

Caregiver skills training for families of children with developmental delays or disabilities

Participants' guide group sessions 1–9



**Caregiver skills training
for families of children
with developmental
delays or disabilities**

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group sessions 1–9**

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Introduction

This participants' guide is part of a package of materials for the delivery of *WHO's Caregiver skills training for families of children with developmental delays or disabilities*.

Background

WHO's caregiver skills training was developed to facilitate access to parenting skills and strategies for caregivers of children with developmental delays or disabilities.

The target audience is caregivers of children aged 2–9 years with developmental delays or disabilities, with a specific focus on the caregivers of children with delays and impairments in social and communication domains. However, a child does not need to have a diagnosis for caregiver skills training to be used, and the age range can be adjusted slightly depending on the needs of the setting.

Overview of CST structure

The caregiver skills training intervention is designed to be delivered in nine group sessions and three home visits by trained and supervised non-specialist facilitators. Additional group sessions and home visits can be offered to allow more time for strategies on caregiver wellbeing and for strategies tailored to the needs of caregivers of children who have little or no spoken language.

Materials

There are five parts of the caregiver skills training package while two additional parts are being developed:

- Introduction;
- Adaptation and implementation guide;
- Facilitators' guide: group sessions 1–9;
- Participants' guide: group sessions 1–9;
- Home visit guide for facilitators;
- Caregivers of children who have little or no spoken language: facilitators' and participants' guides (forthcoming);
- Caregiver wellbeing: facilitators' and participants' guides (forthcoming).

The introduction provides information on how to use the different materials.

How to use this guide

This guide is meant to be used by caregivers who are participating in WHO's caregiver skills training. The guide provides content that will be used during each of the caregiver skills training core group sessions (sessions 1–9). It contains illustrated descriptions of the key messages and tips (skills and strategies) taught in each session as well as goal-setting activities, questions to check your own learning and a template for sharing information on local resources for families (to be adapted to the local context).

Content of the group sessions

Sessions 1 and 2 focus on getting children engaged in activities (both daily home activities and play) and keeping them engaged. Session 3 focuses on the development of play and home routines as a means of encouraging engagement, communication, positive behaviour and skills for daily living and play. Sessions 4 and 5 focus on recognizing a child's communication abilities and creating opportunities to promote communication. Session 6 focuses on teaching skills for everyday living in small steps using different levels of help. Sessions 7 and 8 focus on promoting positive behaviour and reducing challenging behaviours. Session 9 focuses on caregiver well-being, problem-solving and setting goals for ongoing practice.

Can I use this guide on my own without participating in the caregiver skills training?

Caregivers who wish to learn the strategies on their own due to personal preference or because there is no local caregiver skills training course being offered are directed to WHO's *eLearning caregiver skills training for families of children with developmental delays or disabilities*. This free course is for caregivers to access directly as self-directed online learning. The course is accessible in English here: <https://openwho.org/courses/caregiver-skills-training>. A free OpenWHO account is necessary to access it. To create an OpenWHO account, go to <https://openwho.org/account/new> (you will need an email address to register). Other language versions of eLearning caregiver skills training will be made available. Check <https://openwho.org/courses> for availability.

Adaptation and implementation considerations

For additional information on adaptation of this guide see *Adaptation and implementation guide*.

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Session 1: Getting children engaged



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Introductions and contact information

Our facilitators are:

1) _____ Contact at: _____

2) _____ Contact at: _____

Our master trainer is: _____

Contact at: _____

Our sessions will take place at: _____

Call/Text _____ **if you miss a session or will be late**



Overview

Date, time,
location

Home visit 1

Call to check in

Session 1	Introduction – Getting children engaged
------------------	--

Call to check in

Session 2	Keeping children engaged
------------------	---------------------------------

Call to check in

Session 3	Helping children to share engagement in play and home routines
------------------	---

Text message reminder about next session

Session 4	Understanding communication
------------------	------------------------------------

Text message reminder about next session

Session 5	Promoting communication
------------------	--------------------------------

Home visit 2 (between sessions 5 and 6)

Session 6	Teaching new skills in small steps and levels of help
------------------	--

Text message reminder about next session

Session 7	Preventing challenging behaviour – helping children to stay engaged and regulated
------------------	--

Call to check in

Session 8	Teaching alternatives to challenging behaviour
------------------	---

Text message reminder about next session

Session 9	Problem-solving and self-care
------------------	--------------------------------------

Home visit 3

Additional sessions

Group rules

The following rules are intended to help everyone feel comfortable when participating:

- 1) Respect each other's privacy. Do not share anything you learn about other families outside of this room – especially their private challenges or problems.
- 2) Listen to others and allow each person enough time to share their thoughts and ideas.
- 3) Be respectful of different opinions.
- 4) Help others by sharing your own experiences with the group and offering suggestions, support and encouragement.
- 5) Place your telephones on silent. If you need to take an important call, please step away from the group.

Goals of the caregiver skills training course

To help your child



Learn to use gestures and words to communicate.



Spend more time sharing engagement in activities and routines with you and others.



Show appropriate behaviour more often with fewer challenging behaviours.



Learn new skills to be more independent in day-to-day activities.

Goals of the caregiver skills training course

To help you



Feel more confident helping your child to communicate and learn new things.



Connect with your child by enjoying and sharing daily activities.



Meet other caregivers who have similar experiences.



Learn ways to support your own health and well-being.

What we will learn today

- more about how the course can help children and families;
- information about developmental delays and disabilities;
- how to help children learn and develop by getting them engaged in everyday activities.



Personal goals

What I want from this course:

(for me, for my child, and for my family)

- 1) _____

- 2) _____

- 3) _____

Things I can do to help obtain what I need from this course:

(e.g. practise at home, talk with other parents, involve other family members)

- 1) _____

- 2) _____

- 3) _____

Mary's story part 1: Introducing Jacob



Mary lives with her husband, her three children – Jacob, Faith and Abigail – and her husband's mother, Olisa. Jacob is their first child.



When Jacob was 3 years old, Mary began to realize he was different from other children because he still could not talk. Mary thought it was her fault, but she could not understand what she was doing wrong.



Jacob also had big outbursts and it was difficult to get him dressed.



Mary says: "Jacob has always loved watching me cook. When he was little, it was hard for him to sit and focus. But sometimes I would cook and he would help me by fetching me the vegetables I had cut so that I could put them into the pot. He loved that!"



Jacob is also a very affectionate child, and we enjoy cuddling him.”



Jacob, now 7 years old, is still a very active boy and, among other things, he likes being outside and watching the older boys play ball.



Mary was able to get Jacob a place at his local school, but it was not easy. All children have a right to education, but she had to talk to the principal in advance and advocate for her son.



Mary says: “Jacob still loves “helping me cook”. We still spend time cooking together. He loves to put the food I have chopped into the pot and stir it with a spoon.”



It is still hard for Jacob to sit for long periods but he can now sit still when he has to do short activities, before needing a break. He has made some progress and can now use some words. He still needs help to get dressed, but changing his clothes is not so difficult anymore.



Mary says “Taking care of a child with developmental delay or disability is a big and often stressful job. It can feel like we are always rushing from one thing to the next, and constantly thinking. Because of this, we can feel quite stressed and overwhelmed.”



When it is busy and stressful, we have learned to pause and find a moment of calm. We take three calm breaths and just focus on breathing for a moment.



I am also working on self-care by trying to get enough sleep and connecting with my friends more often. This also takes extra effort and time but it is important that I take care of myself too.

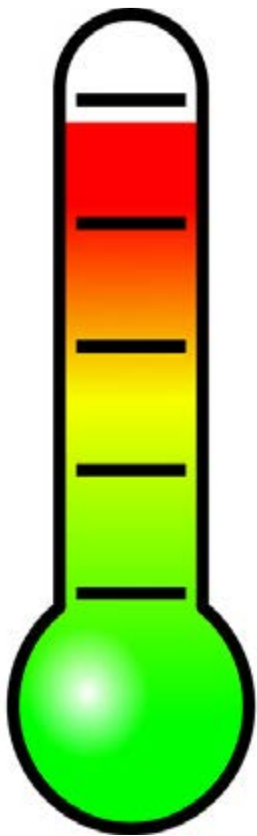
Key message 1

All children can learn and develop skills

- **With support, children with developmental delays and disabilities can learn new skills and participate in everyday activities.**



The behaviour thermometer



Hot/red (not regulated but agitated)

Very upset, angry or overexcited. Needs help to calm down.

Signs you may notice: crying, screaming, whining, tantrum or meltdown behaviour, running away, rolling on the floor, overexcitement, running around.

Warm/yellow

Showing first signs of agitation, frustration, distress or upset.

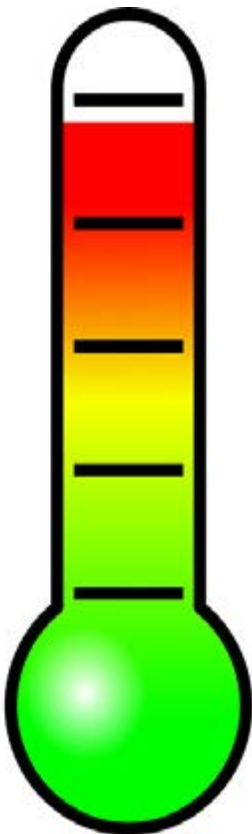
Signs you may notice: making repetitive sounds, whining, fussing, fidgeting, moving around, looking around, not taking turns or participating in the routine, becoming “unengaged”.

Cool/green (regulated)

Calm, alert and ready to learn.

Signs you may notice: smiling and laughing, body is still and relaxed, making sounds or talking.

My child's behaviour thermometer



My child is hot/red when:

Hot/red
(not regulated
but agitated)

My child is warm/yellow when:

Warm/yellow

Showing first
signs of agitation,
frustration, distress,
upset.

My child is cool/green when:

Cool/green
(regulated)

Calm, alert and ready
to learn.

Key message 2

Children learn best when they are calm and cool

- It is easier to learn and try to do difficult tasks when children are calm and cool.
- We can use strategies to help children stay calm, cool and ready to learn.



Mary's story part 2: Learning through everyday activities



When Jacob was 3 years old, Mary and her husband were really struggling with him. They first asked the advice of Father Emmanuel, leader of their parish. He suggested they take Jacob to the clinic. After some time, they got an appointment to see a specialist doctor. The doctor asked many questions and checked Jacob.



She then said: *“I have checked your son’s development. By ‘development’, I mean the changes that happen as a child grows and gains new skills, such as moving and walking, communicating, interacting with people, playing and learning new things”.*



The doctor explained: *“All children develop at different speeds. Your son is developing differently and more slowly in some of these areas. Your son has a developmental delay. This means that he is having difficulty with his development. There are many reasons why children can have developmental difficulties. We do not know the exact cause.”*



She continued: *“However, I want you to know that your child’s difficulties are not your fault and are not related to anything you have done, or to witchcraft, spirits, or other things. Sometimes caregivers blame themselves for not trying hard enough to teach their children, but we know this is not a cause of developmental delays.”*



“Unfortunately, there is no medicine or quick treatment that will solve the difficulties your son is having, but there are things you can do to help his development.



Continue to show your child that you accept and love him. A safe, secure and loving environment will help your child develop and learn.



Take classes so that you can learn special skills to help him and the rest of your family, and to use best the skills and resources you already have.”



Mary went to the course that the doctor recommended. After each session, at home, she practised with Jacob the skills she was learning at the course. Her husband and her mother-in-law could not come to the course, but Mary brought home the guides to show them.



At the beginning, it was difficult, particularly for her husband, to accept that their first-born son was having troubles. But both Mary and her husband persisted in practising the skills taught at the course and this helped Jacob stay calm and be more comfortable.



They learned how to include Jacob more often in everyday activities and how to use a positive, calm tone of voice to help him learn to communicate using gestures and words. The skills they learned in the course actually helped all of their children.



Jacob's parents and grandmother practised the skills every day. For a long time, nothing seemed to change. However, they kept practising and over time Jacob learned to tell his family what he needs by pointing and using some words. Well... most of the time, anyway. Jacob is 7 years old now and he is much happier because he can communicate more easily. Jacob's parents are less stressed too, and their home is more peaceful.

Key message 3

You can help your child to develop by engaging with her/him in everyday activities and games

- Sharing activities helps your child to engage with others and learn new things.
- Activities include your everyday routines, not just special activities for children.



Eating, dressing and washing



Cleaning chores



Going to market or going to meet other children



Playing, singing, reading, story-telling and dancing



Tip 1

Set up the space: remove distractions and make a safe place to interact

Help your child to focus on the shared activity and on you by clearing a space on the table or floor right in front of your child and around your child.



Help your child pay attention to the activity by moving away distractions.



Move away or cover extra furniture, household objects and other favourite objects.

Remove distractions by turning off telephones, television or radio. Ask other adults and children to move away or watch from behind your child.



Tip 2

Start with 2 or 3 motivating choices and follow your child's choice

- We can give choices **between items** (e.g. 2 shirts, 2 books, 2 snacks) or a choice of **which activity to do first**.
- You can give your child a choice of which task to do first if you have two tasks and you need to do both. Good choices are tasks that can be done in any order (e.g. wash face or brush teeth first).
- Choices give children some control over the activity.
- Choices help you understand which activity will be motivating for your child.
- Choices make the activity more interesting and motivating for the child.
- If your child does not make a choice, you can make a choice for your child.



She gives him a choice: wash his face or put on his shirt first.



She sees him look at the washcloth and reach out his hand.



She washes his face first.



Then she helps him put on his shirt.

Tip 2, continued

Other examples of giving choices and following the child's choice





Tip 3

Move in front of your child, get down to your child's level, and have the activity between you and the child

- Move in front of your child.
- Sit directly in front of your child with the activity in between you and the child.
- If your child sits on your lap, try to turn the child around to face you and bring the activity materials between you and the child.
- It is easier for your child to share the activity with you when both you and the objects are in front of the child.



Home practice activity

- Choose two everyday activities to do with your child until the next session. Choose activities that will be motivating for your child and that occur most days.
- Give your child a choice between activities and follow your child's choice.
- Plan to spend a minimum of 5 minutes with your child for each practice activity. Try to practise the activities every day.
- Remember to practise the tips from this session:

Tips



1. Set up the space: remove distractions and make a safe place to interact.



2. Start with 2 or 3 motivating choices and follow your child's choice.



3. Move in front of your child, get down to your child's level and have the activity between you and the child.

Key messages

- All children can learn and develop skills.
- Children learn best when they are calm and cool.
- You can help your child to develop by engaging with her/him in everyday activities and games.

Questions to assess your own learning

Try to answer these questions after the group session to assess your own learning. When you finish, you can check the answers on the following page.

Instructions: Choose the best answer for each question from the options below by putting a mark beside the option you choose. Afterwards, check your answers and circle the correct option.

Question 1

Sometimes when Mary is helping Jacob to get ready in the morning, he is moving around and it is difficult for Mary to dress him. What could Mary do to make it easier to engage Jacob?

- A. Turn off the radio
- B. Crouch down in order to be on the same level as Jacob
- C. Give him a choice between putting on his shirt or pants first
- D. All of the above (A, B and C).

Question 2

Mary would like to start Jacob's bedtime routine with 2 or 3 motivating activities and follow Jacob's choice. What are two good options she could give Jacob?

- A. Change out of clothes OR Get into bed
- B. Wash face OR Brush teeth
- C. Have a snack OR Brush teeth
- D. Get into bed OR Wash face.

Answers to questions

These are the answers to the questions to assess your own learning on the previous page. Check the answers only after you have tried to answer the questions. When you finish checking the answers, go back to the questions and circle the correct answer.

Correct answer to Question 1 is: D: All of the above (A, B and C)

Explanation:

- Turn off the radio: YES. Removing distractions will make it easier for Jacob to focus on the activity.
- Crouch down to be on the same level as Jacob: YES. Getting in front of Jacob and on the same level will help Mary get his attention.
- Give him a choice between putting on his shirt or pants first: YES. Choices can make activities more motivating and enjoyable for children.

Correct answer to Question 2 is B: Wash face OR Brush teeth

Explanation:

Mary plans to follow Jacob's choice by doing the activity he chooses first. It is best if Mary gives Jacob 2 or 3 choices of activities that can be done in any order.

- Change out of clothes OR Get into bed: NO. Changing out of clothes needs to be done first, so in this case it does not make sense to ask Jacob which one he wants to do first.
- Have a snack OR brush teeth: NO. It is best to brush teeth after a snack so Mary, rather than Jacob, should decide in which order to do these tasks.
- Get into bed OR Wash face: NO. It is best to have a wash before getting into bed, so it would be better to give Jacob a choice between two tasks that can be done in any order.

Services and resources for families

This information describes local services and resources for you, your child and your family. *[To be completed based on local context]*

What can I do if my child is ill?

What can I do if I think my child might have been hurt or abused by someone?

What can I do if my family needs things that we do not have?

What can I do if there are difficulties at home?

What can I do if my family has other challenges?

What can I do if I feel I am not coping well?

Next steps

Date of next group session: _____

In the next group session we will learn how to connect with children and help them learn by doing everyday activities together.

If you cannot come to the next session for whatever reason, you are still welcome to come to the following session. If you come to the following session 15 minutes early, the facilitators will help you review the things you have missed.

2

Session 2: Keeping children engaged



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Overview

Date, time,
location

Home visit 1

Call to check in

Session 1 Introduction – Getting children engaged

Call to check in

Session 2 Keeping children engaged

Call to check in

Session 3 Helping children to share engagement in play and home routines

Text message reminder about next session

Session 4 Understanding communication

Text message reminder about next session

Session 5 Promoting communication

Home visit 2 (between sessions 5 and 6)

Session 6 Teaching new skills in small steps and levels of help

Text message reminder about next session

Session 7 Preventing challenging behaviour – helping children to stay engaged and regulated

Call to check in

Session 8 Teaching alternatives to challenging behaviour

Text message reminder about next session

Session 9 Problem-solving and self-care

Home visit 3

Additional sessions

Home practice review

Activities we tried:

Good things that happened:

1)

2)

3)

Things I can try next time:

1)

2)

3)

What we will learn today

- more about how to include your child in everyday activities and share activities to help your child develop;
- tips to notice what your child is interested in and what motivates her/him, and to notice when your child is being good and respond with praise;
- tips to select play activities that are at the right level for your child.



Personal goals

My child's play skills goals (*next steps*) are:

1) _____

2) _____

3) _____

What I can do to help my child reach these goals:

1) _____

2) _____

3) _____

Mary's story (continued): Stigma and beliefs



Jacob would often get very upset and scream and cry for a long time. Mary was very concerned that Jacob was not talking and that he spent a lot of time by himself. It was very difficult to get him interested in doing activities together. Mary at first did not share her worries because she was afraid of what other people might think.



She would confide to her husband her worries about their son, but sometimes she and her husband disagreed. They were both tired and stressed.



She knew it was not her fault that Jacob was struggling, but it was very difficult to go out with him. Some people in her community believed that children who cannot speak, or who act strangely, are possessed or evil. Others think their mothers are cursed or have done something wrong.



At the group, she found out that many other caregivers were feeling the same way. She heard how other caregivers were struggling and felt isolated from other people in their family or in the community. They found it helpful to talk together.

Levels of engagement

Level of engagement: not engaged

- These children are not paying attention to anyone or anything.
- Being not engaged makes it difficult for children to learn.
- Interacting with people and sharing activities together is best for learning.



Level of engagement: object-engaged

- These children are paying attention only to objects.
- They are not focusing on or interacting with people.
- Being object-engaged makes it difficult for children to learn.
- Interacting with people and sharing activities together is best for learning.



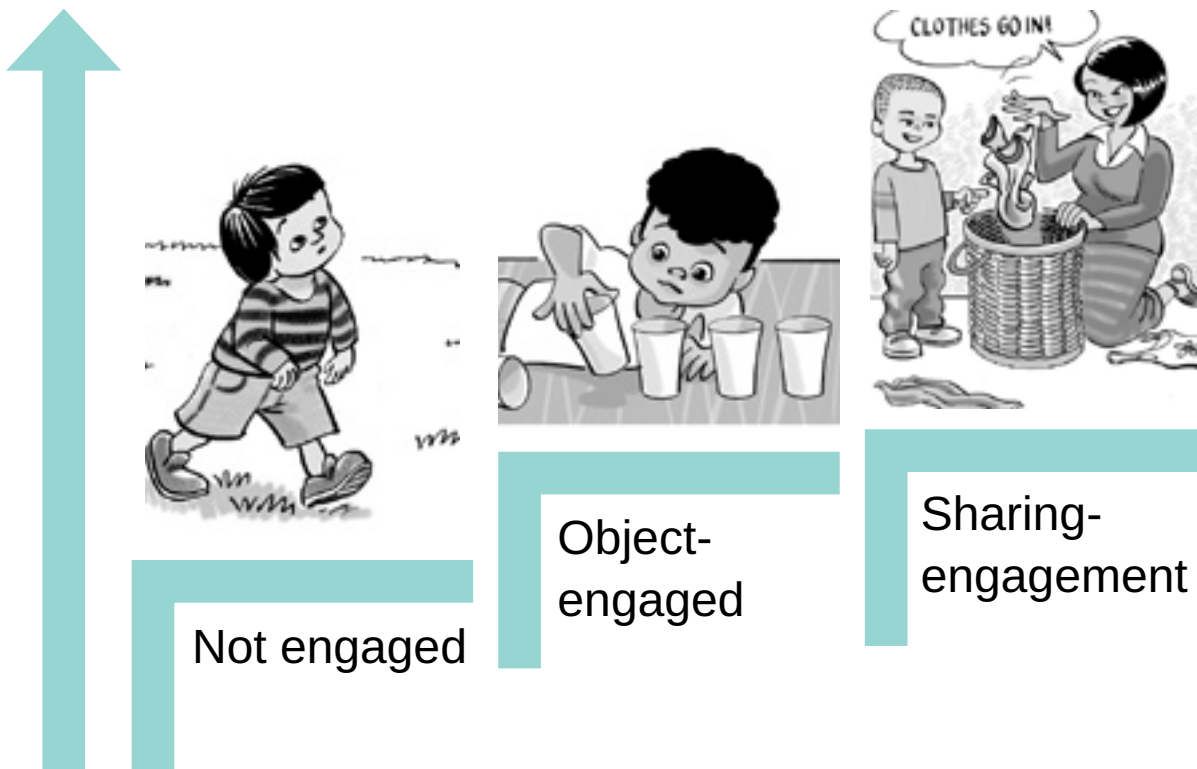
Level of engagement: shared engagement

- These children are sharing engagement with someone (noticing a person and doing a shared activity at the same time).
- Shared engagement is best for learning.



Engagement steps

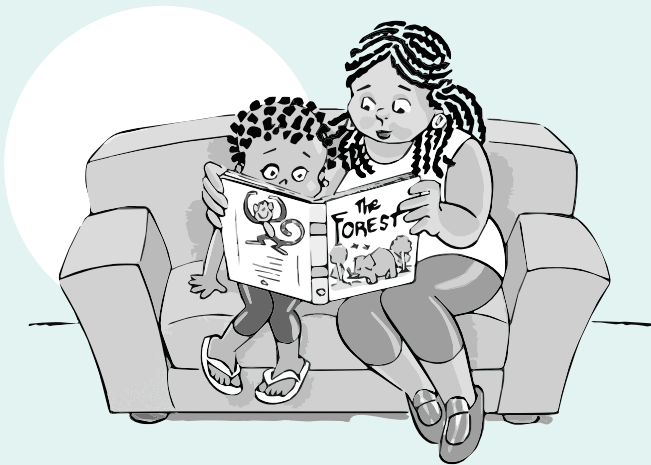
Goal: To spend more and more time sharing engagement.



Remember:

- No child spends 100% of the time sharing engagement.
- Children will spend some time at all three levels – our goal is to help them spend more time sharing engagement each time we do the activity.
- For some children we will start by spending a few seconds sharing engagement during an activity.

Laila's story: Learning to spend more time in shared engagement



This is Laila's favourite book. She knows all the words. She likes to say the words on each page in order. She gets upset if her mother tries to tell a different story or skips pages. Laila is often focused on her book and not on the people around her.



Laila's mother would like to share an activity with Laila. She looks and listens in order to notice what Laila is interested in. She sees Laila looking at a page of the book with a tiger in a jungle. Then Laila's mother has an idea for an activity! She brings over a box and some animal pictures. She points to the box and says, "Laila, this is a jungle!".



Laila's mother tries to get Laila involved in the activity. She moves in front of Laila and gets down to her level. She puts the activity between her and Laila. Then she puts a tiger figure in the jungle box and says, "Tiger is in the jungle!". Laila looks at her mother for just a second and then she turns back to the book.



Laila's mother tries again. She notices Laila looking at an elephant in the book. Laila's mother shows Laila the elephant and says, "We have an elephant!" Laila watches this time.



Laila's mother puts an elephant in the jungle box while Laila watches. Then Laila puts an elephant in the "jungle"! This is shared engagement: Laila and her mother are doing an activity together and Laila is noticing her mother and the activity at the same time! Laila's mother wants to encourage Laila so she looks excited and says, "Elephants go in!"



Then Laila looks at the book again and tries to name the animals. Her mother praises Laila by clapping her hands because she knows that children learn best during activities that are fun, positive and full of praise.

Key message 1

Children have more opportunities to learn when they are sharing engagement – noticing you and your activity

Shared engagement means that the child is paying attention to two things at the same time:

1. you, and
2. the activity you and your child are doing together.

When you are sharing engagement, you have the chance to:



Respond to your child's communication about the activity.



Show your child new words to use in the activity.



Respond to your child's actions.



Show your child new ways to use the materials.

Other times children may be:

- **not engaged:** wandering, showing repetitive behaviour, staring off into space or looking around;
- **object-engaged:** looking at objects, lining up objects, repetitive play with objects.

When children are not engaged or are object-engaged, they communicate and learn less.

Key message 2

Children learn best during activities that are fun, positive and full of praise

You can help make activities fun and positive by:

- speaking to your child in a positive and kind tone of voice;
- relaxing and celebrating your child's skills, attempts and appropriate behaviour;
- being physically gentle;
- showing affection;
- praising your child.





Tip 1

Look and listen – Notice what your child is motivated by and interested in

- Take a couple of seconds to notice what your child is interested in.
- Give your child 2 or 3 activity options. What does your child choose to do?
- Responding to your child's choice is a way to notice her/his interest. Follow only appropriate and safe choices.
- If a child regularly does not seem interested in choosing certain options, it may be because these are too easy or too difficult for the child. In the next activity we will find out how to select the best options to offer your child. We will need to offer options that are at the right level for your child!



Key message 3

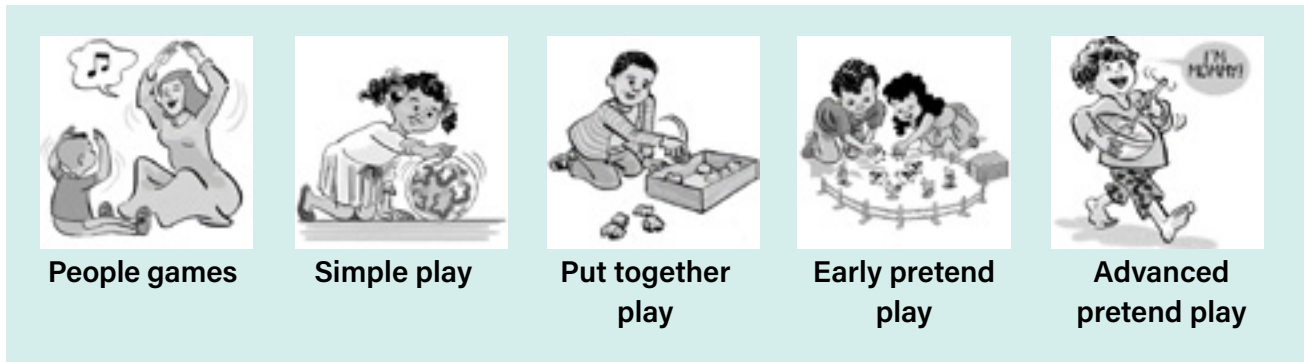
Children can learn communication skills and other skills by playing with you

- Play is a powerful way to build a connection between children and their caregivers.
- Through play, children learn communication and other skills. This is true for all children, including those with developmental delays or disabilities.
- Children are more likely to share engagement and learn if an activity is fun and playful.



Ways to play

There are different ways to play:



Why is it important to know your child's ways to play?

- **So that you can offer play choices at the right level.**
 - Playing the way your child does helps the child develop play skills and share engagement when you play together.
 - Ways to play that are too easy can be boring.
 - Ways to play that are too hard can be frustrating or difficult for the child to understand.

Ways to play – examples of activities

Ways to play

- Look at these pictures to find how your child plays now (your child's 'way to play')

People games



Swinging or chase games



Clapping or singing a song

Simple play with objects



Rolling a ball, pushing a toy along the ground



Shaking, banging or dropping objects

Put-together play



Stacking cups or blocks on top of each other



Putting objects in a box, taking objects out of a box



Building something (e.g. house, village, tower)

Early pretend play



Pretend to do a familiar action, like sleeping, eating or pouring a drink into cups



Start to use dolls and animals (e.g. putting animals together in a farm or feeding a doll)

Advanced pretend play



Pretend dolls and animals are alive (as if they are walking, talking, eating or sleeping)



Pretend to be someone else, such as a mother cooking a meal for the family



Pretend objects are something else (e.g. a stick is a plane)

Playing with books or pictures



Adult names the pictures; child looks or points; adult tells the story



Adult and child take turns talking about each page of the story

Goals for play

How my child plays *now*

Goals for play

The way my child plays *now* (put an X next to the ways to play your child has mastered):

People Games

Early Pretend Play

Simple Play

Advanced Pretend Play

Put Together Play

My child's *next steps* in play

Next steps for my child (put an X next to the way to play you will show your child):

People Games

Early Pretend Play

Simple Play

Advanced Pretend Play

Put Together Play

Play ideas

1) _____

2) _____

3) _____

Now that you know how your child plays *now* and their *next steps*:

- you can plan to offer choices between 2 or 3 activities at the level your child plays at *now*;
- and think of how you can show your child the *next step* within that play activity.
- **Try to pick play ideas that are similar to what your child likes or does already.**
 - For example, play in the same way with new materials (bang a block with a stick; bang a cup with a stick)
 - Or play in a new way that is not too difficult with the same materials (take things out of a box; put things inside a box)
- **When we pick ways to play that are too difficult or too easy for a child, it is harder for the child to share engagement and communicate.**
- **It is ok to play people games with children of all ages and abilities but always select other play ideas with objects too!**
- **Play ideas can become more complex as children grow.**



Tip 2

Find out how your child likes to play and show the child new ways to play

- **Your child may need your help to learn how to play. By playing with you, the child will learn how to play in more complex ways over time.**
- **This means that:**
 - you should play in the way your child plays now;
 - at times you show the child how to play in a more complex way (the child's next step).



- **This way your child will:**
 - remain motivated and not frustrated;
 - continue to practice her/his current play skills;
 - learn more complex play skills (the child's next step).
- **You can show your child how to:**
 - play in the same way as the child plays now but with new or more materials;
 - play in a new way with toys (a way that is a little more complex than how your child plays now).



Tip 3

***Look and listen* – Notice when your child is being good and respond with praise**

- Engaging in play in and home activities is hard work for your child! Watch for skills and appropriate behaviour that you can praise.
- Be a detective! Find as many moments as you can to praise your child.
- Praise helps a child understand that you know she/he is trying to participate.
- Praise encourages a child to try again.
- Praise helps your activities be fun and positive.



What to use to praise your child?

- **Tell the child that she/he did well.** This will be enough for many children most of the time.

You can do this with:

- a big smile, clapping, praising with words (“Well done”, “Good try!”, “Nice job cleaning up”);
 - tickling, a favourite routine (such as peekaboo, or swinging in the air).
- Sometimes, you can choose to **give your child a small “prize”** for trying something new or doing something well. This may work best with activities that may be very important to you or your family but are not very motivating for your child. You could give your child:
 - a favourite toy or object; or
 - a small piece of a favourite food.

Remember to give your child a big smile and praise her/him with words at the same time too!

Encourage all adults in your household to praise your child.



Home practice activity

- **Choose two everyday activities that you will do with your child or involve your child in. Choose activities that will motivate your child and that occur on most days.**
- **Plan to spend at least 5 minutes with your child every time you do the activity together. Try to practise the activities every day.**

Target activities:

1) _____

2) _____

Other activities I could try if these do not work out:

- _____

- _____

- Try to share engagement with your child and remember to practise all the tips we have learned so far:

Session 1: Introduction – Getting children engaged

Tips



1. Set up the space: remove distractions and make a safe place to interact.
2. Start with 2 or 3 motivating choices and follow your child's choice.
3. Move in front of your child, get down to your child's level, and have the activity between you and the child.

Key messages

- All children can learn and develop skills.
- Children learn best when they are calm and cool.
- You can help your child to develop by engaging with her/him in everyday activities and games.

Session 2: Keeping children engaged

Tips



1. *Look and listen* – Notice what your child is motivated by and interested in.
2. Find out how your child likes to play and show the child new ways to play.
3. *Look and listen* – Notice when your child is being good and respond with praise.

Key messages

- Children have more opportunities to learn when they are sharing engagement – noticing you and your activity.
- Children learn best during activities that are fun, positive and full of praise.
- Children can learn communication skills and other skills by playing with you

Questions to check your own learning

Try to answer these questions after the group session to check your own learning. When you finish, you can check the answers on the following pages.

Instructions: Choose the best answer for each question from the options below. Put a mark beside the option you choose. Afterwards, check your answers and circle the correct option.

Question 1

True or False: You should praise your child for trying something new (like trying to dress herself) even if she/he does not do it perfectly.

Question 2

Mary would like to “catch Jacob being good” so she can praise him for appropriate behaviour. What could she try to notice?

- A. Jacob playing quietly while she talks on the telephone.
- B. Jacob sitting in church and only squirming around and whining a little.
- C. Jacob holding still for a few seconds so that she can wash his face.
- D. All of the above (A, B and C)

Answers to questions

These are the answers to the questions to check your own learning on the previous page. Check the answers only after you have tried to answer the questions. When you finish checking the answers, go back to the questions and circle the correct answer.

Answer to Question 1: TRUE

Explanation:

You should praise your child for trying to do something positive, and not just for getting it right. Praise encourages your child to try again. Praise is a type of reward that makes the behaviour more likely to happen again. Praise helps to make activities fun and positive for your child and is especially important for tasks that are new or difficult.

Answer to Question 2: D. All of the above (A, B and C)

Explanation:

These are all good opportunities for Mary to “catch Jacob being good” and to praise him for appropriate behaviour.

- Jacob playing quietly while she talks on the telephone: YES. It is easier to notice when children are being too loud, but it is important to notice and praise them when they are quiet.
- Jacob sitting in church and only squirming around and whining a little bit: YES. Normally, Jacob moves around a lot, so Mary can try to notice times when he is calmer and praise him at those times.
- Jacob holding still for a few seconds so that she can wash his face: YES. It is especially helpful to praise Jacob for doing tasks that are difficult for him.

Services and resources for families

This information describes local services and resources for you, your child and your family. *[To be completed based on local context]*

What can I do if my child is ill?

What can I do if I think my child might have been hurt or abused by someone?

What can I do if my family needs things that we do not have?

What can I do if there are difficulties at home?

What can I do if my family has other challenges?

What can I do if I feel I am not coping well?

Next steps

Date of next group session: _____

In the next group session we will learn how to create routines with children by playing and doing everyday activities together.

If you cannot come to the next session for whatever reason, you are still welcome to come to the following session. If you come to the following session 15 minutes early, the facilitators will help you review the things you have missed.

3

Session 3: Helping children to share engagement in play and home routines



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Overview

Date, time,
location

Home visit 1

Call to check in

Session 1 Introduction – Getting children engaged

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Call to check in

Session 3 Helping children to share engagement in play and home routines

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Session 4 Understanding communication

Text message reminder about next session

Session 5 Promoting communication

Home visit 2 (between sessions 5 and 6)

Session 6 Teaching new skills in small steps and levels of help

Text message reminder about next session

Session 7 Preventing challenging behaviour – helping children to stay engaged and regulated

Call to check in

Session 8 Teaching alternatives to challenging behaviour

Text message reminder about next session

Session 9 Problem-solving and self-care

Home visit 3

Additional sessions

Home practice review

Activities we tried:

Good things that happened:

1)

2)

3)

Things I can try next time:

1)

2)

3)

What we will learn today

- **How to create play and home routines that you can do every day with your child.**
- **Ways to help you connect with your child and share engagement. (Shared engagement is when your child notices both you and a shared activity at the same time).**



Shalini's story: Using play and home routines to create opportunities for shared engagement



My name is Shalini and I live with my husband and family in a small fishing village. We have three children: Rashmi, Dinesh and Viran. My youngest son, Viran, is a different child. He is now 5 years old but he is different from other children of his age.



My other children would often try to play with Viran, and sometimes they would get upset when he did not play. At other times they would ignore him, which made me feel sad for Viran. While my eldest daughter and son would play imaginative games together with the toys, Viran seemed to be content to spend a lot of time lining up household things in rows on the floor.



Over time, I learned that playing together is an important way that Viran can connect with me, but I did not know how to play with him at first. Then I learned how to play with him so we could really play together. At first, I felt pretty silly, and I was not sure what to do. It has been a long time since I was a child! In the past I would try to play pretend with him, but he did not seem to understand that. Viran loves building things. Now I know that the way to play is to look and listen to find out what he is interested in. I can imitate what he does with the toys or I can show him a new appropriate way to play with a toy. Over time I found ways to engage with Viran in play and to start having fun in our shared playtime.



I also learned that I can use the same strategies that I use in play to build routines in other daily activities. I have made routines where I look and listen for Viran's communication and his actions. When we wash dishes, I let him go first. He starts to wash a dish, and then I can imitate him and show him a word "wash!"



When we come home from the market, Viran likes to help me unpack the bags. He takes an item out of the bag, and then I can imitate. I show him words like "take out" and "bread" that I want him to learn to say on his own. We go back and forth until all the items are out of the bags. This is our grocery routine.



Sometimes Viran still gets “stuck” looking at something or lining things up in a row on the floor. When this happens, I show him a new way we can build towers and many times he starts building again.



Sometimes he still suddenly gets very frustrated when I try to show him another way to play, and he pushes me away. This means he is tired or wants to stop, so we take a break or try something different for a while. I know it is important that play should be fun and enjoyable for him.

Key message 1

Build play and home activity routines to help your child learn and develop

- A “routine” transforms play activities or daily household activities into learning opportunities.
- A routine is:
 - a play or home activity that the adult and child do together (You and your child are partners in the routine, with each person having an active role);
 - made up of a set of clear, small steps that make sense and make up a story;
 - restarted and repeated many times in the same way in order to help your child have fun and learn the steps.
- Build play and home activity routines to help your child spend time in shared engagement and learn new skills.
- ✓ **You can build routines when you play and when you do other everyday activities.**
- ✓ **Routines are the basis for sharing engagement and learning new skills.**



Ideas for home activities you can use to build routines

Examples of everyday activities that provide opportunities to engage children in routines:

- Cleaning up after meals
- Unpacking groceries
- Hanging clothes to dry
- Watering plants
- Feeding animals
- Making the bed
- Sweeping
- Mealtimes
- Bath time
- Getting dressed or undressed
- Taking off shoes
- Washing hands or face

My home routines

1) _____

2) _____

3) _____

Ideas for play activities you can use to build routines

- Cars and trucks
- Blocks
- Playdough / clay
- Balls
- Books
- Puzzles
- Dolls and characters
- Shakers

Begin with play routines at the right level for your child. You can then gradually add more steps at the same play level and steps at the next play level (your child's *next steps*).



People games



Simple play



Put-together play



Early pretend play



Advanced pretend play

My play routines

1) _____

2) _____

3) _____



Tip 1

Join in the routine – Take your turn by imitating what your child is doing

- *Look and listen* to your child's actions and join in the routine by doing the same thing as your child.

1



2



3

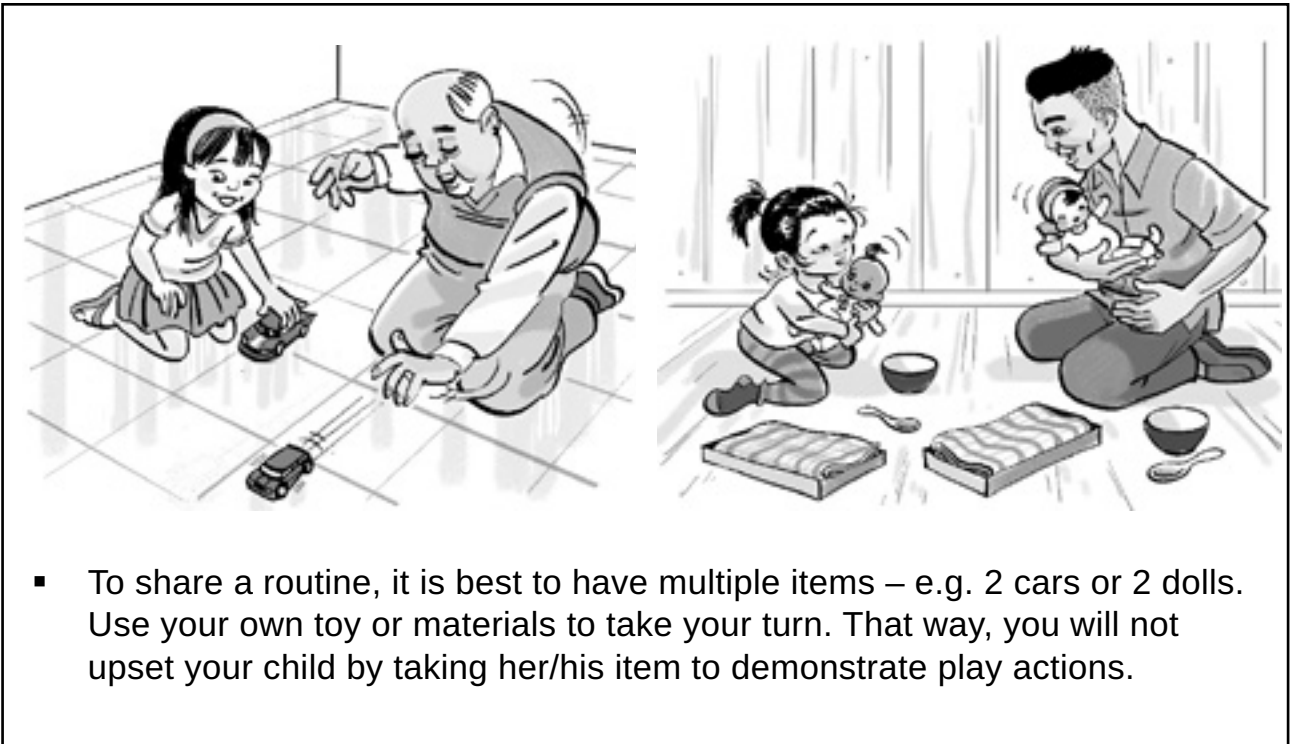


4



- By imitating, you are rewarding your *child's* play ideas.
- Only imitate appropriate actions that you want to see again. Do not imitate challenging behaviour (throwing) or repetitive behaviour without any interaction between you and your child (such as lining up the items or looking at the items).

Tip 1, continued



- To share a routine, it is best to have multiple items – e.g. 2 cars or 2 dolls. Use your own toy or materials to take your turn. That way, you will not upset your child by taking her/his item to demonstrate play actions.



Tip 2

Show and say – Give your child a new step for your routine

Show and say when:

- you cannot imitate your child;
- your child does not know what to do next;
- your child is “stuck” on a repetitive action;
- your child is not engaged and you need to get back into the routine.



- Adding steps makes your routine longer and gives more time to share engagement.
- Many children need help to learn how to play appropriately with toys.
- *Show and say* helps your child to develop more complex play skills.



Tip 3

Restart your routine to help your child spend more time sharing engagement

- What was the first step of your routine? Once you have done all the steps in your routine, start again with the first step.
- Start again quickly and try to make it fun and exciting!



- Restarting the steps and doing the routine again makes your routine longer, easier and more fun.
- It is OK to repeat! All children learn from repeating stories when they play. You will probably become bored before your child does!

Home practice activity

- **Choose one home routine and one play or game routine that you will do with your child or involve your child in.**

You can choose one of the activities you did before or two new activities. Pick routines you will try to do every day.

- **Plan to spend 5 minutes with your child for each routine.**
- **Remember to practise the tips from this session:**

Tips



1. Join in the routine – Take your turn by imitating what your child is doing.



2. *Show and say* - Give your child a new step for your routine.



3. Restart your routine to help your child spend more time sharing engagement.



Key messages

- Build play and home activity routines to help your child learn and develop.

Questions to check your own learning

Try to answer these questions after the session to check your own learning. When you finish, you can check the answers on the following page.

Instructions: Choose the best answer for each question from the options below by putting a mark beside the option you choose. Afterwards, check your answers and circle the correct option.

Question 1

Shalini notices that Viran has been spinning a spool (from a spool of thread) on the floor for a while. She would like to play with him so she can help him pay attention to her and an activity at the same time. What should she do?

- A. Get another spool and spin it on the floor, saying "Spin! Spin!" and do this until he gets tired of the activity.
- B. Get another spool and show Viran how to roll the spool down a tilted book and say "Go!"; then wait to see if he will try it. If he does not try it, try to *show and say* again.
- C. Take Viran's spool away from him and show him how to roll the spool down a tilted book.
- D. Take Viran's spool away from him and find him something else to play with.

Question 2

Viran likes to pick up sticks in the yard and Shalini wants to create a routine with this activity. She gets a box to put the sticks in. What could she do to create a fun routine?

- A. She could pick up a stick, put it in the box and say "Put in!" then wait for Viran to try. After he does it, she can go next to create a back-and-forth pattern. Each time a stick goes in the box she can say "Put in!"
- B. Encourage Viran by saying "Good job finding sticks!"
- C. Tell Viran to pick up all the sticks he can find and put them in the box then wait to see if he will do it.
- D. A and B are both helpful for creating a fun routine.

Answers to questions

These are the answers to the questions to check your own learning on the previous page.

Only check the answers after you have tried to answer the questions. When you finish checking the answers, go back to the questions and circle the correct answer.

Answer to Question 1: B: Get another spool and show Viran how to roll the spool down a tilted book and say “Go!”, then wait to see if he will try it. If he doesn’t try it, try *show and say* again.

Explanation:

Viran gets stuck on spinning objects (repetitive behaviour). Shalini wants to show Viran a new appropriate way to play with the objects. She gets her own spool so that they can both take turns in the play routine. She uses *show and say* to show Viran how to do simple play with the spool and tells him a new word: “Go!”

Why option A is incorrect:

Just imitating Viran will not be as helpful for his learning. Viran is **object-engaged**. He does not notice Shalini or **share engagement** when he is spinning the spool on his own.

Why options C and D are incorrect:

Taking Viran’s spool away, even to show him a new way to play with it, might be upsetting to him. When imitating, it is best to use your own similar object rather than using your child’s.

Answer to Question 2 D: A and B are both helpful for creating a fun routine.

Explanation:

Shalini can create a routine by starting with an activity that Viran is already doing (picking up sticks) and then showing him a new step (putting the stick in the box and saying “Put in!”). The steps in this routine are: 1) Pick up a stick, and 2) Put it in the box and say “Put in!” She wants to create a back-and-forth pattern to make it easier for Viran to pay attention to her and the shared activity. Encouraging Viran by saying “Good job finding sticks!” will make the activity more fun for him and will help him to continue with the routine.

Why option C is incorrect: Telling Viran to pick up all the sticks he can find and put them in the box is giving him a job to do, but the purpose of this activity is to find a routine that they can do together. If Viran is picking up sticks alone, he is object-engaged (paying attention to objects but not focusing on or interacting with people). Shalini wants Viran to share engagement (pay attention to her and to a shared activity at the same time) which is the best for learning.

Services and resources for families

This information describes local services and resources for you, your child and your family. *[To be completed based on local context]*

What can I do if my child is ill?

What can I do if I think my child might have been hurt or abused by someone?

What can I do if my family needs things that we do not have?

What can I do if there are difficulties at home?

What can I do if my family has other challenges?

What can I do if I feel I am not coping well?

Next steps

Date of next group session: _____

In the next group session we will learn about communication and how to help children communicate using gestures and words.

If you cannot come to the next session for whatever reason, you are still welcome to come to the following session. If you come to the following session 15 minutes early, we will help you review the things you have missed.

Please try to bring some of the materials you use during your home practice routine to the next session so you can use them to practise during the session.

4

Session 4: Understanding communication



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Overview

Date, time,
location

Home visit 1

Call to check in

Session 1 Introduction – Getting children engaged

Call to check in

Session 2 Keeping children engaged

Call to check in

Session 3 Helping children to share engagement in play and home routines

Text message reminder about next session

Session 4 Understanding communication

Text message reminder about next session

Session 5 Promoting communication

Home visit 2 (between sessions 5 and 6)

Session 6 Teaching new skills in small steps and levels of help

Text message reminder about next session

Session 7 Preventing challenging behaviour – helping children to stay engaged and regulated

Call to check in

Session 8 Teaching alternatives to challenging behaviour

Text message reminder about next session

Session 9 Problem-solving and self-care

Home visit 3

Additional sessions

Home practice review

Target routines we tried:

- 1) _____
- 2) _____

Good things that happened:

- 1) _____

- 2) _____

- 3) _____

Things I can try next time:

- 1) _____

- 2) _____

- 3) _____

What we will learn today

- Today we will learn about communication.
- We will start by talking about the ways your child is communicating now.
- Then we will start to learn strategies to help advance your child's communication skills.



Personal goals

My child's communication goals (*next steps*) are:

- 1) _____

- 2) _____

What I can do to help my child reach these goals:

- 1) _____

- 2) _____

- 3) _____

Lalitha's story Part 1: Introduction to communication



It's difficult for Saanvi to communicate and tell her mother what she wants. Because Saanvi is sitting next to the water jug, Lalitha thinks that Saanvi is thirsty. She thinks Saanvi is trying to tell her that she wants some water by crying.



Lalitha is trying to help Saanvi learn the word "water" so that she can ask for water with words instead of crying. She gives Saanvi a cup with some water in it and says "water".





Lalitha sees Saanvi moving toward her and the cup. She sees Saanvi look up at her. She understands this is Saanvi's way of asking for more water. Every time Lalitha gives her water, she says "water" when she hands Saanvi the cup.



Then one day, Saanvi made a sound – "ugh" – when Lalitha was pouring water.



Key message 1

Children communicate using words, behaviour without words, and challenging behaviour

- Children may use challenging behaviour to communicate when other ways of communicating are difficult.
- These are ways children communicate:



Words: clear words, unclear words or something that sounds similar to a word, like “ca” for “cat”



Odd words: repetitive sounds, words or phrases, echoed words, repetition of words and phrases heard from videos or books



Sounds: crying, yelling, whining, sounds that means “yes” or “no” etc.



Body: turning or moving towards something, taking someone’s hand to put it on an object (to get help), pulling someone by the hand, turning or nodding the head, gesturing with the head



Hands: pointing to something, showing or giving an object to someone, reaching, grabbing or pushing something away

Key Message 1, continued



Hands: using sign language



Eyes: looking at someone; looking quickly at something and then at someone, staring at something



Face: facial expressions, smiling, moving the eyebrows etc.



Challenging behaviour: Screaming, throwing things, breaking things, falling to the floor, biting, scratching, hitting other people or themselves



Key message 2

***Look and listen* to notice when your child is communicating**

- **Focus on your child and look and listen to her/him to notice what they are interested in and when they are trying to communicate with you.**
- **When your child is interested or communicating, these are great opportunities to connect with the child and help her/him learn new things.**



Communication goals

How my child communicates *now*

Put an X next to ways your child uses to communicate:

- | | |
|--------------------------|---|
| <input type="checkbox"/> | Eye gaze or body movements |
| <input type="checkbox"/> | Grabs, reaches or pulls you by the hand |
| <input type="checkbox"/> | Points to ask |
| <input type="checkbox"/> | Show or points to share interest |
| <input type="checkbox"/> | Makes sounds |
| <input type="checkbox"/> | 1 word |
| <input type="checkbox"/> | 2 words together |
| <input type="checkbox"/> | 3 or more words together |

My child's *next step*

Put an X next to your child's next step to communicate:

- | | |
|--------------------------|--|
| <input type="checkbox"/> | Use any gesture to ask; make a sound |
| <input type="checkbox"/> | Point to ask |
| <input type="checkbox"/> | Point or show to share interest; make a sound |
| <input type="checkbox"/> | Try to make sounds more often; shape a sound into 1 word |
| <input type="checkbox"/> | Add more words; combine 2 words |
| <input type="checkbox"/> | Add more words; combine 3 words |
| <input type="checkbox"/> | Longer sentences |

Lalitha's story Part 2: Saanvi's communication





Key message 3

When you notice your child communicating, find out what message your child is trying to send you

- Children can use words, behaviour without words, or challenging behaviour to try to send you a message.
- What is your child trying to say to you?
- Is your child:
 - asking for something?
 - asking for something to stop?
 - trying to share something with you?
 - trying to tell you that she/he is scared, tired, hungry or excited?





Tip 1

Respond with words and gestures to all your child's communication, even when it is unclear

- Respond with *Show and say* – Use a gesture (*show*) and a word (*say*) to all your child's communication, even when it is unclear.
- Gestures you can use include:



Pointing to the object



Holding up and **showing** the object



Giving the object

- Gestures give children another way to communicate.
- Responding to all communication, even if it is unclear or odd, encourages children to communicate and helps them to learn new and more complex ways in which they can communicate.

**Tip 2**

Use words and gestures that match your child's language level

- **This means that:**
 - sometimes you should talk using the same level of language that your child has *now*;
 - sometimes you show the child how to talk in a more complex way (their *next step*).

If your child is

- quiet, uses sounds or unclear words: sometimes you shape sounds into a word, sometimes you use a word.

If your child is talking using

- 1 word at a time: sometimes you use 1 word, sometimes 2 words;
- 2-word combinations: sometimes you use 2 words together, sometimes 3 words;
- 3–4 word phrases: sometimes you use 3–4-word phrases, sometimes you use longer phrases;
- sentences: you can use sentences.

- **This way your child will:**
 - remain motivated and not frustrated;
 - continue to practise her/his current communication skills;
 - learn more complex communication skills (their *next step*).
- Remember always to use a gesture by pointing to what you are talking about, showing your child the object or giving the object to your child.
- Gestures help your child understand your communication better.



Tip 3

Wait to give your child room to communicate

Stay quiet and wait for your child to communicate (just a few seconds).

While you are waiting, *look and listen* for:

- sounds;
- words;
- gestures;
- eye gaze (when your child is looking at something).



- **Avoid asking questions – e.g. Do not say “What happened?” or “Did the tower crash?”**
- **Avoid testing your child with questions – e.g. Do not say “What colour is this block?”**
- **Avoid telling your child what to say – e.g. Do not say “Say ‘crash!’ Say ‘crash!’**

 Tip 4

Talk about what your child is looking at and doing

- **This shows your child that you have noticed what she/he is paying attention to.**
- Notice where your child's eyes are looking and what your child is doing.
- Talk about (**say**) what your child is doing or looking at.
- Remember always to use a gesture by pointing to what you are talking about, showing your child the object or giving the object to your child.
- Gestures help your child understand your communication better.



Home practice activity

- Choose two play or home activities that you will do with your child or involve your child in (e.g. play, hand-washing, snack etc.). These could be the same activities you did before, or something different. Choose things you do almost every day.
- When you do the activity, plan to spend 5 minutes focusing on your child's communication and trying to engage your child.
- Remember to practise the tips from this session:

Tips



1. Respond with words and gestures to all your child's communication, even when it is unclear.



2. Use words and gestures that match your child's language level.



3. Wait to give your child room to communicate.



4. Talk about what your child is looking at and doing.

Key messages

- Children communicate using words, behaviour without words, and challenging behaviour.
- *Look and listen* to notice when your child is communicating.
- When you notice your child communicating, find out what message your child is trying to send you.

Questions to check your own learning

Try to answer these questions after the session to check your own learning. When you finish, you can check the answers on the following page.

Instructions: Choose the best answer for each question from the options below by putting a mark beside the option you choose. Afterward, check your answers and circle the correct option.

Question 1

Lalitha's daughter, Saanvi, mainly uses sounds to communicate, like "Ugh" when she wants something. She knows three words: "no", "cat" and "duck". When Lalitha communicates with her daughter, how many words should she use most of the time?

- A. One word and a gesture.
- B. Two-word combinations and a gesture.
- C. Three-word combinations and a gesture.
- D. As many words as possible and a gesture

Question 2

Saanvi is looking towards the bookshelf. Lalitha picked out a book on dogs because dogs are Saanvi's favourite animal. She opened the book and started reading. Saanvi does not seem very interested. She is looking back at the shelf and not paying attention to Lalitha. What should Lalitha do next?

- A. Hold the book up higher in front of Saanvi's face and keep reading.
- B. Wait, look and listen to see what book Saanvi is looking at on the shelf.
- C. Wait, look and listen to see what book Saanvi is looking at on the shelf, and then help Saanvi to find the book she wants on the shelf.
- D. Decide that Saanvi is not interested in books and change the activity.

Answers to questions

These are the answers to the Questions to check your own learning on the previous page. Check the answers only after you have tried to answer the questions. When you finish checking the answers, go back to the questions and circle the correct answer.

Answer to Question 1: A) One word

Explanation:

It is best to use words and gestures that match the child's language level. Saanvi uses sounds to communicate most of the time and some words. For children who are communicating mainly using sounds it is best to communicate using one word and a gesture. However, it is fine if Lalitha sometimes uses more words when talking to Saanvi.

Two-word or three-word combinations – These are OK sometimes, but Lalitha should mainly use one word at a time.

As many words as possible – Talking at a level that is too far above Saanvi's level would make it more difficult for her to learn. It is best to match the child's language level.

Answer to Question 2: C) Wait, look and listen to see what book Saanvi is looking at on the shelf, then help Saanvi find the book she wants on the shelf.

Explanation:

Children can use behaviour without words to try to send you a message. It is important to ask yourself, "What is my child trying to say?" In this case, Saanvi is looking back at the bookshelf. Because Lalitha picked the book, she did not have the chance to see what Saanvi was interested in and follow her choice. We want Saanvi to be motivated to look at the book with Lalitha. She is more likely to communicate and share engagement when she is interested in the book. In answer C, Lalitha *waits*, and she uses *look and listen* to notice what Saanvi is interested in and she *responds* to help Saanvi make her choice.

Services and resources for families

This information describes local services and resources for you, your child and your family. *[To be completed based on local context]*

What can I do if my child is ill?

What can I do if I think my child might have been hurt or abused by someone?

What can I do if my family needs things that we do not have?

What can I do if there are difficulties at home?

What can I do if my family has other challenges?

What can I do if I feel I am not coping well?

Next steps

Date of next group session: _____

In the next group session we will build on what we have learned about communication. We will talk about strategies you can use to help our child communicate more. We will also see how you can use everyday activities to create opportunities for communication.

Please bring some of the materials you use during your home practice routine to the next session so that you can use them to practise during the session.

5

Session 5: Promoting communication



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Overview

Date, time,
location

Home visit 1

Call to check in

Session 1 Introduction – Getting children engaged

Call to check in

Session 2 Keeping children engaged

Call to check in

Session 3 Helping children to share engagement in play and home routines

Text message reminder about next session

Session 4 Understanding communication

Text message reminder about next session

Session 5 Promoting communication

Home visit 2 (between sessions 5 and 6)

Session 6 Teaching new skills in small steps and levels of help

Text message reminder about next session

Session 7 Preventing challenging behaviour – helping children to stay engaged and regulated

Call to check in

Session 8 Teaching alternatives to challenging behaviour

Text message reminder about next session

Session 9 Problem-solving and self-care

Home visit 3

Additional sessions

Home practice review

Target routines we tried:

- 1) _____
- 2) _____

My child communicated by:

- 1) _____

- 2) _____

- 3) _____

Things I can try next time:

- 1) _____

- 2) _____

- 3) _____

What we will learn today

- How to look and listen to notice when your child is communicating to *request*
- How to look and listen to notice when your child is communicating to *share*
- How to use everyday activities to create opportunities for communication



Personal goals

My child's communication goals (*next steps*) are:

- 1) _____

- 2) _____

- 3) _____

What I can do to help my child reach these goals:

- 1) _____

- 2) _____

- 3) _____

Fernando's story: Helping Anna learn to request what she needs



My name is Fernando and I am a father of two girls – Anna and Roberta. My daughters are only two years apart, but they are very different. Anna is a slow learner, while Roberta is only 4 years old but she is already more mature and can do more things than Anna.



Having a daughter like Anna is not what I thought it would be, but I am sure no one feels prepared to have a child with a disability. I learned early that the most important things I can do are love her, accept her for who she is and try to help her; I do not need to fix her. This is hard for me, however, because I want the best for both my daughters.

The early years were the hardest. There were times when I did not feel well because I was thinking so much about Anna's disability and what it means for her and our family.





Anna did not learn to say any words until recently, and she still gets very upset sometimes and has tantrums. This really frustrates me. It is hard for us when she cannot tell us what she wants or needs, because all we can do is guess, but I realize how difficult it must be for her too.



I have been encouraging Anna to use gestures and words by responding whenever I notice her communicating. I thought that I needed to show her how to use many words, but I realised that I needed to start at her level with one or two very basic words so that she could learn.



I have really focused on noticing when Anna seems to want something. When I see that she wants something, I know it is important to wait a few seconds to give her a chance to request. If she does not, I can use simple words and a gesture to show her how to request.



Even if Anna does not try to request in the way I showed her, I just show her one more time and give her the toy right away. I know it is important never to withhold food, water or favourite items from a child.



I also try to notice my daughter's behaviour when something unexpected or exciting happens. Anna really loves cats, and when we see a cat, I wait a few seconds to give her a chance to share. If she does not share, I use simple words and a gesture to show her how to share something interesting with me.



I think in the past I was always in a hurry, but Anna needs extra time to think. She is now beginning to show us what she wants and needs and she is slowly learning more and more. Her behaviour has been getting better too. I am also helping my youngest daughter to improve her communication by adding more words when I talk to her.

Key message 1

Look and listen to notice when your child is communicating to request

- One of the main reasons we communicate is to request (we ask for something)

Children may request:



Access to something



Comfort or attention



Help to do something



To get a break from something



To stop an activity they do not like



To continue an activity they do like

Key message 2

Look and listen to notice when your child is communicating to share

- The other main reason we communicate is to *share* (we show or tell someone about something).
- Communicating to share means communicating for the purpose of sharing your interest with another person.
- When you are communicating to share, you are trying to share an experience with another person:
 - you may be trying to get the other person to notice something (e.g. an object, person, event) that is interesting or unexpected;
 - you may be trying to get the other person to notice your emotion about something that just happened (e.g. surprise, fear, joy, puzzlement).
- Communication to share is especially difficult for some children.

Children may communicate to share:




Something exciting
or new



Something unexpected



A favourite item, activity,
person etc.

 Key message 3

Use everyday activities to create opportunities for communication



Mealtime



Washing hands



Dressing



Shopping



Cleaning



Being outside

 Tip 1

Show and say – Demonstrate words and gestures that your child can use to communicate

- When a child is quiet, you can *show* a gesture and *say* a word.



Show: point to something.

Say: what it is called.



Show: hold up and *show* an object.

Say: the name of the object.



Show: *give* the object to share.

Say: the name of the object.



Tip 2

Repeat your child's words and expand your child's language

- When you notice your child communicating, say the same words as your child and **add** one new word.

Reminder: Adding too many words can be confusing and too difficult for children to use on their own. Try adding only one word.





Tip 3

Create opportunities for your child to request

Try these options with activities, food or toys your child likes:

- **Keep objects out of reach, but in sight** so your child can point to or reach for them.
- **Offer your child a choice** by holding two items in sight but out of reach. Ask “Do you want toy or ball?”
- **Give one item at a time or small pieces of something** while keeping the rest out of reach. Wait to see if your child will ask for more (*Give, Give, Give, Wait*).

Remember: never to keep food or water from your child. Give your child food and water whenever you think she/he needs it.

When you are promoting communication to request, it is important to hold items out of reach so the child cannot grab them (grabbing is not communication to request).



Keep objects out of reach, but in sight

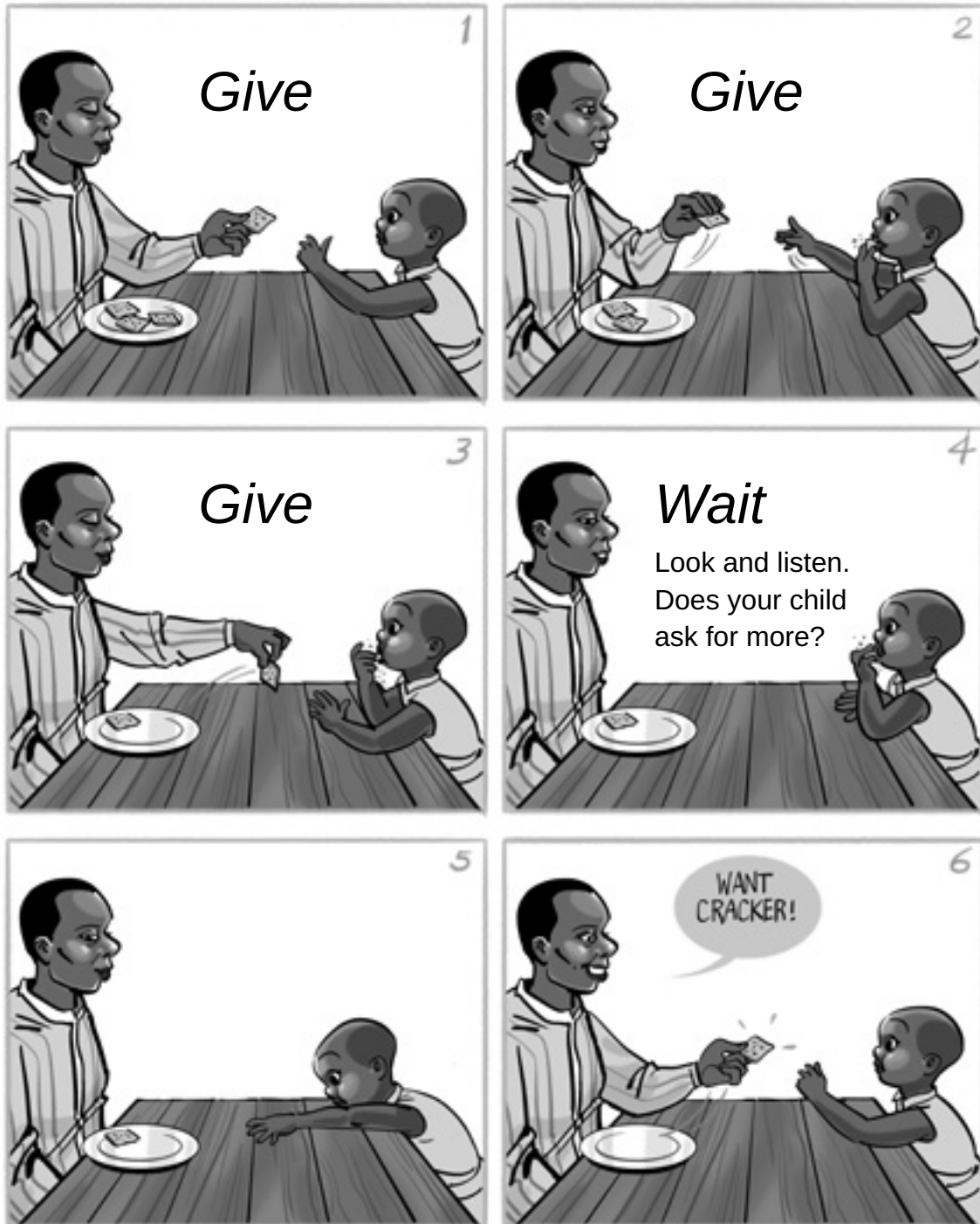


Offer your child a choice and hold the items out of reach



Give one item at a time, then wait (*Give, Give, Give, Wait*)

Tip 3, continued



As soon as your child communicates that she/he wants more (with eyes, sound, reaching etc.), give more right away.

Use words your child can use to request.

 Tip 4

Create opportunities for your child to communicate to share

- This works well within a routine that you and your child know well.
- 1) Create a “surprise effect” in your routine
 - You could try something unexpected or fun, such as putting the block on your head, rather than on the other blocks.
 - You could use any opportunity of something unexpected happening, such as a loud noise from outside or the blocks falling down.
 - 2) Wait to see if your child communicates to share her/his interest or emotion with you.
 - 3) If she/he does not, *show and say* (demonstrate words and gestures your child can use to share her/his interest), then wait for your child to share in return.



Home practice activity

- **Choose 1 everyday activity that you will do with your child or involve your child in.** This could be the same as a routine you did before, or something different. Choose something you do almost every day or every day.
- **When you do the activity, plan to spend at least 5 minutes noticing when your child communicates to share or request.**
- **You can create opportunities for your child to share by**
 - trying something unexpected or fun and seeing if your child shares it with you;
 - waiting, demonstrating words and gestures that your child can use to share, and waiting again to see if she/he tries to use them.
- **You can create opportunities for your child to request by**
 - keeping objects your child likes out of reach but within the child's sight;
 - giving your child a choice between two things;
 - giving small pieces of something your child wants while keeping the rest out of reach (*Give, Give, Give, Wait*).
- **Remember to practise the tips from this session:**

Tips



1. *Show and say*
- Demonstrate words and gestures that your child can use to communicate.



2. Repeat your child's words and expand your child's language.



3. Create opportunities for your child to request



4. Create opportunities for your child to communicate to share.

Key messages

- Look and listen to notice when your child is communicating to request.
- Look and listen to notice when your child is communicating to share
- Use everyday activities to create opportunities for communication.

Questions to check your own learning

Try to answer these questions after the session to check your own learning. When you finish, you can check the answers on the following page.

Instructions: Choose the best answer for each question from the options below by putting a mark beside the option you choose. Afterwards, check your answers and circle the correct option.

Question 1

Fernando is trying to help his daughter, Anna, to learn to ask for things. What could he do to help her learn to request at snack time?

- A. Offer her a choice of two different kinds of fruit by holding them up outside of her reach and asking “Do you want banana or melon?”
- B. Break off a small piece of banana and give it to her, then wait to see if she will ask for another piece.
- C. Do not give her a snack until she requests it.
- D. A and B are good choices but C is not a good choice.

Question 2

Fernando and Anna are walking outside when Anna notices a big brown dog and says “Dog!” Fernando notices that Anna is interested in the dog. He wants to repeat her words and expand her language. What should he do?

- A. Say “That’s a very big brown dog!”
- B. Say “Wow, what a big dog! Look, look there are birds in that tree over there!”
- C. Say “Big dog” and point at the dog.
- D. Look over at the dog but say nothing.

Answers to questions

These are the answers to the questions to check your own learning on the previous page.

Check the answers only after you have tried to answer the questions. When you finish checking the answers, go back to the questions and circle the correct answer.

Answer to Question 1: D: A and B are good choices, but C is not a good choice.

Explanation:

These are good choices to help a child to learn to request:

- Offer a choice by holding two items in the child's sight but out of reach and asking the child which one they want.
- Give small pieces of something one at a time and keep the rest out of reach. Wait to see if your child will ask for more.
- Keep objects out of reach but in the child's sight so that your child can point or reach for them.

Why option C is incorrect: Keeping food or water from a child will not help the child learn. Even if Anna does not try to ask for snack, her father should give her food and water whenever he thinks she needs it.

Answer to Question 2: C: Say “Big dog” and point at the dog.

Explanation:

When you notice your child communicating, say the same words as your child and try adding **one** new word. Anna used one word “Dog”, so Fernando should add one more word. He could say “Big dog” or “Brown dog” or “Walk dog”. Using gestures when you talk is also important so Fernando should gesture by pointing to the dog.

- Answer A: Saying “That’s a very big brown dog!” is too many words. Also, Fernando should use a gesture, like pointing, when he says the words.
- Answer B uses too many words and also demands the child change her focus to what the adult is interested in rather than follow the child’s interest in the dog.
- Answer D: [Look over at the dog but say nothing] Pointing at the dog should be combined with words: Fernando should repeat the word that Anna used and add one more word and point to the dog at the same time. Repeating and expanding language is good, and modelling pointing shows the child how to use gesture with words at the same time.

Services and resources for families

This information describes local services and resources for you, your child and your family. *[To be completed based on local context]*

What can I do if my child is ill?

What can I do if I think my child might have been hurt or abused by someone?

What can I do if my family needs things that we do not have?

What can I do if there are difficulties at home?

What can I do if my family has other challenges?

What can I do if I feel I am not coping well?

Notes:

Next steps

Date and time of home visit: _____

Date of next group session: _____

In the next group session we will discuss how you can help your child to learn skills for daily living

If you cannot come to the next session for whatever reason, you are still welcome to come to the following session. If you come to the following session 15 minutes early, the facilitators will help you to review the things you have missed.

6

Session 6: Teaching new skills in small steps and levels of help



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Text message reminder about next session		
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Text message reminder about next session		
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Call to check in		
Session 8	Teaching alternatives to challenging behaviour	
Text message reminder about next session		
Session 9	Problem-solving and self-care	
Home visit 3		
Additional sessions		

Home practice review

Target routines we tried:

1) _____

2) _____

I made opportunities for my child to communicate to share or request when I:

1) _____

2) _____

My child communicated by:

1) _____

2) _____

Things I can try next time:

1) _____

2) _____

3) _____

What we will learn today

- how to divide big tasks, such as dressing and handwashing, into small steps;
- how to select which small step to teach first;
- that there are different levels of help you can provide to help your child learn the steps;
- how to give your child the lowest level of help necessary, both in play and home routines.



Personal goals

One daily routine I want my child to do successfully is:

▪ _____

Today we will focus on breaking this routine into small steps.

We will pick one step to begin to teach the child

The small steps in my target routine are:

My child can do this
step on her/his own

- | | |
|----------|--------------------------|
| 1) _____ | <input type="checkbox"/> |
| 2) _____ | <input type="checkbox"/> |
| 3) _____ | <input type="checkbox"/> |
| 4) _____ | <input type="checkbox"/> |
| 5) _____ | <input type="checkbox"/> |
| 6) _____ | <input type="checkbox"/> |
| 7) _____ | <input type="checkbox"/> |
| 8) _____ | <input type="checkbox"/> |

Circle the small step you will teach first.

Mimi's story: Teaching a routine in small steps



My name is Mimi and I am the caregiver for my grandson, Abel, who was diagnosed with a developmental disability when he was three years old.



Abel is different. He does not say much, and he can spend hours sitting by himself. He likes to hum to himself, look up at the lights and move his fingers in front of his eyes. Other people think this behaviour is strange, but I think it is fine because it seems to calm him down. He will not usually look at you – but I have taught him a few songs that we like to sing together, and he seems to like it when I tell him stories before bed.



I wanted Abel to learn how to do more things on his own like wash his hands. At first, we were having a difficult time getting him to do anything at all. I was just doing everything for him.



Then I learned how to break each activity down into very small steps to help him understand what he needed to do. I taught him just one small step at a time and provided him with lots of help at first. I started by teaching him to dry his hands because it is an easy step and he likes the feeling of the towel on his hands.



I still need to help with steps that are difficult.



I give him lots of encouragement just by saying what he is doing, like "Abel, we are washing hands!" I think learning to do these small steps on his own makes us both feel proud of him.



With a lot of practice and encouragement, Abel is now able to do many of the steps to wash his hand by himself! I still need to help Abel to turn on the tap and put the soap in his hands. But now after a lot of practice, Abel can rub the soap in his hands, put it back in the tray, scrub his hands under the water until the soap is gone, and dry his hands on a towel. I still need to help to turn off the tap, but Abel is doing most of the work himself. With some help, he is learning to dress himself too.

Key message 1

Your child can learn new skills for everyday life by practising with your help

- **You can help your child to learn new skills for everyday life by helping them and practising with them every day.**
- **The skills for everyday life that we will talk about in this session are getting dressed and undressed and washing hands.**
- **You can use the strategies from this session to help your child learn new skills in many contexts: play skills, other skills in home routines and everyday life.**



 Tip 1

Break the skill into small steps and teach your child one small step at a time

For example, putting on a shirt has five steps:

The first step



The last step



Which step should you teach first?

- Teach the very first step if your child is not yet doing any of the steps on their own.
OR
- Teach the very last step if it is the simplest or most fun.
OR
- If your child can already do some steps, teach the first step that the child cannot do on their own. For example, if the child can get their shirt ready and put their head in, but not put their arms in yet, teach the child to put one arm in as the next step.

Using pictures to teach small steps of a routine

Example: Picture schedule for washing hands



“Turn on water”



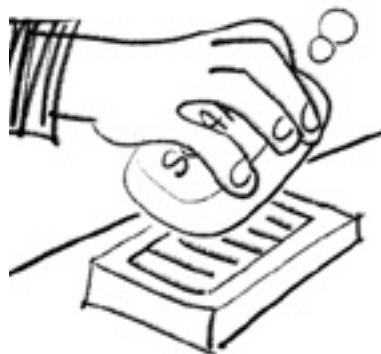
“Hands in water”



“Pick up soap”



“Rub soap”



“Put down soap”



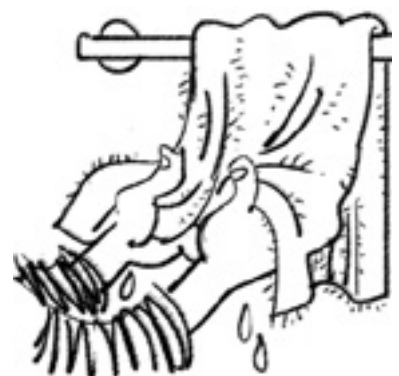
“Rub hands”



“Rinse hands”



“Turn off water”



“Dry hands”

Levels of help

These are the different levels of help you can give your child when you are teaching a small step of a bigger task. We focus on self-care skills for everyday life but you can also use these strategies to teach other skills, such as play skills and skills for other home routines.



LEVEL 1: Show and say

Show your child what to do and say the step in words your child can understand. If your child does not try it, say the step one more time to remind the child.

Giving more help



LEVEL 2: Give a little physical help to start or finish the action.

In this example, the caregiver takes the child's hand and gently helps him to start to pull the zipper from the bottom. Then the child finishes the step.

The highest level of help



LEVEL 3: Give a lot of physical help by gently taking the child's hand and doing the whole action from start to finish.



Tip 2

Let your child learn! Give the lowest level of help needed for your child to be successful

Try to give the lowest level of help whenever possible:

- If your child is successful, continue to use the lower level of help.
- If your child is not successful, keep the higher level of support for a little longer.

Show and say (lowest level of help)

Show and say



Wait for the child to try. Say again if the child does not try



Praise the child for trying



Give a little physical help - to get the action started

Get the action started



Let the child finish



Praise the child for trying



Give a lot of physical help - to help the child to do the whole action

Help the child to do the whole action



Praise the child for trying



You can also use these levels of help when you are teaching your child new ways to play



Tip 3

Give clear and consistent instructions and praise your child for trying

- Use language that your child can understand.
- Give similar instructions each time.
- Stay positive and praise your child every time she/he tries the step.





Tip 4

Ask yourself: can I teach a different step?

To teach your child a big task or routine, you will focus on different small steps over time.

- Each time you practise, ask yourself:
 - Is the step we are working on too hard? Is there a different step that would be better to teach first?
 - Is the step we are working on too easy? Can my child already do this step with little or no help? If yes, then I can teach the next small step in the big task.



Our goal was for the child to learn the first step. Now the child can do the first step, we need a new goal.



Our new goal is for the child to put the shirt over her head.



The child needs help to get her head in the shirt so mother will give a reminder and say *the step again*.



The child needs more help, so mother adds a little physical help and gently starts to pull the shirt over her child's head.



Home practice activity

- **Continue to practise two home routines with your child.** These could be the same routines you did before, or something different. When you do the routines, plan to spend at least 5 minutes with your child and notice and respond to your child's communication.
- **Choose one small step of a bigger task within one of the routines that you want your child to learn.** Try to practise this task at least three times per week.
- **Plan the level of help you will start with**
The three levels are 1) *Show and say*, 2) a little physical help and 3) a lot of physical help.

My home practice plan

1. Target Routine (bigger task): _____

2. Small step that I will teach: _____

3. Level of help I will give (Circle):

Show and say

A little physical help

A lot of physical help

▪ **Remember to practise the tips from this session:**

Tips



1. Break the skill into small steps and teach your child one small step at a time.
2. Let your child learn! Give the lowest level of help needed for your child to be successful.
3. Give clear and consistent instructions and praise your child for trying.
4. Ask yourself: can I teach a different step?

Key messages

- Your child can learn new skills for everyday life by practising with your help.

Questions to check your own learning

Try to answer these questions after the session to check your own learning. When you finish, you can check the answers on the following page.

Instructions: Choose the best answer for each question from the options below. Afterward, check your answers and circle the correct option.

Question 1

Mimi is trying to teach her grandson Abel how to wash his face with a cloth. She started by teaching him the first step: getting the cloth and bringing it to the sink. Now he can do that step on his own. Mimi turns on the tap because it is difficult for Abel to do and she gives him a little physical help to get the cloth wet. Abel does not like to have his face wiped with the cloth, so Mimi does that for him. Afterward, Mimi hangs up the cloth and they sing a song together, which Abel really likes. “Mimi would like to keep the activity fun and motivating for Abel. What would be the best step to teach him next?”

- A. Get the cloth and bring it to the sink.
- B. Turn on the tap.
- C. Wet the cloth.
- D. Wipe his face with the cloth.
- E. Hang up the cloth to dry before they sing a song together.

Question 2

Mimi decides to teach Abel the last step of the routine: hang up the cloth to dry. What level of help could she try first?

- A. *Show and say.*
- B. A little physical help.
- C. A lot of physical help.

Answers to questions

These are the answers to the questions to check your own learning on the previous page. Check the answers only after you have tried to answer the questions. When you finish checking the answers, go back to the questions and circle the correct answer.

Answer to Question 1: E: Hang up the cloth to dry before they sing a song together.

Explanation:

This would be a good step for Mimi to choose next because it is simple and it will probably be a fun and motivating step for Abel. By learning to hang up the cloth he is able to finish the task on his own and then sing a song with his grandmother right afterwards, which he enjoys.

- A. Get the cloth and bring it to the sink – No, Abel can already do this step on his own, so Mimi does not need to work on it any longer. She should be consistent and should continue to have Abel do it on his own. She should try to remember not to do this step for him, even if she can do it faster than Abel does.
- B. Turn on the tap – This is the next step after Abel gets the cloth. However, it is a difficult step for Abel, so it is not the best one to work on next, even though it comes right after a step he can do on his own.
- C. Wet the cloth – Mimi could work on this step, but it comes in the middle of the task and it is followed by a step that Abel does not like (having his face wiped with the cloth) so it is probably not the most fun or motivating step.
- D. Wipe his face with the cloth – No, Abel does not like this step, so it might be harder to teach him to do it on his own. It is probably best to teach him the easier steps first.

Answer to Question 2: A: *Show and say*

Explanation:

Mimi thinks that Abel will be able to do this simple step on his own, so she will use the lowest amount of help to start: *Show and say*. If Abel is successful in doing this step on his own, Mimi can continue to use this lower level of help. If Abel is not successful, she can try a higher level of help for a while longer.

B. A little physical help and

C. A lot of physical help

No, Mimi thinks that Abel will be able to hang up the cloth on his own so it is best if she starts with a lower level of help and increases the level of help if needed. Her goal is for Abel to do the step with as little help as possible.

Services and resources for families

This information describes local services and resources for you, your child and your family. *[To be completed based on local context]*

What can I do if my child is ill?

What can I do if I think my child might have been hurt or abused by someone?

What can I do if my family needs things that we do not have?

What can I do if there are difficulties at home?

What can I do if my family has other challenges?

What can I do if I feel I am not coping well?

Notes:

Next steps

Date of next group session: _____

In the next group session we will discuss child behaviour, positive behaviour, and skills.

If you cannot come to the next session for whatever reason, you are still welcome to come to the following session. If you come to the following session 15 minutes early, we will help you review the things you have missed.

7

Session 7: Preventing challenging behaviour – helping children to stay engaged and regulated



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Overview

Date, time,
location

Home visit 1	
Call to check in	
Session 1	Introduction – Getting children engaged
Call to check in	
Session 2	Keeping children engaged
Call to check in	
Session 3	Helping children to share engagement in play and home routines
Text message reminder about next session	
Session 4	Understanding communication
Text message reminder about next session	
Session 5	Promoting communication
Home visit 2 (between sessions 5 and 6)	
Session 6	Teaching new skills in small steps and levels of help
Text message reminder about next session	
Session 7	Preventing challenging behaviour – helping children to stay engaged and regulated
Call to check in	
Session 8	Teaching alternatives to challenging behaviour
Text message reminder about next session	
Session 9	Problem-solving and self-care
Home visit 3	
Additional sessions	

Home practice review

In the past week we focused on breaking a routine into small steps and helping our child to learn one small step.

Routine 1: _____

Target small step: _____

Level of help I gave (Circle):

Show and say

A little physical help

A lot of physical help

Success we had: _____

Next time I can try:

- _____
- _____
- _____
- _____

Routine 2: _____

Target small step: _____

Level of help I gave (Circle):

Show and say

A little physical help

A lot of physical help

Success we had: _____

Next time I can try:

- _____
- _____
- _____
- _____

What we will learn today

- How to help children to stay regulated (calm, cool and ready to learn).
- How to understand the messages children are trying to send us using challenging behaviour.
- Ways to try to prevent the challenging behaviour.



Personal goals

My target routines are:

- 1) _____

- 2) _____

	Want to see more (appropriate behaviour)	Want to see less often (challenging behaviour)
Routine 1:		
Routine 2:		

Ling's story: Understanding children's behaviour and regulation



My name is Ling. I have a son, Wei, who was diagnosed with a delay when he was very young. We live with my husband, Jun and my mother, Lanfen. Wei is now 6 years old and I am glad to report that we have come very far from where we started.



It is difficult to know how to teach your child to behave. Sometimes we think we need to be harsh so that the child will learn. But through the parenting course, I have learned about other, better ways to teach a child how to behave. I must admit that I lost my patience with my son all the time when he was a toddler. Mealtimes were a challenge. Wei turned our mealtimes into a game where he would get up from the table and run around. He would smile at me and laugh since, like many small children he thought the chase game was fun! Unfortunately, it was not fun for me or for the rest of our family.



I explained our challenges at mealtime to a nurse we saw at the clinic. She told me that she would check to make sure there was nothing medically wrong with Wei's stomach and digestive system. We had tests done at the clinic and the doctor said everything was normal. The nurse explained that there are strategies I can use to help make our mealtimes better.

She explained that, like many young children, Wei wants my attention – any kind of attention! Not only when I praise him, but also when I yell at him to come back to the table. These are both ways of giving him attention.



I learned that when Wei is running and laughing very hard he is having difficulty in keeping his body "regulated". I can help Wei by quietly giving his shoulders some pressure by pressing and squeezing with my hands. This helps Wei to stay regulated and to settle down and sit in his chair.



I also learned that I need to set up our mealtime environment to help Wei stay in his chair.

I was putting Wei's chair at the end of the table and it was very easy for him to get up. Now, I sit at the end of the table and Wei sits across the corner of the table from me in his chair against the wall.

I made a smaller space so it is more difficult for Wei to jump out of his chair.



I also learned to give Wei lots of attention and praise for sitting at the table and eating his meal.

The moment he sat in his chair I would praise him and give him lots of attention "Wei, you are sitting so nicely!"

What is behaviour?

Behaviour includes everything we do!

1) Skills

The “good behaviour” that you want to see more of



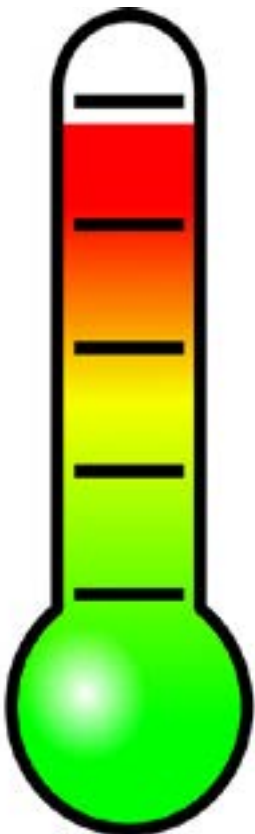
2) Challenging behaviour

The behaviour you want to stop or see less of



The behaviour thermometer

What did you notice about your child's behaviour this week?



My child is hot/red when:

Hot/red

Very upset, angry or overexcited. Needing help to calm down.

My child is warm/yellow when:

Warm/yellow

Showing first signs of frustration, distress, upset.

My child is cool/green when:

Cool/green

Calm, alert and ready to learn.



Tip 1

Respond to skills and appropriate behaviour with praise and encouragement

- Notice when your child is “being good” (behaving well) or doing something well. Respond with attention, smiles and kind words.
- Praise and encourage your child for trying difficult tasks (e.g. by saying “You are trying!” or “You are helping!”)



- Praise can help your child stay regulated and engaged in your activity.
- Praise rewards the child and makes the behaviour more likely to happen again.

Key message 1

Children can communicate by using challenging behaviour to get access or attention, to avoid something or to get a sensation

- **Behaviour happens for a reason, although sometimes the reason for the behaviour is difficult to understand.**

We need to understand the reason for a child's challenging behaviour to help stop it or make it happen less often.



Behaviour can help children get access to something they want.



Behaviour can help a child get attention from someone.

Key Message 1, continued



Behaviour can help a child stop or avoid something they do not like.



Behaviour can help a child get a sensation (or a feeling).

It is important to remember that some behaviour happens for physical or medical reasons that the child cannot control. Children should never be punished for behaviours they cannot control, like wetting themselves in their sleep.



Tip 2

Look and listen for signals before the challenging behaviour

Think about what happened right before the behaviour and ask yourself:

- What was my child doing when I approached?
- Is this type of situation especially difficult for me or my child? (For instance, it is very difficult for my child to put her favourite cars away, or we were going on an outing that my child does not enjoy.)
- What was my child's behaviour like when I approached? Cool, warm, hot?
- Was my child trying to communicate something to me (e.g. how they were feeling, or what they wanted or needed) through the challenging behaviour?
- Did my child understand my instructions?



It is easier for children to come back to “green/cool” when they are showing only the first signs of being upset.



Tip 3

Arrange your environment and give warnings before changing activities to help your child stay cool

1) Set up the environment:

- Reduce clutter by taking away extra objects.
- Add structure (e.g. a table and chair or a place to sit with the child's back against a wall).

2) Give warnings before changing activities:

- Tell your child several minutes in advance of changing activities.
- Say how many minutes are left and then count down the last few seconds.
- Give your child a clear instruction and help your child to follow it when the time is up.
- You can also use a timer so your child can see how much time is left.
- In the next session we will also talk about how you can use a picture schedule to help your child to know what is coming next.

Setting up the environment and giving warnings before you change activities will help your child to stay calm and cool.



Reduce clutter and add structure (e.g. a table and chair).



Give warnings before changing activities.



Tip 4

If your child has a “meltdown” or “tantrum”, stay calm and wait for the child to calm down. Then think about the reason for the behaviour.

Follow these steps when the child is showing severe hot or red behaviour:

1) Stay calm to help your child return to calm

- Model being calm. Try to remain quiet and avoid telling your child to “stop it”, “be quiet” or “calm down”.

2) Give your child space but stay nearby

- If you are out and about, ask others to move away to give your child space.
- If you are at home, if possible, bring your child to a “safe spot” in your home.

3) Protect your child and others

- While in a “meltdown” children could injure themselves or others because of the state of distress they are in.
- Protect your child and others around them if needed. For example, move the child if she/he is near something dangerous, like a hot stove or a roadway. If other children are frightened, comfort them, or ask another adult to help.

4) Do not reward the behaviour

- Avoid rewarding the hot or red behaviour with extra attention or by trying to calm the child with a treat. Give attention when the child has calmed down or stopped the behaviour.

5) Offer a choice of a calming routine

- When the meltdown is coming to an end, you could offer a choice between calming options (use visuals if necessary): e.g. “Wash face or drink water?”

6) Then, when the meltdown is over, try to understand the behaviour

- Once the child has calmed down, think about what happened before the behaviour. Is there a trigger that could be avoided, such as too much noise or a difficult transition from a favourite activity to an activity the child does not like?
- Try to understand what message the child was sending with this behaviour. Was the child tired, hungry or distressed about something?

Tip 4, continued



Stay calm to help your child return to calm.



Give your child space but stay nearby.



Avoid rewarding the behaviour with extra attention or trying to calm the child with a treat.








Give attention when the child has calmed down.



Once the child has calmed down, think about what happened before the behaviour. Try to understand what message the child was sending.

Before, During and After Behaviour chart for Session 7

Before	During (the behaviour)	After	Reason for behaviour	How to reduce the behaviour
				
<p>What happened immediately before the behaviour?</p> <ul style="list-style-type: none"> • Did you ask your child to do something? • Was there a change in activities? • Was a favourite toy or item not available? 	<p>How did the child behave?</p> <ul style="list-style-type: none"> • Crying and lying on the floor? • Refusing to collaborate with an important task? • Screaming “no”? 	<p>What happened immediately after the behaviour?</p> <ul style="list-style-type: none"> • Did you give attention (positive or negative)? • Did you give your child access to something? • Did you stop the activity? 	<p>What was the reason for the behaviour?</p> <ul style="list-style-type: none"> • To get access to something • To get attention • To avoid or stop something • To get a sensation 	<p>What could you do to prevent the behaviour?</p> <ul style="list-style-type: none"> • Provide praise and encouragement • Set up the environment by reducing clutter and adding structure • Give clear and consistent instructions • Give warnings before changing activities • Use countdowns or timers

Home practice activity

Choose 2 home routines that you will do with your child or involve your child in. These could be the same routines as you did before, or something different. Choose something you will try to do every day. When you do the routine, plan to spend at least 5 minutes focusing on noticing and responding to your child's communication and:

- 1) Look and listen for challenging behaviours and their signals in your routines.** Think about what happens before the challenging behaviour. Use your “Before, During and After Behaviour” chart as a reminder.
- 2) Choose 1 skill from the “want to see more” list (see “Personal goals” on page 7)**
Plan to notice when your child is doing this behaviour each day.
Make a plan for how to praise and reward your child with attention, smiles and kind words.
- 3) Look and listen for a challenging transition**
Try one strategy that you learned today.

- **Remember to practice the tips from this session:**

Tips



1. Respond to skills and appropriate behaviour with praise and encouragement.



2. *Look and listen* for signals *before* the challenging behaviour.



3. Arrange your environment and give warnings before changing activities to help your child stay cool.



4. If your child has a “meltdown” or “tantrum”, stay calm and wait for the child to calm down. Then think about the reason for the behaviour.

Key messages

- Children can communicate by using challenging behaviour to get access or attention, to avoid something or to get a sensation.

Questions to check your own learning

Try to answer these questions after the session to check your own learning. When you finish, you can check the answers on the following page.

Question 1

Instructions: Match the behaviour on the left with the reason for the behaviour on the right by drawing a line that connects the two. Afterwards, check your answers on the following pages.

- | | |
|--|------------------------------|
| A. When Tyree is playing outside and his mother tries to bring him inside for bedtime, he says “No, no, no!” and falls to the ground. | To get access to something. |
| B. Jacob likes to stare at lights and sometimes he wiggles his fingers in front of his eyes. When he is excited, sometimes he flaps his arms like wings. | To get attention. |
| C. When her father is talking on the telephone, Anna starts yelling and throwing her toys onto the floor. | To avoid or delay something. |
| D. When Saanvi and her mother walk by a store that sells sweets, Saanvi whines and tries to pull her mother towards the store. | To get a sensation. |
-

Instructions: Choose the best answer for each question from the options below. Afterward, check your answers and circle the correct option.

Question 2

Anne wants to make it easier for Tyree to stay calm and cool when they are getting ready to leave the house in the morning. What should she do?

- A. Say “Good try!” when he tries to dress himself and puts his shirt on backwards.
- B. Tell him that he can play for two more minutes and then it will be time to put on his shoes.
- C. Try to act and speak calmly when she talks to him.
- D. All of the above (A, B and C).

Answers to questions

These are the answers to the questions to check your own learning on the previous pages. Only check the answers after you have tried to answer the questions. When you finish checking the answers, go back to the questions and circle the correct answer.

Question 1:

Answers and explanation:

- A. To avoid or delay something
When Tyree refuses to go inside to bed and falls on the ground, he is delaying his bedtime. Refusing to go inside may help him stay outside longer. This behaviour also gives him attention from his mother.
- B. To get a sensation
Jacob gets a sensation from his vision when he stares at the lights and wiggles his fingers in front of his eyes. He gets the sensation of movement when he flaps his arms. These sensations help him feel calm.
- C. To get attention
When Anna makes a noise when her father is on the telephone, he comes over to tell her to be quiet. This gives her attention. Even negative attention can be a reward for a child.
- D. To get access to something
Saanvi wants her mother to buy her sweets. Sometimes when she whines extra loudly, her mother gives in and buys her sweets to keep her quiet. Now every time they walk by the store, Saanvi whines loudly.

Answer to Question 2: D: All of the above (A, B and C)

Explanation:

Praising children for good behaviour, giving two minutes advanced notice before changing activities and remaining calm yourself are all good ways to help children stay calm and cool.

Services and resources for families

This information describes local services and resources for you, your child and your family. *[To be completed based on local context]*

What can I do if my child is ill?

What can I do if I think my child might have been hurt or abused by someone?

What can I do if my family needs things that we do not have?

What can I do if there are difficulties at home?

What can I do if my family has other challenges?

What can I do if I feel I am not coping well?

Next steps

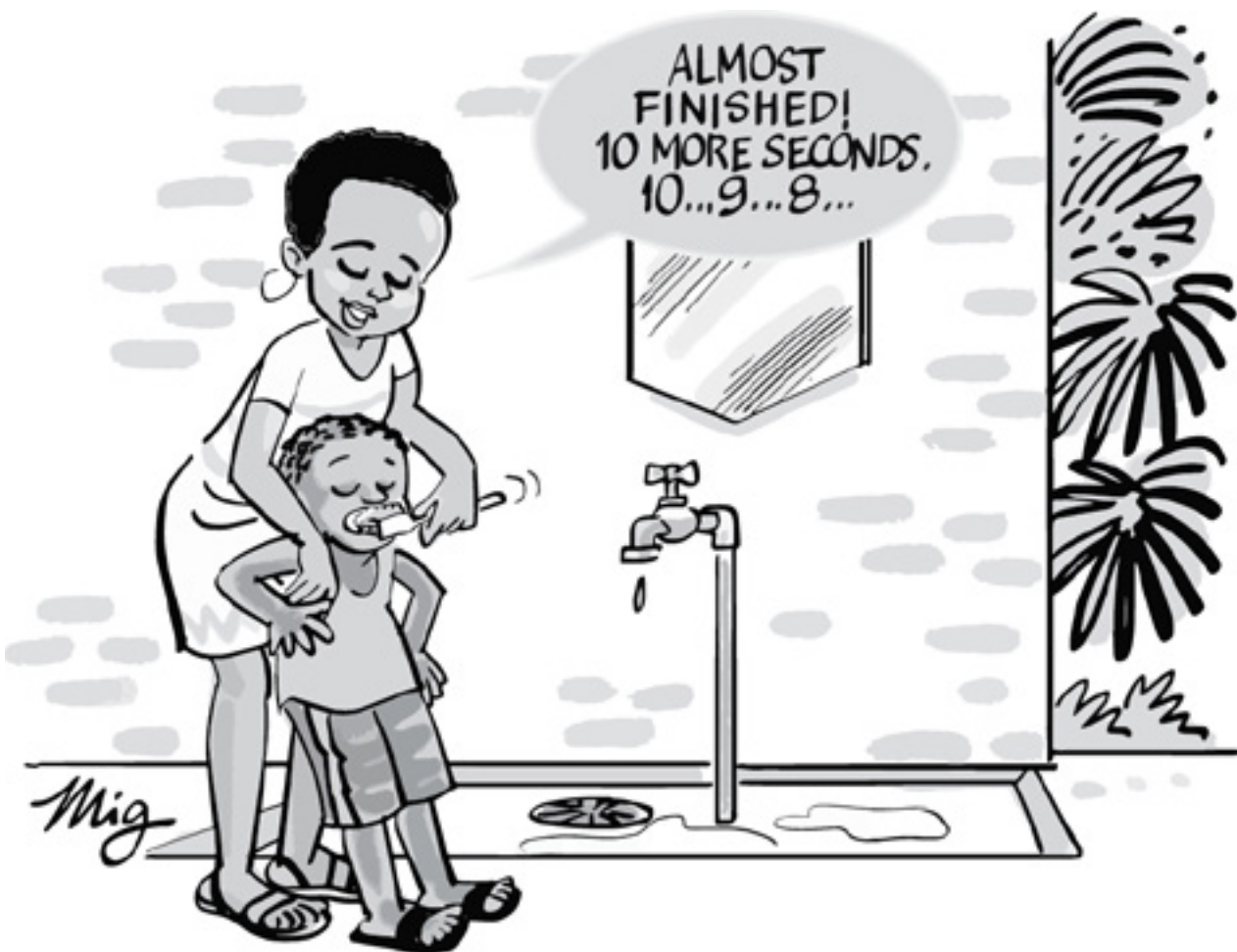
Date of next group session: _____

In the next group session, we will discuss child behaviour and strategies to reduce challenging behaviour.

If you cannot come to the next session for whatever reason, you are still welcome to come to the following session. If you come to the following session 15 minutes early, we will help you to review the things you have missed.

8

Session 8: Teaching alternatives to challenging behaviour



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Overview

Date, time,
location

Home visit 1

Call to check in

Session 1 **Introduction – Getting children engaged**

Call to check in

Session 2 **Keeping children engaged**

Call to check in

Session 3 **Helping children to share engagement in play and home routines**

Text message reminder about next session

Session 4 **Understanding communication**

Text message reminder about next session

Session 5 **Promoting communication**

Home visit 2 (between sessions 5 and 6)

Session 6 **Teaching new skills in small steps and levels of help**

Text message reminder about next session

Session 7 **Preventing challenging behaviour – helping children to stay engaged and regulated**

Call to check in

Session 8 **Teaching alternatives to challenging behaviour**

Text message reminder about next session

Session 9 **Problem-solving and self-care**

Home visit 3

Additional sessions

Home practice review

Our target routines were:

1) _____

2) _____

Our target challenging behaviour was:

To reduce/stop the behaviour I tried to:

I think the behaviour happened because:

What we will learn today

- **More about how to manage challenging behaviour.**
- **How to identify challenging behaviours and help your child to decrease these behaviours.**



Personal goals

The two target routines I plan to do with my child this week are:

- 1) _____

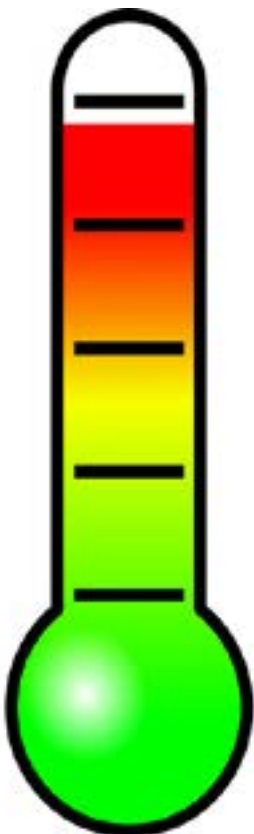
- 2) _____

	Want to see more (appropriate behaviour)	Want to see less often (challenging behaviour)
Routine 1:		
Routine 2:		

Today we will plan how to respond to these challenging behaviours.

The Behaviour Thermometer

What did you notice about your child's behaviour this week?



My child is hot/red when:

Hot/ red

Very upset, angry or overexcited. Needing help to calm down.

My child is warm/yellow when:

Warm/yellow

Showing first signs of frustration, distress, upset.

My child is cool/green when:

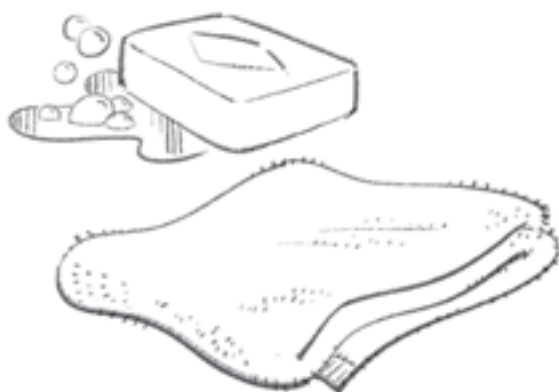
Cool/ green

Calm, alert and ready to learn.

**Tip 1**

Use picture schedules to help your child to understand activities and stay calm

- ***First-then* schedules show your child what is happening now and what will happen next.**



- **You can show the two pictures to the child and say, “First we wash our face and hands, and then we put on clothes.”**
- **Pictures schedules help to warn your child that a change is coming.**
- **This can lower anxiety and stress about what will happen next.**

Activity or day schedules show your child many steps at a time

This after-school schedule has a picture for each step the child will do once she/he comes home:

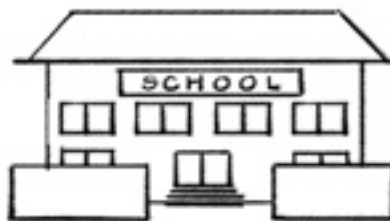
Take off shoes



Have something to eat



Pick up brother



Play



Four goals for responding to challenging behaviour

Reason for the behaviour



goal for responding



To get access to something

Help the child to use communication skills to ask (by using a gesture, sign, picture, or saying a word) OR – if you do not wish to provide the item – be consistent and do not give the item when there is challenging behaviour.



To get attention

Give no attention or response for challenging behaviour (ignore the behaviour) ...



... AND reward appropriate behaviour and skills with praise and attention.

REASON FOR THE BEHAVIOUR



To stop or avoid something

GOAL FOR RESPONDING



Set clear, consistent and appropriate expectations and help your child to understand that challenging behaviour will not stop the activity.



To get a sensation



Provide a safe and appropriate way of getting the sensation ...



... AND help your child to communicate to get the sensation she/he wants.

Maya's story

Look and listen for:

- 1) What happens **before** the behaviour.
- 2) The challenging behaviour.
- 3) What happens **after** the behaviour.

What is the message the child is sending with the challenging behaviour?

Notice how the caregiver responds.



Maya's mother has been working on a tooth-brushing routine every night. Maya does not like brushing her teeth. Her mother reminds her that it is time to brush her teeth before she goes to bed. Maya ignores her mother's reminder and continues to play around with her brother.



Maya's mother waits for a couple of minutes and then asks Maya again to brush her teeth. Maya whines to have a few more minutes to play before bed. Sometimes Maya's mother lets her have more time to avoid the battle over brushing her teeth.



Sometimes she tells her "No" and asks her again to brush her teeth. When she does this, Maya sometimes cries, screams and flops to the floor. Sometimes Maya's mother gives up and does not make her brush her teeth.

Luc's story

Look and listen for:

- 1) What happens **before** the behaviour.
- 2) The challenging behaviour.
- 3) What happens **after** the behaviour.

What is the message the child is sending with the challenging behaviour?

Notice how the caregiver responds.



Louis-Philippe has a job that requires him to make a lot of telephone calls. He tries to make his calls while his son Luc is at school but calls still need to be made when Luc is at home. When Louis-Philippe answers the telephone, Luc begins to yell for his dad loudly "Dad, dad! Look at this! Dad, dad!" and runs around the house.



Louis-Philippe tries to continue the call but eventually Luc's running and yelling are so loud that Louis-Philippe tells his son loudly to stop or tries to get Luc to sit quietly with him while still on the telephone.

Key message 1

Find out the reason for your child's challenging behaviour and decide how to respond based on that reason (to get access or attention, to avoid or to get a sensation)

There are four reasons for challenging behaviour:



Get access



Get attention



Avoid or stop something



Get a sensation

- Think about what happened before, during and after the behaviour to find out the reason for the behaviour
- There are different things you can do to decrease or stop these challenging behaviours, depending on the reason for the behaviour

Challenging behaviour to get access to something

Example of an incorrect response that will increase challenging behaviour



Behaviour can help children get access to something they want

Why should we respond in a different way?

Giving children what they want when they scream and cry, without teaching them a new way to request, will not help them to learn to use words and gestures to communicate.

How to respond to challenging behaviour that aims to get access to something

When you want the child to have the item, help the child use communication skills (a gesture, sign, picture, or saying a word)



When you do not wish to give the item, do not give in. Be consistent, do not give the child the item while the child is showing challenging behaviour.





Tip 2

Respond to challenging behaviour that aims to get access by teaching your child to use communication skills

- Respond to challenging behaviour that aims to get access by teaching your child to use communication skills:
 - words
 - gestures
 - sign language
 - pointing to a picture of the item.
- *Show and say* – demonstrate words and gestures your child can use to communicate.
- Work on communication strategies each day when your child is cool, calm and ready to learn. This way you can help your child to build the skills she/he needs to replace the challenging behaviour.



She notices his behaviour to get access (crying and reaching) and responds by using *show and say* – she demonstrates words (“Want snack!”) and a gesture (pointing) he can use to request.



Then she waits for a moment to give him room to try these communication skills.

Tip 2, continued



He doesn't try the new skills this time, but goes back to the same behaviour to get access (crying and reaching).



She responds to his communication (crying and reaching) by giving him the snack right away. She also repeats the words he can use to request ("Want snack!"). She doesn't need to wait for him to try the words and gesture before she gives the snack.

Much later



After she works on communication skills each day and responds to his behaviour many, many times with words and gestures, he makes a sound and reaches out his hand to request!



She is very excited to see this and responds by giving him the snack right away and saying the words he can use to request ("Want snack!")

Challenging behaviour that seeks attention

- Behaviour can help a child get attention from someone.
- Attention can be positive (looking at the child, talking to the child or engaging in the activity) or negative (scolding, yelling, physically moving the child).
- Responding to challenging behaviour by giving attention to the child will make it more likely to happen again.



How to respond to challenging behaviour that seeks attention

Ignore: Do not look at the child or talk to the child while you are waiting for the challenging behaviour to stop.



When the challenging behaviour stops, praise the child right away, even for something very small, such as sitting and being quiet for a few seconds.



 Tip 3

Ignore challenging behaviour that is seeking attention if it is safe and okay to do so

Ask yourself:

- Could the behaviour hurt my child or another person?
- Is my child scared, hurt or sick (i.e. in need of my attention)?



If your answer to both questions is “No”, you can ignore the behaviour.



Do not look at the child, talk to the child or shout while you are waiting for the challenging behaviour to stop (this would reward the child with attention).



Remember that when you begin to ignore behaviour to get attention, it will usually get worse before it gets better. This is because your child will usually try harder to get you to notice her/him.

When the challenging behaviour stops, praise your child right away, even for something very small, such as sitting and being quiet for a few seconds.

Challenging behaviour to stop or avoid something

Behaviour can help a child stop or avoid something that she/he does not like.



How to respond to challenging behaviour to avoid something

If the routine is challenging for your child, try to:

- make the routine easier for your child;
- offer help;
- use picture schedules;
- use countdowns or timers.

If your child can do the activity, be clear, kind and firm.

Help your child to understand that challenging behaviour will not stop the activity.





Tip 4

Set clear, consistent and appropriate expectations to reduce challenging behaviour that aims to avoid or stop a routine

- “Clear” – Use words your child can understand.
- “Consistent” – Expect the same thing from your child each time and increase your expectations slowly over time.
- “Appropriate” – Choose activities and routines at the right level for your child:
 - If the activity is too difficult, make it easier or more fun for your child, offering help, praising, setting up the space, singing or finding an easier time to do the activity.
 - If the activity is too easy, make it more interesting by varying the materials or teaching new steps.



Challenging behaviour to get access to a sensation

Behaviour can help a child get sensation (a feeling)



A child tries to touch strangers' clothing because the child likes the feeling of fabric.



A child chews on things that are dirty or unsafe, such as items from the ground.

How to respond to challenging behaviour to get a sensation

Choose a more appropriate way to give the child the sensation.

For a child who tries to touch strangers' clothing because the child likes the feeling of fabric:



Provide the child with a piece of fabric they can touch instead.



Teach the child to ask for the piece of fabric using words or gestures.

For a child who chews on things that are dirty or unsafe, such as items from the ground:



Create a necklace that the child can chew on by putting some flexible plastic tubing on a string.



Teach the child to chew on the necklace instead of dirty or unsafe things.

 Tip 5

Teach a safe and appropriate behaviour to replace sensation-seeking challenging behaviour.

- *Ask yourself:* Does this behaviour put my child at risk? Does this behaviour disrupt my child's engagement and learning? If not, think about focusing first on another challenging behaviour.
- Teach a safe and appropriate behaviour to give access to the same sensation. This behaviour will replace the current challenging behaviour.
- Teach your child to ask to get the sensation they want.








A child touches a stranger's clothing because the child likes to touch fabric.



Give the child a piece of fabric to touch instead and teach the child to ask for it using words or gestures.

Before, During and After Behaviour chart for Session 8

Before	During (the behaviour)	After	Reason for behaviour	How to reduce the behaviour
				
<p>What happened immediately before the behaviour?</p> <ul style="list-style-type: none"> ▪ Did you ask your child to do something? ▪ Was there a change in activities? ▪ Was a favourite toy or item not available? 	<p>How did the child behave?</p> <ul style="list-style-type: none"> ▪ Crying and lying on the floor? ▪ Refusing to collaborate with an important task? ▪ Screaming “no”? 	<p>What happened immediately after the behaviour?</p> <ul style="list-style-type: none"> ▪ Did you give attention (positive or negative)? ▪ Did you give your child access to something? ▪ Did you stop the activity? 	<p>What was the reason for the behaviour?</p> <ul style="list-style-type: none"> ▪ To get access to something ▪ To get attention ▪ To avoid or stop something ▪ To get a sensation 	<p>What could you do to prevent the behaviour? How should you respond based on the reason for the behaviour?</p> <ul style="list-style-type: none"> ▪ Teach words and gestures for requesting. ▪ Ignore behaviour if it is safe and OK to do so. ▪ Set clear, consistent and appropriate expectations. ▪ Teach a new way to get a sensation.

Home practice activity

- **Choose 2 everyday activities (home routines) that you will do with your child or involve your child in.** These could be the same activities you did before, or something different. Choose something you do each day. When you do the activity, plan to spend at least 5 minutes with your child and notice and respond to your child's communication.
- **Look and listed for challenging behaviours and their signals.**
Think about what happens before, during and after the challenging behaviour.

Use the plan you made to respond to the challenging behaviour.

The target challenging behaviours are:

Activity 1

Behaviour: _____

Reason for behaviour: _____

Plan to respond: _____

Activity 2

Behaviour: _____

Reason for behaviour: _____

Plan to respond: _____

▪ **Remember to practise the tips from this session:**

Tips



1. Use picture schedules to help your child understand activities and stay calm.



2. Respond to challenging behaviour that aims to get access by teaching your child to use communication skills.



3. Ignore challenging behaviour that is seeking attention if it is safe and okay to do so.



4. Set clear, consistent and appropriate expectations to reduce challenging behaviour that aims to avoid or stop a routine.



5. Teach a safe and appropriate behaviour to replace sensation-seeking challenging behaviour.

Key messages

- Find out the reason for your child's challenging behaviour and decide how to respond based on that reason (to get access or attention, to avoid or to get a sensation).

Questions to check your own learning

Try to answer these questions after the session to check your own learning.
When you finish, you can check the answers on the following page.

Question 1

Instructions: Match the behaviour on the left with the goal for your response to the behaviour on the right by drawing a line that connects the two. Some behaviours may have more than one goal. Afterward, check your answers on the following pages.

A. When Tyree is playing outside and his mother tries to bring him inside for bedtime, he says “No, no, no!” and falls to the ground.	Do not give the item when there is challenging behaviour.
B. Jacob likes to stare at lights and sometimes he wiggles his fingers in front of his eyes. When he is excited, sometimes he flaps his arms like wings.	Give no attention or response (ignore the behaviour) then reward appropriate behaviour with praise and attention.
C. When her father is talking on the telephone, Anna starts yelling and throwing her toys onto the floor.	Set clear expectations and help the child to understand that challenging behaviour will not delay the activity.
D. When Saanvi and her mother walk by a store that sells sweets, Saanvi whines and tries to pull her mother toward the store.	Show the child a better way to get the sensation, but if the behaviour does not disrupt engagement and learning, think about focusing on another challenging behaviour first.

Instructions: Choose the best answer for each question from the options below. Afterward, check your answers and circle the correct option.

Question 2

Maya's mother wants to make it easier for Maya to cooperate when she is braiding Maya's hair. What should she do when she is braiding and Maya starts whining?

- A. Make sure that she is being gentle and not hurting Maya.
- B. Sing a song while she continues to braid.
- C. Count down the number of seconds until the activity is finished.
- D. Plan to braid one side and then take a break before braiding the other side, rather than taking a break when Maya starts whining.
- E. All of the above (A, B, C and D)

Answers to questions

These are the answers to the questions to check your own learning on the previous page. Only check the answers after you have tried to answer the questions. When you finish checking the answers, go back to the questions and circle the correct answer.

Question 1:

Answers and explanation:

- A. Set clear expectations and help the child understand that challenging behaviour will not delay the activity.
- When Tyree refuses to go inside to bed and falls on the ground, he is delaying his bedtime. His mother can set clear expectations by showing him a “first-then” card, and say “first we play outside, then we get ready for bed”. She can also count down how much time Tyree has left to play. She should try not to let Tyree stay outside longer when he is showing challenging behaviour.
- B. Show the child a better way to get the sensation, but if the behaviour does not disrupt engagement and learning, think about focusing first on another challenging behaviour.
- Jacob gets a sensation from his vision when he stares at the lights and wiggles his fingers in front of his eyes. He gets the sensation of movement when he flaps his arms. These sensations help him feel calm. If these behaviours do not get in the way of him interacting with other people and learning, it might be best to focus on other challenging behaviours first.
- C. Give no attention or response (ignore the behaviour) then reward appropriate behaviour with praise and attention.
- If Anna’s father comes over to tell Anna to be quiet, this gives her attention and even negative attention can be a reward for a child. It would be best if he did not look at Anna or talk to her while she is showing challenging behaviour. Then as soon as she is quiet, he should go to her and tell her that she is doing a good job being quiet.

- D. Do not give the item when there is challenging behaviour. Give no attention or response (ignore the behaviour), then reward appropriate behaviour with praise and attention.
- Saanvi wants her mother to buy her sweets and every time they walk by the store, Saanvi whines loudly. Sannvi's mother should not give Saanvi sweets when she is whining. She can ignore Saanvi's whining by not looking or talking to Saanvi while she is whining. Then, as soon as Saanvi is quiet, her mother should praise her with kind words: "You're calm now!"

Answer to Question 2: E: All of the above (A, B, C and D)

Explanation:

Maya's mother could make it easier for Maya to cooperate with braiding by singing, being gentle and using a countdown or timer.

If braiding is a long activity, she can plan to take a break after finishing one side.

Maya's mother should avoid stopping the activity when Maya is whining. If she stops braiding when Maya is whining, it will make it more likely that Maya will whine in future.

She could also make it easier for Maya by using a picture schedule to show Maya what will happen after braiding is finished.

Services and resources for families

This information describes local services and resources for you, your child and your family. *[To be completed based on local context]*

What can I do if my child is ill?

What can I do if I think my child might have been hurt or abused by someone?

What can I do if my family needs things that we do not have?

What can I do if there are difficulties at home?

What can I do if my family has other challenges?

What can I do if I feel I am not coping well?

Next steps

Date of next group session: _____

In the next group session we will learn about continuing to make progress with your children and how to care for ourselves.

If you cannot come to the next session for whatever reason, you are still welcome to come to the following session. If you come to the following session 15 minutes early, we will help you to review the things you have missed.

9

Session 9: Problem-solving and self-care



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Overview

Date, time,
location

Home visit 1

Call to check in

Session 1 Introduction – Getting children engaged

Call to check in

Session 2 Keeping children engaged

Call to check in

Session 3 Helping children to share engagement in play and home routines

Text message reminder about next session

Session 4 Understanding communication

Text message reminder about next session

Session 5 Promoting communication

Home visit 2 (between sessions 5 and 6)

Session 6 Teaching new skills in small steps and levels of help

Text message reminder about next session

Session 7 Preventing challenging behaviour – helping children to stay engaged and regulated

Call to check in

Session 8 Teaching alternatives to challenging behaviour

Text message reminder about next session

Session 9 Problem-solving and self-care

Home visit 3

Additional sessions

Home practice review

This past week you practised strategies to reduce or stop challenging behaviour in your target routines.

Target routine 1: _____

Target challenging behaviour: _____

Reason for the behaviour (Circle):

To get access to something

To get attention

To stop or avoid something

To get a sensation

Tip that worked well: _____

Next time I can try

- _____
- _____
- _____

Target routine 2: _____

Target challenging behaviour: _____

Reason for the behaviour (Circle):

To get access to something

To get attention

To stop or avoid something

To get a sensation

Tip that worked well: _____

Next time I can try

- _____
- _____
- _____

What we will learn today

- How to continue practising skills and goal-setting;
- About caregiver stress and self-care;
- How to find solutions to problems that may come up.



Review of target skills

1) My child's current communication target skill is:

Do I need to change my target? YES NO

My new communication target skill is:

2) Our target play and home routines are:

1. _____

2. _____

Other play and home routines I will work on next are:

1. _____

2. _____

3. _____

3) My child's target challenging behaviours are:

4) Our big task is:

1. _____

The small step we are working on is:

The next small step we will work on is:

2. _____

The small step we are working on is:

The next small step we will work on is:

5) One thing I will do to improve my own well-being

Planning your child's next communication goals

This chart can help you to decide your child's next communication goals.

- 1) Find the description of how your child is communicating to request and to share things now.
- 2) Put a circle around the step that follows where your child is now – this will be your child's next communication goal.

Example: If your child is not yet requesting, her/his next communication goal is to use eye contact to request.

Requesting	Sharing
Child is not yet requesting	Child is not yet sharing
Child uses eye contact to request	Child uses eye contact to share
Child uses gestures: reaches to request, gives to request, points to request	Child uses gestures: shows to share, points to share, gives to share
Child uses a single word to request	Child uses a single word to share
Child uses 2 words together to request	Child uses 2 words together to share
Child uses 3 or more words together to request	Child uses 3 or more words together to share
Child combines many words, gestures and eye contact to request	Child combines many words, gestures and eye contact to share

Key message 1

Continue to set goals for yourself and your child and review your progress

- Notice which strategies are working well for you and your child, and plan to keep practising
- Remind yourself: what is the next step after we master this skill? Is it:
 - the next target communication skill?
 - the next small step in the routine?
 - the next target challenging behaviour?
 - the next target routine?





Tip 1

Expand your routine: use *Show and say* to add new steps

- Notice when your routine needs a new step to continue.
- *Show and say* to demonstrate the step and describe it.

Play routine



Show: Build with the same blocks in a different way.

Say: Describe at the child's level



Show: Build a farm or zoo out of blocks and put animals inside.

Say: Describe at the child's level

Home routine



Show: Pull zipper up.

Say: Describe at the child's level.



Praise the child for trying.

 Tip 2

Link two routines together to expand a routine that the child can do

- When your child can do a home routine on her/his own, you can link two routines together.

For example:



If your child can wash her/his hands on their own, the next small step could be to sit at the table for snack time (link washing hands and snack routines).



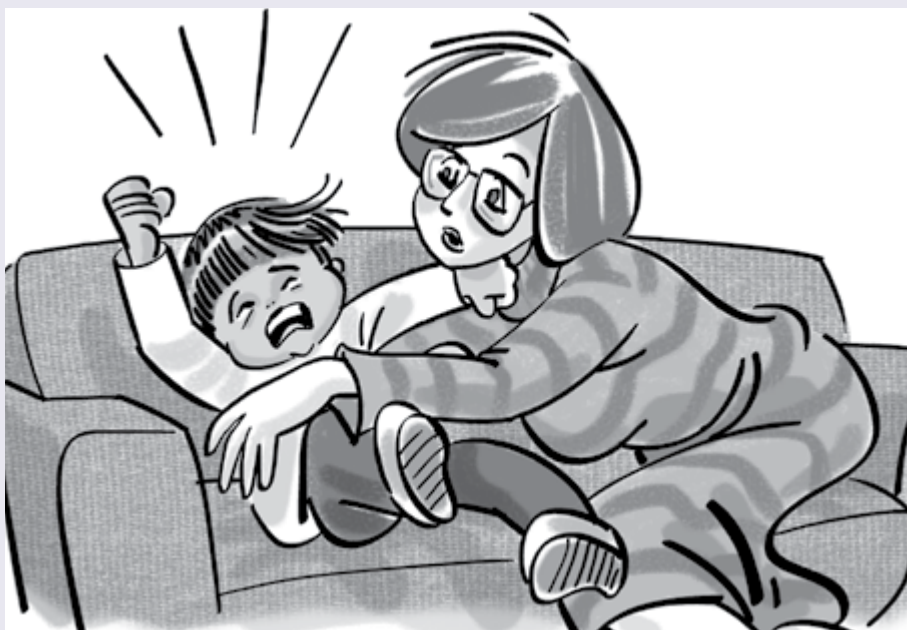
If your child can brush her/his teeth on their own, the next small step could be to put on pants (link brushing teeth and getting dressed routines).

As adults, we all do many routines each day. You can help children to learn to be more independent when they can do two or more routines on their own.

Rosa's story Part 1: Learning to look after my health and well-being



Rosa lives with her daughter, Lucia, and her 4-year-old son Andrea.



Andrea has a developmental delay and he often becomes very upset and screams. It has been getting more and more stressful for Rosa as her son grows older.



Sometimes Rosa tells herself “I must not be doing a good job”. Sometimes she thinks “What is the use of continuing to practise the strategies I learned in the course? His behaviour is getting worse anyway.”



Over time, Rosa started to feel tired and irritable. She found it difficult to sleep at night and sometimes she cried. She had bad headaches most days and she did not feel like eating.



One day Rosa saw her friend, Francesca, in the market. Francesca wanted to talk but Rosa said she had to go home instead. Rosa thought to herself, “I should not be wasting my time chatting, I should really be doing chores”.



When Rosa took Andrea to his next appointment, she began to cry in front of the nurse. Rosa did not want anyone to know that she was having difficulty and she felt very embarrassed. The nurse asked her what was wrong and Rosa explained everything.



The nurse said she was glad that Rosa told her about her difficulties. She explained that it is common for caregivers of children with developmental difficulties to have a lot of stress. She also said that there are many reasons why Andrea's behaviour might be getting worse and that this does not mean that Rosa should stop trying the strategies she knows.



The nurse explained that some stress is normal, but when we feel a lot of stress, or we have stress over a long period of time, it can have a big impact on everything in our lives – including our emotions, our relationships, our health and our ability to do things.



The nurse explained that it is important for Rosa to take care of herself. In order to be able to do her best with Andrea, Rosa needs to look after herself as well.

The nurse explained that some caregivers find that it is difficult to accept the difficulties with their child, and they can feel like they are constantly struggling with how things are. The nurse said that, while it is not easy to do, it can be helpful if Rosa can: 1) try to acknowledge that the situation is very difficult, 2) accept that Andrea has these difficulties, 3) practise being gentle and forgiving with herself and Andrea, while 4) still focusing on what she can do to help him.

Giving herself permission to take a break, and not always trying to fix everything at all times, is also important. Acceptance does not mean that you like the situation. It just means that you acknowledge what is happening and you focus your efforts on what you can do to look after yourself and your child.



Speaking to the nurse really helped Rosa feel better about her emotions and thoughts. She also realized that she did not need to be so hard on herself. The nurse makes another appointment with Rosa so that they can meet again and talk.

Key message 2

Care for yourself to help you and your child

- Take care of yourself the best way you can by trying to eat well, getting enough sleep and taking good care of your health.
- Do activities that are important to you and activities that you enjoy.
- Reach out to others and stay connected.



Make your well-being a priority! Make sure you are well so that you can support your child

Rosa's story Part 2: Problem-solving



Before Rosa left the clinic, the nurse asked her to do one small thing to improve her well-being. At first, Rosa was not sure, but the nurse said it would help her and might also help Andrea's behaviour. The nurse asked Rosa to choose something that was meaningful (important) to her and make a clear plan, so Rosa decided to call her friend Francesca that day.



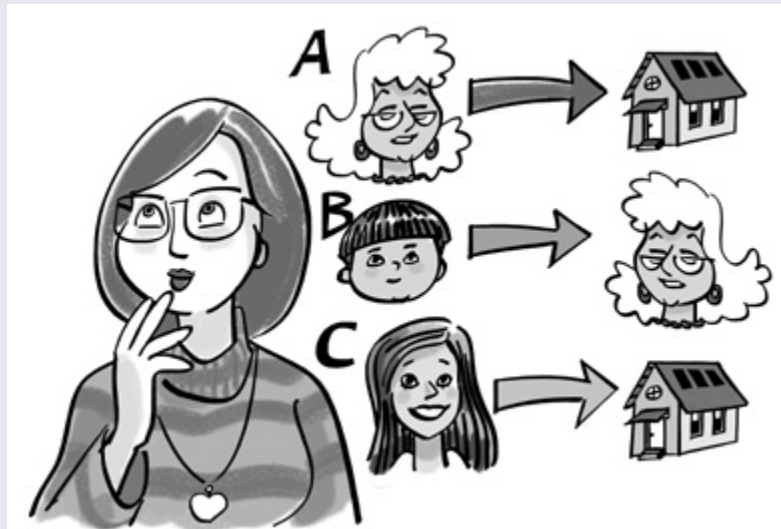
Rosa spoke with Francesca and it made her feel better. She even told Francesca about the difficulties she was having with Andrea and Francesca was very encouraging.



The nurse said they would do some problem solving together because it can help people worry less about their problems. She asked Rosa to think of one problem to work on today that is happening now and involves something that Rosa has control over. She explained that it will not be helpful to choose a problem like “my mother’s health might get worse” because this is something that might happen but it’s not happening now. Also, her mother’s health is not something that Rosa has much control over.



Rosa explained that she wants to visit Francesca but she does not know who will look after Andrea and Lucia. The nurse explained that they would first think of all the possible solutions to the problem they could without judging them.



Rosa suggested these possible solutions:

- *Ask my mother-in-law to come to our home to watch Andrea and Lucia while I go to visit Francesca.*
- *Bring Andrea and Lucia to my mother-in-law's home so she can watch them while I am with Francesca.*
- *Ask Francesca to come to my home for the visit (and Andrea and Lucia can stay with me at home).*



The nurse asked Rosa if she could think of any more options and Rosa added to the list

- *Ask Maria (from the caregiver training course).*

Maria has a son who is around the same age as Andrea. Maria and Rosa had talked about the possibility of minding each other's children so that the other could take a break.



Once the list was complete, the nurse asked Rosa to think about what solutions would be less suitable. Rosa said that her mother-in-law is very busy.



The nurse encouraged Rosa to think about the two options that remained on the list and the advantages and disadvantages of each. Here are her ideas:

Ask Francesca to come to my home for the visit (and Andrea and Lucia can stay with me at home)

Pros

– I do not have to take the time to travel to visit Francesca

Cons

– Francesca will need to travel to my home

– I enjoy the walk to Francesca's home

– I will not have a break from Andrea

Ask Maria to mind Andrea and Lucia

Pros

– Maria knows what to do if Andrea has a tantrum

– Andrea and Lucia could be around Maria's son, Luca

Cons

– I would have to mind Luca another time

– I am nervous to ask Maria because I have not seen her since the end of the course

When the nurse asked Rosa to choose the solution she thought was best, she chose "Ask Maria to mind Andrea and Lucia". The nurse then asked Rosa to make an action plan by stating exactly what she needed to do to make that solution happen.



Rosa decided that she would call Maria that afternoon to ask if she could mind Andrea and Lucia.



Rosa starts to see that making a plan can help her to worry less and take better care of herself and her family. Rosa goes back to see the nurse and slowly starts to feel better.

Key message 3

You can find solutions to problems by problem-solving

- Follow these steps to find solutions to a problem that is real, is happening now and that you have some control over:



1. Think of as many possible solutions as you can.



2. Eliminate solutions that are not suitable.



3. Think of the advantages and disadvantages of the remaining solutions to help you decide which options are the best.



4. Pick at least one solution and make an action plan that is very clear and specific.



5. Try out your plan!

Home practice activity

Building children's skills:

- For each of the home routines you are working on, decide on the next 2–3 small steps. Plan to start teaching your child at least one of those steps within the next week.

Routine1

- Steps I can try to add:

1. _____

2. _____

3. _____

4. _____

Routine 2

- Steps I can try to add:

1. _____

2. _____

3. _____

4. _____

Self-care:

- Choose one activity that is important to you and plan to spend at least 5 minutes doing this activity every other day.
This could be a very simple activity such as talking to someone you care about, singing, doing something for others or spending 5 minutes sitting quietly, etc.

Remember to practise the tips from this session:

Tips



1. Expand your routines: use *Show and say* to add new steps.

2. Link two routines together to expand a routine that the child can do.

Key messages

- Continue to set goals for yourself and your child and review your progress.
- Care for yourself to help you and your child.
- You can find solutions to problems by problem-solving.

Questions to check your own learning

Try to answer these questions after the session to check your own learning. When you finish, you can check the answers on the following page.

Question 1

Rosa found problem-solving with the nurse very helpful. She would like to remember the steps so that she can use problem-solving the next time she has a problem. What is the correct order of steps for problem-solving? Match the step number on the left with the description of the step on the right by drawing a line that connects them.

- | | |
|--------|--|
| Step 1 | A. Think of the advantages and disadvantages of the remaining solutions. |
| Step 2 | B. Choose a problem that is real, is happening now and that you have some control over. |
| Step 3 | C. Choose at least one solution and make an action plan that is very clear and specific. |
| Step 4 | D. Eliminate solutions that are not suitable. |
| Step 5 | E. Think of as many possible solutions as you can. |

Question 2

Rosa is trying to take better care of herself so she is trying to decide which choices will help her well-being and which choices might seem useful in the short term but are likely to be unhelpful for her well-being in the long term. For each of the following choices on the left, decide if they are helpful or unhelpful for Rosa's well-being. Indicate your choice by putting a mark in the box under "Helpful" or "Unhelpful" for each of the options.

	Helpful	Unhelpful
A. Skipping a meal to get extra chores done when she is very busy.	<input type="checkbox"/>	<input type="checkbox"/>
B. Asking a trusted person to mind Andrea so that she can have a little break.	<input type="checkbox"/>	<input type="checkbox"/>
C. Telling herself often that she should be doing a better job.	<input type="checkbox"/>	<input type="checkbox"/>
D. Trying to accept that Andrea is different from the child she was hoping for.	<input type="checkbox"/>	<input type="checkbox"/>
E. Talking to her family about how caring for herself can help the whole family.	<input type="checkbox"/>	<input type="checkbox"/>
F. Staying up late to get more things done while her children are asleep.	<input type="checkbox"/>	<input type="checkbox"/>

Answers to questions

These are the answers to the questions to check your own learning on the previous page. Check the answers only after you have tried to answer the questions. When you finish checking the answers, go back to the questions and circle the correct answer.

Question 1 Answers:

Step 1: B. Choose a problem that is real, is happening now and that you have some control over.

Step 2: E. Think of as many possible solutions as you can.

Step 3: D. Eliminate solutions that are not suitable.

Step 4: A. Think of advantages and disadvantages for the remaining solutions.

Step 5: C. Choose at least one solution and make an action plan that is very clear and specific.

Question 2 Answers and explanations:

Explanation:

- A. Skipping a meal to get extra chores done when she is very busy is unhelpful. Trying to eat regularly and eating the best food we can is likely to be helpful for both our bodies and our minds. Even if skipping a meal helps Rosa to get more work done in the short term, it may hurt her well-being and make it difficult for her to do as much in the long term.
- B. Asking a trusted person to mind Andrea so that she can have a little break is helpful. It is important that Rosa tries not to feel guilty for needing a break now and again and remind herself that her own well-being is important and helps her, Andrea and the rest of their family.
- C. Telling herself often that she should be doing a better job is unhelpful. Rosa can try to do the best job she can but she should avoid criticizing herself because this will hurt her well-being.
- D. Trying to accept that Andrea is different from the child she was hoping for is helpful. If Rosa spent a lot of her energy wishing that her son did not have a developmental delay, this would not be very helpful to her. It would be better for her to accept the reality that he does have these challenges, and then use her energy to help him rather than wishing his challenges would go away.
- E. Talking to her family about how caring for herself can help the whole family is helpful. Feeling supported by other people is very important for well-being. It is important that Rosa's family understands that when Rosa takes care of herself she is helping the rest of the family.
- F. Staying up late to get more things done while her children are asleep is unhelpful. Sleep is important to maintain our energy, and the amount of sleep we get can also have an impact on our stress and emotions. It might be tempting for Rosa to stay up late to get more work done in the short term, but it will hurt her well-being in the long term.

Services and resources for families

This information describes local services and resources for you, your child and your family. *[To be completed based on local context]*

What can I do if my child is ill?

What can I do if I think my child might have been hurt or abused by someone?

What can I do if my family needs things that we do not have?

What can I do if there are difficulties at home?

What can I do if my family has other challenges?

What can I do if I feel I am not coping well?

Next steps

This was our last group session. Congratulations for participating in the course!

Date of last home visit: _____

You may want to continue to keep in contact or plan to meet again with the other course participants. You are in a special position to be able to understand each other's challenges and struggles and to offer support. If you are interested in meeting again, it can be helpful if a couple of people want to collect contact information and plan the next time and place to meet. The facilitators can speak with you after this session to help you know what you need to do to organize a caregivers' group.

Annex 1: Summary of tips and key messages

Session 1: Getting children engaged

Tips



1. Set up the space: remove distractions and make a safe place to interact.



2. Start with 2 or 3 motivating choices and follow your child's choice.



3. Move in front of your child, get down to your child's level, and have the activity between you and the child.

Key messages

- All children can learn and develop skills.
- Children learn best when they are calm and cool.
- You can help your child to develop by engaging with her/him in everyday activities and games.

Session 2: Keeping children engaged

Tips



1. *Look and listen* – Notice what your child is motivated by and interested in.



2. Find out how your child likes to play and show the child new ways to play.



3. *Look and listen* – Notice when your child is being good and respond with praise.

Key messages

- Children have more opportunities to learn when they are sharing engagement – noticing you and your activity.
- Children learn best during activities that are fun, positive and full of praise.
- Children can learn communication skills and other skills by playing with you.

Session 3: Helping children to share engagement in play and home routines

Tips



1. Join in the routine – Take your turn by imitating what your child is doing.



2. *Show and say*
- Give your child a new step for your routine.



3. Restart your routine to help your child spend more time sharing engagement.

Key messages

- Build play and home activity routines to help your child learn and develop.

Session 4: Understanding communication

Tips



1. Respond with words and gestures to all your child's communication, even when it is unclear.



2. Use words and gestures that match your child's language level.



3. Wait to give your child room to communicate.



4. Talk about what your child is looking at and doing.

Key messages

- Children communicate using words, behaviour without words, and challenging behaviour.
- Look and listen* to notice when your child is communicating.
- When you notice your child communicating, find out what message your child is trying to send you.

Session 5: Promoting communication

Tips



1. *Show and say* - Demonstrate words and gestures that your child can use to communicate.



2. Repeat your child's words and expand your child's language.



3. Create opportunities for your child to request.



4. Create opportunities for your child to communicate to share.

Key messages

- Look and listen to notice when your child is communicating to request.
- Look and listen to notice when your child is communicating to share
- Use everyday activities to create opportunities for communication.

Session 6: Teaching new skills in small steps and levels of help

Tips



1. Break the skill into small steps and teach your child one small step at a time.



2. Let your child learn! Give the lowest level of help needed for your child to be successful.



3. Give clear and consistent instructions and praise your child for trying.



4. Ask yourself: can I teach a different step?

Key messages

- Your child can learn new skills for everyday life by practising with your help.

Session 7: Preventing challenging behaviour – helping children to stay engaged and regulated

Tips



1. Respond to skills and appropriate behaviour with praise and encouragement.



2. *Look and listen* for signals *before* the challenging behaviour.



3. Arrange your environment and give warnings before changing activities to help your child stay cool.



4. If your child has a “meltdown” or “tantrum”, stay calm and wait for the child to calm down. Then think about the reason for the behaviour

Key messages

- Children can communicate by using challenging behaviour to get access or attention, to avoid something or to get a sensation.

Session 8: Teaching alternatives to challenging behaviour

Tips



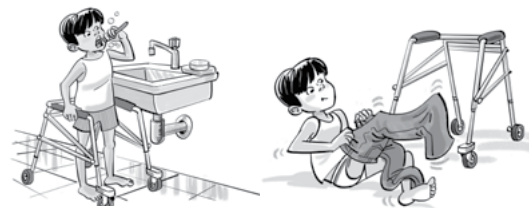
1. Use picture schedules to help your child to understand activities and stay calm.
2. Respond to challenging behaviour that aims to get access by teaching your child to use communication skills.
3. Ignore challenging behaviour that is seeking attention if it is safe and okay to do so.
4. Set clear, consistent and appropriate expectations to reduce challenging behaviour that aims to avoid or stop a routine.
5. Teach a safe and appropriate behaviour to replace sensation-seeking challenging behaviour.

Key messages

- Find out the reason for your child's challenging behaviour and decide how to respond based on that reason (to get access or attention, to avoid or to get a sensation).

Session 9: Problem-solving and self-care

Tips



1. Expand your routines: use *Show and say* to add new steps.
2. Link two routines together to expand a routine that the child can do.

Key messages

- Continue to set goals for yourself and your child and review your progress.
- Care for yourself to help you and your child.
- You can find solutions to problems by problem-solving.

**Caregiver skills training
for families of children
with developmental delays
or disabilities**

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