

Practical tools

First-then language

"First worksheet, then break."

Choices

Offer two acceptable and realistic choices.

Visual supports

Use visual schedules, timers, pictures, symbols or written steps.

Break card or signal

Teach the child a safe and appropriate way to request help or a break.

Praise specifically

"You waited for your turn —well done."

Calm corner

Provide a quiet, safe and supervised space—not isolation

When to seek professional help?

When behaviour problem

- causes injury to child or other
- is severe, frequent and rapidly worsening.
- significantly interferes with learning, communication or daily functioning.
- occurs with major changes in sleep, appetite etc.
- does not improve despite common

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**Understanding
behaviour is the first
step toward
meaningful support.
Support Positively.
Teach Consistently.
Respect every Child's
Dignity.**



Understanding challenging
behavior in children with
disabilities

BEHAVIOR PROBLEMS IN CHILDREN WITH DISABILITIES

Informative Brochure for Parents
of children with disabilities

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(An autonomous body under the Department of empowerment of
Persons
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1 WHEN DOES BEHAVIOR BECOME A CONCERN?

Behaviour may become a concern when it is frequent, intense, unsafe, or significantly interferes with child's learning, relationships, communication or daily routines.

Common examples

Frequent tantrums, crying or screaming/other, hitting, biting or other aggressive behaviour. Self-injury or other unsafe behaviour/Refusal, avoidance or withdrawal/Repetitive behaviour that interferes/Damage to objects or people.

3 Look beyond the behaviour

Behaviour can communicate a need or serve a purpose. Ask: What happened immediately before? What might the child be trying to obtain, avoid, communicate or regard? Is a skill missing? What happens immediately after behaviour?

Possible contributing factors

- Difficulty communicating needs
- Sensory overload or discomfort
- Changes in routine or expectations
- Sleep, hunger, pain or illness
- Academic or social frustration
- Need for attention, a break/escape, access to something preferred or sensory signals

Remember

Do not assume that challenging behaviour is deliberate, "bad," or caused by poor parenting. Observe patterns, consider possible underlying needs and respond respectfully.

Positive behaviour management

Observe

- 1 Record what happens before, during and after the behaviour

Prevent

- 2 Modify the environment, routine, task difficulty or communication demands where possible.

Teach

- 3 Teach an appropriate skill: asking for help, requesting a break, waiting or choosing or communicating discipline.

Reinforce

- 4 Notice and reward the desired behaviour immediately and specifically.

Respond calmly

- 5 Use brief instructions, a neutral tone and consistent responses.

Review

- 6 Track progress and change one strategy at a time. So that you can identify what is that helps.