



**SUPPORTING THE NETWORK OF OUT-OF-SCHOOL PROGRAMMES**  
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OSCAR Network  
Christchurch

**WHAT MAKES A  
GOOD TEAM LEADER  
ENCOURAGING  
LEADERSHIP IN  
CHILDREN  
HOW GAMES CAN  
BENEFIT CHILDREN  
CONNECT AND  
REDIRECT  
TIME IN VS TIME OUT**



**ENHANCING CHILDREN'S PLAY : WHAKAREWA / TE TAAKARO TAMARIKI**





## THE OSCAR NETWORK IN CHRISTCHURCH INC.

**WE ARE AN ORGANISATION  
DEDICATED TO PROVIDING  
INFORMATION TO O.S.C.A.R.  
(OUT OF SCHOOL CARE AND  
RECREATION) PROGRAMMES.**

Our aim is to support, promote and network safe quality, accessible OSCAR services which are professional and centre around the needs of the child and their whanau.

The OSCAR Network provides information on training, development, mentoring, funding & finances, research, advocacy, management and staff support, resources and the general running of an Out of School programme. The OSCAR Network in Christchurch encourages OSCAR providers to operate quality services, however it is not a function of the OSCAR Network to accredit or assess OSCAR services.

The OSCAR Network in Christchurch has a well-earned reputation for working co-operatively alongside other groups and agencies. We work as a team in an environment based on mutual respect and trust. It is the combination of skills, ideas and energy, which achieves results from the consensus decision-making process. We enjoy our work by 'thinking differently'.

### THANK YOU

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**Sharon Williams**  
**Liz Hawes**  
**Pam Hughes**  
**Helen Kidd**  
**Amanda Murray**

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### Office Hours

Monday to Friday: 9am-1pm

Network staff are available for appointments outside these hours

25 Disraeli Street  
Christchurch 8240

Phone: 03 3793915  
e-mail: [admin@oscarnetwork.org.nz](mailto:admin@oscarnetwork.org.nz)

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[www.oscarnetwork.org.nz](http://www.oscarnetwork.org.nz)

# What I wish I had known before I had kids (that I know now)...

I wish I'd known that my children's behaviour was a language – that their actions and words were telling me something about what they were feeling or thinking. I wish I'd remembered that they did not get up in the morning plotting to do things to frustrate me.

I wish I'd known that melt-downs and explosions usually meant my kids were tired, or hungry, or bored or frustrated themselves. I wish I'd known that they needed an adult to help them find the words to express what was troubling them. But they sure didn't need a frustrated adult.

I wish I'd known more about child development, brain development and

behaviour. I wish I'd known that growing up is a slow process. I wish I'd known how each development stage has its own way of seeing the world. I wish I'd known that most times they saw things very differently from me.

I wish I'd listened more to what was true about their hearts and spirits and personalities than worrying about what other people thought of their behaviour.

*Dawn Hallman, M.A.,  
Executive Director of the Dallas Association  
for Parent Education.  
[www.dallasparents.org](http://www.dallasparents.org)*

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SEE THE CALENDAR ON THE BACK COVER FOR TIME AND PLACE DETAILS OF OSCAR NETWORK TRAINING AND EVENTS.

# WHAT MAKES A GOOD TEAM LEADER?

Teamwork in an OSCAR centre is an important factor for the successful operation of the service and the way a team is led will have a major impact upon the success or otherwise of the team – which in an OSCAR centre, includes staff, management committee, children and parents.

When asked what they want from a team leader, team members will often identify several values they would want a leader to have:

- Commitment to people, as well as task, is the first key elements.
- Desire to support and serve the team as well as lead from the front.
- Enthusiasm, energy, inspiration and sufficient expertise.
- Willingness to shoulder responsibility rather than pass the buck.
- Ability to make the team come together to achieve more than a group of individuals.

Let's look at each of these factors in more detail:

## COMMITMENT TO PEOPLE

Most team members are primarily concerned about relationships and about being valued as a team member, before they are concerned about the task that the team is to undertake. Feeling secure in a group environment is an important pre-requisite before individual contribution. The good team leader is able to spend time building the team, not only when the team is first established, but when a newcomer joins on existing team.

## DESIRE TO SUPPORT & SERVE

Whilst team members want to see the ability to lead from the front, they are also strongly motivated by the ability to lead from the back! This means that there should be a willingness to take on any tasks that need to be done by the team. Undertaking some of the trivial tasks that abound in an OSCAR centre does not diminish the leader's standing.

## ENTHUSIASM, ENERGY, INSPIRATION & EXPERTISE

Not surprisingly, team members want to be inspired and motivated by a leader who has the energy and enthusiasm to fire them up. However, they also want to feel confident that the team leader has the necessary expertise to lead the team in the right direction. The leader doesn't have to be the most knowledgeable person on a particular subject, but if they are not, they must show that they are willing to encourage the input of others.

## WILLINGNESS TO SHOULDER RESPONSIBILITY

Team leaders are tested under pressure. When challenges arise, as they inevitably will, the leader will need to take responsibility to ensure that the challenge is met and that the team is strengthened as a result. This does not mean that the leader should admit that issues beyond their control are in any way their fault, (although they should be honest in admitting their mistakes), but rather adopt a proactive stance to ensure the team is not deflected from its course.

## ABILITY TO ACHIEVE MORE AS A TEAM

Teams only become a team once there is some energy within the group – that is – when the team is working together to achieve the goals of the organisation and not just their own goals within the centre. This requires the leader to share the leadership role within the team, to have an understanding of different individuals' team roles, strengths and gifts, establish a mutual accountability within the team, and to create a team environment which is open, fun and allows healthy and productive discussion.

## KEY ELEMENTS OF A TEAM LEADER: BE - KNOW - DO

**BE** a professional – display loyalty to the organisation and take responsibility.

**BE** a professional who possesses good character traits – honesty, competence, commitment, integrity.

**KNOW** yourself – strengths, weaknesses, knowledge, skills.

**KNOW** human nature – needs, emotions and how people respond to stress.

**KNOW** your job – be proficient and be able to train others in their tasks.

**DO** provide direction – good setting, problem solving, decision making, planning

**DO** implement – supervision, communication, evaluation.

**DO** motivate – develop morale, coach, counsel, train.

*Cassandra McBurnie,  
Network News – September 2008*



## Encouraging leadership in children

I was watching a group of children playing on a couch. At first they were simply just jumping on it and having a good time. Finally one of the children had this ingenious idea of purposely falling off the highest point of the couch head first and having their hands in front of them to save them as they rolled over onto their backs.

This probably was not the safest or smartest thing they could have done, but it really reminded me of something that many of us struggle with as leaders – taking risks.

A lot of the time as a leader we think being “safe” will make our job easier – and it might in the short term. Sometimes taking risks will lead to an injury, but children often cry it off and get right back to action.

We should ask ourselves – is it worthwhile allowing them to take a few risks? When you see a child’s face light up because they realise that they have done something amazing, maybe it is worthwhile. I am not suggesting that we just let the children have a free for all, but maybe we should think about relaxing a bit and assessing the real risk in children rough and tumble play.

Children are fascinating to watch in the way they interact with each other whether in the playground or in indoor environment in the OSCAR centre. The dynamics may vary – some will follow what the group does, others will spend their time causing problems between children, but some will stand out by helping their comrades. These “other” children are the ones that will be tomorrow’s leaders; they help by setting the right example, or simply explaining situations to their friends less able to deal with them.

These are true leadership qualities. How can we encourage these qualities in children?

### 1. BE A BOOSTER

Confidence comes from being told, “I know you can do it!” – And then – “You did it, that’s terrific!”

### 2. GIVE THEM A CHANCE

Leadership needs to be sharpened by practice – an aspiring leader needs opportunities to nurture leadership skills. Why not let them conduct the roll session with supervision, or organise the younger children’s activity, or write something for the newsletter.

### 3. TEACH THE THREE R’S

Respect, resourcefulness and responsibility. Being a good leader includes understanding and abiding by the rules (being respectful); trying new ideas when there’s a setback (resourcefulness) and facing up to the consequences of their actions (responsibility).

### 4. ENCOURAGE CHILDREN TO SELF-EVALUATE

It’s okay to say “good job, Billy” but it may be more effective to say, “How do you think you did?” “How did you figure that one out?” “How do you feel about yourself now?” “Would you do it any different next time?”

Nutrition experts tell us that if you want a healthy child, you provide a healthy diet – what you put in is what you get back. That applies to character development as well.

The possibility of leadership is cooked into children by adult expectations. As significant adults in the lives of children in our care, we need to be positive role models by displaying good leadership skills in the hope that they rub off on the leaders of tomorrow.

**Good luck!**

*Teamwork ~ Discipline ~ Confidence ~ Fun*

# HOW GAMES CAN BENEFIT CHILDREN

How important are games at your centre? Are they planned as part of your programme, or seen as a way of filling in time when nothing else is happening, or to keep the children focused in that last half hour leading up to when the centre closes for the day?

Playing games at any age has the potential to be a lot of fun and for children in particular there can be some real benefits. Playing games can be a fun and motivating way to learn and reinforce skills and can provide an opportunity for everyone to play together or for staff to have “special time” with one child. Skills learnt and mastered at the OSCAR centre can be played at home, at school and with friends on the weekends. Playing a game can be useful as a reward and can provide the chance to praise a child for achievements such as taking turns and helping with packing up.

## WHAT SKILLS ARE BEING PROMOTED WHEN A CHILD IS HAVING FUN PLAYING A GAME?

### Social Skills:

Learning to take turns, coping with winning and losing, being patient.

### Visual Skills:

Visual scanning, spot the difference eye-hand coordination.

### Organisational Skills:

Setting up and packing away a game, following a task from beginning to end, concentration, listening, following

instructions, decision making, planning strategies, problem solving and logical reasoning.

### Motor Skills:

Fine motor skills when throwing dice, moving pieces, dealing, turning cards, and gross motor skills such as body awareness and balance.



### Language Skills:

Many games help to develop language skills, eye contact, making requests, naming and can provide the opportunity for a child to explain the game to another child.

## THE BENEFITS OF ACTIVE GAMES

In addition to being physically healthier, engaging in positive and physical activity will benefit children in other ways:

- Greater self-esteem
- Joy from feeling involved and included
- Recognition for something good they have done and progress they have made
- A sense of optimism and hope - children who participate in organised activities tend to have greater aspiration for the future
- Fun!
- More friends! Games give children an opportunity to meet new people who like the same things that they do

Group games offer a way to safely unload angry feelings. Children can kick a ball (instead of another kid or a staff member) and use up all that pent up energy by playing hard. Group games help children learn about self-control and getting on with others. If you just do what you like,



when you like it, you are not likely to win or be liked by others. Games that children can play alone (computer games, golf, and solitaire) allow them to practice managing their feelings.

## ENSURE THAT EVERYONE CAN PARTICIPATE

You need to choose games carefully, giving consideration to the age and developmental level of the children. To ensure that all children have an opportunity to participate in the games, you might need to think about ways to modify your original ideas. By taking an extra few minutes in the planning stage, you will ensure that the game gets as much mileage as it deserves.

Remember to think about how you can include any children with special needs. Because special needs children have much in common with their peers, they will enjoy participating in the same activities that their peers enjoy. Participation of a special needs child usually requires minimal modifications in the activities that occur.

The modifications may require:

- A change in the rules to make the activity more or less challenging
- A change in the time allowed so the game can be completion
- Equipment may need to be modified
- The process may need to be stressed instead of the product – in other words, the purpose of playing the game is to have fun, rather than always resulting in someone winning

## BUILDING RELATIONSHIPS WITH CHILDREN THROUGH GAMES

When playing with children, be attentive and follow their lead. Avoid taking over the game – for example, if a boy is playing with action figures and asks you to be a particular character, go along with his request. You can let the child know that you are focused on him by describing what you see he is doing in his game – for example, when he is playing with the action figures you might say, “It looks like you’re rescuing the townspeople from the bad guy.” Describing what you think is happening will often encourage children to explain or expand on what they are doing. Describing what you think is happening will also help you to follow the child’s lead instead of telling him what to do.

When you play board games or sports with children, emphasise playing just for the fun of it. If a child puts herself down or gets angry for making a mistake, remind her that it is just a game and getting too serious about winning just spoils the fun. Also, do not criticise or belittle yourself when you make a mistake or lose. Children model what they see. Being a good sport and having a sense of humour will help make your relationship with the children better.

When using games, your instructions need to be clear and precise – otherwise children spend time doing the wrong thing. As with all instructions, you need to check that they understand, for example, after explaining

what to do you can ask the children to explain the game back to you. Another option is to give a demonstration of the game by playing it yourself with a few of the children while the others watch.

## WHEN PLAYING GAMES WITH CHILDREN, IT IS IMPORTANT FOR STAFF TO:

- Be enthusiastic and join in
- Wear appropriate clothing so they can be involved
- Balance out fast and slow games
- Don’t over-emphasise winners
- Start physically active games with a short warm up activity
- Play a variety of non-competitive games
- Change the game as interest wanes
- Encourage participation through simple games that break the ice – minimum rules, random movement, a little confusion and lots of laughter!

*I tried to teach my child with books;  
He gave me only puzzled looks.  
I tried to teach my child with words;  
They passed him by often unheard.  
Despairingly, I turned aside;  
“How shall I teach this child?” I cried.  
Into my hand he put the key;  
“Come,” he said, “PLAY WITH ME”*  
- Anon

*Network News – July 2009*

# Playground Neuroscience: Connect and Redirect

*“She makes my life miserable every day!” cries Madison, one of the girls in my year 4 class. She sinks her chubby frame onto the bench next to me, and folds her arms dramatically over her uniform. A pout curls her lower lip and tears twinkle inside her eyelids as she dashes a fierce glance sideways at Hailey, who is still blissfully hanging upside down on the monkey bars.*

As the adult, and her teacher, of course I have to respond and help Madison deal with this playground problem. Several options start taking shape in my mind. I can:

1. Put my arm around her shoulders and sigh, “I know. Friendships can be really hard!”
2. Help her develop a strategy for mending her friendship.

What’s the best tack to take? Is there a “right” way to deal with this playground drama in the ten minutes we have left in playtime?

## Logic or Emotion?

Most teachers, myself included, are well trained in teaching academic skills and strategies for tackling intellectual problems. We can teach our students how to summarize a passage, add fractions, investigate a scientific inquiry. However, in cases like Madison’s, we aren’t faced with an academic problem. When it comes to these situations, we are often untrained in supporting the emotional development of children.

I was happy to find a very simple scientific explanation of and satisfying answer to the question of how to deal with such playground dramas. According to neuroscientist Daniel Siegel, M.D., there is an easy and precise strategy that we - teachers, parents, adults - should use in these emotional cases. By proceeding according to these scientific findings, we will guide a student to navigate this emotional issue, help wire her brain to

be prepared for dealing with similar future scenarios, and improve our connection with the child. In his book *The Whole-Brain Child*, Dr. Siegel calls the strategy “connect and redirect.”

In order to understand this strategy, let’s start with a basic review of brain structure and function. Our brain has two hemispheres, the left and the right, which are connected through a pathway of nerves. Although no task, action or thinking process is conducted only in one hemisphere, each hemisphere has an expertise, or a type of processing which it dominates. Allow me to oversimplify. The left hemisphere tends to dominate linear, literal and logical thinking. It likes to solve puzzles, especially using order and reason, and serves us in linguistic expression. The right hemisphere is often thought of as the more creative side of our brain. It dominates non-verbal communication, emotions and creative expression through activities such as art or dance.

So what does this have to do with Madison’s and my dilemma?

## Empathy First

What happened to Madison is that her brain’s right hemisphere (the emotional one) has taken over control and is not communicating with her left (more logical) hemisphere. She is flooded with emotions, which leaves little space for the logical reasoning of her left brain. Although it may be tempting for adults to respond to an emotional child in a way that brings logic

and reason to the blustery situation, this approach will most likely lead to frustration for the child and the adult. When Madison is flooded with emotions about the incident with Hailey, it will not do any good to proceed with choice number two, which is analyzing the problem. Analysis and strategic thinking are activities dominated by the left brain, to which Madison currently does not have access.

According to the “connect and redirect” strategy, I must first use my right brain (empathy) to connect with hers. I should proceed with choice number one: acknowledge and empathize with Madison’s feelings, using words such as, “Boy, friendship sure can be hard. I know how bad it feels when my friends make me cry!” Such display of empathy will allow Madison to “feel felt” and relax a little. Once she has calmed down, the left hemisphere is more available to participate in this crisis. When I see that Madison is no longer overwhelmed by emotions, I might try the other tack. In this situation, it might not be possible until several hours later, or perhaps the next day. Only when the emotional flooding has subsided and the child has calmed down, can I redirect her by helping her analyze what went wrong in the incident with her friend and guide her to find a strategy for mending the friendship. By connecting with the right brain and redirecting with the left, I integrate both sides of Madison’s brain, training the neuropathways to do this independently somewhere down the road.

We have all experienced this kind of situation before, whether we’ve seen it in ourselves or in others. In fact, adults also get flooded with the emotions of our right brain. You might remember when you felt upset, and your spouse tried to make you feel better by way of a logical explanation. Did it work? Probably not. This is not news under the sun! But there is something powerful about understanding the science of why this works. When we have such understanding, we are more likely to use it.

# PROGRAM EVALUATION

Evaluation is an on-going process in programmes of good quality. It happens informally as people plan and implement their plans, reflect as they are working about how well things are going, and discuss this with fellow staff members, children and parents. In its essence, evaluation is really just thinking about and learning from how well things have gone and acting accordingly, with the aim of improving practice. Most programmes of excellence also build in a more formal process of evaluation which involves parents and children as well as staff.

## QUESTIONS TO ASK IN EVALUATING YOUR PROGRAMME?

- Do we have sufficient links with the community?
- Are staff delegated most efficiently and effectively and to tasks and responsibilities that capitalise on their individual strengths and interests?
- Are experiences and materials placed to ensure their most constructive use?
- Do we acknowledge the social and cultural contexts of the service and the children's lives?
- Do we maximise opportunities for collaborative learning?
- Do we provide time for children to be in small mixed-age groups as well as age groups?
- Is there a balance of large group, small group and individual experiences?
- Are we promoting in children respect for each other and comfort with diversity, based on culture, ability and individual differences?
- Are we doing all that we can to forge a sense of group?

In answer to that last question, displays of photographs or an album created together of group projects such as a vegetable garden, a play or a concert, and special group experiences, such as an excursion or a visitor to the programme are all practical ways to reinforce the cohesiveness of the group. Staff will need to gain consent from

parents or guardians to take photographs and display them.

It is critical to know what children want and like and, although staff may think they know, children's responses may surprise staff. Their ideas can be canvassed through discussion in small groups, although more honest responses may be obtained through discussions with individual children or through a written questionnaire.

- Are there things that would you like to know more about?
- What do you like to do when you are at home?
- What are your favourite games to play with other children?
- What do you like to do if you are on your own?
- Name one special place that you like to visit
- Name three things you like to do indoors.
- Name three things you like to do outdoors.
- Name three things that you are good at doing. Could you share these talents with other children?

It is also critical to know what parents expect and what experiences and opportunities they would like their child to have in OSCAR programs. In doing this it is important to ensure that parents understand the resource and staff limitations. Parents could also respond with their children to the questions suggested above or some additional questions could be included just for the parents. For example:

- What does your child like to do most when they are doing things with you?
- What is the best place you have visited with your children?
- What would you like your child to do at OSCAR?

## MAKING LEARNING VISIBLE

One way to formalise the evaluation of the programme and to 'make the learning visible' to staff, children, families

and sometimes the wider community, is to document what is happening in your programme. Documentation can help others to understand what you are planning and achieving and can be part of the evaluation process. By documenting children's words and their work, staff send a message to children and families that they respect and value these efforts. Children will be motivated to explore something in more detail when they believe that the adults see it as important. There are many ways to document and some of these have been mentioned already.

The following list may provide staff with ideas to consider which are appropriate for their particular service. Parent permission needs to be given before taking or sharing images of the children on film (still or video).

## DOCUMENTATION STRATEGIES

- Written observations
- Anecdotal or diary reflections
- Sound recording
- Video recording
- Photographs
- Collection of children's work and their words about the work
- Sketches of children's work
- Family contributions.

When these different strategies are used, staff can then plan how to use the information and how to share what they have learned. Some ways that have been used include:

- Children's drawings or paintings accompanied with their own words are displayed for families, children and staff to see and to comment on.
- Panels on display boards which show a project from start to finish through words and pictures.
- Scrapbooks which can tell a story about the OSHC group or some special events. These can become favourite books to read or to share with the group or to borrow and take home for families to share.
- Photo albums which document events, projects or the children in the group.
- Newsletters. Older children in particular could help with the preparation of a newsletter.

*Anne Kennedy*

*Anne Stonehouse*

*Shared visions for outside school hours care*

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# Time In vs Time Out

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## Excerpt from *The Great Behavior Breakdown* by Bryan Post

Time-in is essentially the opposite of time-out. The first truth to recognize is that children don't act out for attention. Children act out because they need attention. The time-out paradigm says, "Children act out for attention; therefore, you give them some time out to think about their behaviour." The time-in paradigm says, "Children act out because they need attention." Therefore, you address this by bringing them close to you to regulate their fear and stress. What they need in those moments is not to put their nose in a corner. They need regulatory relating with you. You bring them in; you don't put them out. When children act out, they're demonstrating that they've gone outside of their window of tolerance. Their stress and fear cannot be maintained any longer, and it explodes through that window of tolerance to a state of deregulation, which causes the behaviour. When the child is misbehaving, he is communicating to you in this way because he doesn't know how to communicate in words. He is essentially saying, "I don't know what to do right now. I need your help." When this happens, the child needs time-in. You do it for a 5-year-old, you do it for a 2-year-old, and you do it for an 18-year-old.

I have said to some parents, "Your child doesn't need to go to school tomorrow. He needs to spend the whole day with you." A mother and a 16-year-old spent the whole day together, and the mother emailed me to say, "I can't believe how powerful that was! It just reorients me to everything that I always knew — that I have to connect

with my son in order for him to feel loved, because otherwise he doesn't feel it." I created a challenge once to help families with severe behaviours. .

I actually gave them a guarantee that they would see a dramatic change. One of the participants was a very courageous mother. I asked her to try time-in. After she did, she called me and said, "I tried time-in the other day on my 7-year-old. I said, 'Honey, come over here and sit with me because I can see that you're really stressed out and scared right now. Why don't you come and sit by Mama?'"

When you get ready, you can go back and play.' Usually, we do the time-out for seven minutes, but this time I did the time-in. Do you realize that my daughter sat beside me for 45 minutes? I absolutely could not believe that she sat beside me for 45 minutes."

Let your child decide how much time-in they need. You don't give them the minute-for-every-year formula. I don't know where that came from. But, when children are capable, let them decide. Try it with your child, and you may be surprised. On the other hand, if you say, "As soon as you feel safe, you can go back to play," and your child runs out to play within two minutes, you will need to make the decision for them. Decide on a time frame based on how you assess the child's feelings.

Time-in says, "I can see that you're really scared. Come spend some time with me." The difference between time-in and a consequence is in the way it's communicated. It's in the way the physiology communicates. I don't advocate

for the parent formulated consequences that most educators and counsellors teach. And I also wish to make the point that there is a big difference between a parent formulated consequence and a natural consequence. Natural consequences occur naturally, thus being natural. You cannot control, prevent, or avoid them, they occur naturally. Natural consequences cannot be taught. For more on this I suggest getting *Beyond Consequences, Logic and Control* written by Heather Forbes and myself. I believe that most consequences are blame and fear-based, and do not teach responsibility but rather teach reactivity. Remember a consequence is a reaction to an action, so be mindful of what you think you may be teaching when using some of the common consequence based parenting models. Consequences don't encourage parents to take responsibility. They encourage parents to blame children for their behaviors because they come from that same paradigm that says children act out for attention.

When you use time-in as a consequence, it looks like this: The parent sees the child misbehave and says, "I can see that you don't want to play like everyone else right now because if you wanted to play, you wouldn't be out there fussing and kicking. So, get over here and have some time-in with me." That's time-in as a consequence. That's blame-based.

Time-in as a love-based intervention that creates regulation says, "Whoa! Come here. Hurry, hurry! Wow, I can see that you're stressed out right now and really scared. Why don't you hang out here with me for a little bit. When you start feeling a little

safer, then you can go back out and play.” There’s a huge, huge difference in the resulting dynamic, but you can see that it’s also a fine line in terms of how you word your response.

When you have a very sensitive child who is easily stressed and easily scared — especially those with traumatic histories — time-in is exactly what they need. Simply say, “Honey, come on over here and stay with me for a little while.” “Stay here with me while I’m doing this or while I’m doing that.” “Stay here on the couch with me and watch my show with me.” “Sit here in the kitchen with me.” “Sit here in the bathroom with me.” “Sit over here on the park bench with me.” You bring the child in because the child needs your attention.

Some children will need a lot of your attention. So, if you have a child that needs a lot of your attention, what you want to practice is containment.

## **Containment - The Foundation for Time-In by Bryan Post** **Excerpt from The Great Behavior Breakdown by Bryan Post**

Due to their sensitive or traumatic histories, some children are unable to be on the playground like everyone else. They’re not able to be with everyone else sitting in a group because they might hit someone or hurt someone.

The reason they do this is because it’s simply too much stimulation, and they become dysregulated in this environment. The child is unconsciously saying, “I need containment.”

Containment is like the foundation to time-in because the dynamic is that you’re creating regulation between you and your child. You keep the child close to you in order to decrease the space that causes the child to feel threatened. This regulated interaction allows the child to calm down in an environment where he or she doesn’t feel threatened. Containment is a dynamic that can be used in schools, with parents in the home, in markets, or in malls.

I worked with a family that has seven

adopted children. When they were planning a trip to Disney World, I asked them what they were going to do there with seven kids. The mother said, “I’m going to keep them close.” I said, “You better believe it!” That’s containment. When you keep them close, there is a greater likelihood for regulation because you are regulated, and they’re feeling your regulation. When that happens, the whole environment changes.

I was once at a consultation in Canada at a residential treatment centre. I took all of the kids to the park. (There were five or six of them.) All of them had an array of behaviours and diagnoses, including fetal alcohol syndrome, reactive attachment disorder, and opposition defiant disorder.

They were all out there playing in the park, and I was working to create a big, nice regulated environment for them. But one of the little guys named Tyler started to get a little dysregulated, and he started to kick the sand. He said to me, “You know I don’t like you. I hate you. You know you’re a \_\_\_\_ this and a \_\_\_\_ that.” So, I said “Hey, come here buddy.” He came marching over. He was mad, and I said, “It looks like you’re stressed out. Why don’t you hang out here with me for a minute?” He said, “I don’t want to.” So, I said, “I know you don’t. I know you’d rather be out there playing, but right now, you’re not in a very good place to be playing. You’re really stressed out. I need to help you feel safe.

Why don’t you hang out here with me for a minute?” I knelt on the ground. I never even stood up. He hung out there with me for about five or ten minutes until I said, “All right, buddy, go ahead and go play.” He was out playing for about five minutes before he started to dysregulate all over again. Who made the mistake? I did. As the adult in the environment, I am the significant regulatory figure. I made the mistake because I wasn’t attuned to myself or to him, and I let him go back before he was ready. Five minutes later, he was kicking and cursing all over again. I said, “Uh-oh, come back, buddy.” I stood up this time. He was on the other side of the jungle gym and said, “I’m not going to. I don’t want to do that anymore. That’s stupid.” So, he turned his back and acted like he was moving away from me. When I first got to the residential centre, one of

the first things I had been told about Tyler was that he had a tendency to run away. So, he started to go, but he turned and looked back over his shoulder.

I just stood there and took a couple of steps to the side, not toward him. He was a good 30 yards from me when I raised my hand and motioned for him to come back. Then, I looked away from him. He walked away, which only demonstrated how deeply dysregulated and scared he was. He was ready to fall back into his familiar state level behaviours of fight, flight, or freeze. His tendency, of course, was to flee. His state level told him that as soon as the threat became too big, it was time to get out of there. Guess what I wasn’t doing? I wasn’t triggering him. I wasn’t adding to the stress. I was letting my light shine, and my brightness was getting bigger and bigger and bigger. He wrestled with that. He wanted to take off running, but he kept looking back. His negative feedback couldn’t grow. I compressed it because I refused to increase his stress. He finally started walking back toward me. As he headed in my direction, he cursed and said, “This is stupid” over and over. Then, he said, “I’m mad.” So, I said, “That’s okay. I can imagine that you are. I can tell that you’re really mad. Hang out here with me.” And we just sat there.

Finally, it was time to go, and I said, “Guys, let’s go.” They all lined up, and I was still holding Tyler’s hand. I said, “You know what, Tyler? I have to apologize to you.” He said, “What for?” He wasn’t cursing anymore. He was calm. I said, “Back there earlier, I let you go too quick. I should have kept you there a little bit longer with me. Then, I wouldn’t have had to expose you to that stress all over again. I wouldn’t have had to call you back to me.”

He looked at me and said, “That’s okay, Bryan.”

*We have these books available in the OSCAR Network Library*

*The Great Behavior Breakdown by B. Bryan Post*  
*Beyond Consequences, Logic, and Control: A Love-Based Approach to Helping Attachment-Challenged Children With Severe Behaviors Heather T. Forbes*  
*B. Bryan Post*

# Underdeveloped new entrants' intervention

New entrant pupils are arriving at school with the social and academic skills of 2-year-olds, Christchurch principals say.

Language, behavioural, and general social skills are so lacking in some children that learning in a mainstream class is impossible. Bamford School principal Colin Hammond saw a lot of new pupils, particularly boys, not ready to learn. "We're also finding something really quite astounding in terms of academic language." After the earthquake, things like reading to children "went out the window" as parents focused on finance and house repairs. They were also seeing children lacking in playing skills.

Hammond is one of five Christchurch principals so worried about the low developmental level of some pupils they are backing a new charitable trust - Te Pito Mata Nuture Groups - that wants to introduce a United Kingdom transitional concept to New Zealand.

Their schools are eager to take part in a proposed pilot in which each will designate 10 vulnerable pupils to a specialised classroom with a teacher and teacher aid alleviating any missed "nurturing" experiences. They would re-join their mainstream class as they began to achieve again. Five Auckland schools are also keen.

Educational psychologist Marjorie Boxall came up with the concept of nurture groups in 1970, and there are now over 2000 groups across the UK. More than 80 per cent of participating children do not require academic intervention again.

Te Pito Mata's chairwoman, Anna Claridge, saw the need in Christchurch and the low socio-economic areas of Auckland. The concept imported features of a comfortable, homely environment, so eating breakfast, communicating and learning everyday social skills with the group was important.

"It's going to cost a little bit now, compared to them later on in life getting into the criminal justice system."

Hornby School principal Gary Roberts had children with social, emotional and behavioural issues putting pressure on classrooms. One child at his school needed constant staff monitoring in the playground, which had to be paid for through the school own funds.

Merrin School set up its own transitional programme for Year 7 and 8 pupils lacking in vital life skills to be exposed to everyday tasks like going to cafes, cooking, and catching buses. Intervening earlier could advance their learning sooner, principal Lisa Dillon-Roberts said.

Trustee and neuroscientist Nathan Mikaere-Wallis said the no-blame setting of nurture groups was ideal for New Zealand's rich Maori culture. It was likely some children's development was stunted from the trauma of earthquakes, and "stressed parents don't play as much".

NB: The OSCAR Network has a wonderful DVD in our library "The Nurture Room" which records a nurture room in action. This is a fabulous DVD and we think reminds us of a good OSCAR programme.

For more information:  
[www.the.nurtureroom.com](http://www.the.nurtureroom.com)

## Ad Feedback

The trust was now seeking the \$2.5 million funding needed to get the pilot up and running. Ministry of Education head of regional operations Katrina Casey said it turned down funding the pilot because it was "relatively expensive, and all our funding is currently committed".

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## NEWS ISSUES RESOURCES

### Report on New Act for Incorporated Societies

The Law Commission is recommending that Parliament enact a modern statute for incorporated societies to replace the current statute, which is more than 100 years old. Its Report 'A New Act for Incorporated Societies' was recently tabled in Parliament. The full Report, including a summary, can be found on the Commission's website at <http://www.lawcom.govt.nz/project/review-incorporated-societies-act-1908/report>.

### New web resource launched in fight against sex abuse

A web portal launched recently will provide a unique new resource for information and support for all New Zealanders affected by sexual abuse or offending. The Harbour is designed for use by people actually or potentially affected by sexual abuse, actual or potential offenders and people who may be concerned about the welfare of others. It provides help line numbers for immediate support as well as advice on how to identify or seek help in responding to concerning behaviour, she said. The Harbour will extend its reach to encompass nationwide service provision details over the coming months.

The Harbour's development has been led jointly by three agencies, SAFE, HELP and Rape Prevention Education supported by Child Youth and Family and Community Services at the Ministry of Social Development. It also had generous support from the Lottery Grants Board.

The Harbour can be visited at:  
[www.theharbour.org.nz](http://www.theharbour.org.nz)

### Not for Profit Management Courses

What fosters the growth of leadership in our communities and community organisations? There are likely many

answers to that question as we think about what has supported each one of us to lead from wherever we are: in our families, neighbourhoods, workplaces, networks and more formal community development or community organisation initiatives. What has been found from research is that three factors often support leadership learning and growth within a community context:

- Collaborative learning as peers, reflecting on practice and inquiring together to find effective pathways forward
- Engagement with different ways of thinking and new ideas for responding to the complex issues we face
- Opportunities to try out new ideas in practice and take on new roles, often stretching ourselves outside our comfort zones.

These three factors might be present in a very informal way in how a strong community group or not-for-profit organisation functions. When any one of the ingredients is lacking, we might look to external learning resources or simply notice how we could make better use of what we already have. It's a bit like an unstable triangle that shifts and changes over time, as we try to bring out the leader in everyone.

The Unitec learning community (Graduate Diploma in Not for Profit Management) is designed to support the growth of community leadership and organisational capability. It's success over the last 15 years across NZ and the Pacific can be contributed at least in part to its design around these three adult learning principles, practiced in a highly interactive, supportive learning environment. This year we had a great intake of new students in Christchurch who have completed their Values Based Management and Leadership in the Not for Profit Sector course.

Next year's timetable is out, and includes course offerings in Christchurch of:

- Governance  
26-28 February and 26-28 March 2014
- Values Based Management and Leadership in the Not for Profit Sector  
9-11 April and 21 – 23 May 2014
- People Motivation, Management & Volunteerism:  
25-27 June and 23-25 July 2014
- Community Funding & Entrepreneurship: 3-5 September and 1-3 October 2014

For those wanting to start on the programme, the Values Based Management and Leadership in the Not for Profit Sector is the suggested starting course.

For more information, contact Lindsay Jeffs on [lindsay@csbec.or.nz](mailto:lindsay@csbec.or.nz) or go to [www.nfp.unitec.ac.nz](http://www.nfp.unitec.ac.nz).

### **The Diploma in Child Protection Studies**

The New Zealand Diploma in Child Protection Studies is a specialised training offered solely by Child Matters. It is nationally recognised, NZQA accredited at a tertiary level (Level 5), and is designed to provide an advanced and practical understanding of child protection and child advocacy. The New Zealand Diploma in Child Protection Studies is taught over one year, structured as a blend of self guided study alongside six compulsory 1-week classroom blocks throughout the year. These compulsory classroom blocks will be held in Hamilton and Auckland in 2014.

For more information see:  
<http://www.childmatters.org.nz/38/training-programmes/diploma>

### **CERA funding:**

Rotary has been asked by Cera to help strengthen communities and have a web site at [www.rotaryneighbourhood.org.nz](http://www.rotaryneighbourhood.org.nz). They have been established to support locally initiated projects that contribute to wards improving wellbeing and building resilient communities and neighbourhoods'. Applicants to the fund can apply for up to \$500 for small neighbourhood events and up to \$4,000 for larger community events.

### **The Fletcher Trust**

The Fletcher Trust is pleased to receive applications for assistance from groups working in the areas of education and youth development. There is no formal application form. Instead, organisations are invited to put their case for consideration forward in their own words. As The Trust meets quarterly, applicants can usually expect a prompt response.

Every application is treated on its merits, but The Trust's main aim is to support education and youth development programmes. In particular, applications for 'start-up' funding are welcome as The Trust recognises how difficult it can be to launch

even the most worthwhile project. The Trust accepts one application per 12 months from any organisation. If you do receive a grant, funds must be used within one year and evidence of this may be required. The Trust will not provide funds for national appeals or appeals by a second party, or for investment, salaries, wages, individuals or travel.

Website address is:  
<http://www.fletchertrust.co.nz/applications.php>

### **Sargood Bequest**

Closes: Tuesday 31 December 2013  
Upper limit: Up to \$5000  
Purposes funded: The Trust makes grants to projects and activities in the children & youth, cultural, sports & outdoors, educational and environmental areas with a focus on access, participation and inspiration. The Trustees favour projects to which funds are specifically targeted.

Further information and the required application form are at [http://www.sargoodbequest.org.nz/get\\_grant.html](http://www.sargoodbequest.org.nz/get_grant.html) or contact Sargood Bequest, PO Box 5546, Dunedin 9058

### **Estate of Kathleen Alice Boyd**

Closes: Saturday 25 January 2014  
How to apply: Please complete an application form which can be downloaded at [www.trustees.co.nz](http://www.trustees.co.nz). Alternatively you can request an application form by email, contact [jacqui.shephard@trustees.co.nz](mailto:jacqui.shephard@trustees.co.nz) or call 0800 878 783.

### **Donated IT software**

Remember if you require additional Microsoft Software, affected organisations and those supporting affected communities may be eligible for a special Microsoft donation with no administration fees. These are available through TechSoup New Zealand. Find out more about the special Microsoft donation policy for Christchurch at <http://www.techsoup.net.nz>.

### **The Tindal Foundation**

The Tindal Foundation provides funding for providers of services to young children, families, youth development, Maori and minority ethnic groups, adult literacy, budgeting or community services and development. There is no closing date. See the Tindal Foundation website at: [www.tindall.org.nz](http://www.tindall.org.nz)

# Using Social Media Sites

As a staff member in an OSCAR setting you are expected to model responsible and respectful conduct to the children and young people with whom you work. You need to consider the electronic social environments you participate in as part of this community and employer expectation.

The internet does not provide the privacy or control assumed by many users. It must be appreciated that no matter what protections you place around access to your personal sites your digital postings are still at risk of reaching an unintended audience and being used in ways that could complicate or threaten your employment.

You should be aware of the following expectations in considering your use of social networking sites:

- Have you considered the information and images of yourself available on your sites and are confident that these represent you in a light acceptable to your role in working with children and young people
- You do not have children or young people in their programme as 'friends' on their personal/private sites
- Comments on your site about your workplace, work colleagues or children or young people, if published, would not cause hurt or embarrassment to others, risk claims of libel, or harm the reputation of the workplace, your colleagues or children and young people.
- Bear in mind that you are viewed as role

model, and think carefully about how you represent yourself when using social media.

- User names are linked to you. Even if you don't use your real name, you can still be identified.
- Understand and use privacy settings where available on social networking sites to ensure that your personal information is kept private.
- Share only what you're comfortable with the whole world seeing.
- Be aware that 'friends' or contacts you have on social media platforms can share content that you post and tag you in photos. Content shared can be persistent and receive a greater audience than you initially intended.
- Before having one-on-one conversations using social media, consider ethical risks that could arise. Act the same way when using social media, as you would in a face to face setting.
- If children/carers contact you by social media and ask for help or advice relating to sensitive personal issues, social media isn't the right forum for providing support. Consider redirecting them to appropriate support structures, such as the Guidance Counsellor or guidance team in their school/centre. Follow your centre's policies on dealing with information divulged to you.
- Be aware that once shared, content posted on social media platforms can be re-shared by many.

- Consider your digital 'footprint' and the fact that people you don't know may judge you based on how you are portrayed online.
- Think about how you want to be presented, both in your own posts/photos/videos and those you are 'tagged' in by other users. Be aware of how it may appear to colleagues, parents/guardians, children and society in general and consider whether it is consistent with how you want to be viewed as a member of the OSCAR profession.
- Up-skill yourself - many social media platforms have helpful tutorials and guidelines on how to set up groups, establish privacy settings, and how 'friends' or other users are able to share information that you post.
- Check the terms of use of each social media platform that you use to make sure you know how the service provider may access, re-use or republish the information you post.

## References

*Guidelines on Ethical Use of Social Media NZ teachers Council*

*Scottish Social Service Council Social Media Policy guidelines*

*Protective Practices for staff in their interactions with children and young people Government of South Australia Department of Education and Children's Services*



Here are some stunning photos of the OSCAR Network activity kindly sponsored by the Todd Foundation for children on the East side of Christchurch. We are planning to hold some more events next year.



# OSCAR NETWORK TRAINING AND EVENT CALENDAR TERM 1 2014

EVENT/TRAINING	BRIEF RUN-DOWN	DATE	TIME & PLACE	COST (GST INCLUDED)
Cluster & Code of Ethics	Suitable for all Staff & Management	Wednesday 12 February	Cluster: 10am – 11.30am Code of Ethics 11.30am – 1pm Venue to be advised	Free
Full & Refresher First Aid MediTrain First Aid CYF approved	MediTrain First Aid CYF approved	Saturday 15 February	Full: 8.30am – 4.30pm Refresher 8.30am – 12.30pm St Columbus Parish Centre 452 Main South Rd, Hornby	Full: \$175 Refresher: \$98
Morning Training	• Child Development 1 OR • Funding & Finance	Tuesday 18 February	10am – 12 noon Avebury House 9 Eveleyn Couzins Ave, Richmond	\$35 members \$90 non-members
Evening Training	• Health & Safety 1 OR Management Forum	Thursday 20 February	6pm – 9.30pm Avebury House 9 Eveleyn Couzins Ave, Richmond	\$35 each session \$60 for both Tea provided
Saturday Morning Training	• Activity Planning OR • Practical Strategies for Challenging Behaviour	Saturday 1 March	10am – 12 noon Avebury House 9 Eveleyn Couzins Ave, Richmond	\$35 members \$90 non-members
Child Protection	Suitable for all Staff & Management	Wednesday 12 March	10am – 12 noon Avebury House 9 Eveleyn Couzins Ave, Richmond	\$35 members \$90 non-members
Morning Training	To be advised	Wednesday 26 March	10am – 12 noon Avebury House 9 Eveleyn Couzins Ave, Richmond	\$35 members \$90 non-members
<b>BLENHEIM NELSON GREYMOUTH TRAINING</b>				
Blenheim Training	• Bite size Management OR • Health & Safety 1	Tuesday 1 April	12pm – 2pm Venue to be advised	\$35 members \$90 non-members
Nelson Training	• Bite size Management OR • Health & Safety 1	Tuesday 1 April	6.30pm – 8.30pm Richmond Town Hall 9 Cambridge St, Richmond	\$35 members \$90 non-members \$50 for both sessions*
Nelson Training	• Bite size Management OR • Health & Safety 1	Wednesday 2 April	10am – 12.30pm Richmond Town Hall 9 Cambridge St, Richmond	\$35 members \$90 non-members \$50 for both sessions*
Greymouth Training	• Bite size Management OR • Health & Safety 1	Wednesday 2 April	6.30pm – 8.30pm Karoro Training Centre 180 Tainui Street, Greymouth	\$35 members \$90 non-members \$50 for both sessions*
Greymouth Training	• Bite size Management OR • Health & Safety 1	Thursday 3 April	10am – 12.30pm Karoro Training Centre 180 Tainui Street, Greymouth	\$35 members \$90 non-members \$50 for both sessions*

\*This discount applies to Members only attending both sessions at the same venue. For TRAINING UPDATES check out [www.oscarnetwork.org.nz/TraininEvents.html](http://www.oscarnetwork.org.nz/TraininEvents.html)

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or email us at [oscartac@openpolytechnic.ac.nz](mailto:oscartac@openpolytechnic.ac.nz)

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