



behaviour[®] tonics

Also available as an Online Course
7 modules
Accredited by NESAs

Talk Less Listen More™ for Early Years Educators

Equip staff with the knowledge and skills to effectively guide difficult behaviour and teach self-regulation. Creates a consistent and predictable environment for children and provides a common language for behaviour guidance while improving team work.

WHAT'S INCLUDED?

- One-day professional training by experts with extensive knowledge and practical experience working with this program.
- Knowledge and procedures to introduce and implement Talk Less Listen More™ for Early Years Educators.
- Participants receive a manual containing course notes and implementation guides.
- Resources to assist with introducing & implementing the program in your centre or service.
- Participants will receive a Certificate of Completion.
- Phone and email support for 6 months after the initial training. Follow up consultancy options also available.
- Free follow up support via Q&A Webinars (scheduled monthly).

This program supports the following quality areas and concepts of the national quality standard
QA4, QA 5, QA 6

DELIVERY OPTIONS:

- Face to face - over a full day OR 2 or 3 after work meetings. Saturdays avail.
- Live webinar - running over 3 - 4 sessions
- Online learning over 7 modules.
- Combination of online learning and on-site coaching.

SUITABLE FOR:

- Teachers
- Early Years Educators
- OSHC Educators

In-House Training is Available

Contact us for cheaper online and webinar pricing

RATE CARD (FACE TO FACE ONLY)		(Valid until 30th June 2020)
NUMBER OF PARTICIPANTS	PRICE (GST INC) *	
1 - 20	\$2999 **	
21 - 30	\$99pp **	
31 - 40	\$79pp **	
41+	contact us for a quote	

* Does not include presenter's travel and accommodation, venue hire & catering (where required).
** Contact us for an estimate on travel & accommodation. Terms & Conditions apply. Please see booking form.

Terms & conditions of enrolment apply. These training courses are not 'train-the-trainer' courses. Participants are not entitled to train any others.



LESSON FRAMEWORK

- Coverage of contemporary thinking in early childhood development, particularly the differences between adult and children's cognitive abilities.
- Sorting behaviours: what's involved and the implications for how early years educators will respond.
- Common mistakes in addressing misbehaviour, particularly the problem with too much talk and too much emotion.
- Processes of pattern-establishment and change: how negative reinforcement works, the characteristics of patterns, how to interrupt patterns and extinction bursts.
- Response flexibility in early years educators: knowing how to avoid getting 'hooked' by children's negative emotions.
- Choosing your strategy – the three choices: do nothing, emotion coach or use Talk Less Listen More™.
- Using Talk Less Listen More™: what it's used for and what it's not used for, how it's done properly, how to implement it at your centre, how to avoid the two biggest mistakes.

EXPECTED LEARNING OUTCOMES

- Learn simple strategies to improve 2 to 7 year olds behaviour by teaching themselves self-control.
- Help kids learn to not overreact.
- Build kids' emotional maturity and resilience for greater social and academic success.
- Improve confidence and build bonds.



Talk Less Listen More for early-years' practitioners will contribute to 6 hours of QTC Registered PD addressing Standard Descriptors 1.6.2, 4.3.2, 6.2.2 and 7.3.2 from the Australian Professional Standards for Teachers towards maintaining Proficient Teacher Accreditation in NSW.

WHAT YEARLY YEARS EDUCATORS ARE SAYING...

- A great course that is well structured and interactive to minimise any 'course boredom'. It was great to get validation on what I'm doing and to be able to implement new and better strategies.
BAY ISLAND EARLY LEARNING AND CARE, QLD
- This course was informative and got me thinking about how children's emotions are different from adults and how I can help them in dealing with these emotions in an effective way. It was great learning that we were on the right track. The program let us know what we were doing right and informed us on how to take it further.
KIDS COLLEGE, PERTH