, crowding or waiting?
- A peer interaction?

Behaviour

What did the child do?

What did it look like?

What did they say?

How long did it last?

Consequence

What happened after the behaviour?

How did adults respond?

How did peers respond?

Did the child gain or avoid something?

Over time, these observations can reveal consistent triggers – such as transitions, group times, sensory overload or tasks that require skills the child is still developing.

Continued on next page



Step 4: Consider skills, not just triggers

Sometimes what looks like a trigger is actually a skill gap.

For example:

- A child who melts down during pack-up may not yet have the skills to transition quickly.
- A child who hits may lack the language to express frustration.
- A child who runs away may be overwhelmed and seeking regulation.

When we identify these gaps, the question becomes: 'What skill does this child need support to learn?'

This reframes our response from managing behaviour to building capacity.

Step 5: Connect with families to build a shared understanding and mutual respect

Families hold invaluable insight. What we see in the service may also occur at home – or it may not, which is important information too.

When talking with families:

- Share observations, not labels
- Describe patterns you're noticing
- Ask open-ended questions
- Listen for what works well at home
- Keep the focus on shared goals for the child.

Strong partnerships support consistency and help educators understand the broader context of a child's experiences. This also helps ensure we are not interpreting behaviour through only one context.

Putting it all together

Identifying triggers is not about finding fault with the child, the family or the environment. It's about understanding.

When educators take the time to reflect on underlying factors, observe carefully, look for patterns, consider skill development and collaborate with families, we create safer, more supportive environments where children feel understood and are empowered to succeed. These insights also guide planning, adjustments and compassionate teaching strategies.

And remember, small wins count. Every moment of insight brings us one step closer to better outcomes for all children.



You've got mail

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